

Individuals with Disabilities Education Improvement Act—IDEIA 2004

Individualized Education Program (IEP) Worksheet

This work sheet is provided by the Disability Law Center (DLC) to help students with disabilities and their parents (or guardians) as you develop an Individualized Education Program (IEP). This worksheet provides information only and is not intended to be legal advice.

The DLC suggests you review this worksheet before attending your student's Individual Education Program meeting. Then, take the form with you and use it as a guide as the IEP Team develops the IEP. Also, update the worksheet with any revisions of the IEP.

Notice of meeting

It is the responsibility of each Local Education Agency (LEA) to conduct meetings to develop, review and revise the IEP of a student with a disability, ages 3 through 21. A meeting to develop an IEP for an eligible student must be conducted within thirty (30) calendar days after the determination that a student needs special education *and* related services.

Did you receive notice of the IEP team meeting that indicates the purpose, time and location of the meeting and who will attend?

Yes	Date:
	Time:
No	Purpose

Who is on the IEP team?

a. Required team members

Parent or parents of the student	
LEA representative	
General education teacher	
Special education	
Person who can interpret the instructional implications of evaluation results	

b. Additional IEP team members

Other people who have knowledge or special expertise regarding the student	
The student with a disability (when appropriate)	
Representative of agencies likely to be responsible for providing transition services (when appropriate)	
Others	

Note: If a purpose of the IEP team is to consider postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the LEA must invite the student with a disability to attend the student’s IEP meeting.

Do all these people need to be at every IEP meeting?

A required member of the IEP team is not required to attend a particular IEP meeting if the parent and the LEA agree, in writing, that the attendance of the member is not necessary because the member’s area of the curriculum or related services is not being modified or discussed at this meeting.

Did the parent and the LEA agree *in writing* that the attendance of any individual team member(s) is not required?

IEP team member	Yes / No
IEP team member	Yes / No

Can IEP team members be excused from attending an IEP meeting?

A required member of the IEP meeting may be excused from attending an IEP meeting when the meeting does involve a modification or discussion of the member's area of the curriculum or related services if

- the parent, in writing, and the LEA consent to the excusal; and
- the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

IEP team member	Parent and LEA consented to the excusal		Submitted written input prior to the meeting	
	Yes	No	Yes	No
1.	Yes	No	Yes	No
2.	Yes	No	Yes	No
3.	Yes	No	Yes	No

What is on your student's IEP?

The IEP includes:

1. A statement of your student's present level of academic achievement and functional performance	Yes	No
2. A statement of measurable annual goals, including academic and functional goals	Yes	No
3. Benchmarks and short-term objectives (for students who take alternate assessments)	Yes	No
4. A description of how the student's progress will be measured and when the progress reports will be provided to the parents	Yes	No
5. A statement of the special education and related services to be provided to the student	Yes	No
6. An explanation of the extent, if any, to which the student will not participate with the non-disabled students in the regular education environment	Yes	No
7. Accommodations needed for participation in the state and district wide assessments (if the student can participate)	Yes	No
8. A statement of why the student cannot participate in the regular assessments and the particular alternate assessment selected	Yes	No
9. The projected date for the beginning of the services and modifications, the anticipated frequency, location and duration	Yes	No
10. A statement of school to post-school transition services	Yes	No

Note: If changes are made to the student's IEP through the amendment process, the LEA must ensure that the student's IEP team is informed of those changes.

Is there anything missing?

Have you asked for any supports or services for your student during the IEP meeting and the team denied your request?

- Yes
- No

(Summarize your request and the IEP team's response) _____

For more information:

If you have questions about this information, you may contact the Disability Law Center (DLC). We envision a just society where all people are treated with equity, dignity and respect. DLC materials are available in alternative formats including audio tape, large print, Braille and Spanish. Our services are offered statewide and are free of charge.

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