

IEP Team Meeting Checklist: Reevaluation Part 1 - Planning Meeting

Before the meeting:

- Schedule IEP meeting on master IEP meeting calendar no less than 90 days prior to the existing reevaluation due date**
- Contact itinerant personnel as needed based on the student's current disability and/or areas of suspected disability**
 - Adapted Physical Education Teacher, Occupational Therapist, Physical Therapist, Psychologist, Vision Teacher, Hearing Teacher, Speech Language Pathologist, Assistive Technology Team member
- Create New Meeting Process, selecting *IEP Team Meeting Notice, 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: *RE-evaluation planning meeting*
 - 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***
- Send *Teacher Report form***
- Confirm attendance of Parent and General Education Teacher**
 - Document multiple attempts for parent to attend
 - *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 will be 14 during the upcoming IEP year)
 - If the student is unable to attend, obtain and document information on the student's preferences and interests
- Gather data related to student progress on the IEP, present levels of performance and other areas of concerns**
 - Information provided by the parent
 - Classroom based assessments and observations
 - Curriculum based assessments
 - Checklists
 - Informal assessments
 - Work samples
 - Information from general educators
 - Behavioral data as appropriate
 - *For students prior to Kindergarten, grade-level curriculum includes school readiness data using the WSS P3 and P4 quarterly data.*

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- Complete the following sections for the meeting:**
 - Eligibility Section of the team report, select continue Eligibility/Reevaluation- select Reevaluation report- you **may** complete this section, do not complete team decision section until meeting
 - Use Summary of Current Data: [*Special Education Procedures and Guidelines: Directions for Reevaluation Report*](#) Educational Needs of the Child

- Provide the parent(s) a copy of the following at least five business days prior to the scheduled IEP team meeting**
 - Draft of *Reevaluation Report* (including Summary of Current Data-completed) Use QRC for printing instruction.
 - Summary of all data to be reviewed at the meeting

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At the meeting:

- Introduce IEP team members
- Review and correct listing of IEP team participants/or additional IEP team participants page
- Confirm parent receipt of Parental Rights Booklet by checking box on cover page
 - Provide copy of Parents Guide to Habilitative Services
 - If student is 14 years and older, provide copy of Transition Guide, getting parent signature of receipt
- State the purpose of the IEP meeting
 - The purpose of the IEP Meeting is to review current data including present levels of educational performance, information from the parent, and educational needs of the student to determine if the student continues to be a student with a disability, and if the student continues to need special education and related services or if additional data is needed.
- Review the draft of the *Reevaluation Report*
 - Summary of Current Data
- Complete *Reevaluation Report*
 - *Section III: Decision of the IEP Team*
 - *Discuss the educational needs of the student and document in section III*

Yes, additional data needed; Recommending assessments	No, additional data not needed; NOT recommending assessments
<input type="checkbox"/> Complete: Section IV: Determine Additional Data Needed	<input type="checkbox"/> Create IEP revision- Label Reevaluation
<input type="checkbox"/> Discuss and generate diagnostic questions. Specifically state suspected disabilities	<input type="checkbox"/> Complete the <i>Cover Sheet</i> , updating the Reevaluation Date and carry over the entire IEP, including <i>Continued Eligibility Data</i> Section of the IEP
<input type="checkbox"/> Discuss the need for formal evaluations: Refer to the Directions for Reevaluation Report	<input type="checkbox"/> Complete all discussion/documentation as required in the <i>IEP Team Meeting Report</i>
<input type="checkbox"/> Is there a disability mismatch based on current needs and services? Refer to Examples of Mismatch Between Disability and Current Needs	<input type="checkbox"/> Complete appropriate Supplement(s) (if needed)
<input type="checkbox"/> Identify the formal and informal assessments recommended to address those questions	<input type="checkbox"/> Inform the student's parent(s) of their right to request formal assessment procedures if not recommended by the IEP Team
<input type="checkbox"/> Obtain written parental consent to complete formal assessments (if recommended)	
<input type="checkbox"/> Discuss schedule for completing assessments and holding the IEP meeting to review assessments	

- *It is Best Practice to complete a formal reevaluation with updated assessments when a student is 5 or 6 years old and leaving a RECC program*

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- Complete the *IEP Team Meeting Report* documenting the basis for determination/decisions of the team.**

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After the meeting:

- Review *IEP Team Meeting Report* and *Reevaluation Report***
 - For all areas of documented discussions/decisions, select the “Add to IEP” box if an IEP was created, (no additional data was needed)
 - Run spell check
 - Finalize *IEP Team Meeting Report*

- Finalize the IEP document once all items are completed, within 3 business days** (if you went to assessments, there is no IEP created)

- File all paperwork**

- Provide copies of the following documents to the parent(s) no later than five business days after the meeting:**
 - *IEP Team Meeting Report*
 - *IEP if not additional data was needed*
 - Consent for assessments, if formal assessments were recommended

- Establish a tentative IEP meeting date to review assessments, if recommended, on or before the date reevaluation is due** (if not completed at the meeting)
 - **Remember the 90-day timeline also includes the revisions to the IEP therefore; assessments should be reviewed around 60 days to leave time for IEP revisions**

- Contact parents to obtain written parental consent for assessment(s) if they were unable to attend and assessments were recommended, or if they did not sign consent at the IEP Team Meeting**

- Complete assessments, if recommended, when written parental consent is obtained**
 - If formal assessments are recommended, a second Reevaluation IEP team meeting is held
 - A third IEP meeting *may* be required after the Reevaluation Part II meeting, if changes are needed to the IEP