

IEP CHECKLIST

The participants of the IEP meeting shall include: a school district representative who is qualified to provide or supervise the provision of special education; the student's teacher; the parents (or documented-parents refusal to participate); the student (if appropriate); a school district representative able to interpret the student's initial evaluation; other individuals invited by the parent or school district. The IEP meeting is scheduled at a mutually agreed on time and place. Parents must receive prior written notice of the meeting from the school district, including who will be in attendance. The checklist will help you plan for a successful Individualized Education Program (IEP) meeting. Remember you are the expert on your child, the one constant in his or her life.

✓ Before the IEP Meeting (check off as completed)

- Know child/parent rights of education law(s). ✓ IDEA ✓ Section 504 ✓ FERPA ✓ ADA
- Invite a support person to attend the IEP. ✓ a friend ✓ a family member ✓ an advocate
- Know previous educational intervention, including any benefits of the intervention
- Become familiar with levels of performance in current educational program:

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| <ul style="list-style-type: none"> • Cognitive • Social / Emotional • Motor skills • Health • Speech / Language | <ul style="list-style-type: none"> • Academic • Self help/Developmental • Vocational • What can my child do and needs to work on • Child's strengths / Child's learning style |
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✓ During the IEP Meeting (check off as completed)

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| <ul style="list-style-type: none"> <input type="checkbox"/> Review of parental rights <input type="checkbox"/> Present levels of performance <input type="checkbox"/> Annual goals <input type="checkbox"/> Short term instructional objectives <input type="checkbox"/> Evaluation (measurable & observable) <input type="checkbox"/> Parent questions and concerns <input type="checkbox"/> Specially designed instruction <input type="checkbox"/> Amount of services <input type="checkbox"/> Supplementary aids and services (modifications accommodations) <input type="checkbox"/> Regular Education participation <input type="checkbox"/> Responsible person(s) to implement IEP <input type="checkbox"/> Transition services (if applicable) | <ul style="list-style-type: none"> <input type="checkbox"/> Related services (examples) <ul style="list-style-type: none"> • Regular or Special Transportation • Occupational / Physical Therapy • Audiology • Counseling Services • Parent Training • Assistive Technology • Recreation (after school activities) • Orientation and Mobility • Speech / Language Therapy • Special Health Services <input type="checkbox"/> Justification of placement <input type="checkbox"/> IEP starting and ending date |
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Obtain a copy of the IEP

Parental satisfaction / disagreement with the IEP - You don't have to make the decision at that time. You may think it over, consult others. If emotions interfere, stop the IEP and reconvene.

✓ After the IEP Meeting (check off as completed)

- Congratulate yourself ! Disagree? Call Nevada PEP for information & help.
- Monitor progress and keep a log of school contacts and issues. Using PEP Parent Planner
- Communicate with school personnel throughout the year. Provide positive feedback.
- If changes are necessary you may request to reconvene the IEP at any time.

The IEP Meeting serves as a communication vehicle between parents and school personnel and enables them, as participants, to jointly decide what the student's needs are and what services will be provided to meet those needs. All of this information is a written record of the decisions reached at the meeting and must include:

1. Present Levels of Performance - This information serves as the foundation for the development of the goals and objectives in the IEP. Data should be collected in a variety of areas (refer to the areas listed on the form) and from a variety of sources. Federal law requires the IEP team to consider relevant results of the initial evaluation or most recent evaluation of the student and the academic, developmental and functional needs of the student. For students who are 16 or older, or who will turn 16 when the IEP is in effect, the IEP Team also considers the results of age appropriate transition assessments related to training/education, employment, and independent living skills (as appropriate).

2. Annual Goals - Annual goals are developed for each area of need identified by the IEP team in the PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE; STRENGTHS, CONCERNS, INTERESTS, AND PREFERENCES; and the STATEMENT OF TRANSITION SERVICES. There is a one-to-one correspondence between identified need, current performance level, and annual goal. Annual goals represent the IEP team's estimate of what the student can reasonably be expected to accomplish with specially designed instruction or support during the next 12 months.

3. Short Term Instructional Objectives - Each annual goal must include either benchmarks or short-term objectives. The purpose of both is to enable a student's teachers, parents, and others involved in developing and implementing the IEP to gauge, at intermediate times during the year, how well the student is progressing toward achievement of the annual goal.

4. Special Education Services - A listing of the special education services that will be provided for the student to advance appropriately toward attaining the annual goals; to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students in these activities.

5. Related Services - A list of the related services that will be provided for the student to advance appropriately toward attaining the annual goals.

6. Amount of Services - The amount of services to be provided must be stated in the IEP, so that the level of the commitment of resources will be clear to parents and other IEP team members.

7. Supplementary Aids and Services - A list of the supplementary aids and services and program modifications or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals.

8. Participation in Regular Education - The IEP should identify the percentage of time the student will participate in the general education environment. Regular education environments include academic classes (which might include field trips linked to the curriculum), nonacademic settings (such as recess), and extra-curricular activities (for example, sports, after-school clubs, band, etc.)

9. Transition Services - Describe the anticipated course of study the student will be pursuing (such as participation in advanced placement courses or a vocational education program) that will promote movement to postsecondary goals. In completing this section, focus attention on how the student's educational program can be planned to help the student make a successful transition to his/her goals for life after secondary school. Consider the relationship of the course work selected to the student's preferences and interests [described in the vision statement and statement of measurable postsecondary goals] as well as present levels of academic achievement and functional performance. The student's course of study is to be determined beginning at age 14 (or younger if determined by the team).

10. Placement - The placement decision is determined at least annually based on the goals and objectives developed at the IEP meeting. Placements that require removal of the student from regular classes must be justified in the student's IEP. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment can only occur if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (§300.114) In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs. (§300.116(d)) A student with a disability may not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum. (§300.116(e))