

	<p>RIVER BEND EDUCATION DISTRICT</p> <p>1315 S Broadway Street New Ulm, MN 56073 ph(507) 359-8700 fax (507) 359-1161</p>
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After IEP Checklist

<p><i>All must be complete 14 days after the meeting</i></p>	
	<p>Email service providers and notify them they must have information in the IEP by _____ (one week after meeting)</p>
	<p>Find envelope and have student write parent's name and address</p>
	<p>Update Team Members section on page 1</p>
	<p>Double check page 1 is complete</p>
	<p>Write PLAAFPS (see PLAAFPS template)</p>
	<p>Write Goals and Objectives Goal Bank on River Bend website <i>The student will increase his/her _____ from _____ to _____.</i></p>
	<p>Create a way for you to track for date for each goal</p>
<p>TRANSITION PAGES <i>Address during 9th grade or after a transition evaluation is done (whichever is first)</i></p>	
	<p>Post-Secondary goals have “will”, part-time/full-time, and no “or”, “wants to”, “hopes to” or “plans to” <i>John will attend college part-time to pursue a degree in business.</i></p>
	<p>C Course of Study - Includes all prior years that count for credit (must reflect what was actually taken) and any years that will be covered in this IEP (so the next school year) - Must include ALL course names (not “electives”). Courses should be directed toward the post-secondary goals</p>
	<p>T Transitions Services - You must have something - Avoid putting other agencies (if they don’t continue with the services you have to have an IEP meeting)</p>

	<p>T Transfer of Rights</p> <ul style="list-style-type: none"> - If transition eval has been completed, be sure there is a date entered and box is checked.
<p>SERVICE PAGE See MA training packet for examples</p>	
	<p>Service Grid (Do not enter start date at this time)</p> <ul style="list-style-type: none"> - Select the service and a “specification” - Be sure the location is “General Education”, “Special Education”, “Home”, or “Community Setting” - Be sure to complete “Frequency”, “Indirect and Direct Minutes”, and “Duration” - If third party billing is happening please see MA training materials - Enter your provider number (if you don’t know, click the blue hyperlink)
	<p>Membership in Preschool Placement – check form (This is if the student is in a general education early childhood setting. Only list the days that were decided by the IEP team as necessary for FAPE)</p>
	<p>Child Specific Paraprofessional Support</p> <ul style="list-style-type: none"> • If para support is needed for SAFETY, mark yes and put in the box what the para will do. Be very explicit about directives as to what the paraprofessionals tasks are that are necessary and “when” (what types of tasks). See River Bend Website for Paras • If para support is provided and services are billable through third party billing, mark yes and <ul style="list-style-type: none"> • List on the Child Specific grid “Personal Care Assistant” • Use pull downs in the box to include: <ul style="list-style-type: none"> • Who supervises and who is the responsible party • Disability/needs of the student • Para duties • There are examples in your MA training packets • If para support is needed we no longer put this in the modification and support section. Service go on the service page only.
	<p>Assistive Technology (Be sure to check)</p> <ul style="list-style-type: none"> - If yes – specify
	<p>Special Transportation</p> <ul style="list-style-type: none"> - Complete the form if your district uses a form. Make sure the bus driver is aware of needs about the student - Check YES on the IEP if <ul style="list-style-type: none"> - A special route to and from school - ECSE put it on the IEP that the student needs services to access ECSE services. Also state if additional adaptations are needed and what is needed in kindergarten. <ul style="list-style-type: none"> - An adapted vehicle (lift, seat belt, safety vest) - Special Staff (due to behavior, medical, vulnerable, etc) - If yes - list <u>WHAT</u> is special and <u>WHY</u>
	<p>If the student receives special transportation or discontinues special transportation, make sure to let your</p> <ul style="list-style-type: none"> - MARSS person know as well as the bus services
	<p>Interpreter (Be sure to check)</p>

	<p>Extended School Year (Be sure to check)</p> <ul style="list-style-type: none"> - If Yes – list services - If More Data Needed you must revise by summer (avoid this box)
	<p>LRE</p> <ul style="list-style-type: none"> - WHAT is the student missing? - WHY does the child need a SPECIAL ED setting?
	<p>Altered School Day</p> <ul style="list-style-type: none"> • If yes, check the box and list: <ul style="list-style-type: none"> • What the student will miss • Why the student needs an altered day • What the plan is to increase the student day <p><i>Note: Altering the school day is a BIG deal. This should be a last resort. Multiple strategies should be tried prior, and this should be a short-term plan.</i></p>
<p>ACCOMMODATIONS AND MODIFICATIONS</p>	
	<p>Program Modifications</p> <ul style="list-style-type: none"> • If a para is needed to help provide supports, state “Adult support is needed to....” Be explicit with what the para does, but do not write “para” - which ties you into a para.
	<p>Program Supports (Recommend using the pull down)</p> <ul style="list-style-type: none"> • Add and remove as needed
<p>Check reasonableness of accommodations. 10-15 is a LOT if you are a classroom teacher. We think most students should have their needs met with 3-5.</p>	
<p>ASSESSMENT PAGES</p>	
	<p>Complete Page 1</p>
	<p>Complete Page 2</p>
<p>BEHAVIOR PLAN</p>	
	<p>Complete behavior plan</p>
<p>Finalize (if using a SpEd Forms version) Upload into History if a Word version</p>	
<p>Finish IEP</p>	
	<p>Email all service providers to tell them the IEP is going home (2 days notice).</p>
	<p>Verify IEP is complete other than the start date</p>

ECSE: Mark calendar for 6 months - to do progress report
Prior Written Notice
1 - District Proposes: Put specific changes that were made in the IEP or specific items written into the IEP.
2 - Reason the District Proposes: Give reasons for why you did what you did in question 1
3 - Each Eval, Test...: What were the sources of data you used to make your decision
4 - Other Options: Give at least one specific thing discussed and why it was eliminated. <i>The team considered _____, but decided not to do this because _____.</i>
5 - Other Factors: None is ok. Or list unique factors for this student.
Date the Prior Written Notice
Finalizing IEP
Enter start date: 14 days after Prior Written Notice (even if this falls on a summer day)
Final review of IEP to make sure all got complete. If not - email service provider and CC Sarah
Click Validate - Fix any errors - and click FINALIZE
Print IEP <ul style="list-style-type: none"> - 1 copy for each parent/guardian • 1 copy for the classification file • 1 copy for the general ed cum file
Print IEP Snapshot for each teacher & the para file
Print two copies of Prior Written Notice (file one Prior Written Notice in the file)
Send one IEP, one Prior Written Notice, and 2 signatures pages home with a note to please return the signature page
Mark Calendar for 14 days to contact parent if the signature is not returned
If the signature is not returned, contact the parent and remind them to return the form.

	<p>When signature is returned or 14 days have lapsed</p> <ul style="list-style-type: none">• Distribute IEP Snapshot• Place IEP Snapshot page in file for paras.• Email service providers IEP was signed or that 14 days had lapsed• Remember we have moved to paperless so there will no longer be a file in the office. Make sure you have uploaded your signed documents into history
	<p>Notify MARSS person if there are any changes in federal setting or disability OR if your district requires for ALL students.</p>
	<p>CONGRATS - throw out this checklist</p>