

IEP Checklist

Use this checklist to audit an IEP for compliance with all the essential parts of an IEP set out in 34 C.F.R. Sec 300.320 and your state's special education regulations.

IEP Start Date _____

IEP Stop Date _____

IEP Audit Date _____

Yes	No	IEP Ingredients
		Is there a statement of the child's present level of academic achievement? 34 CFR 300.320(a)(1)
		Is there a statement of the child's present level of functional performance? 34 CFR 300.320(a)(1)
		Does the statement of Present Level of Academic Functional Performance include <u>how the child's disability affects his involvement in the general education curriculum</u> ? 34 CFR 300.320(a)(1)(i)
		Does the statement of Present Level of Academic Functional Performance include an explanation about how the child's disability affects his or her participation in suitable activities? — NECESSARY ONLY FOR PRESCHOOL CHILDREN
		Is there a statement of measurable annual goals that include academic achievement and functional performance goals? 34 CFR 300.320(a)(2)
		Do the academic and functional goals meet the child's specific needs that result from his or her disability? Are the academic achievement and functional performance goals written in a way that will allow your child to take part in AND make progress in the general education curriculum? 34 CFR 300.320(a)(2)
		For each educational need your child has because of his or her disability, is there academic achievement and functional performance goal to meet each of those needs? 34 CFR 300.320(a)(2)(i)(a)
		Is there a description of short-term objectives or benchmarks?
		Is there a description of how the school district will measure your child's progress toward meeting his or her annual goals? — This section is necessary only for children who take alternate assessments aligned with alternate achievement standards.
		Is there a statement that specifies when you will receive periodic reports of your child's progress toward meeting the annual IEP goals? 34 CFR 300.320(a)(3)
		Is there a statement of the special education, related services, and supplementary aids and services the school will provide for your child, or for your child? 34 CFR 300.320(a)(4)
		Are the special education, related services, and supplementary aids and services based on peer-reviewed research? 34 CFR 300.320(a)(4)
		Is there a statement in your child's IEP that describes the program accommodations, modifications or school personnel supports the school will provide that will enable your child? 34 CFR 300.320(a)(4)

The Checklist is Part 2 of a series of 24 articles published in the INCIID Insights Newsletter January 2015. Please share.

Yes	No	IEP Ingredients
		<p>Do the program modifications and supports enable your child to:</p> <ul style="list-style-type: none"> • Advance appropriately toward reaching his annual goals; • Be involved in and make progress in the general education curriculum; • Be educated and participate in educational and non-educational activities with other children with disabilities AND with nondisabled children? (Including extracurricular activities)? 34 CFR 300.320(a)(4)(i)
		<p>Is there an explanation of the extent, if any, to which your child <u>will not participate in the regular class and in other activities</u>? 34 CFR 300.320(a)(5)</p>
		<p>Is there a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of your child on state and district-wide assessments? — This section is necessary only for children who take alternate assessments aligned with alternate achievement standards. 34 CFR 300.320(a)(6)(i)</p>
		<p>Is there a statement about why your child cannot participate in regular state and district-wide assessments? — This section is necessary only for children who take alternate assessments aligned with alternate achievement standards. 34 CFR 300.320(a)(6)(i)</p>
		<p>Is there a statement that explains why the particular alternate assessment selected is appropriate for your child? — This section is necessary only for children who take alternate assessments aligned with alternate achievement standards. 34 CFR 300.320(a)(6)(i)</p>
		<p>Is there a projected date for the beginning of the services and modifications? 34 CFR 300.320(a)(7)</p>
		<p>Is the expected frequency of services and modifications stated? 34 CFR 300.320(a)(7)</p>
		<p>Is the location in which the services and modifications will take place stated? 300.320(a)(7)</p>
		<p>Is the duration of the services and modifications stated? 300.320(a)(7)</p>
		<p>Is there a statement of appropriate AND measurable postsecondary goals? —NECESSARY ONLY FOR STUDENTS WHO ARE 16 YEARS OLD OR OLDER (CHECK YOUR STATE LAW) 34 CFR 300.320(b)(1)</p>
		<p>Are postsecondary goals based on age appropriate transition assessments related to</p> <ul style="list-style-type: none"> • training; • education; • employment; • where appropriate, independent living skills? — <p>NECESSARY ONLY FOR STUDENTS WHO ARE 16 YEARS OLD OR OLDER (CHECK YOUR STATE LAW) 34 CFR 300.320(b)(1)</p>
		<p>Is there a statement of transition services (including courses of study) needed to help your child reach his or her postsecondary goals? — NECESSARY ONLY FOR STUDENTS WHO ARE 16 YEARS OLD OR OLDER (CHECK YOUR STATE LAW) 34 CFR 300.320(b)(2)</p>
		<p>Is there a statement in your child's IEP that shows the school told your child about the parental rights under Part B of the IDEA that transfer to him or her when he or she reaches the age of majority under your state law? — NECESSARY ONLY FOR CHILDREN WHO ARE WITHIN ONE YEAR OF REACHING THE AGE OF MAJORITY UNDER YOUR STATE LAW 34 CFR 300.320(c)</p>

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