

## IEP Checklist

### *Procedural*

- Did I receive written notification of the IEP meeting at least 10 days before the meeting?
- Did the notification include the names of people who will attend the IEP team?
- Did I tell the school of anyone I would like to invite who is not on the list?
- Were copies of all reports, documents, draft goals, data, etc. sent to me at least 5 days before the meeting?
- Was the final copy of the IEP sent to me **no more than** 5 days after the IEP meeting?

### *The IEP Document*

#### *Present Level of Academic Achievement and Functional Performance*

The purpose of this section is to tell how a child does in school. It should include test scores, observations, and descriptions of what the child knows and can do and what the child needs to be able to do.

- Was my parental input included in the parent input section of the IEP?
- Is there enough information about what the student is doing **now**?
  - Are strengths listed?
  - Are needs related to the child's disability listed?
  - Are parent concerns included?
- Does the Present Level of Academic Achievement and Functional Performance tell how well your child is doing in each area?
- Does it identify any special factors like behavior interventions, or communication needs?
- Does it describe both academic and non-academic areas?
- Does my child have or need an up-to-date Behavior Intervention Plan?
- Does it include results from the most recent evaluation or re-evaluation?
- Does it include other important information aside from evaluations (observations, progress information, description of classroom performance, etc.)

#### *Goals and Objectives*

- Are the goals related to the present levels of performance?
- Are the goals related to the Maryland Voluntary State Curriculum?  
(<http://mdk12.org/instruction/curriculum>)
- Is each objective:
  - **Specific**? Can you understand exactly what your child is expected to do to be successful?
  - **Measurable**? Can you count or measure what your child is expected to do?
  - **Action oriented**? Does it state positively what the students will do?

- **Realistic and relevant?** Are the goals related to your child's needs and to the curriculum?
- **Time limited?** Is it reasonable to think this goal can be achieved in one year?
- Can you describe what success will look like with each goal?

**For students aged 14 and above:**

- Was there discussion about Transition services?
- Are Transition goals and activities specific to this student?
- Were this student's choices and skills considered in developing the goals and activities?

***Accommodations***

- Do the accommodations listed make sense for this student?
- Do they address the needs of the student as noted in the Present Levels?
- Is it clear how the accommodation(s) will be provided?
- Does the student need to be taught about using the accommodations (i.e. how to use a calculator, how do they let the teacher know they need a break, etc.)?
- Is the student receiving the accommodations for instruction and assessment?

***Placement***

- Was the child's placement decided **after** the goals, objectives and accommodations were discussed?
- Does it explain how much time will be spent outside of the General Education setting and why?
- Was there discussion about extracurricular activities? Does the student need support in those activities?

***Transportation***

- If your child needs to ride a special bus or if they need specific help on the bus, was it written in the IEP?

***Internet Resources:***

**Maryland Accommodations Manual**

[http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/Special\\_Ed\\_Info](http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/Special_Ed_Info)

**Understanding the Evaluation, Eligibility and the Individualized Education Program Process in Maryland**

[http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/Special\\_Ed\\_Info](http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/Special_Ed_Info)

**Maryland Online Individualized Education Program Process Guide** <http://olms.cte.jhu.edu/7643>