



## **Create an Individualized Education Plan Team (IEP) Report Invitation**

**§ 300.322(a)(1)(2) Parent Participation** – Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate. Parents must be notified of the meeting early enough to ensure that they will have an opportunity to attend during a mutually agreed upon time and place. § 300.322(b)(i) The notification/invitation must indicate the purpose, time and location of the meeting and who will be in attendance. § 300.322(2)(A)(B)(ii) For a child that will be 16 or younger if appropriate while the IEP is in effect, the purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child and the child must be invited. If there is a need to invite any other agency, they too, must be on the invitation as notification to both parent and student.

**IEP invites should be completed and distributed to team members at least 3 weeks prior to current IEP expiration date. This allows enough planning time for all stakeholders to identify a mutually agreed upon time on their calendar and make adjustments if an emergency arise.**

### **INVITATION TO ATTEND THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETING**

<b>INVITATION</b>
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1. The **name of the parent/guardian** of the student will automatically populate from the student profile page if the student information in TIENET/PowerSchool is correct. If the parent(s)/guardian name is missing, you will need to update the student profile page and/or PowerSchool.

2. The **date, time, day and place** is a mutually agreed upon time with the parent. It is the case manager's responsibility to follow-up with the parent(s)/guardian and log the date and times of the follow-up attempts.

<b>PURPOSE</b>
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1. **Case manager must select any/all purpose(s) for the IEP meeting.**
2. **Meeting purpose(s) in TIENET:**
  - a. *Determining or reviewing the student's eligibility for special education programs/services*
    - i. REED
    - ii. Initial
  - b. *Developing, reviewing or revising the student's individualized education program*
    - i. Annual IEP
  - c. *Developing an amendment to the student's current individualized education program*
    - i. IEP Amendment
  - d. *Other: (Specify)*
    - i. *Post-Secondary Transition/Transition (for a child with a disability beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team).*
    - ii. *When using Post-Secondary Transition/Transition, the case-manager must also document Annual IEP under the Additional Purpose section.*

<b>Invited Team Members</b>
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1. **Student**
  - a. *Student's name will automatically populate if the child will be 16 years of age or older during the IEP year. \*If the student is younger and post-secondary transition services are warranted, the case-manager must manually document the student's name.*
2. **General Education Teacher (mandatory)**
  - a. *Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)*
3. **Special Education Provider**
  - a. *Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child*
4. **Evaluation Team Representative (mandatory)**
  - a. *An individual who can interpret the instructional implications of evaluation results, who may already be a member of the team at the district level*
5. **Parent/Guardian(s)**

a. *The legal parent(s)/guardian of the child*

**6. School District Representative (mandatory)**

a. *A representative of the public agency who*

- i. *Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities*
- ii. *Is knowledgeable about the general education curriculum*
- iii. *Is knowledgeable about the availability of resources of the public agency*

**7. Other/Title**

- a. *At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate*
- b. *Transition services participants when appropriate*
  - i. *The student*
  - ii. *Representative of any participating agency that is likely to be responsible for providing or paying for transition services (i.e., CMH, MRS, etc.), with prior parental consent.*
- c. *Advocate*

<b>ADDITIONAL INFORMATION</b>
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***\*Reminder to provide the Parent(s)/Guardian with the Special Education Parent Handbook with Procedural Safeguards in their native language or primary language spoken in the home. See Procedural Safeguards for other native languages.***

<b>CONTACT AND SIGNATURE</b>
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***\*The case manager/teacher contact information will populate from the lookup pull-down. \*If you can't locate the case manager/teacher in the lookup pull-down, this is an indication that the case manager/teacher is not identified in the staff profile correctly. This issue needs to be addressed and corrected by the program administrator or administrators' assistant.***