



EmbraceIEP FORMS AND CHECKLISTS

August 2026

The forms delineated on each checklist should be compiled in the order listed.
The relevant checklist should then be attached on top of the IEP meeting forms sent to RCCSEC.
Please contact RCCSEC if you have any questions.

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SUBMISSION DEADLINE:

****SPECIAL NOTE:**

SIGNED, ORIGINALS OF THE IEPS SHOULD BE SENT TO RCCSEC FOR PROCESSING NO LATER THAN 10 DAYS AFTER THE COMPLETION OF THE IEP MEETING. THIS INCLUDES IEP REVIEW/REVISIONS, IEP AMENDMENTS, DOMAINS, CHANGE OF PLACEMENT, etc.

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EmbraceIEP ANNUAL FORMS

Forms available and required/suggested for this conference type in Embrace.

1. Conference Summary Report
2. Present Levels of Educational Performance
3. Conference Goals and Objectives
4. Educational Accommodations
5. Assessment
6. Transition Services (*Required at age 14 ½ and above*)
7. Indicator 13 Checklist (*Required at age 14 ½ and above*)
8. Behavior Intervention Plan
9. Educational Services & Placement

EmbraceIEP NOTICE & CONSENT FORMS

Forms available for these conference types in Embrace.

**Required Forms*

1. Decision Re: Request for Evaluation
2. Consent for Initial Evaluation
3. Consent for Reevaluation
4. Notification of Conference*
5. Consent to Bill Medicaid (*At Initial Referral - if not already signed at registration*)
6. Transition Consent
7. Conference Recommendations*
8. Consent for Initial Services
9. Excusal of Team Member*
10. Transfer of Rights
11. Delegation of Rights
12. Revocation of Consent

EmbraceIEP ADDITIONAL FORMS

Forms available in Embrace.

1. Manifestation Determination
2. Functional Behavioral Assessment
3. Summary of Performance
4. SOP Post School Data
5. Additional Notes/Information - **required for all IEPs to document meeting notes.**
6. Medical Certification For Home/Hospital
7. Early Childhood Outcomes
8. Individualized Remote Learning Plan
9. Summary of Performance - Student Perspective
10. Documentation of Need for Aide
11. ISP
12. ISP Conference Goals

EmbraceIEP EVALUATION FORMS

1. Documentation of Evaluation Results
2. Eligibility Determination (Non SLD)
3. Documentation of Intervention Results (LD)
4. Eligibility Determination (LD)
5. Autism Considerations
6. Extend Eval Timeline
7. Speech/Language Referral
8. OT/PT Physician Prescription
9. Audiology Referral
10. All Eligibility Criteria Pages:

- a. Autism
- b. Deaf-Blind
- c. Deafness
- d. Developmental Delay
- e. Emotional Disability
- f. Intellectual Disability
- g. Multiple Disabilities
- h. Hearing Impairment
- i. Orthopedic Impairment
- j. Other Health Impairment
- k. Specific Learning Disability
- l. Speech or Language Impairment
- m. Traumatic Brain Injury
- n. Visual Impairment

EmbraceIEP DISTRICT DOCUMENTS



1. [Confidentiality Statement for Interpreters](#)
2. [Consent for Screening](#)
3. [Consent for FBA](#)
4. [IL-ABLE-Brochure](#)
5. [Indicator 13 Rubric](#)
6. [Information for Parents About Medicaid in Schools](#)
7. [Information for Parents About Medicaid in Schools \(Spanish\)](#)
8. [ISD ISVI Letter \(Updated 8/4/21\)](#)
9. [Qualified Interpreters Guidance](#)
10. [SOP Student Perspective](#)
11. [IL-ABLE-Brochure \(Spanish\)](#)
12. [Procedural Safeguards + ABLE + PUNS + IEP Facilitation Fact Sheet - English \(July 2026\)](#)
13. [Procedural Safeguards + ABLE + PUNS + IEP Facilitation Fact Sheet - Spanish \(July 2026\)](#)

RCCSEC Website Downloadable Forms

www.rccsec.org

FORMS

- [Medical Release Consent](#)(PDF)
- [Medical Certification for Home Hospital Instruction](#)(PDF)
- [RCCSEC IEP Checklists and Forms](#)(PDF)
- [New Student Data Form](#)(PDF)
- [Exiting Student Form](#)(PDF)
- [Authorization for Social Work Services](#)(PDF)
- [Consent for FBA](#)(PDF)
- [Contact Summary](#)(PDF)
- [IEP Facilitation Fact Sheet \(English\)](#)(PDF)
- [IEP Facilitation Fact Sheet \(Spanish\)](#)(PDF)
- [Observation Permission](#)(PDF)
- [Release Consent](#)(PDF)
- [Request for Screening and Consultation](#)(PDF)
- [School Report](#)(PDF)
- [Service Plan](#)(PDF)
- [Social Health Update](#)(PDF)
- [Vision & Hearing](#)(PDF)
- [RCCSEC -- Revocation of Consent - Prior Written Notice](#)(PDF)
- [Consent for Screening](#)(PDF)
- [Guidelines for Teaching Assistant Support](#)(PDF)

EmbraceIEP INFORMATION

NEW STUDENT DATA FORM REQUIRED FOR EmbraceIEP:

This form must be submitted to RCCSEC to have a student entered who does not currently have an IEP or who is a move-in student from another district. It is important to complete this form accurately and in its entirety! If the student has moved in from another district outside of Illinois and the district is not found in Embrace, please also provide a copy of the Annual Review and Reevaluation.

TRANSFER STUDENTS:

Please review the **Transfer Students** with IEPs attachment regarding new special education students entering your district for the 2026-27 school year.

*****The most important thing to remember is that the new district is responsible for providing a Free and Appropriate Public Education. This includes providing special education and related services in conformity with an IEP.***

Transfer Students

1. 1) In the case of an eligible student transferring into a district from another district within Illinois, when the new district obtains a copy of the student's IEP before or at the time the child is presented for enrollment:
 1. A) The district may adopt the IEP of the former local school district without an IEP meeting if:
 1. i) the parents indicate, either orally or in writing, satisfaction with the current IEP; and
 2. ii) the new district determines that the current IEP is appropriate and can be implemented as written.
 2. B) If the district does not adopt the former IEP and seeks to develop a new IEP for the child, within ten days after the date of the child's enrollment the district must provide written notice to the parent, including the proposed date of the IEP meeting, in conformance with Section 226.530. While the new IEP is under development, the district shall implement services comparable to those described in the IEP from the former district.
2. 2) If the new school district does not receive a copy of the child's current IEP or a verbal or written confirmation of the requirements of that IEP from the previous school district when the child is presented for enrollment, the child shall be enrolled and served in the setting that the receiving district believes will meet the child's needs until a copy of the current IEP is obtained or a new IEP is developed by the school district.
 1. A) In no case shall a child be allowed to remain without services during this interim.
 2. B) The new district shall request the student's records from the sending district or school by the end of the next business day after the date of enrollment.
3. C) No later than ten days after expiration of the time allotted under Section 2-3.13a of the School Code [105 ILCS 5/2-3.13a] for the sending district or school to forward the child's records, the new district shall provide written notice to the parent of an IEP meeting for the purpose of developing a new IEP, unless the sending district's or school's IEP arrives before this time elapses, the student has transferred from a district within Illinois, and the new district adopts the previously held IEP.

The New Student Data Form for EmbraceIEP needs to be completed and emailed to our office for the new transfer students to be added to EmbraceIEP (a copy is attached).

If the student transferred from a school using EmbraceIEP, RCCSEC staff will be able to request a transfer of records through Embrace. Once the transfer of records has been received, RCCSEC staff will update the

necessary general information and notify you that the student record is ready for review. You will need to determine if the IEP can be adopted by requesting that an IEP Amendment be created to update the building minutes (*this is only if no changes will be made or you are only updating the building minutes on the Educational Services & Placement page*) **OR** the IEP may need to be duplicated for a Move In meeting if several changes, including placement, are required. **Please ask RCCSEC staff to help you set up your paperwork in Embrace!**

SPECIAL NOTE: *If the student transferred from a school that does not use EmbraceIEP, you will need to recreate the current IEP in EmbraceIEP. Additionally, an Amendment or duplication of the IEP will also need to be done. You may **NOT** just adopt an IEP without at least the Educational Services & Placement pages being updated with the current school minutes.*

AMENDMENTS:

****Please email RCCSEC to set up an Amendment for an IEP.**

Please provide:

- Student's Name
- All pages that need to be amended
- Specific date, *if appropriate*

Please keep in mind that Amendments are only appropriate for minor changes that do not affect the student's placement. If placement changes, then an IEP meeting must be held.

Special Reminders:

- *The date on the Amendment form which states: "The changes will begin on ____" **MUST** match the Start Date and/or Initiation Dates on the Educational Services & Placement page you create. The End Date/Duration Dates must be the same.*
- *Educational Service Pages - The Duration Date for services must not extend the next Annual Review Due Date.*
- *Please click the "Refresh Student Info" link on each page you are amending. This will update all the student information*
- *Verify the "Grade Level" is correct at the top of all pages.*
- **Copies of all signed Amendment forms with the revised page attached must be sent to RCCSEC within 10 days of completion. A copy should also be provided to the parent.**

DUPLICATING IEPs:

VERY IMPORTANT:

****This can only be done at the cooperative level!***

If an IEP needs to be revised during the current Annual Review and placement is affected/changing, please e-mail RCCSEC staff to have the active IEP duplicated. **BENEFIT:** This will keep the entire IEP together as a whole and prevent you from having to recreate forms that will not be revised. IEPs are not to be duplicated for a normal yearly Annual Review.

Information required at the time of the duplication request:

- Student's Name
- Reason for Duplication (example: IEP Review, Change of Placement, Year-to-Year Transition, etc.)
- Specific Date the Meeting is to be held
- Any extra forms needed for the meeting, *if applicable*

Special Reminders:

- Please click the “Refresh Student Info” link on each page to pull the most current student information forward.
- Educational Service Pages - The Duration Date for services must not extend the next Annual Review Due Date!
- Verify the “Grade Level” is correct at the top of all pages.
- Please forward a copy of **ALL** special education records (current Annual Review and Reevaluation) from the student’s previous school as soon as possible after their enrollment! These will be uploaded once received by RCCSEC staff.

DELETING:

If you need to have Goals or an IEP meeting set up in error that needs to be deleted, please contact RCCSEC to have this task completed.

WITHDRAWALS:

For any student leaving your district during the school year, please complete an Exit Form (see attached). Please complete the Exit Form, providing all data requested, and submit it to RCCSEC as soon as possible! It is important to notify RCCSEC of all exits, so that RCCSEC staff can keep your state records as accurate as possible! **THE EXIT OR DROP DATE SHOULD ALIGN WITH THE STUDENT’S DISTRICT SIS RECORD.**

Goal Progress:

A statement can be “preloaded” for the goal progress. Click the box under the statement. It will prompt you to add a response. Enter “Quarterly aligned with school progress/report cards”. Save it. Then whenever you create a goal, this response will be saved, and all you have to do is click the box and add it instead of typing it.

UPLOADING INSTRUCTIONS FOR EmbraceIEP:

To Upload: - **THIS IS TO BE DONE BY THE CASE MANAGER**

- Scan the paperwork into your computer
- Click on the appropriate meeting date in EmbraceIEP (usually the most recent date)
- Click on Upload Files
- Click on Upload File in the dropdown
- Choose the file that you have saved to your computer
- Click on Open
- Click Upload

Please do not hesitate to contact us with any EmbraceIEP questions.

IEP SUBMISSION:

Since RCCSEC staff maintains your district's special education data that is sent to ISBE, we must receive your district IEPs promptly! Accuracy is key! ****SIGNED, ORIGINALS OF THE IEPs SHOULD BE SENT TO RCCSEC FOR PROCESSING NO LATER THAN 10 DAYS AFTER THE COMPLETION OF THE IEP MEETING. THIS INCLUDES IEP REVIEW/REVISIONS, IEP AMENDMENTS, DOMAINS, CHANGE OF PLACEMENT, etc.**

- ☐ IEP Referral
☐ Transfer In IEP
☐ 504 Referral / 504
 MTSS

NEW STUDENT DATA REQUIRED FOR Embrace IEP

Resident District: _____

Serving School: _____

Case Manager: _____

ALL NEW STUDENTS: *(All required data)*

First Name: _____ Middle Name: _____

Last Name: _____ Date of Birth: _____

Grade: _____ Gender: Male Female

SIS ID# **(required)**: _____ Primary Language: _____

Ethnicity: _____

Parent Info:

Parent #1 Name/s: _____ Parent #2 Name/s: _____

Foster Parent **Yes** **No** Lives With: _____

#1 Address: _____ #2 Address: _____

#1 Phone: _____ Home Cell #2 Phone: _____ Home Cell

#1 Primary/Preferred Language: _____ #2 Preferred Language: _____

#1 Parent E-Mail Address: _____ #2 Email: _____

ADDITIONAL INFORMATION FOR MOVE IN STUDENTS ONLY:

First Attendance Date: _____

Disability: _____

Previous School: _____

IMPORTANT:

****Send copies of ALL special education records received from the previous school to the coop immediately.**

Please e-mail the above information to RCCSEC for entry.

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REQUESTED INITIAL EVALUATION / DOMAIN MEETING

MEETING HELD

- ☐ Conference Summary Report
- ☐ Parent/Guardian Excusal of an Individualized Education Program Team Member
(With Written Report Attached - If Appropriate)
- ☐ Additional Notes
- ☐ Parent/Guardian Notification of Conference Recommendations
- ☐ Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
(Attach **Written** Parent Request for Evaluation - If Available)
- ☐ Parent/Guardian Consent for Initial Evaluation (Domain pages)
- ☐ Identification of Needed Assessments
- ☐ Consent to Bill Medicaid (At Initial Referral - **if not already signed at registration**)
If unsure, check with the administration.

IF THE EVALUATION IS CONSIDERED APPROPRIATE PLEASE ADD:

- ☐ Parent/Guardian Consent for Initial Evaluation - Page 1 - **Signed & Dated**
- ☐ Vision and Hearing Screening (See www.rccsec.org - Form 14)
- ☐ Speech/Language Referral – If Applicable
- ☐ Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.
- ☐ Enter any handwritten data from your IEP into Embrace!
- ☐ **Upload the Paperwork into EmbraceIEP under the IEP Date**

SPECIAL NOTE:

A SIS Number still must be assigned even if the student is found Not Eligible, so that RCCSEC can report this evaluation data to the state!

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____

REQUESTED INITIAL EVALUATION/DOMAIN MEETING - **NO MEETING HELD**

EVALUATION NOT APPROPRIATE

- ☐ Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
(Attach **Written** Parent Request for Evaluation)

Note: If a written request is unavailable, please assist the parent in writing a request to attach.

- ☐ **Upload the Paperwork into EmbraceIEP under the IEP Date**

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____.

**REEVALUATION REQUEST ONLY
MEETING HELD**

- ☐ Conference Summary Report
- ☐ Parent/Guardian Excusal of an Individualized Education Program Team Member
(With Written Report Attached - If Appropriate)
- ☐ Additional Notes Page
- ☐ Parent/Guardian Notification of Conference Recommendations
- ☐ Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
- ☐ Parent/Guardian Consent for Reevaluation **(Signed and Dated)**
- ☐ Identification of Needed Assessments
- ☐ Vision and Hearing Screening (If Requested - See www.rccsec.org - Form 14)
- ☐ Speech/Language Referral – If Applicable
- ☐ Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.
- ☐ Enter any handwritten data from your IEP into Embrace!
- ☐ **Upload the Paperwork into Embrace IEP under the IEP Date**

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____.

REEVALUATION MEETING (waived or full) (ELIGIBILITY ONLY) MEETING IS REQUIRED

- ☐ Conference Summary Report
- ☐ Parent/Guardian Excusal of an Individualized Education Program Team Member *(If Appropriate)*
- ☐ Documentation of Evaluation Results
- ☐ Eligibility Criteria Page(s) for Disabilities Considered and/or Determined
- ☐ Eligibility Determination (All Disabilities Other Than Specific Learning Disability) - If Applicable

Only if the student is being considered for Specific Learning Disability eligibility:

- ☐ Documentation of Intervention/Evaluation Results (Specific Learning Disability) - If Applicable

Use this form for RTI students being entitled

- ☐ Eligibility Criteria Checklist(s) for Specific Learning Disability - If Applicable
- ☐ Eligibility Determination (Specific Learning Disability) - If Applicable

- ☐ *Educational Services & Placement (only needed If changes to services are made based on eligibility)*
- ☐ Additional Notes/Information (Meeting Notes - required!)
- ☐ Autism Considerations for all Students with Autism as Eligibility - If Applicable
- ☐ OT/PT Physician Prescription – If Applicable
- ☐ Speech/Language Referral - If Applicable
- ☐ Parent/Guardian Notification of Conference Recommendations
- ☐ Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
- ☐ Parent/Guardian Consent for Reevaluation **(Signed and dated)**
- ☐ Parent/Guardian Notification of Conference
- ☐ Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.
- ☐ Enter any handwritten data from your IEP into Embrace!
- ☐ **UPLOAD the Paperwork into EmbraceIEP under the IEP Date**

IMPORTANT NOTE:

If a reevaluation meeting is held **without** the Annual Review, you **MUST** indicate on the Additional Notes/Information or on the Parent/Guardian Notification of Conference Recommendations that **“The Previous IEP dated _____ was reviewed and remains in effect”**. If held along **with** the Annual Review, please see the Annual Review checklist. **THIS MUST BE DETERMINED PRIOR TO THE MEETING.**

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____.

**WAIVED REEVALUATION/ANNUAL REVIEW
COMBINATION MEETING**

- ☐ Conference Summary Report
- ☐ Parent/Guardian Excusal of an Individualized Education Program Team Member
(With Written Report Attached - If Appropriate)
- ☐ Documentation of Evaluation Results
- ☐ Eligibility Criteria Page(s) for Disabilities Considered and/or Determined
- ☐ Eligibility Determination (All Disabilities Other Than Specific Learning Disability) - If Applicable

Only if the student is being considered for Specific Learning Disability eligibility:

- ☐ Documentation of Intervention/Evaluation Results (Specific Learning Disability) - (If Applicable)
Use this form for RTI students being entitled
- ☐ Eligibility Criteria Checklist(s) for Specific Learning Disability - If Applicable
- ☐ Eligibility Determination (Specific Learning Disability) - If Applicable
- ☐ Present Levels of Academic Achievement and Functional Performance
- ☐ Goals and Objectives/Benchmarks: Number of goals _____
- ☐ Secondary Transition - If Applicable
(Address by age 14½ or older **or** if the student will turn 14½ during the duration of the IEP)
- ☐ Indicator 13 Checklist - Illinois State Performance Plan (SPP) - If Applicable
(Address by age 14½ or older **or** if student will turn 14½ during the duration of the IEP)
- ☐ Educational Accommodations and Supports
- ☐ Assessment
- ☐ Educational Services and Placement
- ☐ Documentation of Need for Teaching Aide including signatures
(Guidelines for Consideration of Teaching Assistant Support available at rccsec.org)
- ☐ Additional Notes/Information (**Required - Meeting Notes**)
- ☐ Autism Considerations - If Applicable
- ☐ Functional Behavioral Assessment (If Appropriate)
- ☐ Behavior Intervention Plan (If Appropriate) **Be sure BIP is listed under Related Services**

Graduating Students Only – If Applicable:

- ☐ Summary of Performance (12th grade - Graduating Student Only)
- ☐ Summary of Performance Student Perspective (Graduating Student Only)
- ☐ SOP Post-School Data Collection Survey (Graduating Student Only)

- ☐ Previous Year Goals with Progress Documented (From Previous IEP)
- ☐ Goal Progress Report (From Previous IEP)
- ☐ OT/PT Physician Prescription – If Applicable
- ☐ Speech/Language Referral – If Applicable (Required when receiving SLP Services)
- ☐ Parent/Guardian Notification of Conference Recommendations
- ☐ Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority (At Age 17) - If Applicable
- ☐ Parent/Guardian Delegation of Rights - If Applicable
- ☐ Invitation to Transition Meeting - If Applicable – *Should be signed before IEP meeting date (evidence of current written PRIOR consent obtained from the parent or student who has reached the age of majority)*
- ☐ Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
- ☐ Parent/Guardian Consent for Reevaluation **(Signed and Dated)**
- ☐ Parent/Guardian Notification of Conference
- ☐ Audiology Referral – If Applicable
- ☐ *Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.*
- ☐ *Enter any handwritten data from your IEP into Embrace!*
- ☐ **Upload the Paperwork into Embrace IEP under the IEP Date**

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____.

INITIAL ELIGIBILITY ONLY IEP

- ☐ Conference Summary Report
- ☐ Parent/Guardian Excusal of an Individualized Education Program Team Member
(With Written Report Attached - If Appropriate)
- ☐ Documentation of Evaluation Results
- ☐ Eligibility Criteria Checklist(s) for Disabilities Considered and/or Determined
- ☐ Eligibility Determination (All Disabilities Other Than Specific Learning Disability)

Only if the student is being considered for Specific Learning Disability eligibility:

- ☐ Documentation of Intervention/Evaluation Results (Specific Learning Disability) - If Applicable
- ☐ Eligibility Criteria Checklist for Specific Learning Disability - If Applicable
- ☐ Eligibility Determination (Specific Learning Disability) with signatures - If Applicable
- ☐ Additional Notes/Information - (Required - Meeting Notes)
- ☐ Applicable reports - Psychologist, Social Worker, S/L Pathologist, OT, PT, etc. if not incorporated in the Documentation of Evaluation results.
- ☐ Parent/Guardian Notification of Conference Recommendations
- ☐ Identification of Needed Assessments
- ☐ Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.
- ☐ Enter any handwritten data from your IEP into Embrace!
- ☐ **Upload the Paperwork into EmbraceIEP under the IEP Date**

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____.

INITIAL ELIGIBILITY & PLACEMENT MEETING

- ☐ Conference Summary Report
- ☐ Parent/Guardian Excusal of an Individualized Education Program Team Member
(With Written Report Attached - If Appropriate)
- ☐ Documentation of Evaluation Results
- ☐ Eligibility Criteria Checklist(s) for Disabilities Considered and/or Determined
- ☐ Eligibility Determination (All Disabilities Other Than Specific Learning Disability) - If Applicable
- ☐ Documentation of Intervention/Evaluation Results (Specific Learning Disability) - If Applicable
- ☐ Eligibility Criteria Checklist(s) for Specific Learning Disability - If Applicable
- ☐ Eligibility Determination (Specific Learning Disability) - If Applicable
- ☐ Present Levels of Academic Achievement and Functional Performance
- ☐ Goals and Objectives/Benchmarks: Number of Goals _____
- ☐ Secondary Transition - If Applicable
(Address by age 14½ or older **or** if the student will turn 14½ during the duration of the IEP)
- ☐ Indicator 13 Checklist Illinois State Performance Plan (SPP) - If Applicable
(Address by age 14½ or older **or** if student will turn 14½ during the duration of the IEP)
- ☐ Educational Accommodations and Supports
- ☐ Assessment
- ☐ Educational Services and Placement
- ☐ Documentation of Need for Aide - *Guidelines for Consideration of Teaching Assistant Support*
Available when considering Classroom Aide or Individual Aide support
(See www.rccsec.org - Form 17)
- ☐ Additional Notes/Information (**Required - Meeting Notes**)
- ☐ Autism Considerations - If Applicable
- ☐ Functional Behavioral Assessment - (If Appropriate)

- ☐ Behavior Intervention Plan - (If Appropriate)
- ☐ Applicable reports - Psychologist, Social Worker, S/L Pathologist, OT, PT, etc. if not incorporated in the Documentation of Evaluation results.
- ☐ OT/PT Physician Prescription – If Applicable
- ☐ Speech/Language Referral (Request for Referral) - **Required** when receiving SLP Services
- ☐ Audiology Referral – If Applicable
- ☐ Parent/Guardian Consent for Initial Provision of Special Education Placement and Related Services
- ☐ Parent/Guardian Notification of Conference Recommendations
- ☐ Parent/Guardian Notification of Conference
- ☐ *Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.*
- ☐ *Enter any handwritten data from your IEP into Embrace!*
- ☐ **Upload the Paperwork into Embrace IEP under the IEP Date**

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____.

ANNUAL REVIEW

- ☐ Conference Summary Report
- ☐ Parent/Guardian Excusal of an Individualized Education Program Team Member
(*With Written Report Attached - If Appropriate*)
- ☐ Present Levels of Academic Achievement and Functional Performance
- ☐ Goals and Objectives/Benchmarks: Number of goals _____

Students who will be turning or have already turned 14 ½:

- ☐ Secondary Transition - If Applicable
(Address by age 14½ or older **or** if the student will turn 14½ during the duration of the IEP)
- ☐ Indicator 13 Checklist - Illinois State Performance Plan (SPP) - If Applicable
(Address by age 14½ or older **or** if student will turn 14½ during the duration of the IEP)
- ☐ Educational Accommodations and Supports
- ☐ Assessment
- ☐ Educational Services and Placement
- ☐ Documentation of Need for Teaching Assistant Support
(*Guidelines for Consideration of Teaching Assistant Support available at rccsec.org*)
- ☐ Additional Notes/Information (**Required - Meeting Notes**)
- ☐ Autism Considerations - If Applicable
- ☐ Functional Behavioral Assessment (If Appropriate)
- ☐ Behavior Intervention Plan (If Appropriate)

Graduating Students Only – If Applicable:

- ☐ Summary of Performance (12th grade - Graduating Student Only)
- ☐ Summary of Performance Student Perspective (Graduating Student Only)
Found under District Documents in EmbraceIEP
- ☐ SOP Post-School Data Collection Survey (Graduating Student Only)
- ☐ Previous Year Goals with Progress Documented (From Previous IEP)
- ☐ OT/PT Physician Prescription – If Applicable

- ☐ Speech/Language Referral – If Applicable (Required when receiving SLP Services)
- ☐ Parent/Guardian Notification of Conference Recommendations
- ☐ Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority (At Age 17) - If Appropriate
- ☐ Parent/Guardian and Student Notification of Delegation of Rights - If Applicable
- ☐ Invitation to Transition Meeting - If Applicable *Should be signed before IEP meeting date (evidence of current written PRIOR consent obtained from the parent or student who has reached the age of majority)*
- ☐ Parent/Guardian Notification of Conference
- ☐ Audiology Referral – If Applicable
- ☐ Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.
- ☐ Enter any handwritten data from your IEP into Embrace!
- ☐ **Upload the Paperwork into EmbraceIEP under the IEP Date**

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____.

IEP REVIEW / REVISION ONLY - MEETING HELD

(Ex: Change of Placement Meeting /Transfer in Meeting/ HS, JH Transition Meetings)

- ☐ Conference Summary Report
- ☐ Parent/Guardian Excusal of an Individualized Education Program Team Member
(With Written Report Attached - If Appropriate)
- ☐ All IEP Pages Revised or Added
- ☐ Additional Notes/Information (**Required - Meeting Notes**)
- ☐ Parent/Guardian Notification of Conference Recommendations
- ☐ Parent/Guardian Notification of Conference
- ☐ Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.
- ☐ Enter any handwritten data from your IEP into Embrace!
- ☐ Upload the Paperwork into Embrace IEP under the IEP Date

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____

*****Reminder: A meeting MUST be held when the student's placement is changing***

(example EEC 01 to 02). Please email RCCSEC to duplicate before your meeting!

Information required at the time of the duplication request:

- Student's Name
- Reason for Duplication (example: IEP Review, Change of Placement, Year-to-Year Transition, etc.)
- Specific Date the Meeting is to be held

IEP AMENDMENT - NO MEETING REQUIRED

- ☐ Parent/Guardian Notification of Individualized Education Program Amendment
MUST BE SIGNED BY PARENT!

****The date on the Amendment form which states: "The changes will begin on ____" **MUST** match the Start Date and/or Initiation Dates on the Educational Services & Placement page you create. The End Date/Duration Dates must be the same or before the due date of the next Annual Review.

- ☐ **ALL** IEP Pages Revised
- ☐ Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.
- ☐ Enter any handwritten data from your IEP into Embrace!
- ☐ Upload the Paperwork into Embrace IEP under the IEP Date

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____

IMPORTANT:

An IEP Amendment is appropriate for MINOR changes. An Amendment **may not be used** if placement will change (i.e., 01 to 02). A meeting **MUST** be held in that case.

****Please email RCCSEC to set up an Amendment for an IEP.**

Please provide:

- Student's Name
- All pages that need to be amended
- Specific date, *if appropriate*

MANIFESTATION DETERMINATION

- ☐ Conference Summary Report
- ☐ Parent/Guardian Excusal of an Individualized Education Program Team Member
(With Written Report Attached - If Appropriate)
- ☐ Manifestation Determination
- ☐ Parent/Guardian Notification of Conference Recommendations
- ☐ Parent/Guardian Notification of Conference

IF FOUND TO BE A MANIFESTATION - ALSO ATTACH:

- ☐ Functional Behavioral Assessment
- ☐ Behavior Intervention Plan
- ☐ **All IEP Pages Revised**
- ☐ *Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.*
- ☐ *Enter any handwritten data from your IEP into Embrace!*
- ☐ ***Upload the Paperwork into Embrace IEP under the IEP Date***

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____

GRADUATION IEP

- ☐ Conference Summary Report
- ☐ Parent/Guardian Excusal of an Individualized Education Program Team Member
(With Written Report Attached - If Appropriate)
- ☐ Secondary Transition
 - Update as appropriate for the remainder of the school term.
 - Goals and Objectives/Benchmarks (where appropriate for the remainder of the school year)
- ☐ Indicator 13 Checklist - Illinois State Performance Plan (SPP) - Update as needed
- ☐ Additional Notes/Information (Meeting Notes)
- ☐ Summary of Performance
- ☐ Summary of Performance Student Perspective
Found under District Documents in EmbraceIEP
- ☐ Post-School Data Collection Survey
MUST be signed by Student or Guardian
- ☐ Previous Year Goals with Progress Documented (From Previous IEP)
- ☐ Goal Progress Report (From Previous IEP)
- ☐ Report of Progress on Annual Goals and Objective/Benchmarks from previous IEP
- ☐ Parent/Guardian Notification of Conference Recommendations
 - Mark "student recommended for graduation" if appropriate
 - Add "contingent upon completion of all academic requirements" if there is a question as to whether the student will meet all graduation requirements.
 - Mark any other appropriate box if the student has completed the required graduation requirements but will remain in school according to the IEP.
- ☐ Signed Consent for Agency Invitation to Transition Meeting from Parent/Guardian OR Student,
(If Age of Majority) if an outside agency will be involved. *Should be signed before IEP meeting date*
(evidence of current written PRIOR consent obtained from the parent or student who has reached the age of majority)
- ☐ Parent/Guardian Notification of Conference
- ☐ Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.
- ☐ Enter any handwritten data from your IEP into Embrace!
- ☐ **Upload the Paperwork into EmbraceIEP under the IEP Date**

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____.

SERVICE PLAN / ISP (annual)
(Ex: Parochial Schools, Homeschool receiving special Ed Services)

- ☐ Service Plan
- ☐ Parent/Guardian Excusal of an Individualized Education Program Team Member
(With Written Report Attached - If Appropriate)
- ☐ ISP Conference Goals and Objectives/Benchmarks: Number of goals _____
- ☐ Additional Notes/Information **(Required - Meeting Notes)**
- ☐ Previous Year Goals with Progress Documented (From Previous IEP)
- ☐ OT/PT Physician Prescription – If Applicable
- ☐ Speech/Language Referral – If Applicable (Required when receiving SLP Services)
- ☐ Parent/Guardian Notification of Conference Recommendations
- ☐ Parent/Guardian Notification of Conference
- ☐ Check for any **RED!** In Embrace. This indicates that you have missing data in an Embrace Form.
- ☐ Enter any handwritten data from your IEP into Embrace!
- ☐ **Upload the Paperwork into Embrace IEP under the IEP Date**

*****Initial Evaluations and Reevaluations for Service Plan students should be completed following the previously listed Checklists.**

Copies sent to:

- ☐ Parent
- ☐ Case Manager
- ☐ Home School District
- ☐ Original sent to RCCSEC on _____ by _____.

DISMISSAL FROM SPECIAL EDUCATION IEP (Including Speech/Language)

Hold an IEP meeting.

When dismissing a student from special education eligibility, you **MUST** hold a reevaluation or a waived reevaluation meeting. Please follow the appropriate checklist for the appropriate paperwork.

DISMISSAL FROM SPEECH/LANGUAGE AS A PRIMARY OR SECONDARY ELIGIBILITY

Hold an IEP meeting.

Complete a Referral for a Reevaluation. Conduct the domain analysis, with particular focus on Communicative Status. If enough data is available, then have a parent sign to agree that no testing is needed (follow Waived Reevaluation Checklist).

If available data is not sufficient, then conduct a reevaluation (follow Reevaluation Checklist). Complete Eligibility IEP. Mark Not Eligible if a student had been eligible for Speech/Language only. If a student remains eligible under other categories, then only list the areas of eligibility and exclude Speech-Language. Remove Speech/Language services from the Educational Services and Placement page.

DISMISSAL FROM SPEECH/LANGUAGE AS A RELATED SERVICE

IEP Review/Revision meeting *if Placement is affected* /OR/ IEP Amendment if NO Placement change:

Document on the IEP goals that the student has met all the speech/language goals and objectives. Explain the dismissal on the Additional IEP Information page. On the Educational Services and Placement page, update the Start Date and remove it as a related service.

INSTRUCTIONS FOR PECT SERVICES ON THE IEP (Pre-Employment Career Training Program *(formerly STEP)*)

PECT is a work-study program for students with disabilities who are at least 14 years of age. It is a program sponsored by the Illinois Department of Human Services/Division of Rehabilitation Services (DHS/DRS). As such, all students enrolled in STEP must be deemed “eligible” for services through DRS. Application and paperwork must be completed for both the PECT Coordinator and the DRS Counselor.

The purpose of PECT is to provide work-based experiences that develop skills that will lead to competitive employment. Students receive academic credit towards graduation.

- a. Some students will be formally employed. Those students may work during the school day and/or outside the regular school hours.
- b. Other students will become involved in volunteer work experiences and may receive a small training stipend from the DRS grant to help them cover the expenses of working and learn money management skills. Such students are not considered employees at their work site. However, they are to conduct themselves as if they were an employee, to learn appropriate work skills.
- c. In general, students in a volunteer placement are scheduled to work during the school day and receive some level of job coaching through their school, to assist them in learning skills for employment.
- d. Based on the IDEA legislation, a student must meet 6 criteria to receive a training stipend while doing volunteer work. These criteria are listed on the Champaign County PECT “Request for Job Training Stipend” form, available through the PECT Coordinator.
- e. When referring a student to PECT, it is important to make sure that there is time in the student’s academic and extracurricular schedule for regularly scheduled employment or volunteer work (generally 10 hours/week minimum for PECT). Scheduling conflicts with sports, band, driver’s education, or required classes may keep a student from participating in PECT.
- f. What form(s) should be completed

Educational Services Page under Related Services and/or Conference Notes

When an IEP is created in the spring, before the student's final placement, it is difficult to know whether the student will be placed in an employer-paid position or receive a stipend. Therefore, the IEP paperwork should reflect the information that is known at that time:

- I. If the student is already employed in the community, designate on the “**related services**” page that the student is to receive PECT services. Indicate that the student is being served “**outside special education**” with the average minutes the student works per week. This could create an “instructional day” that exceeds the normal school day.
- II. If the placement of the student is unknown for the upcoming school year, indicate on the **conference notes** that the student is being referred to PECT and that an amendment will be sent after the student is placed in the fall. (Formal enrollment in PECT can only occur AFTER DRS deems the student eligible, and that typically occurs after the start of the school year.)
- III. Once the student is placed, or any other ensuing change in placement is made, ***an amendment to the IEP should identify the type of placement.***
 - If the student is placed in a volunteer setting, with or without a training stipend, it will be considered “**within special education**” and the number of minutes will typically be a portion of the standard instructional day.

- If the student is paid by the employer in the community, it will be considered “**outside of special education**”. The number of minutes may exceed that of a standard instructional day.
- It is possible for a student enrolled in PECT to have an “extended school day”. Students who attend work beyond the standard day may receive additional academic credit at the discretion of the IEP team.

On the Educational Services Page under “related services,” select code “**27 Transition/PECT**” to show that PECT is the related service the student is receiving.

**DETERMINING EDUCATIONAL ENVIRONMENT WITHIN AN IEP
FOR STUDENTS IN DRS SECONDARY TRANSITIONAL EXPERIENCE PROGRAM (STEP) OR OTHER SECONDARY
TRANSITION/EMPLOYMENT SERVICES**

This document is to assist IEP teams when completing the “Education Services and Placement” page of an IEP when determining the educational environment (EE) for students participating in STEP, career experiences, and pre-employment transition services.

Secondary Transition Activity	Components and Definitions	Educational Environment (EE)
Work-based learning experiences	Employment/internship in the community or on school campus working around nondisabled peers/adults with no support	General education with NO supplementary aids
	Employment/internship in the community or on school campus working around nondisabled peers/adults with a job coach, paraprofessional , or licensed special educator	Special education and related services within the general education classroom
Workplace readiness training and/or Job exploration counseling and/or Counseling on post-secondary education and/or training and/or Instruction in self-advocacy	Participation in general education class/setting with no special education services and no support provided	General education with NO supplementary aides
	Participation in general education class/setting with supplementary aids provided by general education staff	General education with supplementary aids
	Participation in general education class/setting with special education services provided by a paraprofessional, or licensed special educator	Special education and related services within the general education classroom
	Participation in special education classes/services outside general education with special education services provided by licensed special educator	Special education services outside general education
	Participation in special education classes/services outside general education with related services provided by licensed special educator or licensed paraprofessional	Related services outside general education

*licensed special educator includes special education teachers, speech pathologists, social workers, etc.

TRANSFER STUDENTS WITH IEPs

The most important thing to remember is that the new district is responsible for providing a Free and Appropriate Public Education. This includes providing special education and related services in conformity with an IEP.

Transfers from within Illinois

Step 1: Enroll the child.

Step 2: Determine if the district plans to adopt the IEP or seeks to develop a new IEP.

1. When the district obtains a copy of the student's IEP before, or at the time the child is presented for enrollment:
 - A. The district may adopt the IEP of the former local school district without an IEP meeting (if the IEP is current) if:
 - i. The parents indicate, either orally or in writing, satisfaction with the current IEP; and
 - ii. The new district determines that the current IEP is appropriate and can be implemented as written.
 - B. If the district does not adopt the former IEP and seeks to develop a new IEP for the child, within 10 calendar days after the date of the child's enrollment, the district must provide written notice to the parent, including the proposed date of the IEP meeting. While the new IEP is under development, the district shall implement services comparable to those described in the IEP from the former district. Since the parents have the right to a 10-day notice of any IEP meeting, this would mean that the district would have a MAXIMUM of 20 days to notify parents and develop, adopt, and implement a new IEP. Additional forms may be needed if making any changes to the IEP.
2. If the new school district does not receive a copy of the child's IEP or a verbal or written confirmation of the requirements of the IEP from the previous school district when the child is presented for enrollment, the child shall be enrolled and served in the setting that the receiving district believes will meet the child's needs until a copy of the current IEP is obtained or a new IEP is developed by the district.
 - A. In no case shall a child be allowed to remain without services during this interim.
 - B. The new district shall request the student's records from the sending district or school by the end of the next business day after the date of enrollment.
 - C. No later than 10 days after the student's records should have been received, the new district shall provide written notice to the parent of an IEP meeting for the purpose of developing a new IEP. Unless the sending district's or school's IEP arrives before the time elapses, then the IEP may be adopted. During this time, the receiving district shall serve the student in the setting that it believes will meet the child's needs.

Transfers from another state

Step 1: Enroll the child.

Step 2: To the extent possible, provide services comparable to those in the IEP from the former school district. If determined necessary, the school district may conduct an evaluation (as long as it continues to provide the services in the current IEP) or develop, adopt, and implement a new IEP.

1. When the district obtains a copy of the student's IEP before, or at the time the child is presented for enrollment:

- A. The district may adopt the IEP of the former local school district without an IEP meeting (if the IEP is current) if:
 - i. The parents indicate, either orally or in writing, satisfaction with the current IEP; and
 - ii. The new district determines that the current IEP is appropriate and can be implemented as written.

B. If the district does not adopt the former IEP and seeks to develop a new IEP for the child, within 10 calendar days after the date of the child's enrollment, the district must provide written notice to the parent, including the proposed date of the IEP meeting. While the new IEP is under development, the district shall implement services comparable to those described in the IEP from the former district. Since the parents have the right to a 10-day notice of any IEP meeting, this would mean that the district would have a MAXIMUM of 20 days to notify parents and develop, adopt, and implement a new IEP. Additional forms may be needed if making any changes to the IEP.

2. If the new school district does not receive a copy of the child's IEP or a verbal or written confirmation of the requirements of the IEP from the previous school district when the child is presented for enrollment, the child shall be enrolled and served in the setting that the receiving district believes will meet the child's needs until a copy of the current IEP is obtained or a new IEP is developed by the district.

- A. In no case shall a child be allowed to remain without services during this interim.
- B. The new district shall request the student's records from the sending district or school by the end of the next business day after the date of enrollment.
- C. No later than 10 days after the student's records should have been received, the new district shall provide written notice to the parent of an IEP meeting for the purpose of developing a new IEP. Unless the sending District's or school's IEP arrives before the time elapses, then the IEP may be adopted. During this time, the receiving district shall serve the student in the setting that it believes will meet the child's needs.

3: If the district does not adopt the former IEP and seeks to develop a new IEP for the child, within 10 calendar days after the date of the child's enrollment, the district must provide written notice to the parent, including the proposed date of the IEP meeting. While the new IEP is under development, the district shall implement services comparable to those described in the IEP from the former district. Since the parents have the right to a 10-day notice of any IEP

meeting, this would mean that the district would have a MAXIMUM of 20 days to notify parents and develop, adopt, and implement a new IEP. Additional forms may be needed if making any changes to the IEP.

The school district must take reasonable steps to obtain a copy of the child's records, including the IEP from the former school district. The receiving school district shall request a transfer student's school records from the sending school or district by the end of the next business day after the date of enrollment.

If a copy is not received, the following steps should be followed.

Step 1. Enroll the child.

Step 2. If the new school district does not receive a copy of the child's IEP or a verbal or written confirmation of the requirements of the IEP from the previous school district when the child is presented for enrollment, the child shall be enrolled and served in the setting that the receiving district believes will meet the child's needs until a copy of the current IEP is obtained or a new IEP is developed by the district.

- A. In no case shall a child be allowed to remain without services during this interim.
- B. The new district shall request the student's records from the sending district or school by the end of the next business day after the date of enrollment.
- C. No later than 10 calendar days after the student's records should have been received, the new district shall provide written notice to the parent of an IEP meeting for the purpose of developing a new IEP. Unless the sending district's or school's IEP arrives before the time elapses, then the IEP may be adopted. During this time, the receiving district shall serve the student in the setting that it believes will meet the child's needs.

Since the parents have the right to a 10-day notice of any IEP meeting, this would mean that the district would have a MAXIMUM of 20 calendar days to notify parents, develop, adopt and implement a new IEP.

*****IEP PAPERWORK MUST ALL BE MANUALLY ENTERED INTO EMBRACE UPON MOVE IN!!!**