

# IEP CHECKLIST

The following is a checklist for parents and teachers to consider as they develop the IEP. Not every item on the checklist is required by special education regulations. For more information, consult the Federal regulations and other information that can be found at <http://idea.ed.gov/> or call PEATC at 800-869-6782.

## REQUIRED IEP TEAM MEMBERS:

- Parent(s)
- Student (as appropriate and invited at age 14 when discussing transition)
- Special education teacher(s)
- General education teachers
- Professional(s) who can interpret the instructional implications of assessments
- School division representative (qualified to provide/supervise special education services, and commit district resources) (Members can serve more than one role. Written agreement by a parent is needed to excuse attendance of a required team member. If that member's area will be discussed, written information must be provided to the parent before the meeting.)

## OPTIONAL:

- Family members/Friends
- Peers/Advocates
- Specialists
- Other Professionals including: Representatives from Early Intervention or Adult Service Agencies (optional members are at the discretion of the school and parent and may require parental consent)

## IEP TEAM MEMBERS NOTIFIED AND THE MEETING SCHEDULED:

- In time for parents to arrange to attend, and a list of more than one date option for meeting
- Mutually agreeable time, place & purpose for the team
- Notice includes date, time, location, purpose and attendees

## PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- Student described in positive way
- Reflects parent concerns
- Includes parent's statement of strengths, needs, and concerns
- Goals must be measurable by defining what, how, where, when & why
- States academic & functional performance in objective terms
- Results of assessments including statewide or district-wide assessments
- Describes how the disability affects involvement and progress in general education (for preschool students – in appropriate activities with typical peers)
- Describe academic, developmental, and functional needs

## ANNUAL GOALS:

- Include academic and functional goals based on needs from assessments and described in Present Level section, and on parent and student input
- Meaningful to this student and attainable within one school year
- Student's involvement and progress in the general education curriculum
- Measurable - clear about what, how, where, when & why
- Positive Behavioral Supports, if needed
- How progress will be measured and how often, and by what means parents will be in-formed of progress
- High expectations, including how student will keep up with or catch up to typically developing peers
- Evidence Based Methods

- Measurable objectives or benchmarks (required for students taking alternate assessments aligned to alternate achievement standards)
- Prioritized in terms of the student's age and time left for schooling
- Skills to help the student live as independently as possible when they finish school

## RELATED SERVICES, SUPPLEMENTARY AIDS AND SUPPORTS:

- Help child advance toward attaining annual goals
- Help child be involved in and make progress in the general curriculum
- Help child participate with other students with and without disabilities
- Include specifics – start/finish dates: frequency: duration: location: who will deliver: delivery method (individual or group)
- Assistive Technology devices or services
- Help to access nonacademic and extracurricular activities
- Needed accommodations/modifications for educational program and assessments.
- Teacher/staff training if needed to implement program

PEATC's YouTube channel has lots of great webinars from many special education and family engagement specialists on various topics. The 24/7 access allows families to view our webinars at a time that is convenient to you. So stop by and check us out!

<https://www.youtube.com/user/PEATCVirginia>

**You Tube**



## SPECIAL FACTORS (WHEN NEEDED):

- Communication
- Assistive Technology
- Functional Behavior Assessment/  
Behavior Intervention Plan
- Language (English Language Learners)
- Braille and O&M (for blindness/visual  
impairment)
- Communication needs (for deafness/  
hearing impairment, autism or ID)

## PLACEMENT:

- In the least restrictive environment  
(first option considered is school where  
child would attend if there was no  
disability, and in the typical classroom  
with whatever supports are needed to  
be successful)
- Includes interaction with non-disabled  
peers to *maximum extent appropriate*
- Justification, if student not participating  
in general education curriculum
- Coordinated with general education  
classroom, schedules, activities and  
programs

## STATEWIDE AND DISTRICT- WIDE ASSESSMENTS:

- Lists assessments student will take
- Specifies needed accommodations and  
modifications
- If participating in an alternate  
assessment, aligned with challenging  
standards
- Team has discussed how participation  
in statewide assessments affects  
diploma options

## INSTRUCTION AND ADAPTATIONS:

- Assignment of a case manager or  
primary contact
- Person(s) responsible clearly listed i.e.  
special education teacher, general  
education teacher, specialist, therapist,  
aide, parents, students, other
- Extended school year recommendation  
(if needed)

## TRANSITION PLAN (IF NECESSARY):

- Plans for a smooth transition to a new  
setting, i.e. early intervention to  
preschool, or moving to kindergarten,  
elementary, middle school or high school  
(suggested a year before change)
- Includes input from service providers in  
current and future settings

## SECONDARY TRANSITION

- In IEP by age 14, or earlier, as  
appropriate, student takes active role in  
planning and attending IEP
- Types of classes needed and type of  
diploma planned for student (this may  
need to begin in middle school to obtain  
postsecondary goal(s))
- Includes postsecondary goals based  
on student needs, strengths, preferences,  
goals and interests, as well as transition  
evaluations and assessments done by  
school
- Specific transition services, related  
services needs and other agencies and  
organizations to be included
- Activities in the community and in  
school needed to assist student in  
reaching postsecondary goals

- At least 1 year before age 18,  
information about what rights will  
transfer from parents to student at age 18
- Summary of Performance for students  
who are graduating or who will exceed  
the age of eligibility for special education  
in current school year.

## PRIOR WRITTEN NOTICE (IF A REVISION OF SERVICE OR CHANGE IN PLACEMENT OR REFUSAL OF PARENT REQUEST)

- Description of action proposed or  
refused
- The reason for the proposed change
- The date of proposed change
- Description of evaluations and other  
information used to make the decision
- Other options or choices described
- Other relevant factors
- What steps to take if parent disagrees  
(Availability of procedural safeguards  
and where to get more information), and  
information about the "Stay Put" Rule

## REVIEW (AT LEAST ANNUALLY)

- Whether annual goals (and short-term  
goals) are being achieved
- Lack of expected progress in annual  
goals and general education curriculum
- Results of any reevaluation
- Information about child provided to or  
by parents related to reevaluations
- Child's anticipated needs
- Other matters
- Revisions as appropriate

