

# IEP Checklist

Student \_\_\_\_\_ ID# \_\_\_\_\_ Type of IEP \_\_\_\_\_ IEP date \_\_\_\_\_

	Comments
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">★</div> <div> <p>☐☐☐ <b>This checklist is designed to ensure that you have completed the IEP process.</b>  <b>Please refer to the Special Education Procedures Manual for specific information and procedures.</b></p> </div> </div>	
<p><b>Referral</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> request for evaluation immediately documented in on-line system (Referral form)</li> <li><input type="checkbox"/> Prior Written Notice (PWN), including a description of action proposed or refused sent or Assessment Plan developed within 15 days of request and sent to parent(s)</li> </ul>	
<p><b>Initial/Triennials</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> written assessment plan sent to parents within 15 days in primary language</li> <li><input type="checkbox"/> Assessment PWN (including a description of action proposed or refused) sent with Assessment Plan and copy placed in student container</li> <li><input type="checkbox"/> parental signed consent with date documented &amp; date received by SDUSD logged</li> <li><input type="checkbox"/> plan contains description of any recent assessments (including outside IEE), any info parent requests to be considered, areas to be assessed, language to be assessed in.</li> <li><input type="checkbox"/> an IEP was developed and implemented within 60 days of obtaining consent for assessments</li> </ul> <p><b>Reminder:</b> Triennial is due 3 years from previous Tri regardless of date the plan is signed</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> review of the student's IEP occurred within 1 year of prior IEP</li> </ul> <p><i>Assessments include:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehensive Evaluation Process-Emotional Disturbance (CEP-ED) form was completed and attached to the student's IEP for students suspected of having an emotional disturbance</li> <li><input type="checkbox"/> Comprehensive Evaluation Process-English Learner (CEP-EL) form was completed and attached to the student's IEP for second language learners</li> <li><input type="checkbox"/> a review of existing data, including academic performance</li> <li><input type="checkbox"/> parent information provided</li> <li><input type="checkbox"/> teacher information</li> <li><input type="checkbox"/> related services information including motor skills, if appropriate</li> <li><input type="checkbox"/> Specific Learning disability (SLD) form was completed, signed and attached to the student's IEP when SLD is suspected</li> </ul> <p><i>A written Assessment report that includes:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> health and development including hearing and vision screenings completed within 1 year of current IEP date</li> <li><input type="checkbox"/> all areas of suspected disability noted on Assessment Plan were assessed</li> <li><input type="checkbox"/> the use of a variety of tools and strategies used to assess</li> <li><input type="checkbox"/> a description of <b>how</b> disability affects involvement/progress in general education</li> <li><input type="checkbox"/> the ELP (English Language Proficiency) status is identified and implications noted</li> <li><input type="checkbox"/> the documentation of student's primary language of assessment</li> <li><input type="checkbox"/> the results of each assessment given and completed</li> <li><input type="checkbox"/> the behavior noted during observations in appropriate setting(s)</li> <li><input type="checkbox"/> the recommendations for special education and related services</li> <li><input type="checkbox"/> the determination of the effects of environmental, cultural, or economic disadvantage, where appropriate</li> <li><input type="checkbox"/> the basis for making the determination of eligibility</li> <li><input type="checkbox"/> the reevaluation occurs within 3 years of prior assessment but not more frequently than yearly</li> </ul>	

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### All IEPs include:

- review of the student's IEP occurred not more than 1 year later than previous IEP
- Meeting Notice sent in parent's primary language early enough to ensure attendance
- copy of Meeting Notice placed in student's container
- all required Team Members at the IEP Meeting
  - Parent and student (if appropriate)
  - Administrator
  - Special Education Teacher
  - General Education Teacher
  - Related Service providers, as appropriate
    - Interpreter, if appropriate
  - completed excusal form(s) for IEP Team members unable to attend IEP meeting, signed and attached to student's IEP and noted on Team Action page
- Purpose of IEP Meeting stated and Procedural Safeguards meaningfully explained
- Verified student information, disability, agency information
- IEP Team reviewed student's progress toward previous goals
- IEP Team reviewed student's progress in the general education environment
- IEP Team revised the IEP as appropriate
- General education teacher present at IEP meeting and helped develop IEP
- For second language learners, the IEP Team identified and considered the language needs of the student when developing the goals, programs and services
- placement made as close as possible to student's home in LRE.
  - If not SOR then **annually** document why appropriate.
- ensured that student participates in academic, nonacademic and extracurricular activities to the greatest extent possible
- Transportation eligibility discussed and recorded
- ESY eligibility discussed and recorded
- If needed, transition activities, etc. to another site/program reviewed (contact CORT)
  - If Tri due in next year, team determines full assessments or records review

### **Individual Transition Plan (ITP) (required for students aged 16)**

- develop or change Transition Plan* box checked on IEP Meeting Notice
- student was invited to the IEP Meeting
- if appropriate, outside agency representatives were invited to the IEP Meeting
- Appropriate transition Assessment with results based on student/parent input used to develop measureable post-secondary goal(s) (box checked on goal page)
- measureable postsecondary goal(s) are based on appropriate transition assessment (evidence attached to IEP)
- appropriate measureable postsecondary goal or goals in appropriate areas (e.g., career, vocation, etc.)
- postsecondary goal(s) updated annually
- Transition Services* (Services page) selected to support each transition need
- At least one Annual goal supports the student's post-secondary goal/expectations (Box checked on Goal page also)
- Course of Study* reviewed at IEP and attached to the IEP
- Transition Plan Checklist* attached to the IEP

### **Present Levels of Performance**

- IEP Team considers parent concerns
- current State Assessment results recorded

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- Present Levels of performance with strengths/challenges (supported by evidence/data) updated in all areas of concern, including Reading, Writing, Math
- English Learners identified with detail of how student's proficiency will be addressed
- impact statement as to **how** disability affects student's involvement and progress in the general curriculum

**Goals**

- measurable goals for each of the 'needs' listed in present levels resulting from the student's disability
- current quantifiable Baseline description related to goal
- description of how (*IEP Progress Report*) and when (#\_weeks) parents will be notified of student progress toward meeting annual goals
- description of how student's progress will be measured
- goals identified as enabling involvement/progress and/or addresses other needs
- for English Learners the box entitled '*Goal is linguistically appropriate*' on appropriate goals has been checked

**Special Factors**

- determine program modifications & supports for instruction and supports for school personnel to enable student to advance toward attaining annual goals.
- determine projected date, anticipated frequency, duration and location for program modifications and supports that enable the student to advance toward attaining annual goals
- supports allow student to be educated with, involved with and participate with nondisabled students and make progress in the general education curriculum and participate in extra-curricular activities
- explanation of the extent, if any, that the student **will not** participate in the general education classroom
- document discussion of possible harmful effects on student based on service discussion (pros and cons of service recommendations)
- identified participation in District or state-wide achievement tests(CASASPP, ELPAC, etc.), including accommodations or modifications as needed. CAA criteria reviewed to determine appropriateness and form completed and attached.

**Team Action page**

- Team Action page completed stating purpose for all Supplemental IEP Meetings
- Team Action page used to document highlights of conversations that occurred and Team determined next steps during any IEP Meeting

**Signatures/Initials**

- Service Options noted
- Rights at Majority (at age 18)
- Graduation
- Medi-Cal Release for Billing Option
- Survey card given to Parent
- Procedural Safeguards
- IEP Consent information
- Team Members' names and titles noted legibly

**Finalize IEP**

- Original draft IEP from meeting with corrections/additions and original signature page placed in student's container. Parent given a copy of the IEP including all reports at the end of the meeting at no cost to the parent
- Corrections/changes recorded and locked in online system after meeting regardless of

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consent. Clean copy sent to parent and clean copy placed in student's container.

Begin implementation of the IEP as written, as soon as possible.

Signature Log completed and placed in student's container

Maintain a log of services