ADMINISTRATIVE PROCESS REVIEW DURING IEP MEETING

CHECK-IN AS MEETING BEGINS
☐ Parents received a copy of the Written IEP Notice of the Meeting.
☐ Parent received a copy of “Parental Right in Special Education) this year. (If unsure, provide a copy at the table.)
☐ Parent has a copy of the IEP draft.
☐ Parent attendance at IEP meeting (efforts to engage parents confirmed / documented).
☐ Required staff present at the beginning of the IEP meeting.
☐ Meeting location/date/time/participants consistent with notice (or notice is revised to reflect changes).
☐ Special requirements for meeting (i.e. parent accommodations) are in place.

IEP TEAM PROPOSED PLAN: DOCUMENT PROCESS REVIEW
☐ Introductions: All required members present, introductions and roles are shared with group.
☐ Parent provided copy of Draft IEP, Agenda noted in document to set structure.
☐ Triennial Review: Case Manager confirms if meeting serves as a triennial or not. If so, copies of previously generated forms are available and referenced as the process is briefly reviewed by the case manager.
☐ IEP Team participant signatures secured.
☐ IEP Considerations (Usually p. 3): Ensure student communication, assistive technology, behavior, LEP, vision impairment, hearing impairment, parent concerns and length of school day are addressed in detail.
   Helpful Hint: “No” or “This does not apply” should only appear next to considerations that do not apply to the student.
☐ Meeting Agenda (Usually p. 4): Case manager or someone they designate, checks off the agenda items as they are covered.
☐ Present Level of Performance (PLOP) (Usually p. 6): PLOP is written so that anyone (without a background in education) can understand each of the areas noted in the document.
   ☐ Strengths: Ensure student strengths/positive traits in regards to academic areas are included here.
      (Helpful Hint: Do NOT use “N/A”, “None”, or “No strengths noted”, etc.)
   ☐ Evaluation: Include most recent eligibility results in summary even if a Review of Existing Data. All information in this section should be relevant to the student at present in an effort to inform planning.
   ☐ Performance: Include current data to create a portrait of current achievement. Data should be written in understandable language for the parent. For example, if reporting scores, PLOP should indicate what a typical score range would be.
      (Helpful Hint: Not meant to be a running record, only include the most recent and relevant information.)
   ☐ Disability: The impact caused by the disability should be explicitly explained (Ex: Reading Comprehension, Math Fluency, Written Expression, Social Skills, etc.). Accommodations that are required should be clearly described here to include justification as to why the accommodation is required to be entered into the IEP.
☐ State Assessments: Check to ensure the State Assessments chosen cover the duration of the IEP. (Ex: IEP is held in March of 4th grade year, include 4th grade SOL tests as well as 5th grade SOL tests)
☐ Accommodations: Ensure accommodations are specific so that any person reading the list could implement
☐ Goals: Ensure each goal meets the SMART criteria (specific, measurable, attainable, realistic and timely). (Helpful Hint: Related services do not have isolated goals, rather they support a goal for an area of concern)
☐ Services: Check instructional setting for accuracy.
      (Helpful Hint: Location: should be assigned school.)
☐ Related Services: Required for the student to benefit from their special education program.
☐ Medicaid Permission: Case Manager requests the parent provide consent unless previously provided consent.
☐ Extended School Year: Required if student, without ESY, will not receive meaningful benefit of program in Fall.
☐ Placement Decision / Least Restrictive Environment: A detailed description / summary of how the child program will look, noting how the child will participate with non-disabled peers should be written here in understandable language.
☐ Transition Plan: Complete in is entirety if the student will turn 14 during the IEP.
☐ Document Completion: Case Manager reviews document for completion, completes Prior Written Notice, provides copies of all necessary documentation to the parent for consent.

Finalized: 7/24/15
Amended:
Reviewed: