**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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| **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.* |
| **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 |