**IEP Checklist**

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| **Student Name:** |  |

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| IEP Areas Before the IEP Meeting | Completed |
| 1. Invited parents to IEP meeting and requested permission to invite an agency to the IEP meeting. | ☐ |
| 2. Invited student to IEP meeting | ☐ |
| 3. Invited staff to IEP meeting | ☐ |
| 4. Sent home all appropriate paperwork (including permission to invite agency, parent interview, parental rights, etc.) | ☐ |
| 5. If permission was received, invite outside agency and complete agency participation part of the IEP. **Section 7** | ☐ |
| 6. Complete and record transition assessment (include name, date, and summary of the assessments completed). **Section 1** | ☐ |
| 7. Compile any other assessment data and complete the present level of performance (be sure to include the student’s strengths, needs, and personal attributes in this section). **Section 2** | ☐ |
| 8. List the interests and preferences of the student. This is a great section to have the student complete him/herself. **Section 3** | ☐ |
| 9. Write measurable post-school goals in education and training, employment, and if needed independent living. **Section 4** | ☐ |
| 10. List the skill areas (based on eligibility and need) to be addressed in the IEP (e.g. Reading and behavior…these are the services you see in the IEP). **Section 5** | ☐ |
| 11. Skip to **Section 10** | ☐ |
| 12. Document state assessment scores (list current score and score needed for proficiency). **Section 10** | ☐ |

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| IEP Areas During the IEP Meeting | Completed |
| 1. Discuss and ask for feedback on sections 1-5 | ☐ |
| 2. Discuss graduation requirements (including state assessment proficiency) and the route to graduation. **Section 8 and Section 10** | ☐ |
| 3. Discuss what classes would help the student to reach his or her post-school goals and graduation requirements to develop courses of study. **Section 8** | ☐ |
| 4. Discuss which college entrance exam a student will take and if appropriate get consent to for accommodations. **Section 9** | ☐ |
| 5. Discuss what goals/objectives the student will need to gain the skills to reach the post-school goals and graduation requirements. **Section 11** | ☐ |
| 6. Discuss what additional transition activities are needed to help the student to reach his or her post-school goals. **Section 6** | ☐ |
| 7. Discuss what IEP services are needed to help the student to reach his or her goals. **Section 12, 13, and 14** | ☐ |
| 8. Check which accommodations the student will need to assess grade level materials and list what accommodations will be needed on state assessment. (Remember more is not better; consider what might be accommodations that he or she will receive after graduation. **Section 15 and 16** | ☐ |
| 9. Discuss and complete LRE and written notice **Section 19, 20, and 21** | ☐ |

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| **Student Name:** |  |

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| IEP Areas After the IEP Meeting | Completed |
| 1. Complete draft IEP. | ☐ |
| 2. Check for compliance or ask a colleague to check for compliance. | ☐ |
| 3. Mail to parents/student and ask for approval. | ☐ |
| 4. Make changes and save final IEP (mail again if needed). | ☐ |