

Annual IEP Compliance Checklist

Student name:

Teacher name:

IEP Components	Yes	No	N/A
1. Meeting			
→ Information complete and accurate including all dates (IEP, Eligibility, Psychological Evaluation, Consent for Evaluation and Initial Placement)			
2. Participants: Required participants mandated by IDEA include a special education teacher, a general education teacher, a local education agency (LEA) representative, an evaluator, and the parent [34 CFR 300.321(a)(1-6)]. When an IEP is improperly constituted, any resulting IEP may be declared null and void.			
→ Includes special education teacher, general education teacher, local education agency (LEA) representative, evaluator, parent, and related support as appropriate			
→ All required signatures present – <i>must</i> have general ed, special ed, LEA, and evaluator signatures			
→ Includes title, name, and attending status			
3. Progress: Must be reported just as often as is reported for non-disabled students. In preparation for an IEP team meeting, progress should be updated and must be accurately reported.			
4. Current Functioning: <u>MUST include but is not limited</u> to present levels of academic achievement and functional performance results of state and district assessments, impact of the disability on the involvement and progress in the general curriculum. [34 CFR 300.320 (a)(1)].			
This section describes the disability-related problems that interfere with the child’s achievement and performance so that measurable annual goals/objectives can be developed. This section builds the foundation for a free appropriate public education (FAPE).			
→ ***Reports most recent standardized test results <u>and</u> provides explanation as to the correlation to present levels of performance/current functioning			
→ Includes statement regarding strengths and weaknesses			
→ ***Includes statement regarding the student’s disability impacts the student’s involvement and progress in the general curriculum			
→ Includes parental concerns and the IEP teams’ response to the concerns			
→ Includes statement of performance in all deficit areas			
5. Eligibility: After the initial eligibility <u>ALL</u> areas of eligibility <u>MUST</u> be considered at least once every 3 years [34 C.F.R. § 300.303(b)]			
→ Answer is yes to ‘Eligible for Sp. Ed.’?			
→ Include eligibility notes only if this is an eligibility meeting			
→ Include re-determination discussion (next 4 lines of GV IEP) only if this is an eligibility re-determination meeting			
6. Exceptionalities			
→ Complete the data to state the student’s primary and secondary exceptionalities			
→ Enter primary eligibility category – designate as primary			
→ Enter all secondary eligibility categories			
→ For each exceptionality, <ul style="list-style-type: none"> • enter the # of hours per week total that the child receives this service • enter the entry date into this exceptionality in CCSD 			
7. Extended School Year (ESY): Each LEA must ensure that ESY services are available as necessary to provide FAPE. ESY services must be provided only if a child’s IEP team			

***= GaDOE finding

+++ = New component to Goalview

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<p>determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. The LEA shall not limit ESY services to a particular disability category or unilaterally limit the type, amount, or duration of those services [34 CFR 300.106(a)(1)-(3)]</p>			
→ ESY discussion –All 3 questions answered			
→ Rational for accepting or rejecting ESY			
→ ESY required – answer yes or no and provide a rationale for ESY decision			
→ State if transportation <i>for ESY</i> is required			
→ List services if student receives ESY			
→ If student requires ESY, flag ESY objectives in goals section			
<p>8. Special Considerations: All considerations should be made based upon current functioning.</p>			
→ Considers Behavioral needs			
→ Considers Limited English Proficiency, preferred language and interpreter required			
→ Considers Communication needs			
→ Considers Visual Impairment needs			
→ Considers Deaf/Hard of Hearing needs			
→ +++Considers Assistive Technology needs			
<p>***9. Transition Services: IEP transition services plan for post secondary outcome includes measurable goal(s) for education/training postsecondary outcome, for employment transition, transition services, activities both academic and functional, to facilitate movement to post secondary outcomes</p>			
→ Address if child is or will be 14 during this IEP period			
→ Projected Diploma stated			
→ Student informed of his/her rights			
→ Student input/transition interview			
→ Vocational Assessment(s)			
→ +++Student Preferences			
→ ***Post Secondary Measurable Goals <ul style="list-style-type: none"> • Required: Employment/Vocational • Required: Training/Education • As appropriate: Independent Living 			
→ ###Annual Transition Goals			
→ ###Transition Activities			
→ Person/Agency Involved addressed			
→ +++Date of Completion/ Achieved outcomes			
<p>10. Goals and Objectives: The goals/objectives <u>must</u> be written in measurable form and should describe what the student can be reasonably expected to accomplish within one school year. Goals/objectives must be specific, measurable, attainable, relevant, and time bound (SMART) and should address the needs described in the current functioning section of the IEP that will enable the child to progress in the grade level standards-based curriculum.</p> <p>IEP goals/objectives are written to address an individual student’s deficits in order to enable that student to make progress in/towards grade level standards. <u>All students are expected to be working toward grade level standards, so it is not necessary to list those standards in the IEP.</u></p>			
→ Based on Georgia Performance Standards (GPS)			
→ Are tied directly to Current Functioning			
→ States baseline performance			

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→ States mastery level			
→ States method of evaluation (if observation is selected you MUST include an additional method of evaluation)			
11. Supplemental Aides & Services: Decisions made related to supplemental aids and services, accommodations and/or modifications must be linked to current functioning. The team must be able to answer WHY the recommendation is required for the student to receive FAPE.			
→ List accommodations and/or modifications that are required based upon current functioning.			
→ ###Support for school personnel is addressed—Services are listed when the provision of FAPE to the student depends upon those services and the recommended services would not otherwise be provided [34 CFR 300.320(a)(4)]			
12. State and System-wide Testing Participation: Must address State and District assessment and include a discussion regarding the determination of accommodations recommended, and if appropriate, a discussion related to participation in GAA. If GAA is deemed appropriate, a discussion must be held regarding why the child cannot participate in the regular assessment.			
→ State focus of instruction			
→ Discussion documented regarding assessment participation			
→ ###Discussion documented regarding accommodations/modifications required for all applicable tests and subtests that will occur during the annual IEP period			
→ ***Statement <u>linked</u> to discussion stating why the student cannot participate in regular assessment(s)			
→ Student is not receiving standardized testing accommodations that are not being provided in the classroom setting.			
→ Georgia Alternative Assessment — Addressed for low incidence population			
13. Placement: IDEA presumes that students with disabilities are most appropriately educated with their non-disabled peers and that removal of students with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The IEP team MUST consider current functioning, current goals and objectives, long-range goals, access to the Georgia Performance Standards, and required accommodations when determining appropriate programming and services for a student with a disability.			
→ Check all applicable placement options considered—one being general education			
→ Include a thorough placement discussion <ul style="list-style-type: none"> ⇒ Do not state the name of a school ⇒ Include discussion for each subject matter or domain ⇒ Include reasons for rejecting options which are being rejected 			
→ ###An explanation of the extent, if any, to which the student will not participate with non-identified peers in the general education setting to include the classroom, non-academic activities, and extra-curricular activities [34 CFR 300.320(a)(5)]			
14. Program Summary			
→ State the subject or service			
→ State level (elementary, middle, high)			
→ Select start and end date for each subject or service			
→ State minutes			
→ State frequency			
→ State location			
→ If applicable, state Age 3-5 setting			

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Annual IEP Compliance Checklist

→ State service model			
→ State related service hours per week			
→ State 'yes' or 'no' regarding the provision of special education transportation and rationale ONLY IF the student is receiving special education transportation as a related service.			
15. Participation			
→ Completed all required data			
16. Meeting Notes			
→ Meeting minutes are included and address discussions that are not captured in applicable areas of the IEP. For example, ESY discussion would go in the ESY section of the IEP, not in the minutes. However, noting that the IEP team meeting was taped would be appropriately placed in the minutes section.			

I have completed the Records Review Compliance Checklist for _____'s current IEP. My signature indicates that the current IEP for _____ is compliant.

Case Manager's Signature: _____ Date ___/___/___

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