

Initial IEP Checklist

Student: _____ ID: _____ Date of Meeting: _____

Case Manager: _____

IEP COMPLETION:

- In Frontline IEP, ensure that you are in the current school year
- Open the draft of the student's IEP (click the blue chicklet) – all start dates will be 15 days after the Eligibility Meeting
- Evaluations/Reports, Standardized Test Results should contain current CST Evaluation data
- Statewide and Districtwide Assessments should contain information from the Assessments tab in Genesis (if appropriate)

Present Level of Academic Achievement and Functional Performance.

- Add an Eligibility Statement, use specific data from the CST Evaluations and from the Eligibility Checklist (required.)
- Add a section for every subject in which the student will receive special education.
 - The need for special education in each subject must be supported by data from current CST Evaluations
 - Do not cut and paste the student's CST Evaluations.
 - Include classroom performance (from the classroom observation and teacher interview)
 - Include subject grades (from Genesis)
- Each student must have one FUNCTIONAL area, which includes the following information:
 - Social/emotional/behavioral functioning
 - Daily living skills (If the student has no functional deficits, it is permissible to indicate that the student is functioning appropriately in this area.)

Strengths of the Students and Concerns of the Parent

- Concerns of the parent: Contact the parent to determine current concerns
- Strengths must be specific statements about academic and functional strengths. Avoid "fluffy" statements such as "Jose is a very well dressed young man." Strengths can be gleaned from CST Evaluations, classroom observation, or teacher interview. Examples of strengths are:
 - Strong computation abilities
 - Empathetic toward peers
 - Strong organizational skills
 - Excels at decoding multi-syllable words

Needs/Academic, Developmental, Functional, and Any Other Needs

- Student must have "needs" for every subject in which they receive special education services.
- The needs section must be numbered and be VERY SPECIFIC.
 - Non-Specific: Mary needs to improve her reading skills.
 - Specific: Mary needs to apply word attack strategies such as chunking to her independent reading.
- The listed needs must match the data from the PLAAFP. *THERE MUST BE A GOAL TO ADDRESS EACH NEED.* (And there must be a NEED for each listed goal.)

Annual Measurable Goals and Benchmarks or Short Term Objectives

- Using the NEEDS as a guideline, add goals for each subject in which the student receives special education services. Goals must be:
 - Aligned to the student's current data (this may or may not match the student's grade level)
 - Projecting a year's worth of growth

- For each goal choose appropriate objectives that will measure the student's progress on their path to mastery of the goal.
 - Choose appropriate criteria for each goal and objective.
 - Choose an evaluation procedure for each objective
 - If the student is receiving special education services for Science and Social Studies, you must choose additional areas (science and/or social studies) for at least one of the goals.

Modifications, Supplementary Aides and Services, Assistive Technology Devices

- Modifications must match the NEEDS listed in the "Needs" section.
- Be mindful that all modifications listed MUST be implemented; they are not suggestions or options.
- Please select a number of modifications that next year's teacher will realistically be able to implement on a daily basis.

Special Education Programs

- The need for special education in each subject is determined by data from the current CST Evaluations
- The student is placed in the *least restrictive environment*.

Related Services

- Related Services providers should review and update all related services information.
- All start dates must be changed to 15 days after the meeting date.

Transportation

- If transportation is required, it must be a direct result of the student's disability.
- This section cannot be left blank, it must have an answer.

Extended School Year

- The child does not need an extended school year program.

Rationale for Removal

- This section is filled out if the student is in a self-contained program at least 80% of the time.

Participation in State and District Assessment

- Choose the appropriate assessments for the student's grade.
- Testing accommodations must match the needs listed in the Needs section and the modifications listed in the Modifications section.

WRAPPING UP:

- I have proofread all of my work.
- All of my pronouns and names refer to the correct student.
- Reported data is specific and measurable.
- All boxes on this requirements page have been checked.