

IEP Checklist

Revised 8/30/11

- I have completed my IEP 4 days in advance of the date scheduled and I have given a hard copy to the Assistant Principal to review and to have available for translators to review before the IEP.** ☺

- I am aware of any possible parental concerns or questions that may arise at the IEP and I have informed the IEP Designee and Administrator of the possible issues prior to the IEP meeting. No Surprises!**

Page 1

- Check Pertinent IEP dates
- Check student language
- Input location of Psych and CUM folders (location code **1953**)
- Input parents address and phone numbers

Page 2

- Check that COM is completed and COM level is indicated.
- Check that goal progress has been indicated – and if goal was not met – make sure to indicate a reason the student did not achieve his IEP goal.

Page 3

- Check performance areas: **Pre-school-** Social Emotional, Cognitive Development, Physical Development(Mobility), Language Development, ELD (if LEP)
- Check performance areas: **Kindergarten and up-** use Functional Mathematics, Functional Reading, Communication, ELD (if LEP), Mobility (if applicable) and any other area based on student needs (History/Social Science (Voc), Health (Self-help), Physical Education (Mobility), & ***Behavior – must be a behavior present level – if there is a behavior support plan.***
- PLP's should highlight student strengths based on the results of the teacher observation and both formal and informal assessments. Student Needs area should be directly related to the proposed standards based goal for the student.

Page 4

- Enter eligibility code
- Please enter "Low Incidence" eligibility if student qualifies
- Check all boxes regarding educational needs

Page 5

- Annual goal is written with functional performance indicator(FPI) standard identification
- Dates on goal pages and that all boxes are checked.
- Check for correct progress reporting dates.

Page 7

- Check correct CAPA level
- Pre-School select DRDP or DRDP-access

Page 9

- Check that all appropriate boxes are checked – if translation required – must be filled out

Page 10

- Check if all boxes are checked – and make sure that the 'Parent Input Survey' box is checked and that the date listed matches the day of the IEP.

Page 11

- Check that all participants are correctly listed. Also – before locking – make sure that additional participants are added or deleted – based on attendance at the IEP.

FAPE Part 1

- Check if IEP is listed correctly as annual, second annual, or 3-year.
- Check that student eligibility is consistent with the eligibility on page 4.
- Fill in with drop down menu's Curriculum, Placement, Additional Factors. Accommodations/Modifications and supports,
- If a student is transitioning to a new setting use the future changes column to describe the new instructional setting including any supports.
- Use the comments area to describe any specialized equipment, assistive technology

Data Transfer Form

- Check all boxes – make sure that AA, STP or LVN are marked correctly if applicable
- Check that all correct boxes are checked for the 'Transportation Information' – such as seizures, shunt, lift bus, DIASTAT etc.

FAPE Part 2

- In the additional discussion area, please indicate the reason that the students requires ESY. Also, describe any particular areas of concern that have not already been addressed in the IEP

Master English Language Plan

- Check if 'Primary Language of Student' & 'Language of Instruction' are filled in.
- If primary language is Spanish – check if 'Bilingual Para-educator' is checked for support provider.
- Under "Current Service" – check if #2 is checked and check if COM level is marked and corresponds correctly with the page 2 level.
- Make sure that the goal is written out completely on page 2 of the Master Plan. (*ELD goal must be on a page 5 goal page and also on the Master English Language Plan.)

Individualized Transition Plan (ITP)

- Please indicate outside all outside agencies involved

Behavior Support Plan

- Read over very carefully! A behavior support plan is needed for students with a bus safety vest, AA or NPA BII/BID – or if they have extreme behavior that should be addressed in the IEP.

BSP Page 1:

- Check for clear description of behavior impeding learning.
- Check if AA is included as one of the people to monitor plan – if applicable.

BSP Page 2:

- Check # 8 and # 9 closely. #8 – is to describe why behavior occurs. # 9 – should describe what behavior we want the child to learn – (check to make sure that the target or negative behavior is not listed or described here).
- Check if # 12 also lists the behavior that we want the child to learn – and strategies to support the student with learning the positive behaviors.

BSP Page 3:

- Check to make sure that a 'Behavior Support' goal has been generated on a page 5 goal page as well. If student receives NPA services – check if the correct agency is listed. NPA time and frequency of service should be listed on the page 5 Behavior Support goal.