

Pre-IEP Planning Date Completed		Comments/Notes
	Select IEP Meeting Date(s) and communicate to Supervisor/Administrator	
	Seek out parent input in setting meeting times and determining the type of meeting (face to face, phone conference, video conference).	
	Give principal proposed IEP schedule with list of regular education teachers invited so release time can be arranged.	
	<ul style="list-style-type: none"> <li>■Regular education teacher is a core team member if the child is or may be participating in one or more general education classes</li> </ul>	
	Apply for your substitute if needed (Professional Meeting Form for ESC)	
	Invite all the following participants - 2 weeks prior - file PR-02 in Student Permanent File	
	<ul style="list-style-type: none"> <li>■Parent (or Surrogate) - send invitation with Procedural Safeguards (Whose Idea...?)</li> <li>■Send PR-01 (Prior Written Notice) if there may be an issue or disagreement with the IEP</li> <li>■Principal (student district of residence) - serves as District Rep. if foster or OE, include additional reps from those districts</li> <li>■Regular Education Teacher Rep</li> <li>■Special Education Teacher Rep</li> <li>■Invite others as needed (Related Services Providers, Supervisors)</li> <li>■Invite School Psychologist if student will be due for 3 year reevaluation within the coming year so planning and permissions can be completed; work with Psych to send the PR-01 along with the invitation to the meeting.</li> <li>■Student if applicable - their input is valuable!</li> </ul>	
	Obtain parent input into the development of the IEP via letter, checklist, phone call, pre-conference	
	Obtain student input for IEP development via conference, checklist, or survey	
	Obtain input from related services personnel (e.g. Speech, OT, PT, APE, Work Study, VI SST) for present levels, goals/objectives and services; work collaboratively to integrate goals/objectives.	
	<ul style="list-style-type: none"> <li>■Click on PSFE to give access to those you want direct input from into the upcoming IEP; do so as early as possible!</li> </ul>	
	Obtain input from general education teachers related to present levels, general curriculum, accommodations/modifications, etc.	

	Document attempts to gain parent participation on optional form (must have at least 3 attempts such as note, phone call, and official invitation) in order to proceed with meeting.	
	Request parent surrogate (if none has yet been appointed by the district) for foster students. Invite to meeting. <ul style="list-style-type: none"> <li>■ Check in student's file for previous surrogate assignment appointment. If none found contact supervisor.</li> </ul>	
	Consider sending home a draft copy of the IEP goals for parents to review ahead of time; mark clearly "DRAFT"	
	Consider if the Excusal Process for any core team members will need to be utilized for the IEP meeting. <ul style="list-style-type: none"> <li>■ If a core team member is not present, an excusal form will be needed to document that parent agrees to the non-participation of the core team member or that the parent is requesting to reschedule the meeting.</li> <li>■ A core team member not attending and excused by the parent must submit their written input into the development of the IEP prior to the meeting to both the parents and the team members.</li> </ul>	
<b>IEP Meeting</b>	Make sure IEP Core Team Members are accounted for: <ul style="list-style-type: none"> <li>■ If present, they will mark that they are participating on signature page</li> <li>■ If excusal process used, attach copy of excusal form to the IEP for documentation purposes.</li> <li>■ If parent does not show up; attempt to contact to see if phone conference is desired, if the meeting should proceed, or if parent prefers to reschedule. If meeting proceeds gain all signatures of those present on signature page. Attach supporting documentation of correspondence/conversation with parent to IEP.</li> </ul>	
	<b>Conduct Meeting</b> <ul style="list-style-type: none"> <li>■ Review current IEP progress; baseline data and most recent progress report information</li> <li>■ Discuss proposed IEP and make adjustments as team members collaborate; encourage parent and student input.</li> <li>■ Address testing and assessment; transition for students 14 and older; and other special factors that are part of the IEP.</li> </ul>	
	<b>Complete signature page to document agreement/disagreement of parent</b> Make sure to complete the appropriate section(s) of the signature page: <ul style="list-style-type: none"> <li>▶ Initial IEP (consent; consent except for...; no consent); (Pertains to INITIAL IEP's)</li> <li>▶ Consent for Change in Placement/Partial Implementation of the IEP/Revoke Consent; (Pertains to REVIEW IEP's in which there is a change in placement (LRE) or in which parent is limiting or revoking agreement)</li> <li>▶ Parent Notice of Procedural Safeguards/Copy of IEP; (MUST ALWAYS COMPLETE THIS SECTION)</li> </ul> Give student Whose IDEA is turning age 17 or older during course of IEP and have student sign/date <ul style="list-style-type: none"> <li>▶ Periodic Review Agreement; (Pertains to REVIEW IEP's)</li> </ul> Top box indicates attendance at meeting, but no agreement with IEP Bottom box indicates consent to implement the review IEP	
	Document reason student is being placed in a separate facility if appropriate.	

	Give Parent a copy of the IEP immediately after the meeting	
	Complete EMIS Data Collection Form based on the results of the meeting	
	■ Double check for accuracy!	
	■ Obtain signature of District Representative	
	■ Make sure to use the version of the form your district prefers (i.e. Summary Form version)	
<b>After the IEP</b>	Send PR-01 if parent not in agreement with IEP. *A signed IEP serves as Prior Written Notice.	
	Copy and Distribute IEP	
	■ Original in Student Permanent File	
	■ Copy to Parent (given at meeting)	
	■ Copy to Special Education Teacher for the coming year	
	■ Copy to Related Services Personnel	
	■ Copy to Student District of Residence (if different than district of attendance)	
	■ Copy to CIMS Specialist	
	Defiance - Barb Talicska	
	Fulton - Jean Sholl	
	Henry - Tresa Rowland	
	Williams - Barb Talicska	
	Copy and Distribute EMIS Data Collection Form	
	■ Original in Student Permanent File	
	■ Copy to District of Residence EMIS Coordinator	
	■ Copy to ESC CIMS Secretary (a summary will be sufficient)	
	Defiance - Barb Talicska	
	Fulton - Jean Sholl	
	Henry - Tresa Rowland	
	Williams - Barb Talicska	
	Inform staff for the coming year of roles/responsibilities in fulfilling the IEP, such as modifications and accommodations that will need to be in place	
	<b>Turn in Paperwork as soon as completed. Do not hold if you are waiting on any final meetings.</b>	
	<b>REWARD YOURSELF FOR YOUR EFFORTS 😊</b>	