

IEP Checklist

Considerations by the IEP team that must be documented (but not necessarily on the IEP):

- € Strengths of the Child (KSA 72-987(d)(1))
- € Concerns of the Parents for enhancing the education of their child (KSA 72-987(d)(1))
- € Results of the Initial Evaluation or most recent Reevaluation (KSA 72-987(d)(2))
- € Academic, Developmental and Functional Needs of the Child (KSA 72-987(d)(3))
- € Behavioral Concerns (KSA 72-987(d)(4))
- € Limited English Proficiency (KSA 72-987(d)(5))
- € Braille (for children with disabilities) (KSA 72-987(d)(6))
- € Communication Needs of all Children with Exceptionalities (KSA 72-987(d)(7))
- € Communication Needs of Children who are Deaf/Hard of Hearing (for children with disabilities) (KSA 72-987(d)(7))
- € Assistive Technology (for children with disabilities) (KSA 72-987(d)(8))
- € Extended School Year (for children with disabilities) (KAR 91-40-3(e))
- € Notification to Kansas Rehabilitation Services (for children with disabilities) (KSA 75-53, 101)
- € Physical Education Needs (for children with disabilities) (KAR 91-40-3(c))
- € Placement Determined Annually (KAR 91-40-21(e))
- € Potential Harmful Effects (for children with disabilities) (KAR 91-40-21(g))

Content of IEP

- € Present Level of Academic Achievement and Functional Performance including how the child's exceptionality affects involvement and progress in the general education curriculum: (KSA 72-987(c)(1))
- € Measurable Annual Goal(s) (KSA 72-987(c)(2))
- € Short-Term Objectives/Benchmarks – only for children participating in Kansas Alternate Assessment (KAA) (for children with disabilities) (KSA 72-987(c)(1)(C))
- € How progress toward measurable annual goals will be measured (if goals are written correctly it will contain this information) (KSA 72-987(c)(3))
- € When progress reports will be provided to parents (KSA 72-987(c)(3))
- € Which State and District Assessments the student will participate in for each content area (for children with disabilities only)
 - Accommodations that are necessary on State and District-Wide Assessments (KSA 72-987(c)(6)(A))
 - If the child participates in the KAMM, KAA or not assessed: (KSA 72-987(c)(6)(B))
 - Which assessment the child will participate in
 - Why the child cannot participate in the regular assessment and
 - Why the particular assessment selected is appropriate for the child
- € Measurable Postsecondary Goals (for children with disabilities age 14+) addressing education/training, employment and where appropriate independent living (KSA 72-987(c)(8)(A))
- € Courses of Study (for children with disabilities age 14+) (KSA 72-987(c)(8)(B))

- € Age 16 Transition Services (for children with disabilities age 16+) (KSA 72-987(c)(8)(C))
- € Transfer of Rights at Age of Majority (KSA 72-987(c)(9))
- € Statement of Special Education, Related Services, Supplementary Aids and Services, Program Modifications and Supports for School Personnel (KSA 72-987(c)(4))
- € Projected date for beginning of each of the services (KSA 72-987(c)(7))
- € Frequency/Location/Duration of each of the services (KSA 72-987(c)(7))
- € Explanation of the extent the child will not participate with non-exceptional children in the regular class (KSA 72-987(c)(5))
- € Gifted children shall be permitted to test out, or work at an individual rate, and receive credit for required or prerequisite courses, or both, at all grade levels, if so specified in the child's IEP. (KAR 91-40-3(g))