

Special Education Compliance Procedures – Fall 2008 Quality IEPs

- Current IEP
- Notification of Meeting form, provided reasonable written notice & copy of procedural safeguards
 - time, location
 - purpose of meeting
 - list of persons invited by title & position (including all required for transition)
- If neither parent was in attendance, evidence & documentation of attempts to ensure participation is documented
- The concerns of the parent for enhancing the education of their child were considered in developing the IEP
- Parent agreed to an IEP team member's absence when that person's curriculum/related area was not being discussed
- Parent consented to excusal of an IEP team member when that person's curriculum/related area was not being discussed
- Appropriate team members were present at the IEP meeting
- Present levels of academic achievement and functional performance (also known as PLEP), including how the student's disability affects involvement in the general curriculum, as well as a statement of the remediation needed to achieve a passing score on the general and statewide assessment if applicable
- There is alignment among PLEP, annual goals and short term objectives or benchmarks and the services identified on the IEP
- The IEP team considered the strengths of the student; the academic development; the results of the initial evaluation or most recent evaluation; and the results of the student's performance on any state or district-wide assessment
- The IEP includes measurable goals, including academic and functional goals, and benchmarks designed to meet the student's needs that results from the disability to enable the child to be involved in the general curriculum and meet the student's other needs that results from the disability
- The IEP contains descriptions of how progress towards annual goals will be measured including how often parent will be regularly involved of their child's progress. Parents of student's with disabilities must be informed of progress at least as often as parents of non-disabled students
- The report of progress was provided as often as progress reported to the non-disabled population and progress toward annual goals and the extent to which that progress was sufficient to enable the student to achieve such goals by the end of the year was described
- The IEP has been reviewed at least annually and revised as appropriate to address: any lack of progress towards annual goals; any lack of progress in the general curriculum, if applicable; the results of the reevaluation; information about the student provided by the parent; and/or the student's anticipated needs
- The IEP team considered whether the student needs assistive technology devices and or services

- The IEP team considered, in the case of a student whose behavior impedes his or her learning, the use of positive behavior interventions and supports, and or the other strategies to address the behavior
- The IEP team considered the communication needs of the child, including for a student who is deaf/hard of hearing, consideration of the student's opportunity for direct communication with peers and professional personnel in the student's mode of communication and in the student's language and communication mode
- The IEP team considered, in the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP
- The IEP team considered, in the case of a student who is blind or visually impaired, that provision is made for instruction in Braille and/or use of Braille
- The IEP team considered, the communication and language needs for students who are deaf of hard-of-hearing
- The IEP contains a statement of program modifications and/or classroom accommodations including location, anticipated initiation, duration and frequency
- The IEP contains a statement of appropriate accommodations necessary to measure academic and functional performance on state or district-wide assessments
- Parent provided consent for student to receive instructional accommodations not permitted on statewide assessment and acknowledged the implication of such accommodations
- If the IEP team determined that the student would not participate in a particular state or district-wide assessment; the IEP contains a statement of why that assessment is not appropriate, why particular alternate assessment is appropriate, and shows notification to the parent of the implications of non-participation
- The IEP contains a statement of supplementary aids and services, including location, anticipated initiation, duration and frequency
- The IEP contains a statement of related services, including location, anticipated initiation, duration and frequency
- The student is provided access to the same physical education (PE) program as non-disabled peers. If the student needs specially designed PE, this is included on the IEP
- The IEP contains a statement of supports for school personnel if needed
- The IEP contains an explanation of the extent, if any, to which the student will not participate with non-disabled students in the general education class
- The IEP includes a statement of educational services, including location as well as initiation, duration, and frequency
- The student's general education teachers, ESE teachers, and related service providers were provided access and information regarding specific responsibilities for IEP implementation
- If the current IEP represents a change in placement/change of FAPE from the previous IEP, or the district refused to make a change that the parent requested, the parent received appropriate prior written notice