

IEP Checklist

Things to Do – Initial/Reevaluation

- Consent for testing- this is done 45 school days before meeting-as needed, collaborate with other team members and Team Chair (before consent is sent out) about any NEW areas of concern not already identified- Consent sent by Team Chair/School Psychologist
- Testing must be completed within 30 school days by evaluators
- Evaluators fill in eligibility page with testing results on NEXT IEP in ESPED
- Complete IEP draft in NEXT IEP
 - Student strengths (include disability category)- include a couple of statements on how the student is participating in the general education classroom
 - If Reevaluation delete old testing results and add new testing results.
 - Classroom or therapist performance- delete old information- and keep only most recent evaluation results
 - PLEP A/B-Update all areas
 - How the disability affects progress
 - Accommodations (include MCAS)
 - Specially designed instruction(Methodology, Delivery of Instruction, Performance Criteria)
 - Goals-Update all areas
 - Current performance level
 - Write goals and benchmarks (specific, measurable and relatable to current performance)
 - Service delivery grid-update IEP dates- For initial and reeval meetings- the date is the day of the meeting unless indicated by the Team Chair (Or Child's third birthday for Preschool)
 - Non participation justification/transportation- if student is removed from classroom for groups you must state why this is beneficial to them.
 - Assessment – MCAS information and grade level or no testing scheduled
 - Other – include any important notes- (medical issues, medications, etc..)
 - Additional information: Add bully statement

Bring to Meeting:

- __ Eligibility page
- IEP draft (for reviews and reevals)
- __ Copy of report
- __ Work samples

Things to Do – Progress Reports

- Gather data relevant to students' goals
- Enter current performance on progress report
- Update the date of the progress report

- Update the number of the progress report (1 of 3, etc...)
- Print out two copies
- Sign both copies
- One week before progress reports are due (When report cards go home):
 - Liaison- Gather all specialists' progress reports for each student and staple together (having a common meeting time is helpful) - One copy goes to classroom teacher, and one copy gets filed in the student's records (purple folder)
 - If you are not the liaison then make sure you give the liaison a signed copy two days before the report is going home.
- Progress reports need to speak directly to the benchmarks and objective items in the goal. There must be data included to address each objective. Please avoid general summaries of student progress.

Other

- A copy of your schedule is due to Jeanne Sullivan within the first few weeks of school. Jeanne will email a reminder. The schedule should include the students names, DOB, and services times. Please check with your building team chair for your building procedure with schedules.

General Education Teacher	SPED Teacher/Specialist
<p><u>All Meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom Report <ul style="list-style-type: none"> <input type="checkbox"/> Include current data (i.e. STAR, Unit tests, etc. include below, at or above target) <input type="checkbox"/> Sign and send copy home <input type="checkbox"/> 2 days prior to meeting give a copy to Team Chair <p><u>Initials and Reevaluations</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PK-3 Educational Assessment A & B (except students in GRIT/ STEP/LB) completed by Gen Ed. provided by Team Chairperson <ul style="list-style-type: none"> <input type="checkbox"/> 1 copy: Sent Home <input type="checkbox"/> 1 copy: Team Chair 2 days prior to meeting <input type="checkbox"/> Email Copy to Team Chair and Team <p><u>Meeting Presentation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review teacher report <ul style="list-style-type: none"> <input type="checkbox"/> Incorporate Glows and Grows 	<p><u>All Meetings</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Draft IEP <ul style="list-style-type: none"> <input type="checkbox"/> 1 copy: Liaison <input type="checkbox"/> 1 copy: Team Chair <input type="checkbox"/> Copy <u>does not</u> go home unless specified. <p><u>Initials and Reevaluations</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Educational Assessment A & B for students in GRIT/STEP/LB and Grades 4-12 <input type="checkbox"/> Classroom observation (use SLD-4 form) <input type="checkbox"/> Evaluations (i.e. Speech/OT/PT/BCBA) <ul style="list-style-type: none"> <input type="checkbox"/> 1 copy: Sent Home <input type="checkbox"/> 1 copy: Team Chair 2 days prior to meeting <input type="checkbox"/> 1 copy: Classroom teacher and other Team members <input type="checkbox"/> Email copy to team chair and Team <input type="checkbox"/> Eligibility Form <ul style="list-style-type: none"> <input type="checkbox"/> Updated, printed, and given to Team Chair at meeting

<p>** Forms shared by Team Chairperson</p>	<p><u>Meeting Presentation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbally review update/progress on goals; achieved/not achieved; propose new goals <input type="checkbox"/> Bring ESY recommendation form if needed. Provide to Team Chair only.
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IEP Completion Checklist: Special Education Liaison

IEP Sections	ESPED Screen #	Check Completed
Administrative Data Sheet	9	
Change Date of meeting	9	
Change type of meeting	9	
Initial/Reeval meetings only	10	
Date of meeting	10	
Add Key evaluation findings	10	
Concerns, Strengths, Vision	11	
Update parent concerns	11	
Check/Update: Background info., new eval results with dates, disability category, classroom update, progress/ lack of progress toward goals.	11	
Update Vision statement	11	
Present Levels A: Gen Ed.	12	
Check/Update: Curriculum areas affected by student's disability	12	
Check/Update: How does the disability affect progress in the curriculum area	12	
Check/Update: Accommodations Check box to include MCAS accommodations	12	
Check/Update: Content, Methodology/Delivery/ Performance Criteria If none- needs to say N/A	12	
Present Levels B: Other	13	
Check/Update: Curriculum areas affected by student's disability	13	
Check/Update: How does the disability affect progress in the curriculum area	13	

Check/Update: Accommodations	13	
Check/Update: Content, Methodology/Delivery/ Performance Criteria If none- needs to say N/A	13	
Measurable Annual Goals	14	
Add Goal	14	
Add current performance level	14	
Add objectives	14	
Service Delivery	15	
Check/Add/update times	15	
Check/Update dates	15	
Add ESY if needed	15	
Nonparticipation Justification/Schedule Modification	16	
Check yes or no if they are removed and add statement why they are being removed	16	
Check yes/no for shorter/longer day Check transportation yes/no for specialized transportation	16	
State or District Assessments -If none write No testing scheduled. If yes-Note type: MCAS Spring 2019 ELA and Math Check content areas and add accommodations *Make sure on PLEP A	17	
Additional Information –medical issues, access to Adjustment Counselor, etc. and add bullying statement	18	
Placement- Fill out 3-5 or 6-21: Full Inclusion or Partial Inclusion Set IEP dates and Location: ie: Little Lancers 5/15/2018-6/19/2018; JCS Kindergarten 9/8/18-5/14/19	24- 3-5 26- 6-21	