

Effective IEP Checklist

	<i>Level of Competence</i>	Adequate	Needs improvement
<input type="checkbox"/> Use clarifying statements to help participants improve their focus and stay on track.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Review draft IEP form, insuring coverage of the following components:		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 1. Service summary indicating anticipated amount/frequency, location, starting & ending dates, provider for services		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 2. Consideration of special factors.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 3. Consideration of extended school year services.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 4. Information for transition age students.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 5. Transfer of rights.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 6. Description of present level of performance.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 7. Measurable Annual Goals, including measurable short-term objectives.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 8. Progress monitoring and reporting to parents.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 9. Transition services for students age 16 or older.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 10. Participation in state and district assessments.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 11. Nonparticipation justification.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 12. Determine placement. Initial placements require written prior notice and consent.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 13. Give parent/guardian Written Prior Notice including a statement of parent rights before initial placement or three year review, or before changing or refusing to change the provision of a free appropriate public education to the student.		<input type="checkbox"/>	<input type="checkbox"/>
AT THE END OF THE MEETING			
<input type="checkbox"/> Summarize decisions made and commitments of participants regarding responsibilities.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Look over documents, check completeness and correct errors.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Have participants sign appropriate forms.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> If documents are complete, distribute copies to participants. If forms require changes, inform parent/guardian they will receive a completed copy within 10 calendar days.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Thank all participants for attending.		<input type="checkbox"/>	<input type="checkbox"/>
AFTER THE MEETING			
<input type="checkbox"/> Implement the IEP as soon as possible. Exceptions: if meeting occurred during vacation or where there are circumstances (i.e., transportation) which require a short delay.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Complete Census form.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Complete IEP checklist, collate forms, copy, staple and make distribution of forms.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Inform teachers and administrators not in attendance who have contact with the student of any changes to the student's IEP.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Monitor student's progress throughout the duration of the IEP – provide reporting as determined on the IEP.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Take necessary action(s) in the event that the student does not meet progress as anticipated, to include:		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 1. Consult with regular education teacher/administration as appropriate.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 2. Consult with parent/guardian as appropriate.		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 3. Modify/adjust interventions/support as agreed upon by parent/guardian.		<input type="checkbox"/>	<input type="checkbox"/>