

Related Service IEP CHECKLIST

Student Profile	
	Summarizes Students strength and weaknesses
	Provide a statement to what the child needs in order to be successful in the educational environment
	Include the results of the most recent ETR for needs NOT addressed in IEP
	Include information from Progress Reports

Present Levels of Performance	
	Include current evaluation data <ul style="list-style-type: none"> Measurable baseline data should directly link to each goal. Data should be less than one year old and time referenced.
	Identify where the child is now so a clear picture is given as to what has to be learned next and what supports and services are needed to get there (summary of current daily academic/behavioral/functional performance)
	Describe strategies, accommodations and/or interventions that have been successful in assisting the child in making progress in the general curriculum.
	Reflect the priorities and concerns of the parent for the child's education (specific to the goal)
	Compare student to same age/grade/typical peers <ul style="list-style-type: none"> Describe what the student can and cannot do. Describe how the student is performing in relation to grade level standards.
	Provide a statement regarding how the disability affects the student's involvement and progress in the general curriculum. (if not in PLOP then state in Profile)

Measurable Goals	
	Goals based on the PLOP
	Each Goal and Objective contains 6 components <ul style="list-style-type: none"> Who Will do what- clearly defined observable behavior/skill Under what conditions- situation, setting, required material/given To what level- criteria to master the goal (percentage)to what degree- how many times does the student have to do it for it to be considered mastered (3 out of 4 opportunities, 3 consecutive sessions) In what length of time- By the end of the IEP How will progress be measured- observations, anecdotal records, checklists, etc.)
	At least one goal for each area of need

Specially Designed Instruction/Service Page	
	Specific Instruction-SDI <ul style="list-style-type: none"> Group size (individual, small group, etc) Skill/Content (articulation, fine motor, gross motor, etc) SDI/Methodology (therapeutic activities, modeling, corrective feedback, etc) Conditions/Delivery of Service (given verbal prompts, etc)
	Specify Service <ul style="list-style-type: none"> Who (title) When (dates) Amount of time –minutes-only the time the student is receiving the SDI Frequency- per month Location Which Goals being addressed If two goals then two boxes, one SDI for each goal
	Include Assistive Technology if needed in broad terms
	Accommodations/Modifications
	Support for School Personnel- Consultative Services listed here.