

Student Name

MARRS Number

Date Reviewed

PLAAFP CHECK 2014-15

Every PLAAFP is Goal Specific

1. _____ How does student's disability affect involvement and progress in the general education curriculum?
EXPLICITLY PROVIDES LOGICAL CONNECTIONS USING DATA AND EXAMPLES OF HOW DISABILITY HAS AFFECTED
PROGRESS IN THE GRADE LEVEL STANDARDS AND PERFORMANCE IN THE CLASSROOM(think about the disability
category and how do these characteristics affect the student's ability to make progress)

	Missing Disability label
	How does this SPECIFIC GOAL AREA, and Disability affect them in the General Education Curriculum?
	Early childhood How the disability affects participation in age appropriate activities

2. _____ What specific data do we have regarding present levels of skills in areas affected by the disability.
Interpretation of the data, details of the skills and includes any inconsistencies in performance across content
areas. (What would other teachers and schools need to know about the student?) Measurable, current, objective,
useful

	Missing Classroom examples /present levels of academic achievement and functional performance/ Be specific
	Missing Progress from previous goals
	Missing NWEA scores/ RIT scores to show HOW MANY YEARS BEHIND PEERS
	Missing evaluation data related to goal area if current/this year

3. _____ Provides evidence of how strategies, accommodations, and assistive technology mitigates impact of the
disability in accessing the general education curriculum.

	Missing assistive technology
	Missing results of accommodations that are in place
	Comments from teachers

4. _____ What is the grade level standard and general educational expectations for students without a disability
that are determined to be a priority at this time..... Standard is logically connected to skills strategies and
understandings that are needed to meet, grade level standards/ post-secondary goals.

	Missing the grade level standard selected because of importance in the progress of meeting grade level expectations across multiple settings.

5. _____ 9-12 (7th/8th if evaluated this year) addresses all areas of transition. What skills and competencies are required for
them to succeed?

	Missing how goal area will affect their performance in an area of employment
	Missing how goal area will affect their performance in a post- secondary setting
	Missing how goal area will affect them in a daily living situation
	Additional relevant Information affecting the student

6._____ ***** Gap analysis- Where are they functioning relative to standards? What are the skills they need to meet the standards or benchmarks, what are the steps needed to move kids closer to grade-level standards, what can teachers do to help close the gap.*****

	Missing the students level compared to the expected standards for their age
	Missing what skills do they need to learn before they move on / What do they NEED to work on to meet the grade level standards and higher level thinking skills//these could be objectives for the goal.
	Missing How many years are they behind their peers
	What deficits are constricting growth in this

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IEP Checklist 2014-15

1._____ PLAFF (see separate checklist)

2._____ Page 1

	IEP meeting date and /Check PWN for matching date
x	Federal setting correct and matches with the service minutes? Double Check minutes for MARRS BILLING
	Label or federal setting change/ change data sheet
	All boxes not checked
	Change type of IEP box
	Change progress reporting box-use drop down
	Student invited if transition is discussed

3._____ Goals and objectives / **YOUR STANDARDS BASED GOALS SHOULD BE HIGHER LEVEL THINKING SKILLS. YOUR DEFICIT AREAS FROM THE PLAAFP, BECOME YOUR OBJECTIVES.**

	Goals are not written from to - need data
	Goals are not measurable
	How are goals measured – with what/ do not say by special education teacher
	Objectives are not measurable/ do not say as measured by special education teacher
	Objectives Need to start with given
	Objectives Need to include how many trials need to be done for mastery
	Did you include a time frame for goal and objectives to be completed?
	Does the goal give a direction of increase or decrease, maintaining?

4._____ Service Page

	Goal box does not match the goal being worked on
	Service needs to include what you are working on/ math, reading, etc.
	Blank boxes
	Service start dates need to be fixed start and end dates
	Child specific Para professional support /non –child specific support
	Assistive Technology box checked with words to support it
	Transportation box completed/coded correctly
	Interpreter box needs to be finished
	ESY Service/not completed until after Christmas-
	Personal Care Assistants- did you describe why/ and what duties are

5. ____ Least Restrictive Environment

	Not all services are included the LRE
	Why does the student have to be removed from a general education class to meet the needs/ do not say what they are working on. What do they get that can't be provided in the general education setting?
	LRE and the service Grid do not match
	What are they missing when with you, include each service

6. ____ Modification Page /address all changes in the PLAAFP

	Includes an "OR" statement need to remove
	Missing who is implementing modification on number:
	Missing when the modification is occurring on number:
	Missing what classes modification is occurring in:
	Missing what is the specific modification on number:
	Supplementary Aids and Services box needs to be completed
	Program supports for School Personnel box completed
	Did you include a modification to go with the non-specific para support box from the service page

7. ____ Transitions completed in 8th grade or Earlier if you have done the transition evaluation

	Measurable post-secondary goals " I WILL" statements. Are they realistic?
	Course of study completed /need to show classes that are helping them reach their goal
	Anticipated month of graduation completed
	Services need to be completed/ modified each year
	Transfer of rights needs to be completed in 9 th Grade

8. ____ State Testing

	MCA accommodations do not match daily modifications/ no testing modifications that they do not always have
	Need to explain how modifications selected are representative of those in the classroom
	MTAS- Must explain why this assessment option is appropriate

	GRAD explain how accommodations selected are representative of those in the classroom
	GRAD- justify an individual passing score
	Record or Status of Proficiency pg.9 fill in passing scores and date passed
	District wide assessment completed pg.9
	Page 7 complete why is this Assessment Appropriate

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Actions Taken

PWN IEP 2014-15

This document needs to provide enough information to stand up in court as to what changes were or were not made and why. Notes of who said what can also be put into this form. This is another case of more information!

1._____ Actions of the proposal / items proposed or rejected in the IEP- goals, services, modifications(Box 1)

	Do not use Acronyms!
	Need to Include federal level they are served under?
	First IEP after an evaluation did you include what they qualified for?
	Did you include goal changes / additions, deletions?
	Did you include modification changes, additions or deletions?
	Did you include service changes what are they, did anything change; additions, deletions, minutes?
	Did you include actions refused?
	Did you include transportation?
	Did you include PCA service?

2._____ Why statements need to be completed – why did you change the items in box one. This is a short summary of what was discussed. You can add comments from the team explain the changes made. (Box 2)

	Why statements for a goal change in IEP?
	Why statements for the service or changes made to the service?
	Why statements for modification change?
	Why statements for actions refused?

3._____ Basis for proposed actions – evaluations, parent input, teacher input, progress on goals.(Box 3)This is the underlying information informing the

	If a new evaluation was done did you include that?

4._____ Other options and why rejected- must be completed (Box 4)

	Be specific- Do not say lower or increased
	You must complete this box?

5. _____ Description of other options that are relevant (box 5) Must be filled in (writing NONE is ok)

6. _____ Dates do not match the IEP written DATE.

7. _____ Finished One MONTH PRIOR TO THE DUE DATE.

8. _____ NOT Sent 10 within 10 days of IEP meeting