

Quick Reference Guide: Compiled Checklists – Tips for Developing a Quality and Compliant Individualized Education Program (IEP)

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Section 1: Demographic Information

- The IEP team meeting date is indicated in the top left corner of the IEP form.
- Student information was updated and checked for accuracy.
- Parent information was updated and checked for accuracy.
- The native language or communication mode for the parent is identified.
- The purpose of the meeting is identified.
- The method of contact for the parent is identified, and the date and the outcome of the contact has been noted.
- The parent considered guardianship issues (if appropriate).
- Consent from the parent to invite an outside agency representative to attend the meeting on behalf of a student who is of secondary transition age is on file.
- Required IEP team members were invited.
- Required IEP team members attended.
- Both the parent and the district agreed upon and documented any team members excused prior to IEP team meeting.
- The IEP participants signed in attendance or their participation is documented.
- The determination of eligibility is identified.
- If the student is a student with a specific learning disability (SLD), the area of SLD is identified.
- If the student is determined ineligible as a student with an SLD, a statement of the basis for the determination of ineligibility is provided.

Section 2: Present Level of Academic Achievement and Functional Performance (Present Level)

- The strengths of the student are identified.
- The parent was given the opportunity to identify educational concerns.
- Evaluation results are provided, including (when appropriate) a transition assessment.
- Communication needs and assistive technology needs of the student were considered.
- If appropriate, the following were considered: positive behavioral interventions, language needs for a student with limited English proficiency, Braille instruction, and/or mode of language and communication for a student who is deaf or hard of hearing.
- One of the three options for Section 2-B is complete and includes:
- The area(s) of need.
 - Baseline data provided from a variety of sources.
 - A description of how the student's academic, developmental, and functional needs affect involvement and progress in the general education curriculum or participation in appropriate activities for preschool children.

Section 3: Secondary Transition Considerations

- The student was invited to the IEP team meeting (documented in Section 1: Demographic Information).
- Consent from the parent to invite an outside agency representative to attend the IEP meeting on behalf of a student who is of secondary transition age is on file (documented in Section 1: Demographic Information).
- Postsecondary goals (vision) were documented.
- The Educational Development Plan (EDP) and transition assessment results were used as data sources.
- Student strengths identified in the present level were factored into secondary transition considerations.
- Student needs identified in the present level were factored into secondary transition considerations.
- Decisions were based on student preferences, interests, and choices.
- The student's course of study as it relates to his or her postsecondary goals is identified.
- The identified goals are measurable and related to training, education, employment, and independent living skills (if appropriate). The annual goal(s) support the student's eventual attainment of his or her postsecondary vision.
- The anticipated graduation or exit date is identified.

Section 4: Goals and Objectives/Benchmarks

- The instructional area is identified (i.e., content area).
- The Michigan content expectation is identified.
- The selected content expectation is for the grade in which the student is enrolled.
- For a nonacademic goal in which a Michigan content expectation at grade level does not exist, “No expectation related to this area,” is written in the field requesting the Michigan content expectations upon which the goal will be based.
- Baseline data is provided to describe the student’s current performance in measurable terms (i.e., how the student is currently performing on the assessment).
- The annual goal is a reasonable but challenging expectation for the student that allows him or her to access and progress in the general education curriculum.
- The annual goal describes what the student can be expected to accomplish within a 12-month period.
- The annual goal is measurable.
- If there is a need for a transition-related goal, the goal is appropriately identified.
- There is more than one short-term instructional objective.
- The objectives include:
 - Performance.
 - Evaluation.
 - Schedule.
- The position(s) responsible for implementing goal activities is identified.
- The schedule for reporting progress on goals is identified and includes how often progress reports will be sent home to the parent.

Section 5: Supplementary Aids and Services

- The strengths and needs of the student were considered in relation to:
 - Instruction and assessment.
 - Curriculum.
 - Environment.
 - Other.
- The aids and services include clear and detailed descriptions.
- Time/frequency/condition are descriptive and measurable.
- The location is specific.

Section 6: Assessment—Participation and Provisions

- The IEP team determined if the student is in a grade being assessed by the state or district.
- The assessment options in the MEAS were reviewed.
- The student's present level of performance, curriculum, and instruction were reviewed to determine the most appropriate assessment.
- The assessment chosen was based on factors other than only the student's disability.
- More than one data source was used to choose the assessment.
- Decisions about the appropriate assessment were made for each content area (e.g., reading, writing, math, social studies).
- A rationale for not selecting the MEAP/MME/district-wide assessment is provided, if applicable.
- A rationale for selecting the alternate assessment is provided, if applicable.
- The accommodations identified are based on need.
- The accommodations identified reflect the accommodations necessary for instruction and assessment in Supplementary Aids and Services (Section 5).
- If nonstandard accommodations and/or an alternate assessment are selected, the parent and student understand the consequences of this decision.
- All assessment and accommodation decisions are recorded in the IEP forms.

Section 7: Special Education Services and Programs

- Needs as described in the present level section (Section 2) were reviewed.
- The student's progress in the general education curriculum was considered when selecting services and programs.
- The goals identified in Section 4 were considered when selecting services and programs.
- Opportunities for instruction in the general education setting using supplementary aids and services, as well as curricular modifications and supports, were considered in determining services and programs.
- The need for a teacher endorsed in a particular disability category was based on the specific disability related needs as described in the present level section (Section 2).
- Each related service and program is identified with a name and the associated rule number.
- The specific time and frequency are identified for each service and program.
- Each goal identified in Section 4 was considered when determining the need for Extended School Year (ESY) services.
- Special transportation was considered.