

Secondary IEP/Re-evaluation Checklist

Student Name:	Grade:	IEP Due Date:
Case Manager:	Classification:	Re-eval Due Date:
Parent/Guardian:	Phone:	Email:

Before the IEP Meeting:

	Set up IEP Meeting with Team Members at least 10 days before the due date
	Complete <i>Notice of Meeting</i> (Include student if 14 or older; Use <i>Notice of Meeting for Adult Student</i> if over 18). Include all topics to be discussed in the meeting
	Create calendar invite for IEP meeting and include all IEP team members.
	Communicate with team members to write present levels and goals that need to be included as suggestions on the draft.
	Meet with student to complete the transition plan (If inviting outside agencies, get permission form signed from parents).
	Prepare draft IEP and share with parents/guardians before meeting.
	Complete the <i>team member not attending</i> forms if needed.

Re-Eval Checklist:

	Meet with the team well in advance to review data and discuss plans to complete eligibility (Include parents in making decisions about testing or sufficient data).
	Complete <i>Evaluation Data Review</i> in Embrace with signatures
	If previous testing is sufficient, leave testing on the appropriate Eligibility page and include additional informal/formal data used for eligibility.
	If testing, complete <i>Prior Notice and Consent</i> in Embrace and obtain signatures.
	Notify members of the team once consent is obtained so they can plan for their section of the IEP as needed.
	Complete testing as required by the disability area team is looking into, including observations for SLD or EBD. Review the Classification Checklist to ensure proper testing is completed.
	Enter testing results into appropriate Eligibility page(s) on Embrace.
	Hold eligibility meeting to review data and decide on whether specialized instruction is needed. Complete eligibility form and obtain signatures. (Parents receive a copy of the Evaluation and Eligibility)

IEP Meeting:

	Confirm LEA is taking notes of the meeting
	Begin with introductions.
	Review Procedural Safeguards.
	Review any information on the <i>PLAAFP</i> page (if applicable)
	Review present levels for each area with the accompanying suggested goal. Ask for each team member input and agreement.
	Review <i>Service and Placement</i> page. Discuss the following areas: <ul style="list-style-type: none"> • Service minutes • Transportation • Accommodation and modifications • Regular curriculum, extra-curricular and non-academic activities • Participation in assessments, • ESY • Placement options • Additional details.
	Review <i>Assessment Addendum</i>
	Review <i>Transition Plan</i> and/or <i>Age of Majority, Transfer of Rights</i> if applicable
	Review <i>ESY Attachment</i> if applicable
	If the team agrees, sign the IEP at the meeting. Parents receive a copy of the IEP and Meeting notes.

Post IEP Meeting:

	Prepare and send in exit/entry SCRAM
	Check “Active IEP” on Embrace to activate IEP
	Follow up on any items that need to be addressed
	Share accommodations with all teachers

Progress Reports:

	Embrace Case manager and student list updated.
	1 st quarter progress report complete and copy mailed/copy filed.
	2 nd quarter progress report complete and copy mailed/copy filed.
	3 rd quarter progress report complete and copy mailed/copy filed.
	4 th quarter progress report complete and copy mailed/copy filed.