

IEP CHECKLIST

Name of student _____

Case manager _____

Date of IEP Meeting/Addendum _____

Date of IEP Review _____

Date finalized _____

<ul style="list-style-type: none"> Required staff must be present or documentation must indicate parent approval for absence. 	
<ul style="list-style-type: none"> Historical information should be briefly summarized. 	
<ul style="list-style-type: none"> Parent Input* – form must be included in meeting invitation and information added to IEP 	
<ul style="list-style-type: none"> PLAAFP MUST be comprehensive and current; must include information regarding all academic and behavioral goals and objectives. Should not be vague (“nice boy..”). Must include positive statements regarding pupil’s progress in specific areas and must also include interventions which have been attempted by the teachers and therapists. 	
<ul style="list-style-type: none"> Goals and Objectives should be specific and measureable and must address every area requiring special education (academic, behavioral, therapeutic) 	
<ul style="list-style-type: none"> Behavior Plans required for every student whose behavior interferes with academic progress and/or student’s functioning in the school environment. 	
<ul style="list-style-type: none"> Program description must be accurate. For example: World Language should not be listed if student does not receive instruction in that area. Case manager must review school schedules developed by principals and accurately reflect information in IEP. 	
<ul style="list-style-type: none"> Aide: “individualized attention and instruction will be provided, as needed, based upon NAME OF STUDENT academic and/or behavioral needs. Increased dyad and triad instruction expected to facilitate pupil peer engagement”. 	
<ul style="list-style-type: none"> Speech: group size required by code. Usually stated “up to 5” to allow flexibility. 	
<ul style="list-style-type: none"> Testing requirements for LAL, Math and Science specified. 	
<ul style="list-style-type: none"> Behaviorist involvement – (interventions should be attempted for reasonable period prior to requesting BCBA involvement) 	
<ul style="list-style-type: none"> IEP should be submitted for administrative review within one week of meeting – if there is a legitimate reason for delay, case manager must advise Director. 	
<ul style="list-style-type: none"> Summer Program – should be more detailed. Therapy is maintenance and typically specific as 50% of services provided during school year. 	