



## IEP Meeting and Document Review

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

	<b>Meeting Checklist</b> <i>Items checked are observed</i> <i>Circled items require correction or improvement</i>	<b>Paperwork Checklist</b> <i>Items checked are observed</i> <i>Circled items require correction or improvement</i>
<input type="checkbox"/> Annual Review <input type="checkbox"/> Amendment <input type="checkbox"/> Other		
<b>Notice/Invitation</b>		<input type="checkbox"/> Appropriate members listed as “required” <input type="checkbox"/> Appropriate members listed under “additional members” <input type="checkbox"/> Notice is signed
<b>Meeting begins</b>	<input type="checkbox"/> Meeting starts on time <input type="checkbox"/> Purpose is explained <input type="checkbox"/> Participants are introduced <input type="checkbox"/> Current parental rights are offered <input type="checkbox"/> Draft copy of new IEP provided to parents & LEA	<input type="checkbox"/> Eligibility date is current/correct <input type="checkbox"/> If eligibility review is due within the IEP period, eligibility re-determination is completed (sufficient documentation is provided to support committee recommendation.
<b>Required participants present</b>	Required members are present: <input type="checkbox"/> LEA Rep <input type="checkbox"/> Gen Ed <input type="checkbox"/> Special Ed <input type="checkbox"/> Parents, unless multiple attempts are made (and documented) to include them, and they choose not to attend <input type="checkbox"/> Student, if transition being discussed <input type="checkbox"/> Related Services, if student receives them <input type="checkbox"/> School Psychologist, if testing being discussed	<input type="checkbox"/> Excusal form is signed, if needed If names of participants are on the invitation – such as a specific general ed. teacher – and they are not available to attend, an excusal form is signed by the parent. <input type="checkbox"/> If area is to be discussed, and team member is excused, input is submitted.
<b>Review of progress on goals</b>	<input type="checkbox"/> Data/graphs on mastery/non-mastery of goals & objectives are shown to team	<b>Graphs of student data include:</b> <input type="checkbox"/> Dates & Criteria
<b>Transition Plan (if applicable)</b>	<input type="checkbox"/> Student present at meeting <input type="checkbox"/> Agency representative present as appropriate <input type="checkbox"/> Transition Assessment completed prior to meeting	<input type="checkbox"/> Post-secondary outcome/completion goals (for after graduation) are written <input type="checkbox"/> Transition goals and activities are written for each appropriate area <input type="checkbox"/> Transition goals are measurable, and relate to the completed Transition Assessment <input type="checkbox"/> Preferences, Strengths, Interests, and Course of Study are based on PLAAF and Transition Assessment <input type="checkbox"/> Appropriate people (ie: counselor) are included in the plan

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<b>PLAAF, Evaluation, Assessments</b>	<input type="checkbox"/> Assessment information from current year reviewed in terms parents understand	<input type="checkbox"/> Includes results of state and district assessments <input type="checkbox"/> Data is written in functional terms (for example “meets standard” for GMAS or “average IQ as measured by the WISC-IV” <input type="checkbox"/> References progress monitoring data and other assessments, such as GKids or STAR <input type="checkbox"/> Includes a brief summary of the relevant information, not just scores <input type="checkbox"/> Is different from previous year
<b>PLAAF Strengths, Needs</b>	<input type="checkbox"/> Clearly stated	<input type="checkbox"/> PLAAF addresses each of the following: <b>academic</b> (such as reading, math), <b>developmental</b> (such as motor, cognition, social/emotional) and <b>functional</b> (such as self-care, communication) <b>strengths and needs</b> <input type="checkbox"/> Student needs “drive” Accommodations, Goals & Services <input type="checkbox"/> Different from previous year
<b>PLAAF Parental Concerns, Impact on General Ed Performance</b>	<input type="checkbox"/> Specific concerns of parents solicited, discussed and reported <input type="checkbox"/> Performance in general ed setting section is related to student needs	<input type="checkbox"/> Parent concerns are NOT left blank (even if parent does not provide input at time of meeting, information is drawn from communication over the school year) <input type="checkbox"/> Impact of disability section shows how individual characteristics of the student’s disability affects specific classroom activities <input type="checkbox"/> Different from previous year
<b>Special Factors</b>	<input type="checkbox"/> Each item fully addressed	<input type="checkbox"/> If any Special Factors are checked “Yes” there is a statement describing the student’s need, and how it is addressed <input type="checkbox"/> If behavior is listed as a need in the strengths and needs section, Special Factors indicate that behavior impedes learning <input type="checkbox"/> If Special Factors indicate that behavior impedes learning, either goals or an FBA/BIP are developed <input type="checkbox"/> Full consideration of Assistive Technology is documented <input type="checkbox"/> Large print or other materials needed are documented in the Alternative Formats for Instructional Materials section.
<b>Annual Goals</b>	<input type="checkbox"/> Discussion of grade level standards	<input type="checkbox"/> Measurable (can be progress monitored) <input type="checkbox"/> Relate to needs identified in PLAAF <input type="checkbox"/> Are written to enable the student to progress toward meeting grade level standards <input type="checkbox"/> Include current level and criteria for mastery <input type="checkbox"/> Behavior goals are measurable



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<b>Accommodations</b>	<input type="checkbox"/> Purpose of accommodations explained ( <i>needed in general education setting and different from what the teacher provides for all students</i> )	<input type="checkbox"/> Accommodations listed are those needed to access the curriculum in the general education setting <input type="checkbox"/> Accommodations listed are specific to the student <input type="checkbox"/> Standardized testing accommodations are also to be provided in the classroom <input type="checkbox"/> Standardized testing accommodations are specific for each <b>subject</b> and each <b>assessment</b>
<b>Supplemental Aids and Services and Supports for School Personnel</b>	<input type="checkbox"/> Discussion of supplemental aids and services <input type="checkbox"/> Discussion of needed supports for school personnel	<input type="checkbox"/> Supplemental Aids and Services needed in the general ed classroom or other educational settings are considered. These include tutoring, note-taking, peer helper, etc <input type="checkbox"/> Supports for School Personnel are listed if staff need training or support related to a student’s specific needs
<b>Special Education Services, Options Considered and Accepted</b>	<input type="checkbox"/> Least Restrictive Environment (LRE) is fully considered	<input type="checkbox"/> Services are directly related to needs outlined in the PLAAF <input type="checkbox"/> Options considered <u>and</u> options accepted are checked (there are more considered options than accepted options) <input type="checkbox"/> If parent does not attend meeting, the date to initiate services gives the parents a reasonable amount of time to review the IEP and respond prior to implementation of the IEP
<b>Extent to which Student will Not Participate with Peers</b>	<input type="checkbox"/> Least Restrictive Environment (LRE) is fully considered	<input type="checkbox"/> Reason for separate class is fully justified and is specific to the student’s needs. It is not a “generic” statement
<b>ESY</b>	<input type="checkbox"/> ESY data is available to team for consideration	<input type="checkbox"/> Consideration of ESY is documented annually <input type="checkbox"/> Review for Extended School Year Eligibility form is completed, if needed
<b>General</b>	<input type="checkbox"/> Information presented clearly to parent/student <input type="checkbox"/> Efficient use of time during the meeting <input type="checkbox"/> Parent/Student input solicited <input type="checkbox"/> Parent/Student treated with respect <input type="checkbox"/> Members of the IEP committee are present for the duration of the meeting	<input type="checkbox"/> Parent receives draft copy of the IEP with handwritten changes at the conclusion of the meeting <input type="checkbox"/> Final typed copy to parent within seven school days of the meeting <input type="checkbox"/> IEP submitted to Records Clerk within 10 school days: <ul style="list-style-type: none"> <li><input type="checkbox"/> Signed Notice</li> <li><input type="checkbox"/> Minutes</li> <li><input type="checkbox"/> Transition Plan, if applicable</li> <li><input type="checkbox"/> Summary of Performance, if applicable</li> <li><input type="checkbox"/> Excusal form, if applicable</li> <li><input type="checkbox"/> Signed Attendance Form</li> <li><input type="checkbox"/> Eligibility paperwork, if eligibility discussed at the meeting</li> </ul>