IEP CHECKLIST
Revised 4/17/12

TOR ________________________________ Date: ________________

STN# ________________________________

Student Growth Data:

IEP includes evidence of student growth/maintenance from previous IEP goals. □ □

Student data addresses multiple areas of performance (academic, communication, social, emotional, behavior, study/organization skills, and functional performance) as applicable per student needs. □ □

Student data includes how the student is currently performing in each area of need. □ □

Assessment data supports information provided (Acuity, ISTEP, Unit Assessments, DIBELS, etc.) □ □

Goals Supporting Student Growth:

Goals/objectives are related to present levels of performance. □ □

Goal/objectives are: (1) meaningful (2) related to need (3) able to be monitored (4) Mastery is easily identified □ □

Goals/objectives include: (1) time frame (2) conditions (3) behavior and (4) criterion for acceptable performance □ □

Criteria matches the method of evaluation and is measurable □ □

Services Supporting Student Growth:

Clear alignment between student growth data, needs, goals, accommodations and services. □ □

Services listed include correct initiation, date, length, frequency, duration, and location. □ □

Clear identification of the student's placement in their least restrictive environment is included with an explanation provided when students are removed from general education setting. □ □

Discussion documented of potentially harmful effects. □ □

Written Documentation:

Case conference notes capture educationally relevant discussions, which identify the issues, discussion, points, decision rationale, and outcomes. □ □

Progress notes are filed with district and sent to parents/guardians quarterly. □ □

Yes total: 0

No total: 0

Percentage: 0.0%
IEP CHECKLIST
Revised 4/17/12

Transition IEP Requirements

Student was invited
Y N

Measurable post-secondary goals developed with input from student &/or parent and based on transition assessment and other pertinent information

Annual age appropriate transition assessment(s) and the findings from the assessment(s) are included in the IEP and address all three areas: education/training, employment, independent living

Measurable annual goals that reasonably enable the student to meet his/her post-secondary goals

Transition services are included and relate to the student’s post-secondary goals

A representative from an outside agency has been invited if services are necessary.

A course of study is documented and supports the student’s post-secondary goals

Yes total: 0
No total: 0
Percentage: 0.0%

Totals including Transition Requirements:

Yes total: 0
No total: 0
Percentage: 0.0%

Comments: