IEP MEETING CHECKLIST AND AGENDA GUIDES FOR SPECIAL EDUCATORS

SCREENING IEP TEAM MEETING CHECKLIST

Before the Meeting

___ Check master calendar for date.

___ The following information should be gathered prior to meeting date for each area of suspected disability:
   • Screening Referral form (SE:1A)
   • Student Services Team (SST) documentation
   • Existing data
   • Observations by teachers or related service providers
   • Classroom-based assessments
   • Work samples
   • Attempted interventions and data reflecting the student’s response.

___ Send out Notice of IEP Team Meeting (SE:6)
   • Parents should receive the notice at least ten calendar days before the meeting.
   • Check "Purpose": "Review written referral, existing data, assessment results, instructional interventions, information from parents, and, if appropriate, determine the need for additional data."
   • Include Procedural Safeguards: Parental Rights (OR:10) with the notice.

___ Confirm parent attendance. If confirmation is not received, three attempts must be made to verify parental attendance. Document the three attempts on the Contact Log (SE:24) or on the IEP Team Notification (SE:6). If the parent is unable to attend and requests that the meeting be rescheduled, every attempt should be made to find a mutually agreeable date.

___ Bring to meeting:
   • IEP Team Meeting Report (SE:7), pages 1, 2, 3
   • Parental Consent for Evaluation & State Reporting (SE:2) (in the event that assessments are recommended)
Screening IEP Team Meeting Agenda

☐ Review written referral, existing data, assessment results, instructional interventions, information from parents, and, if appropriate, determine the need for additional data (Screening).

**Time line:** Screening meetings are held as soon as possible following a referral from the student services team or a parent request.

1) Welcome and Introductions - Welcome the family and others. Begin with the introduction of the chairperson and then proceed around the table until everyone is introduced.

2) Purpose/Overview of the meeting - State the purpose and give a brief overview of the meeting's agenda. *The purpose documented in the notes of the meeting must match the purpose on the notification of the meeting sent to parent/guardian.*

3) Participants - Be sure to document participants at the meeting, ensuring that each participant signs his/her name and denotes his/her position/relationship to the student. A participant page is included in the IEP Notes form on FormFinder.

4) Parental Rights - Procedural Safeguards
   a) Parental Rights booklet must be sent home to parents with the notification for Screening IEP. *A signature page must be completed and placed in the confidential file.
   b) Explain that this book details all rights to which the parents and child are entitled.
   c) *The IEP chairperson must read aloud the parent’s right to mediation listed on the cover page of the IEP note.*
   d) *The Maryland Insurance Administration’s Parent’s Guide to Habilitative Services must be provided to the parents.*
   e) Offer to answer any questions the parents may have.
   f) The parent must sign/date the receipt found in the back of the booklet.
   g) Parents should be informed of their right to appeal any recommendations made by the IEP team to the supervisor of special education.

5) Educational History - Review the student's education history. Briefly include both strengths and needs of the student in the notes including:
   a) Student Services Team input, if applicable
   b) Formative Assessments, state assessment outcomes, county assessments, classroom assessments, curriculum based measures
   c) Attendance
   d) Classroom performance as reported by classroom teacher
   e) Interventions attempted
   f) Other pertinent information (medical, discipline, behavioral, personal, etc.)

6) Parent input - IDEA 2004 emphasizes the importance of parent involvement in the IEP...
Parents should be asked for their input in the meeting and it should be reflected in the meeting notes. Note parent concerns / questions and document the response from the IEP team when completing IEP team meeting notes. Actions proposed or refused must be documented in PWN.

7) *Include Student Service Team Notes (SST), and attach to the completed screening referral SE 1A.*

8) If testing is recommended by the IEP team:
   a) Identify specific assessments to be completed and document in Prior Written Notice.
   b) Obtain written consent for evaluation using Parental Consent for Evaluation and State Reporting form (SE:2);
   c) Inquire about Medical Assistance and complete the appropriate form to obtain permission for service coordination.

   After obtaining parental consent, ensure that the Request for Psychological Evaluation, CR:56 is sent electronically to PsychReferrals@fcps.org.

SEND THE FOLLOWING TO YOUR SCHOOL PSYCHOLOGIST WITHIN THREE DAYS OF THIS MEETING:

- A copy of the IEP Team Meeting notes which initiated this referral (SE:7).
- The Parental Consent for Evaluation and State Reporting (SE:2).
- For initial evaluations, the Screening Referral (SE:1A).

Timelines for procedures:

The IEP team must complete an evaluation of a student and hold the Eligibility IEP Team Meeting within 90 days of the date on the written referral, form SE:1, Screening Referral, or within 60 days from when parents sign form SE:2, Parental Consent for Evaluation and State Reporting, whichever comes first.

After the Meeting

If parent was not able to attend, send Parent Notification of IEP Recommendations (SE:7A), a copy of the meeting notes (SE:6), Parental Consent for Evaluation & State Reporting (SE:2), and any other forms that require signatures, as appropriate.
___ Contact parents to obtain parental consent, if it has not been returned within 5 business days. Do **NOT** begin any assessments until parents have signed and returned the Parental Consent for Evaluation & State Reporting (SE:2).

___ Once written consent has been obtained for evaluations, complete and submit any referrals for assessments (i.e., Request for Psychological Evaluation, CR:56)

___ Once written consent has been obtained for evaluations, complete assessments and write reports.

___ Schedule IEP Team meeting to review assessments within 60 calendar days.

___ Complete Indicator 11 Chart

___ If the team determined that there is not a suspected disability and assessments are not recommended, put paperwork in a manila folder and file in inactives.
ELIGIBILITY IEP TEAM MEETING CHECKLIST

Before the Meeting

___  Check master calendar for date.

___  Ensure the following assessments and reports (as recommended by the IEP Team) are completed:
  - Educational
  - Psychological
  - Speech/Language
  - Occupational therapy (OT)
  - Physical Therapy (PT)
  - Other: ______________________________

___  Send out Notice of IEP Team Meeting (SE:6)
  - Parents should receive the notice at least 10 days before meeting.
  - Check "Purpose": "Review to determine eligibility."
  - Ensure all individuals who have completed assessments are identified on the meeting notice by Title, not name (psychologist, SLP, OT, etc.)
  - If a draft IEP has been developed prior to the meeting, check "Development of an IEP"

___  Confirm parent attendance. If parents are unable to attend, every attempt needs to be made to reschedule. Document the three attempts on the Contact Log (SE:24).

___  Send home the FCPS Notice of Documents for Review at an IEP meeting (SE:6F) along with all identified documents (such as the assessments) that will be reviewed at the meeting so that the parents/guardians have the documents in hand 5 business days before the scheduled IEP team meeting. Assessment/eligibility reports must be given to parents in advance of IEP Team meetings so that the parent has an opportunity to review the reports and participate meaningfully in the IEP Team meeting.

___  In addition, gather the following information:
  - Current work samples
  - Grades
  - Other data, as appropriate

___  Bring to meeting:
  - IEP Team Meeting Report, pages 1, 2, 3, 4 (SE:7)
  - Written assessment reports
- IEP Team Eligibility reports, as appropriate
- Paperwork requiring signatures/review (Parental Rights, MSDE Transition Planning Guide (for students 14 and older), non-returned notifications, Habilitative Services)
- If it is anticipated that the meeting will become an Initial IEP Meeting also bring ESI, PARCC or MSAA forms as needed.
- Other documentation, as appropriate (i.e., medical diagnosis provided by physician)
- Agreement for Notice of Documents for Review at an IEP Meeting (SE:34) to be signed if student qualifies for services.
- Special Transportation Referral Form(s) if special transportation is anticipated as a service.
Eligibility IEP Team Meeting Agenda

- Review to determine eligibility (Eligibility).

| Time line: Eligibility meetings MUST BE held within 60 calendar days of the date the parent signed the parental consent for evaluation. The expectation/requirement is that 100% of all eligibility meetings will be held within the 60 day time line. |

1) **Welcome and Introductions** - Welcome the family and others. Begin with the introduction of the chairperson and then proceed around the table until everyone is introduced.

2) **Purpose/Overview of the meeting** - State the purpose and give a brief overview of the meeting’s agenda. The purpose documented in the notes of the meeting must match the purpose on the notification of the meeting sent to parent/guardian.

3) **Participants** - Be sure to document participants at the meeting, ensuring that each participant signs his/her name and denotes his/her position/relationship to the student. A participant page is included in the IEP Notes form on InsideFCPS.

4) **Parental Rights** - Procedural Safeguards
   a) Parents/guardians must be informed of their right to appeal an IEP team decision to the supervisor of special education.
   b) At least once a year, the parental rights booklet must be offered to parents/guardians and a signed receipt must be obtained.
   c) Explain that this book details all rights to which the parents and child are entitled.
   d) Offer to answer any questions the parents may have.
   e) *The IEP chairperson must read aloud the parent’s right to mediation listed on the cover page of the IEP note.*
   f) *The Maryland Insurance Administration’s Parent’s Guide to Habilitative Services must be provided to the parents.*

5) **Review** all assessments, including any provided by parents, as well as current classroom performance. Ensure copies of private evaluations are placed in the confidential blue folder. Document the assessments, including the date on the report, that are reviewed and briefly summarize the results. You may choose to note “see copy in file” after your summary in the IEP team meetings notes. Private evaluations recommendations should be considered in the IEP meeting. Document that the private evaluations were considered in the IEP notes.

6) **Parent input** - IDEA 2004 emphasizes the importance of parent involvement in the IEP process. Parents should be asked for their input in the meeting and it should be reflected in the meeting notes. Note parent concerns / questions and document the response from the IEP team when completing IEP team meeting notes. Actions proposed or refused must be documented in PWN.

7) **Determine if an educational disability exists.** Complete eligibility worksheet under the direction of the required team member as appropriate. Document completion of worksheets in PWN. Document the eligibility decision in PWN.

8) **If the child is determined to be eligible for special education, inform the parents**
that an IEP team meeting must be held within 30 calendar days to develop and approve an IEP.

a) If the team is prepared to present a draft IEP and the parent is willing to waive the right to a ten-day notice the team may proceed to "Initial Team Meeting" agenda, steps 5 through 10. Document this decision on the IEP Team Meeting Notes under PWN.

b) If circumstances do not allow for IEP presentation (such as a draft IEP is not prepared or requires significant revision, time does not allow, or the parent does not waive the 10 day notice) then conclude the meeting and schedule an IEP team meeting with ten-day prior notice to parents. The initial IEP team meeting must be held within 30 calendar days of the Eligibility Meeting. Document this decision in PWN.

9) If the child is NOT determined to be eligible for special education services, document this in the IEP Team Meeting Notes in PWN and conclude the meeting.

10) For every student assessed, whether eligible or not eligible for services, it is mandatory that the information is documented on the Initial Eligibility Compliance Chart AND that the Initial Eligibility page is completed on the online IEP tool.

**After the Meeting**

If the student was found eligible for special education services:

___ Schedule an IEP meeting within 30 calendar days of this meeting. If possible, proved the parent with Notice of IEP Team Meeting (SE:6) now and have them sign.

___ Begin collecting data and collaborating with general educators to develop the DRAFT IEP.

___ Send parents the Parent Notification of IEP Recommendations (SE:7A) if parent was unable to attend and obtain signatures, as appropriate.

If the student was found eligible for special education services, the parents were in attendance at the IEP meeting, the parents waived their right to a separate IEP team meeting, waived their right to a 10 day prior written notice AND a DRAFT IEP was developed:

___ Fill out a Notice of IEP Team Meeting (SE:6) with Develop the IEP as the purpose of the meeting. All dates on notice are the date of the meeting. Have parents sign before proceeding.
___ Proceed to Initial IEP Team Meeting Agenda now and follow the agenda for this meeting.

___ Make any changes/additions to the DRAFT IEP that were discussed at the meeting.

___ If parents received a copy of the notes, which includes Prior Written Notice (PWN) at the conclusion of the IEP meeting you may close the DRAFT IEP. The now ACTIVE IEP can be sent home with the parents or mailed within 48 hours.

___ If parents received a copy of the notes, which includes Prior Written Notice (PWN) at the conclusion of the IEP meeting you may obtain parent's signature for the initiation of special education services and for Medical Assistance, if appropriate.

___ If notes are being sent home to the parents after an Initial IEP meeting, DO NOT close the DRAFT IEP until after parents have received their Prior Written Notice (PWN) and returned the page of the IEP for initiation of services. Once you have received parental signature for initiation of service, close and then send home a copy of the ACTIVE IEP within 48 hours after the receipt of signature for initiation of services.

___ Create a blue folder and place all original copies of paperwork from the meeting into the blue folder.

___ Complete Indicator 11 Chart.

___ Implement IEP as soon as signature is received for initiation of services and the IEP is ACTIVE.

___ Complete and submit Special Transportation Referral Form if appropriate.
INITIAL IEP TEAM MEETING CHECKLIST

Before the Meeting

___ Check master calendar for date

___ Collaborate with general education teachers:
   • Discuss strengths and needs
   • Collect baseline data
   • Develop draft of the IEP goals and objectives

___ Send out Notice of IEP Team Meeting (SE:6)
   • Parents should receive the notice at least 10 days before meeting.
   • Check "Purpose": "Develop an IEP".

___ Send out separate Notice of IEP Team Meeting to student if 14 or older.

___ Confirm parent attendance. If confirmation is not received, three attempts must be made to verify parental attendance. Document the three attempts on the Contact Log (SE:24) or on the IEP Team Notification (SE:6). If the parent is unable to attend and requests that the meeting be rescheduled, every attempt should be made to find a mutually agreeable date.

___ Bring to meeting:
   • IEP Team Meeting Report, pages 1, 2, and 3 (SE:7)
   • Draft IEP
   • Parental Rights
   • Paperwork requiring signatures/review (Parental Rights, MSDE Transition Planning Guide (for students 14 and older), non-returned notifications, Habilitative Services, ESI, PARCC or MSAA forms as needed, etc.)
   • Copy of DRAFT IEP
   • Special Transportation Referral Form (if anticipated that student may require special transportation)
   • ESY Special Transportation Form (if anticipated that student may require special transportation)
Initial IEP Team Meeting Agenda

☐ Develop the IEP (Initial or Annual).

**Time line: Initial IEP Team meetings must be held within 30 calendar days of the Eligibility meeting.**

1) **Welcome and Introductions** - Welcome the family and others. Begin with the introduction of the chairperson and then proceed around the table until everyone is introduced.

2) **Purpose/Overview of the meeting** - State the purpose and give a brief overview of the meeting’s agenda. The purpose documented in the notes of the meeting must match the purpose on the notification of the meeting sent to parent/guardian.

3) **Participants** - Be sure to document participants at the meeting, ensuring that each participant signs his/her name and denotes his/her position/relationship to the student. A participant page is included in the IEP Notes form on InsideFCPS.

4) **Parental Rights** - Procedural Safeguards
   a) Parents/guardians must be informed of their right to appeal an IEP team decision to the supervisor of special education.
   b) At least once a year, the parental rights booklet must be offered to parents/guardians and a signed receipt must be obtained. A signature page must be completed, or the existing one initialed and dated, and placed in the confidential file.
   c) Explain that this book details all rights to which the parents and child are entitled.
   d) Offer to answer any questions the parents may have.
   e) *The IEP chairperson must read aloud the parent’s right to mediation listed on the cover page of the IEP note.*
   f) *The Maryland Insurance Administration’s Parent’s Guide to Habilitative Services must be provided to the parents.*

5) **Parent input** - IDEA 2004 emphasizes the importance of parent involvement in the IEP process. Parents should be asked for their input in the meeting and it should be reflected in the meeting notes. Note parent concerns / questions and document the response from the IEP team when completing IEP team meeting notes. Actions proposed or refused must be documented in PWN.

6) **Discuss the draft IEP.** Briefly document changes made during the meeting as you move through the various IEP sections listed below with the team:
   a) Make sure the **Student and School** information is correct.
   b) Complete **Initial Eligibility Date** section under Eligibility and provide a documentation statement.
   c) Discuss and record information regarding **Student Participation on District/Statewide Assessments** and **Graduation Information**.
   d) Review the **Present Level of Academic Achievement and Functional Performance** to reflect the student’s current levels.
e) Document parental input regarding the student’s educational program.

f) Present *Annual Goals and Objectives*, asking for input from all team members. Be sure that these goals are standards aligned and directly related to current levels of performance and that they are measurable.

g) Complete the *Special Considerations and Accommodations*. Communication and Assistive Technology must be completed for every student. Complete other information (Service for Students who are Blind or Visually Impaired, Service for Students who are Deaf or Hearing Impaired, Behavioral Intervention, and/or Service for Students with Limited English Proficiency) as applicable.

h) Select and document those *Instructional and Testing Accommodations* needed by the student to reduce or eliminate the effects of the student’s disability and provide access to the general education curriculum.

i) Consider *Supplementary Aids and Services* that are tailored to address the unique needs of the student to make measurable progress in the general education program.

j) Discuss the appropriateness of *Extended School Year (ESY)* by completing the ESY worksheet on the IEP. This decision may be deferred when presenting the initial IEP. *For every student for whom ESY is recommended or deferred, ensure that the information is documented in PWN.*

k) For students who will turn 14 during the time the IEP is in effect, the team should complete all portions of the *Transition Planning*. (See Transition Quick Reference Guide on InsideFCPS.)

7) **Discuss and record the services and hours** needed to implement the IEP goals and objectives and come to consensus on hours of service and related services needed to implement these goals and objectives of the IEP. Document services recommended in PWN.

8) **Determine and report the Least Restrictive Environment** decision. The team must provide documentation to support all decisions on placement summary. Provide specific details as to why the student is removed from general education if there is time out of general education in PWN.

9) If the student is eligible for *Medical Assistance*, obtain the MA number and obtain signature for service coordination.

10) Obtain parent signature/date on the authorization page of the IEP. **FOR INITIAL SERVICES, DO NOT IMPLEMENT THE IEP UNTIL THE SIGNATURE IS OBTAINED.**

**After the Meeting**

___ Make any changes/additions to the DRAFT IEP that were discussed at the meeting.

___ If parents received a copy of the notes, which includes Prior Written Notice (PWN) at the conclusion of the IEP meeting you may close the DRAFT IEP. The now ACTIVE IEP can be sent home with the parents or mailed within 48 hours.
If parents received a copy of the notes, which includes Prior Written Notice (PWN) at the conclusion of the IEP meeting you may obtain parent's signature for the initiation of special education services and for Medical Assistance, if appropriate.

If notes are being sent home to the parents after an Initial IEP meeting, **DO NOT** close the DRAFT IEP until **after** parents have received their Prior Written Notice (PWN) **and** returned the page of the IEP for initiation of services. Once you have received parental signature for initiation of service, close and then send home a copy of the ACTIVE IEP within 48 hours after the receipt of signature for initiation of services.

Create a blue folder and place all original copies of paperwork from the meeting into the blue folder.

Implement IEP as soon as it is active.

Complete and submit Special Transportation Form(s) if appropriate
Before the Meeting

___ Check master calendar for date. Reference the Case Management Compliance Chart to be sure that this date is on or before the IEP Annual Review date.

___ If an outside agency is to be invited to the IEP meeting (DORS for example) be sure to send home Consent for Agency Invitation to Transition Meeting (SE:39) at least 30 days in advance of the meeting. This form must be signed and returned to the case manager BEFORE and outside agency can be invited/listed on the Notification form.

___ Collaborate with general education teachers. Begin this process at least on month, but no later than three weeks prior to the annual IEP team meeting date.
   • Discuss student's ongoing strengths/needs. Document this information and include in the Present Level of Performance summary.
   • Collect data on student progress/performance. Document this information and include in the Present Level of Performance summary.
   • Develop draft of the IEP based on data collected.

___ Meet with student to develop Transition Plan. Begin this process at least on month, but no later than three weeks prior to the annual IEP team meeting date. Be sure to complete a Career Interest Inventory (CII) and a structured Student Interview. Review current Transition Activities and summarize each outcome. Include results/summaries of the above information in the Student Interests, Preferences and Transition Assessments section of the Transition Plan. The CII and Student Interview documents can be found at the FCPS website under the Career Readiness Framework.

___ Mark goals on Current IEP as either Achieved or Not Achieved. Enter data collected on student progress/performance and teacher input regarding ongoing student strengths/needs. This summary of performance should help determine if a new goal needs to be written and the specific needs that will be addressed through goals on the draft IEP.

___ If a student has an Encouraging Student Independence Plan, record progress for discussion at the Annual IEP meeting.

___ Develop DRAFT IEP at least 15 days before the meeting.
   • DRAFT IEP should be developed based on updated Present Level Statements, data collection, progress/achievement of previous goals, and updated Transition Planning information.
___ Send out Notice of IEP Team Meeting (SE:6) to parents/guardians and Student Notification of IEP Transition Meeting (SE:6A) at least 10 calendar days before the scheduled annual review.

___ The purpose of the IEP meeting is Develop the IEP (Initial or Annual).

___ Send home the FCPS Notice of Documents for Review at an IEP Meeting (SE:6F) along with all identified documents that will be reviewed at the meeting so that parents/guardians have the documents in hand 5 business days before the scheduled IEP team meeting.

___ Confirm parent attendance. If confirmation is not received, three attempts must be made to verify parental attendance. Document the three attempts on the Contact Log (SE:24) and on the IEP Team Notification (SE:6). If the parent is unable to attend and requests that the meeting be rescheduled, every attempt should be made to find a mutually agreeable date. Parents may also choose to participate via speaker phone.

___ Prior to meeting, enter information into the IEP Team Meeting notes that will need to be covered. This will help you to remember to go over the information and keep the meeting on track. Be sure to ADD all additional discussion information that is shared during the meeting.

___ Bring to meeting:
  • Draft IEP
  • Current IEP with progress recorded for the year
  • Data supporting current IEP goals
  • Progress reports/input from teachers
  • Paperwork requiring signatures/review (Parental Rights, MSDE Transition Planning Guide, non-returned notifications, Habilitative Services, ESI, PARCC or MSAA forms as needed, etc.)
  • Excusal From IEP Team Meeting (SE:6B)
  • Model Parental Consent Form (if appropriate)
  • IEP Team Meeting Agenda
  • Special Transportation Referral Form (if anticipated that student may require special transportation)
  • ESY Special Transportation Form (if anticipated that student may require special transportation)
Annual IEP Team Meeting Agenda

☐ Develop the IEP (Initial or Annual).

**Time line:** Annual IEP Team meetings must be held within 1 year of the previous annual meeting.

1) **Welcome and Introductions** - Welcome the family and others. Begin with the introduction of the chairperson and then proceed around the table until everyone is introduced.

2) **Purpose/Overview of the meeting** - State the purpose and give a brief overview of the meeting’s agenda. The purpose documented in the notes of the meeting must match the purpose on the notification of the meeting sent to parent/guardian.

3) **Participants** - Be sure to document participants at the meeting, ensuring that each participant signs his/her name and denotes his/her position/relationship to the student. A participant page is included in the IEP Notes form on InsideFCPS.

4) **Parental Rights** - Procedural Safeguards
   a) Parents/guardians must be informed of their right to appeal an IEP team decision to the supervisor of special education.
   b) At least once a year, the parental rights booklet must be offered to parents/guardians and a signed receipt must be obtained.
   c) Explain that this book details all rights to which the parents and child are entitled.
   d) Offer to answer any questions the parents may have.
   e) *The IEP chairperson must read aloud the parent’s right to mediation listed on the cover page of the IEP note.*
   f) *The Maryland Insurance Administration’s Parent’s Guide to Habilitative Services must be provided to the parents.*

5) **Parent input** - IDEA 2004 emphasizes the importance of parent involvement in the IEP process. Parents should be asked for their input in the meeting and it should be reflected in the meeting notes. Note parent concerns / questions and document the response from the IEP team when completing IEP team meeting notes. Actions proposed or refused must be documented in PWN.

6) **Review progress since the previous annual review:**
   a) Review IEP that has just been completed. Progress must be documented quarterly on the IEP and must be based on the criteria indicated in the goal. IEP Progress Goal(s) report must be sent to parents quarterly with attached progress. Be sure to discuss which goals and objectives have been mastered and which goals need to be revised. Briefly document progress in the IEP team meeting notes.
   b) Review current progress in the MCCR Curriculum. This may include a review of most recent standardized testing, report card, progress reports from teachers, quarterly assessments, formative assessments, curriculum based measures and, if applicable, a discipline summary. Briefly document progress in the notes or attach teacher data sheet(s) and state “see attached” in the notes.
7) Discuss the draft IEP. Briefly document changes made during the meeting as you move through the various IEP sections listed below with the team:
   a) Make sure the Student and School information is correct. Complete exit information only if student is exiting special education; otherwise leave blank. 
   b) Complete Continued Eligibility Date section under Eligibility and provide a documentation statement (for reevaluation only).
   c) Discuss and record information regarding Student Participation on District/Statewide Assessments and Graduation Information. Confirm participation in statewide assessments.
   d) Revise Present Level of Academic Achievement and Functional Performance to reflect the student’s most current levels. Only include present levels of performance, previous year’s performance lives in the archived IEP.
   e) Document parental input regarding the student’s educational program.
   f) Review and approve Annual Goals and Objectives, asking for input from all team members. Be sure that these goals are standards aligned and directly related to current levels of performance and that they are measurable.
   g) Complete the Special considerations and Accommodations. Communication and Assistive Technology must be completed for every student. Complete other information (Service for Students who are Blind or Visually Impaired, Service for Students who are Deaf or Hearing Impaired, Behavioral Intervention, and/or Service for Students with Limited English Proficiency) as applicable.
   h) Select and document those Instructional and Testing Accommodations needed to enable student to participate more fully in instruction and assessments and to better demonstrate his/her knowledge and skills.
   i) Consider Supplementary Aids and Services that are tailored to address the unique needs of the student to make measurable progress in the general education program.
   j) Discuss the appropriateness of Extended School Year (ESY) by completing the ESY worksheet on the IEP. For every student for whom ESY is recommended or deferred, ensure that the information is documented in PWN.
   k) For students who will turn 14 during the time the IEP is in effect, the team should complete all portions of the Transition Planning. (See the Transition Quick Reference Guide on InsideFCPS.)

8) Discuss and record the Services and hours needed to implement the IEP goals and objectives and come to consensus on hours of service and related services needed to implement these goals and objectives of the IEP. Document services recommended in PWN.

9) Determine and report the Least Restrictive Environment decision. The team must provide documentation to support all decisions on placement summary. Provide specific details as to why the student is removed from general education if there is time out of general education and document in PWN.

10) If the student is eligible for Medical Assistance, obtain the MA number and obtain signature for service coordination.
After the Meeting

___ Update the DRAFT IEP to reflect all information that was discussed at the IEP meeting.

___ If ESY services were recommended, be sure that goal(s) selected have been identified for service on the IEP. Complete this section of the IEP under goals. In the Services section be sure to identify ESY as a service. If Special Transportation was identified at the IEP meeting, enter it on the IEP for ESY. Complete the ESY Special Transportation form and send in to Special Transportation.

___ If parents received a copy of the notes, which includes Prior Written Notice (PWN) at the conclusion of the IEP meeting you may Close the DRAFT IEP. The now ACTIVE IEP can be sent home with the parents or mailed within 48 hours.

___ If notes are being sent home to the parents after an IEP meeting, **DO NOT** close the DRAFT IEP until **after** parents have received their Prior Written Notice (PWN). You must wait 5 business day. Close and then send home a copy of the ACTIVE IEP within 48 hours after the 5th day.

___ If parent was not able to attend, send Parent Notification of IEP Recommendations (SE:7A), a copy of the meeting notes (SE:6), and any forms that require signatures, as appropriate.

___ Place all original copies of paperwork from the meeting into the blue folder.

___ Provide information regarding the student’s IEP to all staff working with the Student as soon as the IEP is ACTIVE.

___ Implement IEP as soon as it is ACTIVE.

___ Complete and submit Special Transportation Form if appropriate.
RE-EVALUATION DETERMINATION IEP TEAM MEETING
CHECKLIST

Before the Meeting

___ Determine the reevaluation date. Consult with school psychologist and all other related service providers (SLP, OT, PT, ACTT, etc.) prior to the meeting to determine need for updated assessment.

___ An IEP Team meeting must be scheduled no later than 90 days prior to the reevaluation date to determine the need for assessments, and to obtain parental consent, if appropriate.

___ Check master calendar for meeting date.

___ Invite related service providers, (OT, PT, psychologist, speech-language pathologist), as appropriate.

___ Gather data related to student progress:
   - Information provided by the parent
   - Classroom-based assessments and observations
   - Curriculum-based assessments
   - Checklists
   - Informal assessments
   - Work samples
   - Information from general educators (Student Progress Reports)

___ Send out Notice of IEP Team Meeting (SE:2) at least ten days prior to the date of the meeting.
   - Check "Purpose": "Reevaluation".

___ Confirm parent attendance. If confirmation is not received, three attempts must be made to verify parental attendance. Document the three attempts on the Contact Log (SE:24) or on the IEP Team Notification (SE:6). If the parent is unable to attend and requests that the meeting be rescheduled, every attempt should be made to find a mutually agreeable date.

___ Bring to meeting:
   - IEP Team Meeting Report (SE:7), pages 1, 2, and 3
   - Prior assessment reports
   - IEP Team Eligibility Report, as appropriate
   - Parental Consent for Evaluation and State Reporting (SE:2)
   - Data gathered (see above)
Reevaluation Determination IEP Team Meeting Agenda

☐ Re-evaluation (to determine if further assessments are necessary, or to determine continued eligibility).

**Time line:** Reevaluation IEP Team meetings must be held within 3 years of the previous evaluation meeting. Be sure to schedule this meeting with sufficient time to ensure that assessments, if recommended, can be completed and reviewed prior to the 3 year time frame.

1) **Welcome and Introductions** - Welcome the family and others. Begin with the introduction of the chairperson and then proceed around the table until everyone is introduced.

2) **Purpose/Overview of the meeting** - State the purpose and give a brief overview of the meeting’s agenda. The purpose documented in the notes of the meeting must match the purpose on the notification of the meeting sent to parent/guardian.

3) **Participants** - Be sure to document participants at the meeting, ensuring that each participant signs his/her name and denotes his/her position/relationship to the student. A participant page is included in the IEP Notes form on InsideFCPS.

4) **Parental Rights** - Procedural Safeguards
   a) Parents/guardians must be informed of their right to appeal an IEP team decision to the supervisor of special education.
   b) At least once a year, the parental rights booklet must be offered to parents/guardians and a signed receipt must be obtained.
   c) Explain that this book details all rights to which the parents and child are entitled.
   d) Offer to answer any questions the parents may have.
   e) *The IEP chairperson must read aloud the parent’s right to mediation listed on the cover page of the IEP note.*
   f) *The Maryland Insurance Administration’s Parent’s Guide to Habilitative Services must be provided to the parents.*

5) **Parent input** - IDEA 2004 emphasizes the importance of parent involvement in the IEP process. Parents should be asked for their input in the meeting and it should be reflected in the meeting notes. Note parent concerns / questions and document the response from the IEP team when completing IEP team meeting notes. Actions proposed or refused must be documented in PWN.

Conduct an evaluation of records/current performance, previous assessments, county based assessments, statewide assessment results, medical information, and progress on IEP goals. Briefly document evaluation results in the notes or attach teacher data sheet(s) and state “see attached”.

Decide if further assessments are needed to determine if the student continues to be eligible for and in need of special education. Document which assessments are or are not recommended in PWN. Provide an explanation in PWN.

If the IEP Team determines that further assessments are needed:
1) Identify the assessment(s) to be conducted. Obtain written permission on form SE:2, Parental Consent for Evaluation and State Reporting.
2) The IEP document is not modified at this time related to continued eligibility.
3) Discuss other information as appropriate and conclude the meeting and reconvene on or before reevaluation date, as located on the IEP

After obtaining parental consent, ensure that the Request for Psychological Evaluation, CR:56 is sent electronically to PsychReferrals@fcps.org.

SEND THE FOLLOWING TO YOUR SCHOOL PSYCHOLOGIST WITHIN THREE DAYS OF THIS MEETING:

- A copy of the IEP Team Meeting notes which initiated this referral (SE:7).
- The Parental Consent for Evaluation and State Reporting (SE:2).

If the IEP Team determines that further assessments are not needed:
1) Review all information confirming the existence of a disabling condition.
2) Determine if an educational disability exists. Complete eligibility worksheet as appropriate. Document completion of worksheets or consideration of disability in PWN. Document eligibility decision in PWN.
3) If the student is determined to no longer be eligible to receive special education services, document this in the IEP notes. PWN MUST include a statement indicating the team conducted an evaluation of student records, stating which records were reviewed. Ensure that the case manager contacts central office staff if the student is dismissed from all FCPS special education and related services.
4) If the student is determined to remain eligible to receive special education services, but does not need assessments, PWN MUST include a statement indicating the team conducted an evaluation of student records and stating which records were reviewed.
5) Present Level of Academic Achievement and Functional Performance must be updated to reflect all areas re-evaluated on the IEP. Only include present levels of performance, previous year's performance lives in the archived IEP.

After the Meeting

___ If parent was in attendance at the IEP meeting and provided consent for reevaluation proceed with assessments and write reports. Complete and submit any referrals for assessments (i.e., Request for Psychological Evaluation (CR:56).

___ If parent was not able to attend, send Parent Notification of IEP Recommendations (SE:7A), a copy of the meeting notes (SE:6), Parental Consent for Evaluation & State Reporting (SE:2), and any other forms that require signatures, as appropriate.
Contact parents to obtain parental consent, if it has not been returned within 5 business days.

Once written consent has been obtained for evaluations, complete and submit any referrals for assessments (i.e., Request for Psychological Evaluation, CR:56)

Once written consent has been obtained for evaluations, complete assessments and write reports.

Schedule IEP Team meeting to review assessments within 90 calendar days.

If the IEP Team determines that further assessments are not needed:
6) Review all information confirming the existence of a disabling condition.
7) Determine if an educational disability exists. Complete eligibility worksheet as appropriate. Document completion of worksheets or consideration of disability in PWN. Document eligibility decision in PWN.
8) If the student is determined to no longer be eligible to receive special education services, document this in the IEP notes. PWN MUST include a statement indicating the team conducted an evaluation of student records, stating which records were reviewed. Ensure that the case manager contacts central office staff if the student is dismissed from all FCPS special education and related services.
9) If the student is determined to remain eligible to receive special education services, but does not need assessments, PWN MUST include a statement indicating the team conducted an evaluation of student records and stating which records were reviewed.
10) Present Level of Academic Achievement and Functional Performance must be updated to reflect all areas re-evaluated on the IEP. Only include present levels of performance, previous year’s performance lives in the archived IEP.

After the Meeting

Enter revisions on OIEP documenting continued eligibility determination and all other information from the IEP team meeting. This becomes the new re-evaluation date.

Place the completed Eligibility Worksheet(s) in the blue folder.

If parents received a copy of the notes, which includes Prior Written Notice (PWN) at the conclusion of the IEP meeting you may Close the DRAFT/AMENDMENT IEP. The now ACTIVE IEP can be sent home with the parents or mailed within 48 hours.
___ If notes are being sent home to the parents after an IEP meeting, **DO NOT** close the DRAFT/AMENDMENT IEP until *after* parents have received their Prior Written Notice (PWN). You must wait 5 business day. Close and then send home a copy of the ACTIVE IEP within 48 hours after the 5th day.

___ If parent was not able to attend, send Parent Notification of IEP Recommendations (SE:7A), a copy of the meeting notes (SE:6), and any forms that require signatures, as appropriate.

___ Place all original copies of paperwork from the meeting into the blue folder.

___ Provide information regarding the student’s IEP to all staff working with the Student as soon as the IEP is ACTIVE.

___ Implement IEP as soon as it is active.

___ If the student is no longer eligible for special education services, contact the OIEP Help Desk Database Technician at the central office immediately for assistance. Place the confidential blue folder in the Inactive file.
REEVALUATION ASSESSMENT REVIEW/ELIGIBILITY IEP TEAM MEETING CHECKLIST

Before the Meeting

___ Check master calendar for date.

___ Ensure the following reevaluation and reports (as recommended by the IEP Team) are completed:
   • Educational
   • Psychological
   • Speech/Language
   • Occupational therapy (OT)
   • Physical Therapy (PT)
   • Other: ______________________________

___ Assessment/eligibility reports must be given to parents in advance of IEP Team meetings so that the parent has an opportunity to review the reports and participate meaningfully in the IEP Team meeting.

___ In addition, gather the following information:
   • Current work samples
   • Grades
   • Other data, as appropriate

___ Send out Notice of IEP Team Meeting (SE:6)
   • Parents should receive the notice at least 10 days before meeting.
   • Check "Purpose": "Re-evaluation."
   • If an annual review is also being conducted, check "Develop an IEP."

___ Confirm parent attendance. If parents are unable to attend, every attempt needs to be made to reschedule. Document the three attempts on the Contact Log (SE:24) or on the IEP Team Notification (SE:6). If the parent is unable to attend and requests that the meeting be rescheduled, every attempt should be made to find a mutually agreeable date.

___ Bring to meeting:
   • IEP Team Meeting Report (SE:7) pages 1, 2, and 3.
   • Written assessment reports
   • IEP Team Eligibility Reports, as appropriate
   • Draft IEP, as appropriate
   • Data related to student progress
   • Other documentation, as appropriate (i.e., medical diagnosis provided by physician)
Reevaluation Assessment Review/Eligibility IEP Team Meeting

Agenda

☐ Re-evaluation (to determine if further assessments are necessary, or to determine continued eligibility).

**Time line:** Reevaluation IEP Team meetings must be held within 3 years of the previous evaluation meeting.

1) **Welcome and Introductions** - Welcome the family and others. Begin with the introduction of the chairperson and then proceed around the table until everyone is introduced.

2) **Purpose/Overview of the meeting** - State the purpose and give a brief overview of the meeting’s agenda. The purpose documented in the notes of the meeting must match the purpose on the notification of the meeting sent to parent/guardian.

3) **Participants** - Be sure to document participants at the meeting, ensuring that each participant signs his/her name and denotes his/her position/relationship to the student. A participant page is included in the IEP Notes form on InsideFCPS.

4) **Parental Rights** - Procedural Safeguards
   a) Parents/guardians must be informed of their right to appeal an IEP team decision to the supervisor of special education. 
   b) At least once a year, the parental rights booklet must be offered to parents/guardians and a signed receipt must be obtained.
   c) Explain that this book details all rights to which the parents and child are entitled.
   d) Offer to answer any questions the parents may have.
   e) *The IEP chairperson must read aloud the parent’s right to mediation listed on the cover page of the IEP note.*
   f) *The Maryland Insurance Administration’s Parent’s Guide to Habilitative Services must be provided to the parents.*

5) **Parent input** - IDEA 2004 emphasizes the importance of parent involvement in the IEP process. Parents should be asked for their input in the meeting and it should be reflected in the meeting notes. Note parent concerns/questions and document the response from the IEP team when completing IEP team meeting notes. Actions proposed or refused must be documented in PWN.

6) **Review all assessments.** Review all assessments, including any provided by parents, as well as current classroom performance. Ensure copies of private evaluations are placed in the confidential blue folder. Document the assessments, including the date on the report, that are reviewed and briefly summarize the results. You may choose to note “see copy in file” after your summary in the IEP team meetings notes. Private evaluations recommendations should be considered in the IEP meeting. Document that the private evaluations were considered in the IEP notes.

7) **Review classroom observation, if applicable.** Note this in IEP team meeting notes.
Must be complete if LD is considered.

a) Review progress on IEP goals and in MCCR Curriculum, including standardized tests, grades, work samples, discipline summary, portfolios, etc., as appropriate. Briefly document progress in the IEP team meeting notes or attach teacher data sheet(s) and state (see attached).

8) Determine if an educational disability exists. Complete eligibility worksheet as appropriate. Document completion of worksheets in PWN. Document the eligibility decision in PWN.

9) Ensure completion of the Continued Eligibility Data portion on the IEP.

10) If it is determined that the student continues to be eligible for special education services, discuss the revised or draft IEP. Briefly document changes made during the meeting as you move through the various IEP sections listed below with the team.

a) Make sure the Student and School information is correct. Complete exit information only if student is exiting special education; otherwise leave blank.

b) Complete Continued Eligibility Date section under Eligibility and provide a documentation statement (for reevaluation only).

c) Discuss and record information regarding Student Participation on District/Statewide Assessments and Graduation Information. Confirm participation in statewide assessments.

d) Revise Present Level of Academic Achievement and Functional Performance to reflect the student's most current levels. Only include present levels of performance, previous year’s performance lives in the archived IEP.

e) Document parental input regarding the student’s educational program.

f) Review and approve Annual Goals and Objectives, asking for input from all team members. Be sure that these goals are directly related to current levels of performance and that they are measurable. (See SMART Goal resource.)

g) Complete the Special considerations and Accommodations. Communication and Assistive Technology must be completed for every student. Complete other information at necessary.

h) Select and document those Instructional and Testing Accommodations needed to enable students to participate more fully in instruction and assessments and to better demonstrate his/her knowledge and skills.

i) Consider Supplementary Aids and Services that are tailored to address the unique needs of the student to make measurable progress in the general education program.

j) Discuss the appropriateness of Extended School Year (ESY) by completing the ESY worksheet on the IEP. For every student for whom ESY is recommended or deferred, ensure that the information is documented in PWN.

k) For students who will turn 14 during the time the IEP is in effect, the team should complete all portions of the Transition Planning. (See the Transition Quick Reference Guide on InsideFCPS.)

11) Discuss and record the services and hours needed to implement the IEP goals and objectives and come to consensus on hours of service and related services needed to implement these goals and objectives of the IEP. Document services recommended in
PWN.

12) Determine and report the Least Restrictive Environment decision. The team must provide documentation to support all decisions on placement summary. Provide specific details as to why the student is removed from general education if there is time out of general education in PWN.

13) If the student is eligible for Medical Assistance, obtain the MA number and obtain signature for service coordination.

**After the Meeting**

___ Enter revisions on OIEP documenting continued eligibility determination and all other information from the IEP team meeting. This becomes the new re-evaluation date.

___ Place the completed Eligibility Worksheet(s) in the blue folder.

___ If parents received a copy of the notes, which includes Prior Written Notice (PWN) at the conclusion of the IEP meeting you may Close the AMENDMENT IEP. The now ACTIVE IEP can be sent home with the parents or mailed within 48 hours.

___ If notes are being sent home to the parents after an IEP meeting, **DO NOT** close the DRAFT/AMENDED IEP until **after** parents have received their Prior Written Notice (PWN). You must wait 5 business day. Close and then send home a copy of the ACTIVE IEP within 48 hours after the 5th day.

___ If parent was not able to attend, send Parent Notification of IEP Recommendations (SE:7A), a copy of the meeting notes (SE:6), and any forms that require signatures, as appropriate.

___ Place all original copies of paperwork from the meeting into the blue folder.

___ Provide information regarding the student's IEP to all staff working with the Student as soon as the IEP is ACTIVE.

___ Implement IEP as soon as it is active.
REVIEWS/REVISE IEP TEAM MEETING CHECKLIST

NOTE: This meeting can be held for a variety of reasons including, but not limited to: parent request for a meeting, review progress, respond to lack of progress as required when indicated on the quarterly progress reports, or review any component of the IEP during the IEP cycle. The outcomes of this meeting may result in an amendment to the current IEP.

Before the Meeting

___ Send out Notice of IEP Team Meeting (SE:6) to parents at least 10 calendar days before the scheduled meeting.

___ Send home the FCPS Notice of Documents for Review at an IEP Meeting (SE:6F) along with all identified documents that will be reviewed at the meeting so that the parents/guardians have the documents in hand 5 business days before the scheduled IEP team meeting.

___ Confirm parent attendance. If confirmation is not received, three attempts must be made to verify parental attendance. Document the three attempts in the Contact Log (SE:24) and on the IEP Team Notification (SE:6). If the parent is unable to attend and requests that the meeting be rescheduled, every attempt should be made to find a mutually agreeable date. Parents may also choose to participate via speaker phone.

___ Bring to the meeting:
   • Data support purpose for the IEP meeting
   • Current IEP with progress
   • Progress reports/input from teachers
   • Paperwork requiring signatures/review as related to purpose of meeting
   • IEP Team Meeting Agenda
Review/Revise the IEP Meeting Agenda

Note: this meeting can be held for a variety of reasons including, but not limited to: parent request for a meeting, review progress, respond to lack of progress as required when indicated on the quarterly progress reports, or review any component of the IEP during the IEP cycle. The outcomes of this meeting may result in an amendment to the current IEP.

1) Welcome and Introductions - Welcome the family and others. Begin with the introduction of the chairperson and then proceed around the table until everyone is introduced.

2) Purpose/Overview of the meeting - State the purpose and give a brief overview of the meeting’s agenda. The purpose documented in the notes of the meeting must match the purpose on the notification of the meeting sent to parent/guardian.

3) Participants - Be sure to document participants at the meeting, ensuring that each participant signs his/her name and denotes his/her position/relationship to the student. A participant page is included in the IEP Notes form on InsideFCPS.

4) Parental Rights - Procedural Safeguards
   a) Parents/guardians must be informed of their right to appeal an IEP team decision to the supervisor of special education.
   b) At least once a year, the parental rights booklet must be offered to parents/guardians and a signed receipt must be obtained.
   c) Explain that this book details all rights to which the parents and child are entitled.
   d) Offer to answer any questions the parents may have.
   e) *The IEP chairperson must read aloud the parent’s right to mediation listed on the cover page of the IEP note.
   f) *The Maryland Insurance Administration’s Parent’s Guide to Habilitative Services must be provided to the parents.

5) Parent input - IDEA 2004 emphasizes the importance of parent involvement in the IEP process. Parents should be asked for their input in the meeting and it should be reflected in the meeting notes Note parent concerns / questions and document the response from the IEP team when completing IEP team meeting notes. Actions proposed or refused must be documented in PWN.

6) Review progress since the previous annual review:
   a) Review IEP that has just been completed. Progress must be documented quarterly on the IEP and must be based on the criteria indicated in the goal. Be sure to discuss which goals and objectives have been mastered and which goals need to be revised. Briefly document progress in the IEP team meeting notes under documentation of discussion.
   b) Review current progress in the MCCR Curriculum. This may include a review of most recent standardized testing, report card, progress reports from teachers, quarterly assessments, formative assessments, curriculum based measures and, if
applicable, a discipline summary. Briefly document progress in the documentation of discussion or attach teacher data sheet(s) and state (see 10 attached) in the notes.

7) **Consider the factors that led to the review of the IEP** and as appropriate, discuss the current IEP. Briefly document changes made during the meeting as you move through the relevant IEP sections listed below with the team:

a) Make sure the Student and School information is correct. Complete exit information only if student is exiting special education; otherwise leave blank.

b) Complete Continued Eligibility Date section under Eligibility and provide a documentation statement (for reevaluation only).

c) Discuss and record information regarding Student Participation on District/Statewide Assessments and Graduation Information. Confirm participation in statewide assessments.

d) Revise Present Level of Academic Achievement and Functional Performance to reflect the student’s most current levels.

e) Document parental input regarding the student’s educational program.

f) Review and approve Annual Goals and Objectives, asking for input from all team members. Be sure that these goals are standards aligned and directly related to current levels of performance and that they are measurable.

g) Complete the Special considerations and Accommodations. Communication and Assistive Technology must be completed for every student. Complete other information (Service for Students who are Blind or Visually Impaired, Service for Students who are Deaf or Hearing Impaired, Behavioral Intervention, and/or Service for Students with Limited English Proficiency) as applicable.

h) Select and document those Instructional and Testing Accommodations needed to enable student to participate more fully in instruction and assessments and to better demonstrate his/her knowledge and skills.

i) Consider Supplementary Aids and Services that are tailored to address the unique needs of the student to make measurable progress in the general education program.

j) Discuss the appropriateness of Extended School Year (ESY) by completing the ESY worksheet on the IEP. For every student for whom ESY is recommended or deferred, ensure that the information is documented in PWN.

k) For students who will turn 14 during the time the IEP is in effect, the team should complete all portions of the Transition Planning. (See the Transition Quick Reference Guide on InsideFCPS.)

8) **Discuss and record** any changes to the Services and hours needed to implement the IEP goals and objectives. Document services recommended In PWN.

9) **Determine and report** any revisions to the Least Restrictive Environment decision. The team must provide documentation to support all decisions on placement summary. Provide specific details as to why the student is removed from general education if there is time out of general education in PWN.

10) **If the student is eligible for Medical Assistance,** verify that the MA information is accurate. Revise and update MA information as appropriate.
After the Meeting

___ Update the IEP through an AMENDMENT to reflect all information that was discussed at the IEP meeting.

___ If parents received a copy of the notes, which includes Prior Written Notice (PWN) at the conclusion of the IEP meeting you may Close the AMENDMENT IEP. The now ACTIVE IEP can be sent home with the parents or mailed within 48 hours.

___ If notes are being sent home to the parents after an IEP meeting, DO NOT close the DRAFT/AMENDED IEP until after parents have received their Prior Written Notice (PWN). You must wait 5 business day. Close and then send home a copy of the ACTIVE IEP within 48 hours after the 5th day.

___ Provide information regarding the student’s IEP to all staff working with the Student as soon as it is ACTIVE.

___ Implement the IEP as soon as it is ACTIVE.

___ Place all original copies of paperwork from the meeting into the blue folder.

___ If ESY services were recommended, be sure that goal(s) selected have been identified for service on the IEP. Complete this section of the IEP under goals. In the Services section be sure to identify ESY as a service. If Special Transportation was identified at the IEP meeting, enter it on the IEP for ESY. Complete the ESY Special Transportation form and send in to Special Transportation.
Manifestation Determination Team Meeting Agenda
(For students suspended in excess of 10 days. A special education coordinator or designee must attend this meeting.)

□ Manifestation Determination.

NOTE: Manifestation Determination Meeting Notes are located on InsideFCPS. They are to be used solely for this type of meeting. Do not use IEP Team Meeting Notes, SE:7.

**Time line:** Refer to FCPS regulation 400-17

1) **Welcome and Introductions** - Welcome the family and others. Begin with the introduction of the chairperson and then proceed around the table until everyone is introduced.

2) **Purpose/Overview of the meeting** - State the purpose and give a brief overview of the meeting’s agenda. The purpose documented in the notes of the meeting must match the purpose on the notification of the meeting sent to parent/guardian.

3) **Participants** - Be sure to document participants at the meeting, ensuring that each participant signs his/her name and denotes his/her position/relationship to the student. A participant page is included in the Manifestation Determination Team Meeting Form found on InsideFCPS.

4) **Parental Rights** - Procedural Safeguards
   a) Parents/guardians must be informed of their right to appeal an IEP team decision to the supervisor of special education.
   b) The parental rights booklet must be offered to parents/guardians and a signed receipt must be obtained at this meeting.
   c) Explain that this book details all rights to which the parents and child are entitled.
   d) Offer to answer any questions the parents may have.
   e) *The IEP chairperson must read aloud the parent’s right to mediation listed on the cover page of the IEP note.*
   f) *The Maryland Insurance Administration's Parent’s Guide to Habilitative Services must be provided to the parents.*

5) The IEP team members should then review the following information and complete the Manifestation Determination Worksheet found on InsideFCPS. All sections **must** be completed using objective information for support. *(Sections I through IV should be completed prior to the IEP team meeting as related to the conversation with the Director of Special Education or his/her designee.)*
   a) **Section I:** Documentation of FAPE—Summary of consultation with the director of Special Education
   b) **Section II:** Review of Student Behavior—Document current incident and previous disciplinary actions and attendance.
   c) **Section III:** Relevant information that must be considered per worksheet
   d) **Section IV:** Change in Placement Determination based on proximity of removals to each other, length of removals, total amount of time removed, and similarity of the
behavior leading to the removals

e) **Section V:** Manifestation Standard - respond to two questions related to if the behaviors were a manifestation of the disability or if the IEP had been implemented.

f) **Section VI:** Manifestation Determination--The IEP team chairperson should state the consensus of the group. A formal "vote" is not appropriate nor is unanimity required. The determination should result from the consensus of the group. The significance of the outcome must be explained to the parent:

h) **Section VIII:** If Behavior is NOT a manifestation check list included on the form. Any revisions must be documented.

i) **Section IX Review IEP and Components**

6) Record actions needed and person responsible for the actions by a specified date.