OUTLINE FOR FACILITATING INITIAL ELIGIBILITY/INELIGIBILITY – IEP MEETING

1) Distribute Agenda – Initial Eligibility/Ineligibility

2) Introduce participants (name/position) and explain roles by reading the Opening Statement (The statements are located in the E-Box: IEP Process)

3) Confirm that required participants are present by a roll call from the Parent Participation Form (PPF)

4) Once roll call has been taken if there are any additions and/or deletions to the team members that are present and participating in the IEP meeting, it is required to make these changes on the ESE Team Tab and/or the Family/Other Tab in order to ensure a legally compliant meeting.

5) Confirm that PPF was provided 10 school days prior to the meeting (unless documentation of less than 10 days is noted on the Contacts Tab). Confirm accuracy and correct as needed

6) Review the Ground Rules for the meeting

7) State purpose of meeting:

   a) 1st – to review evaluation information
   b) 2nd – and determine eligibility/ineligibility for special education services
   c) 3rd – if eligible, an Individual Educational Plan (avoid "jargon" i.e. I.E.P.) will be developed and determine implementation of the Individual Educational Plan in the least restrictive environment (LRE)
   d) State allotted time for meeting (May need to specify amount of time the team will devote to each item on the agenda. This can help the team to keep the meeting moving forward.)
   e) Acknowledge additional concerns that are not related to the Individual Educational Plan. Address how to schedule parent conference or additional meetings if needed. May want to use a "Parking Lot" as a way to organize the meeting and to cover all the items that are presented to the team.

8) Explain procedural safeguards (maintain one signed copy and fax into EasyIEP® annually)

9) Provide copy of evaluation report(s) to parent

10) Review all evaluation information

11) Create Eligibility Determination Worksheet(s) IND, SLD, LI (as applicable)

12) Determine eligibility(ies) / or denial(s)

    a) Refer to SP&P Entrance/Dismissal Criteria
    b) Complete necessary fields on the EasyIEP® Eligibility Tab
    c) Complete eligibility document
    d) Announce completion of eligibility meeting

13) If denied eligibility for any/all Exceptional Student Education (ESE) programs:

    a) Give parents a copy of all materials generated at the meeting
    b) Provide parent with 1108 Attendance Form (fax in signed document to EasyIEP™)
    c) Ask committee (including parent) if there are any other additional issues, concerns or questions
    d) Provide committee (including parent) with information to access appropriate resources, if applicable
    e) Update the A23 panel in TERMS

If Eligible:

14) Distribute Agenda / Initial IEP

15) Announce that an Individual Educational Plan will now be developed which will determine what Exceptional Student Education services the student needs and how they will be provided.

16) Develop Present Level of Academic Achievement and Functional Performance [Domain for students 13 and under, Transition for 14 and older]

17) Develop Goals and if necessary, Objectives. Leave the implementer field blank until the Least Restrictive Environment discussion is complete.

18) From the Goals and Objectives that were generated, discuss how they can be implemented in the Least Restrictive Environment (LRE). Discussion should be based on student need and the order of the following tabs may vary based on the discussion in the meeting:

a) Complete Supplementary Aides and Services (must be completed prior to selecting Testing Accommodations)

b) Complete Special Considerations

c) Complete State and District Testing (must be completed prior to Testing Accommodations being selected)

d) Complete Testing Accommodations (must have Supplementary Aides and Services completed prior to completing the Testing Accommodations)

e) Complete Special Education Services
Complete Support for School Personnel

f) Complete Related Services (if necessary)

g) Complete ESY

*ALL AREAS MUST BE CHECKED TO MAKE SURE THE DATA REFLECTED IS ACCURATE.

19) Create a Draft IEP – review

a) Confirm correct team members that are present and participating in the IEP

b) Make changes to participants prior to creating Final IEP
*** It is important to make changes to participants since we no longer require signatures on the IEP.

20) Create a Final IEP

a) Obtain Accommodations Notification signatures (if necessary)

b) Obtain Medicaid Fee for Service Consent (Must be obtained once)

21) Complete a Notice of Proposal/Refusal. If this is an initial eligibility, you must obtain parent consent for Initial Eligibility Placement. (For additional assistance, refer to the Procedural Safeguards, page 1.)

22) Parent Notification Letter (For additional assistance, please refer to the TAP on Prior Written Notice is located in the E-Box: IEP Process folder)

23) Generate Parental Consent for SB1108 – Florida Alternate Assessment and Instruction on the Access Points (if applicable)

24) Generate Parental Consent for SB1108- Initial Placement in a Separate Day School (if applicable)

25) Announce completion of the IEP meeting

26) Ask committee (including parent) if there are any other additional issues, concerns or questions. Provide committee (including parent) with information to access appropriate resources, if applicable. Inform parent how to set up parent conference if necessary.

27) Provide parent a copy of the final IEP.

28) Provide parent with McKay Scholarship letter.

29) Provide parent with 1108 Attendance Form (fax in signed document to EasyIEP™)

30) Provide parent with SB1108 – 2013 Matrix Funding Statement

31) Committee is adjourned; appropriate staff remains to complete additional forms

   a) Matrix (Matrix and IEP dates must be the same)

   b) Notice of Refusal (if applicable)

   c) Confirm that A23 panel in TERMS has been updates (the next day)

   e) Fax documents containing signatures or parent information back to the system

32) Notify appropriate providers of the IEP services, goals and accommodations

   a) ESE Teacher(s)

   b) General Ed Teacher(s)

   c) ESE Service Providers