

Student:
Date of IEP Peer Review:

Eligibility:

**Teacher or SLP
Reviewer:**

IEP Checklist

- Personal Data** should be accurate and complete.
 - ___ Form status has been changed to completed
 - ___ Current school year
 - ___ Current grade level
 - ___ Purpose of the meeting
 - ___ GTID
 - ___ Correct School
 - ___ Eligibility area
 - ___ Eligibility date
 - ___ Implementation date is after meeting date (1 day if parent is present/7 days if parent did not attend),
 - ___ Ending date is 1 year minus 1 day from the IEP meeting date.

- Team Members in Attendance** should document only those members who are present.
 - ___ All required members present
 - ___ Excusal completed if a required member was not present

- Present levels** should include a complete description of the child's academic and functional performance. The present levels are the starting point of the IEP development.
 - ___ Assessment results
 - ___ Academic, developmental, functional, and/or behavioral strengths
 - ___ Academic, developmental, functional, and /or behavioral needs
 - ___ Parental concerns addresses (DOE has identified this area as needing improvement.)
 - ___ Impact of the disability on the child's participation in the general education curriculum.

- Special factors** must be considered for all students in each IEP. If needs are identified, they must be addressed in the IEP.
 - ___ Answered questions A – G
 - ___ Completed FBA and BIP if appropriate
 - ___ Completed Assistive Technology Considerations form
 - ___ Addressed any other areas where a need was indicated
 - ___ Developed a transition plan if appropriate

- Transition service plans** must be developed for each child prior to starting high school. The plan details the student's needs based on an age appropriate assessments and the course of study (diploma type) the child plans to earn. This should be updated at least annually and is the road map to post secondary outcome goals (what the student plans to do after high school). When students turn 18, all due process rights transfer to them and they must be informed at age 17.

Annual goals/objectives are developed to address specific deficits as described in the present levels of academic and functional performance and secondary transition needs. (DOE has indicated this as an area that needs improvement.)

___ Goals address needs listed in present level

___ Goals are measurable

___ Criteria for Mastery

___ Evaluation methods

___ Objectives if needed

*Objectives are only required for students who will be assessed on the Georgia Alternate Assessment (GAA) but may also be developed for any student.

A report of student progress toward meeting the goals and objectives in the IEP will be provided to parents throughout the school year. The schedule of reports is included in the IEP.

Student Supports are the accommodations, supplemental aids and services, and modifications that the student needs to advance toward meeting annual goals and making progress in the general education curriculum are specifically listed here. Accommodations do not change what a student is taught but are provided to enable the child to progress in the curriculum (e.g. using a word processor for lengthy written assignments due to deficits in written expression).

___ Instructional accommodations based on needs outlined in present level

___ Classroom testing accommodations align with instructional accommodations and are based on needs outlined in present level

___ Supplemental aids and service are addressed if needed

___ Supports for school personnel are included (DOE has identified this area as needing improvement.)

Assessment determination is made on an individual basis according to whether the student is taught grade level standards, modified achievement standards, or alternate standards. Only students taught alternate standards are eligible for assessment through the Georgia Alternate Assessment (GAA) which is a portfolio of student achievement submitted each spring.

___ Addresses all appropriate district and state test by subject

___ Accommodations align with class testing accommodations

___ Accommodations are state approved

Special education within general education Co-teaching is a model used when a general education teacher and a special education service provider teach together each time the class meets for the duration of the class. Collaborative is a model that is similar to co-teaching but indicates that the special education service provider may not be present for entire time or each time the class meets. Support services indicate that a paraprofessional is needed to provide support. When consultative services are needed, they should be provided at least one segment per month. Related service should only be listed in this section if they are provided in the general class setting.

___ Appropriate model is identified

___ Frequency is identified

- Initiation and duration dates align with implementation and ending dates
- Service provider is indicated
- Content specialty area is specified

Special education instruction/related services in a Special Education Setting This section of the IEP specifies the amount of time students will receive special education services in the special education setting. Related service should be listed in this section if a pull out model is used.

- Appropriate model is identified
- Frequency is identified
- Initiation and duration dates align with implementation and ending dates
- Service provider is indicated
- Content specialty area is specified

Transportation may be provided through special education as a related service if the child is unable to ride the bus with regular education peers or if regular transportation is not available.

Participation with Peers The explanation of the extent, if any, to which the child will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities is clearly stated. (DOE has identified this as an area that needs improvement.)

Extended School Year (ESY) is recommended for some students and it extends goals and/or objectives from the current IEP for additional time so that the student is provided a free appropriate public education. Transportation may be provided as a related service to enable the child to receive ESY. This should never be left as NA.

Documentation of prior written notice lists the dates and methods used to notify parents of the IEP meeting and proposed changes in placement or services.

Parent participation in the IEP process is documented here. Parents may attend IEP meetings in person or via conference calls. If parents are unable to attend, sufficient time to review the IEP must be provided prior to the start of implementation.

Progress Notes are documented in SEMS and are up-to-date.