

IEP Document Checklist

Prepared for the Bloomingdale-Gobles Region
Revised June 23, 2011 (Changes in **bold**)

Student: _____

IEP date: _____

COVER SHEET

- The purpose of the IEP is correct.
- IEP meeting date is correct.
- Demographics fields are complete and correct. (If changes need to be made, please contact your district liaison.)
- All attendees are checked.
- Any persons invited, but not required to attend (e.g., agency representative, counselor, relative, etc.) that did not attend, are listed under *Parent & District Agreement on Attendance Not Necessary*.
- Any required persons invited that did not attend are listed under *Parent & District Agreement on Excusal Prior to Meeting*.
- The disability listed is correct. (Beware of SLI and SLD.)
- The correct eligible or ineligible box is checked.
- The primary eligibility is listed. (Do not list a secondary eligibility.)

STUDENT SUMMARY

- Strengths, concerns, and needs specific, and tailored to the student are listed.

TRANSITION CONSIDERATIONS

- If student will be 16 during the duration of the IEP, the transition section is completed.
- Specific ESTR-J scores are provided.
- Educational Development Plan (EDP)* and *Student Transition Visions* boxes are checked "yes."
- If a need is identified (via ESTR-J scores), "yes" is checked and activities are developed to address each need.
- Course of Study* information is up to date and accurate.
- A community agency representative was invited unless the parent declined to consent to the invitation or unless the student is not eligible for any community agency services.
- At least one activity in the transition section relates both to a transition need described in the PLAAFP and to one of the student's goals.

PLAAFP

- Only areas for which the student has a specific, disability-related need are listed.
- There is a link between the needs described in the PLAAFP and the student's goals and objectives. (Conversely, there are no needs specified that aren't addressed by a goal or supplemental aid/support.)
- For students 16 and older, transition needs are described and these needs link with at least one of the student's goals.

PLAAFP (CONTINUED)

- The impact statement describes how the student's difficulties affect his/her progress in the general curriculum.
- The resulting need statement describes how the student will be supported (e.g., participation with special curriculum, participation in small group instruction, etc.).
- One of the resulting need statements should mention the needs for testing accommodations if any are to be provided for the MEAP.**

SPECIAL FACTORS

- a) is checked "yes" if the student has a behavior plan on file.
- b) is checked "yes" if the student has limited English proficiency.
- c) is checked "yes" if the student receives VI services.
- d) is checked "yes" if the student receives HI services.
- Assistive technology, if any, was specified in e).
- f) is checked "yes" if the student receives OT and/or PT services or if there the student has a serious medical issue that may impact learning (e.g., seizure disorder).
- g) is checked "yes" if the student receives OT and/or PT services.
- Brief and discreet explanation is provided for each area checked "yes."

SUPPLEMENTARY AIDS AND SUPPORTS

- Areas for which accommodations and/or modifications are needed are listed.
 - Frequency/Conditions/Circumstances* are described specifically (e.g., daily, for end of the unit tests, etc.). (Refrain from terms such as "when needed," or "when requested.")
 - Testing accommodations listed in this section are not substantially different from those listed in the *Assessment-Participation and Provisions* section of the IEP.
- (Note: use of each accommodation or modification listed on the IEP must be documented; therefore it is encouraged that only necessary supports be listed.)

GOALS AND OBJECTIVES

- At least one goal and two objectives are provided for each area related to the student's disability. (This relationship should be delineated in the PLAAFP.)
- There are no goals listed that are not also described in the PLAAFP.
- Baseline data includes specific scores.
- The annual goal is measurable includes mastery criteria.
- The objectives are measurable and include mastery criteria.
- Performance criteria and evaluation procedures are complete and can be easily documented.
- The schedule of evaluation lists when the teacher plans to collect data. (Not when the data is reported to the parent.)
- An option was selected for progress reporting. (The graphing option is preferred as it is easier for parents to see progress.)

PROGRAMS AND SERVICES

- The correct program was listed. (If you are not sure how your district describes your classroom, please ask your district liaison. Do not use the student's area of disability.)
- The FTE totals 1.
- The dates are correct.
- Instructional specialist/teacher consultation if any, is written into the *Related Services* section.
- Departmentalized box is checked "yes" unless your classroom is self-contained and you do not share students with other special education teachers.
- The last four boxes are checked "no" unless previously arranged with administration.

ASSESSMENT-PARTICIPATION AND PROVISIONS

- Accommodations, if any, align with those listed on the *Supplementary Aids and Support* section.
- "Yes" is checked for the statement asking if the student can participate in the NAEP.

EXTENDED SCHOOL YEAR SERVICES (ESY)

- The box indicating that ESY services **are not needed** is checked.

Note: Consult with your administration if you believe ESY services are needed. ESY is not the same as summer school.

OTHER CONSIDERATIONS

Note: This section is rarely needed. Its purpose is to document special circumstances or items the parent wants included in the IEP not addressed in other sections.

CONSENT MEDICAID SERVICES

- Consent was obtained at the meeting, the correct box is checked and the signature is on file.

NOTICE OF PROVISION OF PROGRAMS AND SERVICES

- An *Option Considered but Not Selected* was described briefly and clearly. (If there wasn't a specific issue discussed, a description of a less restrictive option, such as, "Team considered increasing time in general education" may be used.)
- A *Reason Not Selected* was provided and data was provided to support the rejection of the option discussed. (If no specific issue was discussed, a general statement, such as, "Increasing time in general education was not selected as it would not meet the student's needs at this time" may be used.)
- The designee signed and the date matches the date of the IEP. (This date, not the date of the IEP, sets the calendar for the next IEP.)

GENERAL

- The overall tone of the IEP is positive or neutral (vs. complaining or negative.)
- Only relevant information is provided in the IEP. Negative or confidential items are not included.
- The IEP is written at about a 6th grade reading level. The use of acronyms, clinical jargon and other “fancy talk” was avoided.

IEP Preparation & Process Checklist

Prepared for the Bloomingdale-Gobles Region

Revised January 3, 2011

IEP Preparation Checklist

- The IEP was scheduled at a mutually convenient time/date. (If scheduling difficulties occurred, attempts were documented.)
- Two methods were used to invite the parent(s). For example, phone call and a letter.
- The Special Education Parent Handbook and Procedural Safeguards booklet was sent home with the invitation letter.
- Consent was obtained to invite an agency representative (transition IEPs only).
- All required IEPT members were invited. For transition IEPs, this includes the student and in most cases, an agency representative.
- The evaluation report (if applicable) was sent home.
- Progress reports were completed.
- Draft annual goals and short-term objectives were developed.
- The draft IEP was marked "draft."
- Invited IEP members not able to attend submitted an excusal letter.

IEP Meeting Procedures Checklist

- The parent was welcomed and IEPT members were introduced.
- The purpose of the IEP meeting was stated.
- The parent was informed of his/her role in the IEP process.
- The Special Education Parent Handbook and Procedural Safeguards booklet was offered to the parent.
- The parent was given time to ask questions and provide input throughout the meeting.
- Clear and jargon-free language was used.
- Student strengths, accomplishments, and positive attributes were mentioned.
- IEP paperwork was presented as "draft" (vs. final copy).
- Positive work samples were shared.
- Student's deficit areas were reviewed and progress and needs relative to these deficit areas were addressed.
- The parent was asked directly to provide input regarding the goals and objectives selected.
- The parent was given the opportunity to take home the IEP to read it and think about it prior to signing (initials).
- The parent was given a contact at school should they have any questions about their child's program.
- If an IEP has the potential for being contentious, the IEP was scheduled at least 2 weeks in advance.
- When a dispute arose that could not be resolved, the IEP was adjourned and rescheduled to allow time for consideration.
- Previous administrative approval was obtained prior to writing any of the following into the IEP: (a) individual aide, (b) goals and objectives in areas outside of the student's disability, (c) additional ancillary services, special technology, equipment, assessments, transportation devices or services, (d) requests for daily phone calls or teacher reports, (e) requests for specific programs or methodology.

Documents to Bring to the IEP

- Last IEP and Evaluation Report
- Draft IEP (projected if possible)
- Progress reports
- Student's schedule
- Functional Assessment and/or Behavior Intervention Plan, if applicable
- Student work samples or classroom assessment results
- Vocational assessment information, if applicable
- Relevant documents provided by the parents, physicians, etc.

Note: Students 18 years or older should be treated the same as parents as described above if he/she is his/her own guardian.

Common Litigation Issues

1. Failure to provide functional behavioral assessment and develop a behavior intervention plan in situations where a student is having reoccurring behavior problems.
2. Failure to implement behavior intervention plans.
3. Failure to revise inappropriate behavior intervention plans.
4. Failure to conduct sound manifestation determination hearings.
5. Failure to implement accommodations/modifications in general education settings.
6. Failure to address truancy or work refusal as a part of the IEP.
7. Failure to address a student's failing grades.
8. Failure to provide an appropriate reading program.
9. Failure to follow through with agreed services due to miscommunication or miscoordination.
10. Weak extended school year determinations.
11. Failure to properly document student progress.
12. Continuing with a program under which the student has not done well.
13. Continuing too many short-term objectives from the past IEP.
14. Discontinuing services because the student does not participate.
15. Delays in providing promised assistive technology devices.

Adapted from "Frequent Litigation Issues Raised in Special Education Due Process Hearing Requests" by Jose L. Martín, Attorney At Law