IEP PLANNING CHECKLIST

1. PRIOR TO THE MEETING: TEAM NOTICE AND IEP COVER PAGE

☐ Plan for annual IEP meeting far enough in advance so that the meeting can be scheduled and held on or before the current IEP date. The date of the <u>meeting</u> is the annual IEP due date.

☐ Send Notice of Team Meeting far enough in advance of the annual IEP meeting date, in order to allow parent/guardian to attend. List the Team members that are expected to attend, including *required* members. Include location and time; who to contact with questions.

☐ Complete Student Information: Name, Gender, Grade, D.O.B., Student ID#, Primary Mode of Communication, Address, Phone, School of Enrollment, Primary and Secondary Disabilities.

☐ Complete Parent Information: Name, Address, Home Phone, Work Phone, Cell phone; Primary Language/Mode of Communication.

☐ IEP Information: Federal Setting, IEP Manager Name and Phone Number; Date of most recent Evaluation

☐ Document required team member attendance at meeting:

-Parent

-Student (whenever appropriate but must be invited by transition age/grade 9)

-Licensed Special education provider

-General Ed teacher (if student is, or may be, participating in gen ed)

-Representative of the District/Administrative designee

-Teacher licensed in the student's disability area (if not the licensed Special Ed Provider)

*Remember to use the Excused Absence Form if missing a required team member or a required team member leaves early.

☐ Progress Reporting statement: list frequency and method(s) to be used for reporting progress to parents. Statement of <u>when</u> progress will be reported and <u>how</u> parents will be regularly informed. For example: *Progress will be reported three times per year in written form and sent to parent(s), at the same frequency as general education report cards. The annual IEP will serve as one of these reports.*

If you do additional or other reporting, indicate specifics on how/method reported and frequency. Do not use "and/or" - be specific.

☐ Transfer of Rights at Age of Majority: Addressed only in IEPs for students who will reach age 17 during the tenure of this IEP. Prior to the student's 17th birthday, the student was informed of the rights that will transfer to him/her upon reaching the age of majority (18), unless a legal guardian or conservator has been appointed. Record date student was informed.

2. MAIN BODY OF THE IEP: PRESENT LEVELS AND GOALS/OBJECTIVES

☐ PLAAFP: For K-12 students, describe how the disability affects their involvement and progress in the general curriculum (i.e. the same curriculum as for non-disabled students). For preschool children, describe how the disability affects the child's participation in appropriate activities.

PLAAFP statements need to indicate <u>current</u> levels of performance (not a history) and more than just test scores. For example, include the following (K-12): identify what student struggles with in the general education curriculum; Student strengths; Current MCA and RIT/MAP scores (include growth target); Data from Evaluation Report if recent; Relevant medical info; EL services, if any; Reference MN curriculum standards appropriate to the student needs.

Upon reading the PLAAFP, it should be clear *why* the student needs the services outlined in the IEP.

☐ Needs: Make sure all needs identified in PLAAFP are addressed through Goals and Objectives.

☐ Annual Instructional Goals: Goals are broad statements that describe what a student can reasonably be expected to accomplish within a twelve month period of time in a special education program. These are directly related to the needs outlined in the PLAAFP and most recent Evaluation Report.

Goal Formula:

- Direction of Change (the student will: increase, decrease, maintain) REQUIRED

- Skill or Behavior (academic skills, behavior) REQUIRED

- **From** (Baseline – can be in the PLAAFP instead of the Goal statement) **To** (expected level of achievement) REQUIRED.

☐ Objectives: These are measurable, intermediate steps leading to the attainment of the goal. They describe the student's behaviors. Objectives must include criteria for attainment and there must be at least two objectives per goal. Objectives contain the following components:

- Conditions for evaluation (e.g. "given...")

- Skill/behavior to be performed

- Criteria and procedures for attainment and how it will be measured or evaluated (e.g. percentages; an average grade of __on tests; on__/5 trial opportunities, as measured by teacher checklist).

☐ Transition Goals: *During grade 9 (or earlier, at IEP team discretion) and updated annually thereafter.*

Must include two postsecondary goal areas: one in the area of education/training and one in the area of employment. If appropriate for student, address Independent living skills with a goal. Transition goal is an outcome that occurs *after* the student leaves high school and must be measurable (document what student "will" do after high school rather than stating what he/she "plans" to do or "hopes" to do).

Transition goals generate Annual goals for the student (the yearly "steps" designed to achieve the transition goals). There must be at least one annual goal for each transition goal.

3. THE "HOW" OF THE IEP: SERVICES, MODIFICATIONS, SUPPORTS, AND LRE

☐ SUPPLEMENTARY AIDS AND SERVICES: *Aids, services, and other supports provided in general education classes, other education-related settings, and in extracurricular/nonacademic settings to enable the student to be educated with nondisabled students to the maximum extent appropriate.*

Examples include: materials; equipment; special technology; training and consultation for staff, student, and/or parents on the use of supplementary aids; peer tutors; an ESP/adult aide.

Document specific modifications and accommodation. Do not use words such as "may need"; accommodations need to be written in an definitive manner

Should align with additions and modifications described in most recent ER and needs outlined in PLAAFP.

☐ PROGRAM MODIFICATIONS OR SUPPORTS FOR SCHOOL PERSONNEL: A modification is a change in what is being taught or expected from the student. Examples include shortening assignments, getting assistance from Special Ed teacher or ESP, using special curriculum, copy of teacher notes. (Should align with additions and modifications described in most recent ER and needs outlined in PLAAFP.) Program modifications may be documented as:

-Indirect services such as consultation or training, or

-A list or description of specific modifications staff must provide in order to support student progress toward goals and participate in General Ed

If relevant for the student, include a statement of the need for and specific responsibilities of a paraprofessional. Remember to include frequency, location, and duration of ESP's services.

☐ SPECIAL EDUCATION AND RELATED SERVICES: Instruction or Service Provided; Location (General Education or Special Education); Anticipated Frequency; Minutes Per Session; Indirect, Direct; Proposed Service Start Date; Anticipated Duration. Remember, for the SERVICE GRID:

- Describe service (e.g. "reading instruction")

- Indicate location of service

- Indicate frequency and minutes of each service

- Start date of services cannot be a date before the date of the IEP; start date for Annual IEPs should be least 14 calendar days from date PWN <u>sent</u>; duration can be no longer than one year from start date

Make sure Federal Setting matches the service page and LRE.

☐ **LEAST RESTRICTIVE ENVIRONMENT (LRE) EXPLANATION:** If the student is not able to participate full time with students without disabilities in the regular classroom and in extra-curricular and non-academic activities, provide a statement explaining the extent of nonparticipation. <u>Customize to individual student needs</u>: explain, referring briefly to student's disability needs, the extent (if any) to which the student will not participate with nondisabled students in general education

- Include extracurricular and non-academic activities and reasons why

- List which General Ed classes student will miss for each special education class/setting - <u>state what the student will miss</u> when pulled out for special education services.

- Document nature of disability (info processing, social communication, writing skills, etc.) and need for individualized instruction (Setting 3 IEPs must clearly document severity, intensity and frequency of needs). This can also be in PLAAFP.

- Account for all services and times listed in the Service grid.

☐ **ASSISTIVE TECHNOLOGY:** Document the IEP team determination of the student's need for assistive technology.

☐ **TRANSITION SERVICES:** *During grade 9 (or earlier, at IEP team discretion) and annually thereafter.* Identify instructional services, related services, and interagency responsibilities to facilitate student's movement from school to post-school activities; list person(s) providing each activity. Consider: What experiences must the student participate in this year that are necessary for achieving goal(s)? What services are essential? Is a functional vocational assessment necessary to plan for the student?

Courses of study: list coursework necessary to achieve goals; at a minimum list 2 years (current year and following year).

4. OTHER REQUIRED ITEMS AND FINAL STEPS

☐ **STANDARDIZED TESTING:** Address each time a student is in a grade being assessed by the district. For District and State assessments, document specific type of accommodations for standardized testing (small group, larger font, etc.). Document alternative test (MTAS) if appropriate and rationale for alternative testing.

☐ **EXTENDED SCHOOL YEAR:** Are extended school year services required for this student? Provide a narrative of decision regarding ESY. Discuss regression, recoupment, self-sufficiency, unique needs for FAPE. If student qualifies for ESY and parent declines ESY include this in the PWN.

☐ **NOTICE OF DISTRICT PROPOSED ACTION OR DENIAL (PWN):** Send parents the final IEP along with a copy of Parent Rights, two copies of the Prior Written Notice of Special Education Services (PWN) and a stamped, self-addressed return envelope. Best Practice: IEPs should be sent out within 10 school days of the IEP mtg. If relevant for student, include any other medical consent or release forms.

☐ **PROGRESS REPORTING:** Follow frequency and method listed on IEP. When completing a progress report, it is required show the degree to which each goal/objective is being achieved at the present time; in the narrative include data as specified in objectives.

Include a statement of whether the student is on track to meet the goal by the end of the IEP year. For example: *Student is on track to meet this goal by the end date of this annual IEP.*