

IEP Development Checklist (Companion to the IEP Smart Sheet 3/23/06)

Step 1: Discuss future planning

1. What is the family's **vision** for the next few years, 5 yrs., 10 yrs., at graduation?
1. Have you considered: **Community Participation, Employment/Post Secondary, Post school Adult Living**?
1. Did you document **family and student preferences/interests** as part of the planning process?

Step 2: Discuss present levels of academic and functional performance

1. Did you provide **levels of**:
 - a. **academic achievement** and
 - a. **functional achievement** with **specifics**/baseline data?
1. Did you provide the **foundation** (support) for identifying **needs**, developing **goals** and determining **services**?
3. Did you consider **strengths and interests** of the child including enough information for the IEP team to build on strengths to establish goals with rigorous targets?
4. Did you **consider the results of the most recent evaluation/response to intervention data**?
5. Did you include how the disability has an **impact on progress** in the **general education curriculum**?
6. Is it **understandable to all IEP team members**?

Step 3: Identify needs that require specially designed instruction

1. What are **the needs** that are interfering with the student accessing the general curriculum **that need specially designed instruction**?
2. Is the need generated from a **combination of future planning and the Present Levels Of Performance** (PLOP)?
2. What **needs** are **considered priority**?
2. Is the need **supported by baseline data**?
2. Have you **identified the appropriate grade level indicators** from the Academic Content Standards (ACS) for which the student will **need specially designed instruction**, and which best **match the prioritized need**?

Step 4: Identify measurable annual goals, including academic & functional goals

1. Have you addressed the student's **needs that result from the disability.... to enable the child to be involved in and progress in the general curriculum** (ACS), or for preschool as appropriate to participate in **appropriate activities AND** to meet the child's **other educational needs** that result from the child's disability?
2. Is there a **goal for each prioritized need**?
3. Is the goal **relevant to achieving the future planning**?
4. Is the goal **individualized**? Does the goal reflect **what the student will do**?
5. Is the goal **observable and measurable**?
6. Have you stated **how the goal will be measured**?
7. Does the goal set expectations for levels of academic and functional achievement in **one year**?

Benchmarks/Short term Objectives:

1. Have you identified the discrete **steps (specific knowledge and skills) needed to achieve the goal**?
2. Do you have **2-3 benchmarks/objectives**, which serve as milestones for measuring progress for each goal?
1. Have you **individualized the benchmarks and objectives** and not used the Academic Content Standards (ACS) as a ready made list?
1. Do the objectives/benchmarks use the **same unit of measurement as the goal**?

Student Progress:

1. Have you provided a statement that includes **how progress will be measured**?

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2. Do your **assessment strategies match the measurement** established **in the goal** (i.e. % tage, X out of Y, 2 correct words per minute)
3. Have you provided a description of **when reports on progress will be provided?**

Step 5: Identify Services:

1. Have you clearly identified what kind or type of **specialty designed service/instruction** is needed to progress in the general curriculum and participate in extra curricular non academic activities including:
 - Supports for school personnel** (i.e. training, Boardmaker)
 - Related services** (i.e. speech and language services, aide/attendant services,...)
 - Supplementary Aids** (i.e. assistive technology, Braille materials, ...)
 - Modifications** (i.e. different curriculum)
 - Accommodations** (i.e. extended time,...)
 - which are used on a regular basis during classroom assignments, and
 - specify **when, where and how** accommodations will occur in general ed?
 - do not change the content/structure of the test
2. Have you included **initiation date/** expected **duration and a statement about "in accordance with district calendar"** ?
3. Have you specifically **described the service** including:
 - who** (i.e. general ed, special ed, related service)
 - what** (i.e. kind of service – "direct instruction in ___")
 - when- frequency and duration** (i.e. minutes per month)
 - where** (i.e. resource room, speech/motor room, ...)
 - how it will be provided** (i.e. large group, consultative, ...)
 - under what circumstances** (i.e. during all testing situations,...)
 - student's approaches to learning** (i.e. visual, auditory, ...)
 - research based** special education services to the extent practicable
4. Has **every need** of the child been **addressed by a: service** (i.e. bus, air conditioning) **or goal and service** (if instruction is provided)?

Step 6: Least Restrictive Environment:

1. Is there **evidence of criteria for determining the need for instruction outside** the general education setting?
2. Have you **established a framework for support needed** for the student to make progress in the general education curriculum?
3. Have you **established a link between the setting and the service** the student will receive?

IEP Team Meeting Participants:

1. Is there **evidence that required members were present?**
2. If team members are not present have **both parents/district consented to excusal**
 - is it **in writing?**
 - is it provided **prior to the meeting?**