



IEP Checklist

The following is a checklist for parents to review when developing their child's Individualized Education Program. Not every item on the checklist is required by special education regulations.

For more information, consult the Virginia Special Education Regulations or call PEATC at 703-923-0010.

Required IEP Team Members (* = required)

- Parent(s) *
- Student (as appropriate; *required to be invited at age 14)
- Special Education Teacher(s)*
- General Education Teacher(s)*
- School Division Representative* (qualified to provide and supervise special education and make decisions on behalf of the school division)
- Related Service Provider(s)
- Professional(s) who can interpret evaluation results (*required only during eligibility or when reviewing new evaluations)
- Others with knowledge or special expertise about the student e.g., outside specialists, Early Intervention, or Adult Service Agencies Staff
- Other Family Members/Friends/Peers
- Advocates

Members can serve in more than one role. If a required team member cannot attend, the meeting must be rescheduled unless their specialty won't be discussed, and both the parent and school agree in writing that the member can be absent. If the member's area will be discussed and the parent agrees to excuse the member, written input must be provided to the parent before the meeting.

Meeting Notification

- Mutually agreed upon time and place
- Notice includes date, time, location, purpose and attendees

Present Level of Academic Achievement and Functional Performance

- Student described in positive way
- Includes parent's statement(s) of strengths, needs, and concerns
- 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)
- Describes academic, developmental, and functional performance in objective terms and describe 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, and why
- Positive Behavioral Supports, if needed
- How progress will be measured and how often, and by what means parents will be informed 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; optional for other students)
- 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

Special Factors for Consideration

- Communication
- Assistive Technology (AT)
- Behavior
- Limited English Proficiency (English Language Learners)
- Braille for Blind or Visual Impairment
- Deaf or Hearing Impairment Language Needs
- Self, Health, and Relationship Education (SHaRE)

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
- Explanation of any non-participation in general education class(es), programs and activities
- Coordinated with general education classroom, schedules, activities and programs

Statewide and Districtwide Assessments

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

If a student is considered for the VAAP, the IEP team must complete the VAAP Participation Decision-Making Tool. The IEP should explain why the student can't take the regular assessment, why the VAAP is appropriate, how the student meets the criteria, and how VAAP participation impacts promotion or graduation.

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, 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

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



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