**IEP Meeting and Document Review**

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

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| [ ]  **Annual Review**[ ]  **Amendment**[ ]  **Other** | **Meeting Checklist***Items checked are observed.**Circled items require correction or improvement.* | **Paperwork Checklist***Items checked are observed.**Circled items require correction or improvement.* |
| **Notice/Invitation** |  | [ ]  Appropriate members listed as “required”[ ]  Appropriate members listed under “additional members” [ ]  Notice is signed |
| **Meeting Begins** | [ ]  Meeting starts on time[ ]  Purpose is explained[ ]  Participants are introduced[ ]  Current parental rights are offered[ ]  Draft copy of new IEP provided to parents and LEA | [ ]  Eligibility date is current/correct[ ]  If eligibility review is due within the IEP period, eligibility redetermination is completed (sufficient documentation is provided to support committee recommendation. |
| **Required Participants Present** | Required members are present:[ ]  LEA representative[ ]  Gen education teacher[ ]  Special education teacher[ ]  Parents, unless multiple attempts are made (and documented) to include them, and they choose not to attend[ ]  Student, if transition being discussed[ ]  Related services, if student receives them[ ]  School psychologist, if testing being discussed | [ ]  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.[ ]  If area is to be discussed, and team member is excused, input is submitted. |
| **Review of Progress on Goals** | [ ]  Data/graphs on mastery/non-mastery of goals and objectives are shown to team. | **Graphs of student data include:**[ ]  Dates and criteria |
| **Transition Plan (if applicable)** | [ ]  Student present at meeting[ ]  Agency representative present as appropriate[ ]  Transition Assessment completed prior to meeting | [ ]  Post-secondary outcome/completion goals (for after graduation) are written.[ ]  Transition goals and activities are written for each appropriate area.[ ]  Transition goals are measurable, and relate to the completed Transition Assessment.[ ]  Preferences, strengths, interests, and course of study are based on PLAAF and Transition Assessment.[ ]  Appropriate people (e.g., counselor) are included in plan. |

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| **Student**  | **Meeting Checklist***Items checked are observed.**Circled items require correction or improvement.* | **Paperwork Checklist***Items checked are observed.**Circled items require correction or improvement.* |
| **PLAAF****Evaluation, Assessments** | [ ]  Assessment information from current year reviewed in terms parents understand. | [ ]  Includes results of state and district assessments[ ]  Data is written in functional terms (for example “meets standard” for GMAS or “average IQ as measured by the WISC-IV”[ ]  References progress monitoring data and other assessments, such as GKids or STAR[ ]  Includes a brief summary of the relevant information, not just scores[ ]  Is different from previous year |
| **PLAAF****Strengths, Needs** | [ ]  Clearly stated | [ ]  PLAAF addresses each of the following: **academic** (such as reading, math), **developmental** (such as motor, cognition, social/emotional) and **functional** (such as self-care, communication) **strengths and needs.**[ ]  Student needs “drive” accommodations, goals and services.[ ]  Different from previous year |
| **PLAAF****Parental Concerns, Impact on General Ed Performance** | [ ]  Specific concerns of parents solicited, discussed and reported.[ ]  Performance in general ed setting section is related to student needs. | [ ]  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)[ ]  Impact of disability section shows how individual characteristics of the student’s disability affect specific classroom activities [ ]  Different from previous year |
| **Special Factors** | [ ]  Each item fully addressed | [ ]  If any Special Factors are checked “Yes,” there is a statement describing the student’s need and how it is addressed.[ ]  If behavior is listed as a need in the strengths and needs section, Special Factors indicate that behavior impedes learning.[ ]  If Special Factors indicate that behavior impedes learning, either goals or an FBA/BIP are developed.[ ]  Full consideration of assistive technology is documented.[ ]  Large print or other materials needed are documented in the Alternative Formats for Instructional Materials section. |

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| **Student**  | **Meeting Checklist***Items checked are observed.**Circled items require correction or improvement.* | **Paperwork Checklist***Items checked are observed.**Circled items require correction or improvement.* |
| **Annual Goals** | [ ]  Discussion of grade level standards | [ ]  Measurable (can be progress monitored)[ ]  Relate to needs identified in PLAAF[ ]  Are written to enable the student to progress toward meeting grade level standards.[ ]  Include current level and criteria for mastery[ ]  Behavior goals are measurable. |
| **Accommodations** | [ ]  Purpose of accommodations explained (*needed in general* education *setting and different from what the teacher provides for all students)* | [ ]  Accommodations listed are those needed to access the curriculum in the general education setting.[ ]  Accommodations listed are specific to the student.[ ]  Standardized testing accommodations are also to be provided in the classroom.[ ]  Standardized testing accommodations are specific for each **subtest** and each **assessment**. |
| **Supplemental Aids and Services and Supports for School Personnel** | [ ]  Discussion of supplemental aids and services[ ]  Discussion of needed supports for school personnel | [ ]  Supplemental Aids and Services needed in the general ed classroom or other educational settings are considered. These include tutoring, note-taking, peer helper, etc.[ ]  Supports for School Personnel are listed if staff need training or support related to a student’s specific needs. |
| **Special Education Services, Options Considered and Accepted** | [ ]  Least Restrictive Environment (LRE) is fully considered | [ ]  Services are directly related to needs outlined in the PLAAF.[ ]  Options considered *and* options accepted are checked (there are more considered options than accepted options).[ ]  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. |
| **Extent to Which Student Will Not Participate with Peers** | [ ]  Least Restrictive Environment (LRE) is fully considered | [ ]  Reason for separate class is fully justified and is specific to the student’s needs. It is not a “generic” statement. |

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| **ESY** | [ ]  ESY data is available to team for consideration. | [ ]  Consideration of ESY is documented annually.[ ]  Review for Extended School Year Eligibility form is completed, if needed. |
| **General** | [ ]  Information presented clearly to parent/student.[ ]  Time used efficiently during the meeting.[ ]  Parent/Student input solicited.[ ]  Parent/Student treated with respect.[ ]  Members of the IEP committee are present for the duration of the meeting. | [ ]  Parent receives draft copy of the IEP with handwritten changes at the conclusion of the meeting.[ ]  Final typed copy to parent within seven school days of the meeting.[ ]  IEP submitted to Records Clerk within 10 school days:[ ]  Signed Notice[ ]  Minutes[ ]  Transition Plan, if applicable[ ]  Summary of Performance, if applicable[ ]  Excusal form, if applicable[ ]  Signed Attendance Form[ ]  Eligibility paperwork, if eligibility discussed at the meeting |