Monroe County ISD - IEP Checklist

Instructions for IEP Compliance
The boxes below represent a checklist to ensure all components of an IEP are completed. It is up to the reviewer to ensure that all areas of compliance are met.
http://www.monroeisd.us/departments/specialed/specialedstaffresources/

Invitation

☐ Parent contact documented to arrange a mutually agreeable date, time, and location for the IEP team meeting.
- o Include at least 2 attempts, with dates and outcomes

☐ Purpose of meeting is correct

☐ Required IEP team members are invited:
- o Parent (if not in attendance, explained in parent contact above)
- o Not less than one general education teacher (or prior signed excusal)
- o Not less than one special education teacher or provider (or prior signed excusal)
- o Representative of the district
- o Participant who can explain the instructional implications of evaluation results
- o If necessary, the Agency providing secondary transition services (must have parent provide prior consent)
- o Whenever appropriate, the student (must be invited by age 16)

Demographic Information

☐ Appropriate IEP Dates are in place
- o Initial IEP, Annual Review, and/or Reevaluation
- o FAPE dates identified must be within 7 school days of IEP meeting
- o Implementation date must be within 15 school days of the Notice

☐ Student information is correct
- o Name, DOB, grade, UIC, address, etc.

☐ District information is correct
- o Resident, operating district and attending building

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▢ Parent information is correct
- o Name, native language, address, phone numbers, etc.
- o If parents are divorced, with joint custody, both parents are identified

▢ Purpose of meeting is correct
- o Must match IEP invitation and dates at top of page

▢ Required IEP team members in attendance or excused:
- o Parent (if not in attendance, explained in parent contact above)
- o Not less than one general education teacher (or prior signed excusal)
- o Not less than one special education teacher or provider (or prior signed excusal)
- o Representative of the district
- o Participant who can explain the instructional implications of evaluation results
- o If necessary, the Agency providing secondary transition services (must have parent provide prior consent)
- o Whenever appropriate, the student (must be invited by age 16)

▢ Best Practice
- o Required team members in attendance have initialed by their name
- o Required team member excused, parent initials their agreement to proceed
- o Document this conversation in Notice

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Student Profile and Eligibility

Refer to the ISD website for compliance and best practice guidance

- ☐ Student strengths are identified

- ☐ Parent concerns are identified
  - o If not in attendance, parent was contacted, and concerns were included
  - o Or attempts to contact are documented specific to obtaining parent concerns

- ☐ Recent achievement results of the most recent evaluations are identified
  - o within a year

- ☐ Eligibility is identified

  - o If the student is determined ineligible as SLD, statement is provided
  - o If the student is eligible as SLD, sub-categories are identified

Secondary Transition

Refer to the ISD website for compliance and best practice guidance
http://www.monroeisd.us/departments/specialed/transition/
https://www.youtube.com/watch?v=TkD5r65tJQY&feature=youtu.be

- ☐ This page must be completed if the student will turn 16 during the IEP year, or is over 16
  - o Reminder: the student must be invited to the IEP, listed on the invitation in the greeting

- ☐ EDP and Transition assessment(s) are identified and updated within a year (the date is provided)
  - o Name the assessment, the date it was given and provide scores
  - o A student or parent interview alone is NOT sufficient
  - o Transition assessment is required for Career/Employment and Post-Secondary Education/Training
  - o Transition assessment is required for Independent Living Skills, where appropriate

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□ If the student did not attend the IEP, describe steps taken to ensure consideration of student's preferences/vision

□ The student's postsecondary goals for training, education, employment and if appropriate, independent living skills, are identified and measurable
- o The postsecondary goal must be written in terms of what WILL occur after the student completes high school or secondary program
- o There is no requirement to measure the progress or acquisition of the postsecondary goals once a student has graduated or completes school

□ Secondary Transition services (activities) are identified and include the agency/title responsible and the completion date, or if not needed, the box is checked, and an explanation is provided
- o Transition services/activities are required for Career/Employment and Postsecondary Education and Training (Independent Living is optional, as appropriate)
- o Remember to account for both education and training (ex: After graduation, Student will attend Monroe Community College and take courses leading to a degree in Engineering.)

□ Course of study and anticipated graduation date is identified
- o Identify multi-year course of study information, as applicable

□ Agency representation: if needed, consent to invite was obtained prior to the meeting; or if not needed, an explanation is provided
- o If needed, the school must obtain consent on an annual basis to invite the agency

  - ▪ prior consent is required to be obtained annually

  - ▪ PowerSchool - documents - letters and notices - consent to invite community agencies

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- o If inviting the outside agency, be sure IEP invitation includes the agency in the greeting
- o If there is no need to invite the outside agency, document the reason why this was determined

- ☐ Age of majority is completed, if applicable

PLAAFP – Data, Impact, and Resulting Needs

Refer to the ISD website for compliance and best practice guidance
https://www.youtube.com/watch?v=3YyZUtvpDGk
http://www.monroeisd.us/downloads/special_education_iep_forms/plaafp_guidance_documentation.pdf

- ☐ Progress on most recent goals and objectives
    - o List all goals and objectives with specificity

- ☐ Baseline data is identified and explained in terms understandable to the general public
    - o Include an explanation of what those scores mean

- ☐ Impact statement includes how the student's disability affects involvement in the general curriculum and the resulting special education needs are identified
    - o It should be clear in each area whether the student needs specialized instruction, accommodations, services or programs, or if there are no special education needs

- ☐ Indicate if a goal is necessary in the area of need identified in the PLAAFP

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Special Factors, Supplementary Aids and Assessments

Refer to the ISD website for compliance and best practice guidance
http://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf

- ☐ Explain the extent, if any, to which the student will not participate with nondisabled students
    - o If a student will spend most of their time OUT of general ed, then the rationale for that decision must be explained here

- ☐ Special Factors:
    - o The first two areas (communication needs and a need for assistive technology) must be checked and followed through somewhere else in the IEP or in notice

    - o If one or more of the next four areas are checked (PBIS, language needs, Braille instruction, mode of language for deaf and hard of hearing), they must be followed through somewhere else in the IEP or in notice

    - o Or vice-versa: if identified as a need in PLAAFP, it must be checked here

    - o Document a need for nursing or a need for personal care, if applicable

        - ▪ Personal Care will require the Personal Care section of the IEP be filled out (generally NA for local districts and LBSE)

    - o If a box is checked, make a mental note so as you go through the rest of the IEP, you can make sure it is addressed

- ☐ All supplementary aids & services are written in language understandable to the general public, and include:

    - o Time/frequency/condition
        - ▪ Be specific
        - ▪ Under what condition is the accommodations required, how often and for how long

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- ○ Location of services to be provided
  - ▪ Location is NOT just the building name
  - ▪ Looking for general education environment or special education setting
  - ▪ Be specific

☐ If no supplementary aids & services are written in the table, the box indicating they are not needed at this time is checked

☐ Each supplementary aid and service offered corresponds with a need identified in the PLAAFP (and vice-versa: every resulting need for accommodations identified in the PLAAFP is followed through here)

☐ The district assessment(s) and accommodations are identified in this section

☐ State Assessments are marked as required or not, indicate if accommodations or alternate assessment are needed

Sample language for state assessments listed in supplementary aides section:
❏ The following accommodations will be requested from the College Board as standard accommodations that, if approved, will result in a college reportable score.

Or

❏ The following accommodations, if state approved, will be available to the student. These are Michigan-allowable accommodations only, and will not result in a college reportable score. The student and school will receive a letter indicating the student's performance rather than a College Board report.

Personal Care

☐ Indicate whether a need for personal care exists (check yes or no)
  - ○ If no, the page will not print

☐ If yes, the need should be documented in the PLAAFP just like any area of deficit/corresponding need goes into the PLAAFP

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☐ Details of how we will address the need by checking the box "yes" on supplemental factors section and filling out the new personal care sheet to take care of specificity of that service being provided.

Measurable Annual Goals & Objectives

Refer to the ISD website for compliance and best practice guidance
http://www.monroeisd.us/downloads/special_education/schedule_for_evaluation_guidance_document.pdf

☐ All annual goals include the 4 areas of measurability:
   o **By date,**
   o **the student will (demonstrate skill)**
   o **when/at (accuracy/condition/criteria)**
   o **on (type of assessment)**

☐ Each goal corresponds with a need identified in the PLAAFP (and vice-versa: every resulting need for specialized instruction identified in the PLAAFP is followed through with an annual goal)

☐ It is identified that each goal is based on state standards, essential elements, or not necessary (do not check goal box if not necessary)
   o Although it is best practice, there is no requirement to base every goal on CCSS (this requirement pertains to alternate state assessments)

☐ There are at least two objectives for each annual goal

☐ Each objective is measurable – includes:
   o criteria,
   o measurement,
   o evaluation procedure, and
   o how often progress will be monitored

☐ How often progress reports will be provided to parents is identified
   o At least as often as general education report cards

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State & District Assessment

Refer to the ISD website for compliance and best practice guidance
http://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf

☐ State assessment(s) is/are identified for the correct grade and ability level

☐ If an alternate assessment is chosen, the rationale is explained (consistent with needs identified in the PLAAFP)

☐ Either accommodations are identified for each assessment, or no accommodations necessary is identified

☐ Each accommodation corresponds with a resulting need identified in the PLAAFP
    o Should align with the supplemental aids & services section

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Special Education Services & Programs

Refer to the ISD website for compliance and best practice guidance

- ☐ The related service and corresponding rule number is identified
  - ❖ Teacher Consultant - Use your endorsement area
    - ➢ If you have more than one endorsement, consult with supervisor

  - o Whether the service is direct, or consult is identified
  - o The time and frequency of the service is identified
  - o The location of the services is identified (again, not the building name)
  - o The duration is identified, if different than the duration of the IEP (consider any change in levels – elementary to MS, MS to HS)
  - o Each related service corresponds with a resulting need identified in the PLAAFP (and vice-versa: every need for a related service identified in the PLAAFP is followed through here)

- ☐ The program and corresponding rule number is identified
  - ❖ Early Childhood Special Education (classroom) Program
  - ❖ Resource Program -Elementary or Secondary Resource Program
  - ❖ Educational Center and Transition Center - Programs for Moderate Cognitive Impairment or Programs for Severe Cognitive Impairment
  - ❖ LBSE - Use your area of certification

  - o Whether the program is departmentalized is identified
  - o The time and frequency of the program is identified
  - o The location of the program is identified (again, not the building name)
  - o The duration is identified, if different than the duration of the IEP (consider any change in levels – elementary to MS, MS to HS)
  - o Each program corresponds with a resulting need identified in the PLAAFP (and vice-versa: every need for a program identified in the PLAAFP is followed through here)

- ☐ A box is checked to indicate that ESY services were considered
  - o If ESY services are needed:
    - o identify the service,
    - o time and frequency,

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- o location, and
- o duration of the ESY service
  - o Document conversation in Notice

□ The general and special education instructional hours are identified (this is the MSDS portion of the IEP)

□ Educational Environment
  - o Percentage of participation in general education is typically based on the minimum hours of service in special education

□ Special Transportation – check no or yes
  - o If yes, specify the transportation needs

Notice of an offer of FAPE

Refer to the ISD website for compliance and best practice guidance
https://www.youtube.com/watch?v=vFB_invQ6Ks
http://www.monroeisd.us/downloads/special_education_iep_forms/notice_guidance_documentation.pdf

□ Student name and demographic information is correct
  - o Matches the IEP

□ Mode and date of delivery is identified
  - o The implementation date must be AFTER the delivery date, because parents must be notified BEFORE services start

□ Reason for Notice is identified
  - o and matches first page of IEP

□ Options considered but not selected is filled in or checked as not necessary
  - o If something was discussed, it was considered, so it must be addressed either in the IEP or here
  - o Further, if a parent makes a request, that request must be considered AND thus addressed either in the IEP or here

□ Other relevant factors are filled in or checked as not necessary

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- o Example: The team determined there are no additional needs

- ☐ The Notice is signed and dated
  - o The date is within 7 school days of the IEP date and no more than 15 school days prior to the implementation date

- ☐ If initial IEP Notice, parental consent is obtained and dated

*You must implement the IEP as written. Document your implementation and keep accurate records.

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