

Individual Education Plan (IEP) Checklist

Determination and Notice of Placement (Form P2)

- Have you entered the “date of placement determination” to match the date of the IEP team meeting? (these dates need to be consistent).
- Did you list any other placement options considered by the IEP team, along with the reasons they were rejected?
- Did you insert the name and title at the bottom of the page?

Mitch Hamm

Director of Pupil Services & Special Education

Evaluation Report and Cover Sheet (Form I3)

- Did you check **all** of the boxes that pertain to the purpose of the meeting?
- If the purpose of the meeting was IEP development, review, and/or revision related to the academic, developmental and functional needs of the child, did you check the boxes that indicate what results the IEP team considered? ***Keep in mind that generally speaking, the IEP team should be considering all three items (Initial or most recent evaluation, Statewide Assessment, and district-wide assessments) when making decisions related to the child’s IEP.***

Present Level of Academic Achievement and Functional Performance (Form I-4)

- Did you describe the student’s strengths **and** any parent concerns (or lack of concerns)?
- Did you describe the student’s current levels of achievement and functional performance (academic & non-academic) and include baseline data that can be used as a starting point from which to determine progress toward **each** annual goal?
- Did you identify the measurement tool used to determine the baseline data (Basi or Lexile scores, disciplinary referrals, data from behavior charts, etc.)?
- Did you describe how the student’s disability affects the student’s involvement and progress in the general education curriculum, or for preschoolers, how the student’s disability affects involvement in age appropriate activities?
- Did you describe to what extent if any the student would not be involved in the general education curriculum or, for preschoolers, age-appropriate activities?

Special Factors (Form I-5)

- Has the IEP team considered special factors without regard to disability category (behavior, limited English proficiency, communication needs, assistive technology, etc.)?
- Has the IEP team considered Braille, print size, or computer monitor size needs for students with visual impairments?
- Have special communication needs of students with hearing impairments been considered by the IEP team?

- If the student has a Positive Behavior Intervention Plan (PBIP) did you check yes to item A and write “see Positive Behavior Intervention Plan”?
- When specifying assistive technology needs on item E, state the type of assistive technology needed rather than the specific device, software or application. For example: “The student needs access to speech to text, text to speech, and spell checking software to assist him/her with reading and writing”.

Annual Goals (Form I-6)

- Did you describe what the student can accomplish in 12 months (related to the needs resulting from the disability and considering academics (common core standards), non-academic areas (behavior, social skills, self-advocacy skills, etc.), and areas of functional performance (occupational therapy, physical therapy, etc.)?
- Is each annual goal measurable?
- Is each annual goal attainable? This means it can be achieved within the term of the IEP.
- Is each annual goal stated in the following terms (*The student...will do what...to what level/degree*)?
- Is each goal directly related to meeting a disability related need identified in the present level of performance?

Short Term Objectives or Benchmarks (Students taking the WAA-SwD)

For students with disabilities who take the WAA-SwD, the IEP team **must** develop short term objectives or benchmarks for each annual goal. Objectives or benchmarks **may** be developed for students with disabilities who take the WKCE.

- Do the short term objectives/benchmarks describe what the student will need to do to achieve each annual goal?
- Is each short term objective/ benchmark stated in measurable terms?
- Are the short term objectives/benchmarks sequential intermediate steps or milestones to the goal?
- Are the short term objectives/benchmarks indicators of progress the student is expected to make that can be measured intermittently during the year?
- Are there at least two short-term objectives or benchmarks for each goal?

Measurement and Reporting Procedures (Students taking the WAA-SwD)

- Do the procedures measure progress toward the annual goal?
- Is progress on annual goals reported in addition to regular reporting on the student’s progress in general education subjects or curricular areas?
- Does the report address sufficient progress toward the annual goal?
- Does the IEP describe when parents will be informed of the student’s progress?

Participation in State and District Assessments (Form I-7)

- Has the IEP team considered whether the student will participate in the regular statewide assessment during the term of the IEP?
- If the IEP team has determined the student will participate in the Dynamic Learning Maps (DLM) (alternate statewide assessment), have they documented the decision using the *Participation Checklist*?
- Has the IEP team considered whether the student will participate in any standardized district assessments with or without testing accommodations, or considered if the student needs an alternate assessment?
- For students needing accommodations to participate in regular or alternate state and district assessments, have these accommodations been listed in the IEP?
- For students needing testing accommodations, are the accommodations ones the student is familiar with and uses during every day instruction?

Transition (Form I-8)

- Has the student and his or her parent(s) been invited to the IEP meeting to discuss transition?
- If the student did not attend, were the student's needs, preferences, and interests considered?
- If the student will be age 14 during the term of the IEP (or younger if appropriate), does the IEP specify appropriate, measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and independent living skills, where appropriate?
- Does the IEP describe the student's course of study related to the student's postsecondary goals?
- If appropriate, was a representative of an outside agency invited to the IEP team meeting with the prior consent of the parent or adult student?
- If the student is 18 or will be turning 18 within a year, was the student informed his or her parental rights and were the student's parent (s) informed of the transfer of parental rights?
- If the student is expected to graduate during the IEP term, did the IEP team discuss the student's graduation status and make plans to develop a summary of performance (SOP)?
- If the student is participating in Special Olympics, is it documented on the transition page?

IEP Program Summary (I-9)

- Has the IEP team considered what is needed to enable the student to be meaningfully educated with students with and without disabilities and make progress in the general education curriculum to the maximum extent possible?

- Did you clearly describe the Special Education (specially designed instruction), Related Services, Supplementary Aids and Services and Program Modifications and Supports?
- Did you clearly describe the frequency/amount, location and duration (duration ending dates must be no later one year from the date of the IEP meeting) for each item identified above?
- Is each statement of amount and frequency appropriate for the type of service?
- Is each statement of service clear and explicit?
- If needed is Special Transportation included in the IEP as a Related Service?**
- Has the IEP team considered whether the student will participate with non-disabled peers in extracurricular and non-academic activities? Did you check the appropriate box?
- If the student will not participate in the general education environment (age appropriate and natural settings for preschool children) full time, did you describe why full-time participation with non-disabled peers is not appropriate and the extent, if any to which the student will not participate with students without disabilities?
- Is the projected beginning date of the IEP before the end date of the last annual IEP? (An IEP always needs to be in place) Is the ending date of the IEP at least one day prior to the date of the last annual IEP meeting? (Annual meetings need to be held at least once in a calendar year).

Educational Environment Codes (Form EE-1)

- Did you correctly calculate the amount of time and check the appropriate box?
- Examples and additional information about determining Educational Environment Codes can be found on the DPI Special Education Index or the following link <http://dpi.wi.gov/sped/spp20-envir.html>

Changes to an IEP Without Conducting a Meeting (Form I-10-A) to be used with (Form I-10-B)

- Has the parent agreed to a change in the IEP without convening an IEP team meeting?
- Have you clearly identified the changes to the IEP that were agreed to?
- Have you informed all IEP participants of the change to the IEP?

Notice of Changes to an IEP Without an IEP Meeting (Form I-10-B)

- Have you clearly identified the date and the name of the persons that agreed to the change in the IEP without a meeting?
- Have you identified the reason for the change to the IEP?

- Have you entered a description of other options considered, if any, the reason those options were rejected, and a description of any other relevant factors? If no other options were considered, did you check the “None” box?

**Note: When turning in the completed I-10-A and I-10-B you also need to include a copies of the pages of the IEP that were changed with the changes highlighted.*

General

- Did you use understandable language throughout the document (No abbreviations, acronyms, lingo or jargon)? For example the NAC should be listed as the Northern Achievement Center.
- Could a person unfamiliar with the student or our district understand the contents of the document?
- Did you identify people by position rather than name?
- Did you **bold** the text that you entered on the IEP?
- Is the document free from clerical errors? Are dates, spelling and calculations correct?

Sample Wording for IEP's

Special Olympics (Form I-8)

“(Student’s name) has demonstrated an interest in athletics and physical fitness and wants to participate in Special Olympics. This activity assists (student’s name) in developing leisure skills and physical fitness in post-school adult living and specifically relates to (his/her) Community Experiences with (his/her) IEP: Transition Plan and Services.

Special Education (Form I-9)

Specially designed (insert type of instruction i.e. Mathematics, Social Skills, Anger Management, Study Skills, etc.) instruction designed in collaboration with the (insert person if applicable i.e. General Education Mathematics teacher, School Social Worker, etc.).

Field Trips/Concerns (Form I-5)

At times, (student’s name) has demonstrated (insert behavior that is causing the concern). Since these behaviors can present a clear and imminent danger to both (student’s name) safety and the safety of others, participation on school field trips needs to be carefully considered. Prior to any field trips, the parents, case manager and general education teacher will consider the risks and decide if it is in (student’s name) best interest to participate. If the team feels that is safe and appropriate for (student’s name) to attend, he/she will do so with (insert conditions, plans, or additional supports). If the parents, case manager and general education teacher can’t come to

agreement relative to participating in the field trip, an IEP team meeting will be held and the team will make a decision.

Removal from General Education Setting -Use to describe frequency/Amount (Form I-9) or as sample wording for Positive Behavior Intervention Plans (PBIP's).

When (student's name) demonstrates (identify the maladaptive behavior/s), he/she will receive additional support in the special education classroom until he/she has regained instructional and/or behavioral control. This will be accomplished by (identify how the student will demonstrate that they have regained instructional control). Once (student's name) has regained instructional control he/she may return to the general education setting.

Full Written Example:

When Jon demonstrates dangerous and/or inappropriate behavior (such as inappropriate comments, sexually inappropriate gestures, passive or active refusal to comply, threats, acts of physical or verbal bullying, including any physical contact with another student), he will receive additional support in the special education classroom until he has regained instructional and/or behavioral control. This will be accomplished by completing a "Work it Out" sheet and processing the behavior/incident with the Special Education teacher and when appropriate any others negatively affected by the incident. The "Work It Out" sheet and the processing of the event needs to be completed at an acceptable level as determined by the special education teacher before Jon may return to the general education setting.