

IEP Team Meeting Checklist: From Within the State of Maryland

Purpose: Review Out of County Information and Document Comparable Services

Before the meeting:

Receive/Request records from sending school

- Date stamp registration (designated school secretary)
 - *For students prior to kindergarten, registration must be completed at the home RECC. At that time, they should be flagged in the HCPSS Student Management System and access to Tienet should be requested.*
- Check with school for process to receive records
- File in Student Record/cumulative file
- Document contact with sending system to request records- each time a request is made

Obtain copy of IEP (including expired) (date stamp when received)

Schedule IEP Meeting on master IEP calendar- in 30 days

Ask registrar or designated secretary to input (“flag”) the student for TIENET IEP in the HCPSS Student Management System. Information is transferred to TIENET within 30 minutes during school hours.

If a student enrolls over the summer, a meeting to determine placement needs to occur before the start of the school year.

Prepare information/forms/sections for the meeting:

If all records were received and the IEP is written commensurate to HCPSS standards:

- *Create a New IEP – label as **Amendment/Newly Enrolled to HCPSS within state***
 - *All pages, input from out of county IEP (keeping all dates)*
 - ***Continued Eligibility page** – keep all dates from out of county IEP, completed as student is already eligible for special education and related services in the State of Maryland. Information should be entered **DIRECTLY** onto the eligibility page of the IEP. Do not use team report to enter in discussion from previous IEP. Do NOT use the “eligibility before first reevaluation” section of team report because this will force the snapshot onto the IEP.*
 - *Services – document comparable services*
 - ***Comparable services does not mean exactly the same; adjust for HCPSS as necessary***
- Complete: [Student Record Review Worksheet](#) – page 1

If all records were not yet received and/or the IEP contains gross errors:

- *Create a new draft HC IEP (label as **Amendment/Newly Enrolled to HCPSS within state**)*
- *Only the following pages to document comparable services (while assessing for additional data to inform programming and instruction)*
 - *Cover page*
 - *Services*
 - *LRE*

The paper IEP from out of county is still implemented to the extent documented by the comparable services (i.e. goals and objectives, supplementary aids, etc.). It just will not be fully entered into TIENET until more data is available.

IEP Team Meeting Checklist: From Within the State of Maryland

IF EVALUATION DATE IS OUT OF COMPLIANCE: If the Evaluation Date is out of compliance, use that date on the cover page of the comparable services IEP and make note in the minutes that the date reflects what was on the incoming IEP.

- Create New Meeting Process, ensuring to select both *IEP Team Meeting Notice* and *IEP Team Meeting Report***
- Complete *Notice of Individualized Education Program (IEP) Team Meeting*** (within TIENET, go to *Meeting Process*):
 - Parents receive the notice at least 10 days before meeting
 - Select purpose(s) from drop down menu: *Develop and approve IEP. Plan and review transition services for students 14 and older if the student is 14, or will be during the upcoming IEP year*
 - Invite student if age 14 or older within the IEP year
 - Ensure notice lists all required IEP team members, including not less than one regular education teacher of the student, if the student is or may be participating in the regular education environment
 - On the notice, do not include names of those invited by the parent (e.g. lawyers, advocates, etc.)
- Mail both the *IEP Team Meeting Notice* and *Parent Input form***
 - *For students prior to Kindergarten, use the Information To Help Plan My Child's IEP form*
- Confirm attendance of parent and General Education Teacher**
 - Document attempts
 - *For students prior to Kindergarten who are not enrolled in a general education program, the early childhood special educator may also serve as the general educator*
- Confirm student attendance** (for student age 14 or older)
 - If the student is unable to attend, obtain and document information on the student's preferences and interests
- Gather and summarize the following information prior to IEP meeting date for each area of concern and send home summary/ documents you plan to present 5 business days prior to IEP meeting**

FOR STUDENTS PRIOR TO KINDERGARTEN: *A parent interview or home visit is highly encouraged as best practice to gather the information and meet the student.*

- [Parent Questionnaire form](#) – PK-K
- Observations by teachers or related service providers during a home or community visit
- If a child is enrolled in a childcare or preschool program, teacher input can be obtained using the Three to Four Year Old Educational Report or the Four to Five Year Old Educational Report. Input can include information from early childhood providers in HCPSS or other childcare/preschool programs.
- File review

SCHOOL AGE:

- [Parent Questionnaire form](#) – PK-K
- [Parent Questionnaire form](#) – School Age
- *Teacher Report form* from each teacher including Related Arts/Electives
 - [Elementary Student](#)
 - [Secondary Student](#)

IEP Team Meeting Checklist: From Within the State of Maryland

- Existing data (including State and local assessments)
- Observations by teachers or related service providers
- Classroom-based assessments
- Work samples
- File review
- Attempted interventions and data reflecting the student's response

At the Meeting:

- Introduction of team members**
- Review and correct listing of IEP team participants on the *IEP Team Report* to reflect attendees**
- Confirm parent receipt of Parental Rights Booklet by checking box on cover page**
 - Provide copy of Parents Guide to Habilitative Services and read statement
 - If student is 14 years and older, provide copy of Transition Guide, getting parent signature of receipt
- State the purposes of meeting**
 - The purpose of the meeting is to review out of county IEP to determine and document comparable services
 - The purpose of the meeting is to review out of county records to determine the need for assessments
- Complete the *IEP Team Meeting Report* documenting review and discussion of the following in the appropriate sections on the IEP Team Meeting Report:**

FOR STUDENTS PRIOR TO KINDERGARTEN:

- [Student Record Review Worksheet](#)
- *Parent Questionnaire* form
- Information obtained during interview or home visit
- Observations by teachers or related service providers during a home or community visit
- If a child is enrolled in a childcare or preschool program, review information obtained using the Three to Four Year Old Educational Report or the Four to Five Year Old Educational Report. Input can include information from early childhood providers in HCPSS or other childcare/preschool programs.
- File review

SCHOOL AGE:

- [Student Record Review Worksheet](#)
- *Parent Questionnaire* form
- *Teacher Report* form from each teacher including Related Arts/Electives
- Existing data (including State and local assessments)
- Observations by teachers or related service providers
- Classroom-based assessments
- *Classroom Observation* form if one has been completed
- Work samples
- File Review
- Attempted interventions and data reflecting the student's response

IEP Team Meeting Checklist: From Within the State of Maryland

- Data and information from the school’s problem solving team (e.g., Student Support Team, Instructional Intervention Team), if available

Determine need for assessment information/reevaluation due:

- **More information is needed to implement the IEP, or the team has questions: Proceed with Yes statement**

Yes	No
<input type="checkbox"/> Reevaluation Due: Schedule and hold Reevaluation Planning IEP team meeting	<input type="checkbox"/> Review proposed draft IEP
<input type="checkbox"/> Reevaluation Due: Check with sending school to determine if they had already started the reevaluation process	<input type="checkbox"/> Discuss any changes/adjustments made to develop HC IEP
<input type="checkbox"/> Additional assessment information needed: Recommend appropriate assessments	<input type="checkbox"/> Follow IEP Checklist for Interim Review
<input type="checkbox"/> Additional assessment information needed: Obtain written parental consent for evaluation	

Present and review the Sections of the IEP using the order below. Document discussions and decisions for each section on *IEP Team Meeting Report*:

- Cover Sheet
- Additional IEP Team Meetings, if the team needs to continue the meeting on another day
- PLAAFP 1
- PLAAFP 2
- Goals and Objectives
- Supplementary Aids and Services
- Instructional and Testing Accommodations
- PARCC Accommodations (addendum – 2nd grade and older)
- Special Considerations
- District/Statewide Assessments
- Transition Preferences and Interests (13/14 and older)
- Transition Activities
- Services
 - If student qualifies for specialized Transportation, add services to IEP
 - *Service hours CANNOT exceed the total hours of the program recommended. Below are the program hours for specific programs for a child prior to Kindergarten:*
Preschool – 4 days 10 hours/week
Preschool – 5 days 12.5 hours/week
MINC-T 12.5 – 20 hours/week
MINC-P/EL 18.5 - 29.25 hours/week (avg. hours following the 4/5 day schedule)
- LRE
 - If specialized Transportation is required, complete the discussion box and fill out a *Transportation Request Form* in Tienet. Finalize form (this sends the request to Transportation)
 - *For students UNDER 6 (regardless of program), use the Early Childhood LRE codes*

Select the “Approved” box on Cover Sheet

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After the meeting:

- Review *IEP Team Meeting Report***
 - For all areas of documented discussions/decisions, select the “Add to IEP” box
 - Run spell check
 - Finalize *IEP Team Meeting Report*

- Mark as Approved and finalize the IEP document once all items are completed, within 3 business days**

- If Specialized Transportation was approved, ensure *Transportation Request Form* was completed in TIENET, and Finalize**

- File all paper work**

- Provide the parent(s) copy of *IEP Team Meeting Report* and finalized IEP no later than five business days after the meeting**

- Assessments recommended:**
 - Complete assessments, after written consent is received
 - Schedule the IEP meeting within timeline
 - Follow IEP checklist review assessments

- Schedule training and/or review of IEP with school personnel working with the student and parents, as appropriate**

- Send out a copy of the *Flash IEP* and get staff signature(s) of receipt**