

Checksheet for IEP Development

Created 3/27/2008

Based upon 2007-2008 IEP audit & information presented during the professional development day by Lori Lowe.

PRE-IEP - Invitation

Notify parents of mutually agreed upon time and place. The parent must sign the bottom of the invitation.

Invitation sent to each team member.

STEP 1 - Future Planning

Double check the district of residence to make sure that the student is not open enrollment.

Must be completed before moving ahead. It was suggested to send home a questionnaire to get a statement before moving on.

STEP 2 - Present Levels of Performance (PLOP)

Written clearly and understandable to all team members.

Provides specific levels of academic and functional performance with multiple forms of evidence.

Examples

- Diagnostic Tests, SCA's, Qt. Assessments, Achievement Results, Progress Reports, Work Samples, Current MFE/IEP, etc.
- List Successful Interventions, Accommodations, Modifications, etc.

Includes evaluation information that is time referenced (either by date or by period of time).

Identifies the area of academic standards, strengths, & deficits as compared to typical peers of that level.

Examples

- "When compared to his/her regular education peers"
- "Student scored 34% when compared to the fourth grade average of..."

Identifies how the disability has an impact on progress in the general curriculum.

STEP 3 - Identify Needs

STEP 4 - Goals & Objectives

Example

Step 4: Measurable Annual Goal:

By the end of the 2007-2008 school year, when given a mixture of ten fact and opinion statements at the fifth grade level, The student will be able to orally differentiate between fact and opinion to correctly identify eight of the ten statements correctly.

Benchmarks or Short Term Objectives

By the end of the first nine week grading period, when given a mixture of ten fact and opinion statements at the fifth grade level, the student will be able to orally differentiate between fact and opinion to correctly identify two of the ten statements correctly.

By the end of the second nine week grading period, when given a mixture of ten fact and opinion statements at the fifth grade level, The student will be able to orally differentiate between fact and opinion to correctly identify four of the ten statements correctly.

Student Progress - Procedure

Example

The teacher will keep a portfolio of the assignments used for this purpose and share with the parents at both interim and the end of the grading period. Work samples will be saved as a form of progress monitoring.

Student Progress - Reporting Schedule

Identifies the areas of need that require specially designed instruction (needs that were described in PLOP and addressed as goals/objectives).

Addresses the student's needs that result from the disability (supported by baseline data in PLOP).

Contains a measurable and observable skill.

States specifically what/how the student will do the action.

States specifically how the goal will be measured.

States time frames that the goal and/or objective will be achieved.

Achieving this goal would enable the student to make progress in the general education curriculum.

Provides a statement that includes how progress will be measured (e.g., charts, checklists).

Indicates when the school will inform the family of progress.

STEP 5 - Identify Services

Example

Service: Specially Designed Instruction
Who: Regular Education Teacher
Initiation Date: 6-1-2007
Expected Duration: 6-1-2007 to 6-1-2008
Frequency: Up to fifteen minutes weekly following the regular school calendar.

Accommodations & Modifications

Example - The student's specially designed instruction should be with fifth grade content material, and accommodations and modifications should be made in all content areas to determine her ability to transfer the skill. Assessments are to be oral with the teacher reading the assessment question and her responding orally. She should receive extended time to complete assignments and assessments and a scribe if assessments and assignments are longer than two sentences in length.

Noncompliant Examples - As needed, at the discretion of the teacher, etc.

STEP 6 - Least Restrictive Environment

Example

The student will receive her specially designed instruction on fact and opinion in a regular education classroom with her non disabled peers. Skills should be reinforced by the intervention specialist in the resource room.

- Indicates specific dates for initiation and duration.
 - Frequency is addressed in minutes.
 - Each service has its own frequency.
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- Specifies when, where, and how accommodations will occur.
 - Identifies the conditions and/or circumstances the accommodation/modifications are needed to be initiated.
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- Identifies the location where the service is provided to the child.
- There is evidence within the IEP for determining the need for instruction outside the general education setting.
- Explanation of the extent, if any, that the child will not participate with nondisabled peers.

Special Factors Page

- The content of the IEP demonstrates a working knowledge of items addressed in the special factors.

- If **behavior** is checked, the IEP must include positive behavioral intervention, strategies, and supports to address the behavior impeding learning. Must include positive measures such as social skills instruction, self-awareness training, anger management training, or session with guidance counselor.

- If the child has **limited English proficiency**, the IEP must demonstrate a working knowledge and be incorporated throughout the entire document.

- If the child is **blind or visually impaired**, the IEP must demonstrate a working knowledge and be incorporated throughout the entire document.

- If the child needs **assistive technology services and/or devices**, the IEP must demonstrate a working knowledge and be incorporated throughout the entire document.

- If the child receives **speech services**, check communication.

Transition Page

- Students who will be 14 during the duration and all IEP's thereafter must have secondary transition goals.
 - Ages 14-16 - Plan must focus on student course of study.
 - Ages 16 & above - Post-secondary goals.

- Shows evidence of age-appropriate employment needs.

- Goal supported by information in present levels, evidence of connection between school, community, and student.

- Goal supports student's plans for postsecondary activities.

- Ages 16 & above:** Transition plan "in place" **must** be checked on transition page of IEP.

Testing Page - Accommodations

- The accommodations listed facilitate a true measure of academic achievement.
- The accommodations listed occur during classroom assessments.
- Accommodations listed on the testing page are also listed throughout the IEP.
- The accommodations follow ODE guidelines.

Testing Page - Alternate Assessment

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- Provides a statement of why the child cannot participate in the regular assessment.
 - States why the alternate assessment selected is appropriate for the student.
 - Rationale for participation in an alternate assessment is based on criteria provided by the Office for Exceptional Children and the Office of Assessment.
 - There is evidence of a decision framework.

Signature Page - In the Case of an Absent Team Member

- Excused participant provided written input, prior to IEP meeting.
- The parent allows excusal in writing.
- Identifies name and area of curriculum for excused member.
- Parent and the district consent to the excusal.
- Retained written excusal in the student's educational records.

Signature Page - Team Members

- There is evidence that the IEP team consists of the required minimum number of members.
 - Parent or legal guardian
 - One regular education teacher
 - District representative
 - Intervention specialist
 - Related service (when applicable)
 - The child with a disability (when appropriate)
- Before the student is 17, the child must receive procedural safeguards and sign/date.

POST-IEP - Progress Monitoring of Goal

- Checksheet of goals, date of frequency, +/- of progress made.