



INDIVIDUALIZED
EDUCATION
PROGRAM
(IEP)
CHECKLIST

This checklist is designed to assist parents, guardians and students in their understanding of the rights of students with disabilities to receive special educational services in the public school system. This checklist is not intended as a comprehensive overview of education law or of special education law. It is not intended to constitute legal advice. Legal issues need to be addressed on a case-by-case basis. For legal advice regarding these matters, you should contact an attorney. The Wyoming State Bar Association operates a lawyer referral service; please contact the Wyoming State Bar office at (307) 632-9061 for more details.

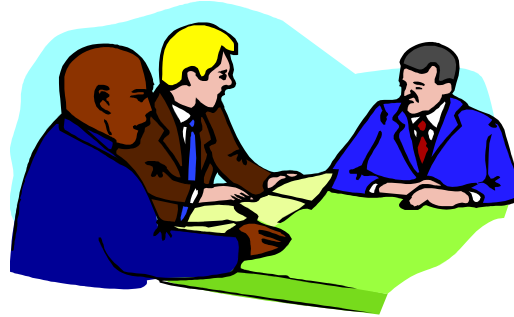
IEP Team Members include:

REQUIRED (during entire meeting, unless parents agree in writing before the meeting)

- Parent(s) or guardian(s) of the student
- Student, if appropriate
- Special education teacher(s)
- Regular education teacher(s)
- School district administrator

OPTIONAL

- Family members/friends
- Peers/Advocates
- Specialists



Pre-Meeting Considerations

- School district and parents agreed on a mutually convenient time, place and purpose for the IEP meeting
- Parents received a written notice of the IEP meeting
- Written notice correctly showed date, time, purpose and attendees of the meeting
- Parents received a printed copy of rights under IDEA 2004

- School district explained these rights in a way the parents can understand
- School district gave parents a list of organizations that advocate for students and their parents

Eligibility

School District Request

- Parents received written notice from school district to evaluate student for special education

Parental Request

- Parents sent a written, signed request for evaluation for special education eligibility to the school district's special education director

Process after Request

- School district conducted all appropriate evaluations within 60 calendar days after written request

- School district scheduled an IEP Team meeting to determine student's eligibility within 60 calendar days after written request
- IEP Team determined eligibility at the meeting
- If parents disagreed with any evaluation by the school district, parents were informed of right to request an Independent Educational Evaluation (IEE)

Qualifying Disability

- IEP Team determines services based on student's needs, regardless of whether the student qualifies under a particular disability category, as long as the student has at least one qualifying disability.

Present Levels of Performance

- Student portrayed in positive way
- Reflect parental concerns

- Address student's strengths and weaknesses
- Consider the most recent evaluations
- Consider state and district assessments

Annual Goals

- Are measurable; clear about how, what and when
- Are attainable within one school year
- Include measurable academic and functional goals to address each of the student's identified needs
- Provide for positive behavioral supports, if necessary
- Contain measurable understandable benchmarks (or short-term objectives), which are required for students taking alternative assessments
- Address transition planning, if applicable

Accommodations, Modifications and Related Services

- Assist student in gaining access to the general curriculum in the regular classroom, to the maximum extent possible
- Include interaction with students with and without disabilities to the greatest extent possible
- Help student participate with other peers with or without disabilities
- Assist student in meeting state standards to be able to graduate with a regular diploma
- Placement is in the Least Restrictive Environment (LRE), based upon the IEP Team's full consideration of options



Special Factors (as needed)

Assistive Technology

Limited English Proficiency

Transition from School to Work

- Planning starts prior to the IEP of the student's 16th birthday
- School district invited the appropriate agencies, such as Division of Vocational Rehabilitation and Independent Living, to attend the IEP/Transition meeting

Extended School Year (ESY) Services

- The student may need ESY services based on the following criteria: (1) in the past, the student has regressed during breaks from school, or (2) the parents have seen the student regress at home and in the community, or (3) a doctor or other professional believes the student will regress

Behavior

- School district gave parents a written notification with the specific alleged violations of the code of student conduct
- Student was removed from the IEP educational setting for more than 10 days
- On the 11th day of the student's removal from the IEP educational placement, the school district called an IEP meeting to develop a Behavior Intervention Plan (BIP) specifically adapted to the student
- If the school district seeks a long-term suspension or expulsion, the parents received a written notice of the decision on the same day the decision was made

Additional Considerations

- Parents were treated as full participants in the student's IEP meeting



- All decisions were made by the IEP Team during the IEP meeting
- The IEP provides student with a free education. In other words, parents are not expected to use private insurance to provide any resources or materials if doing so would (1) cost the parents any deductible payment, or (2) increase an insurance premium, or (3) reduce a lifetime insurance benefit
- Parents were able to record the IEP meeting electronically
- The written IEP completely and accurately reflects every decision made by the IEP Team during the meeting
- Parents were given a full, fair, and adequate opportunity to review the final print copy of the IEP before it was implemented
- Review of the IEP is conducted at least annually

Who can I contact for more assistance?

Protection & Advocacy System, Inc. (P&A)
1-800-624-7648
<http://www.wypanda.com>

Wyoming Institute for Disabilities (WIND)
1-888-989-9463
<http://uwo.edu/wind>

Wyoming Department of Education (WDE)
1-307-777-7690
<http://www.k12.wy.us>

UPLIFT
1-888-875-4383
<http://www.upliftwy.org>

Governor's Planning Council on Developmental Disabilities (GPCDD)
1-800-438-5791
<http://ddcouncil.state.wy.us>

The Parent Information Center (PIC)
1-800-660-9742
<http://www.wpic.org>

U. S. Department of Education
<http://www.ed.gov>

- Office for Civil Rights (OCR)
(303) 844-5695 or 1-800-421-3481
<http://www.ed.gov/about/offices/list/ocr/index.html>
- Family Policy Compliance Office for Family Educational Rights and Privacy Act (FERPA)
1-202-260-3887
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/parents.html>

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