

Kansas' IEP Checklist
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Kansas' Requirements for Written IEPs:

- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
 - Baseline data
 - Description of impact of the exceptionality
 - Current academic achievement and functional performance

- Measurable Annual Goals
 - Conditions
 - Behavior
 - Criteria
 - Plan for Measuring Progress

- Frequency of progress reporting to parents

- District and State Assessment participation (only for students with disabilities)

- State Assessment information for each assessed content area
 - Assessment type (general, KAMM, KAA, no assessment) to be used
 - Accommodations provided

- Secondary Transition, starting at age 14 (only for students with disabilities)
 - Measurable Goals (formed from taking a transition assessment)
 - Needed education/training
 - Potential employment
 - Independent living skills
 - Tentative course plan to meet stated goals

- Transition services plan (should entail inter-agency collaboration/participation in IEP) for students 16 and older (only for students with disabilities)

- Notice of transfer of rights at age 18, starting at age 17

- Description of special education and related services
 - Start date of services
 - Description of frequency, location, and duration of these services

- Description of supplemental aids and services (if needed)

- Description of program modifications (if needed)

- Description of supports for school personnel (if needed)

- Description of the extent to which the student will participate with non-exceptional children in the regular classroom

- Least Restrictive Environment (LRE)

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- Required team member's participation and signature agreement
 - Parent(s)
 - General education teacher(s) if the child participates in regular education
 - Special education teacher(s)
 - Qualified LEA representative
 - Individual to interpret evaluation results
 - Student (when appropriate)
 - Others (when appropriate)

Kansas' Exceptionality Specific Requirements for Written IEPs:

Gifted only:

- Description if the student will be engaged in acceleration activities or allowed to participate in individual study for course credit

If the student is isn't participating in the general assessment:

- State which assessment type (KAA, KAMM, or not assessed) will be used
- Explain why the student cannot take the general assessment
- Explain why the given assessment type is appropriate

If the student is taking the KAA only:

- Short Term Objectives/Benchmarks (if assessed using the KAAs)

Kansas' Items Required for IEP Team Consideration:

(Not Required to be Included in the Written IEP)

<input type="checkbox"/> Student Strengths	<input type="checkbox"/> Evaluation or Reevaluation Results	<input type="checkbox"/> Behavioral Concerns	<input type="checkbox"/> Braille Needs (only for students with a disability)
<input type="checkbox"/> Parental Concerns with Child's Education	<input type="checkbox"/> Student Needs (Academic, Developmental, Functional)	<input type="checkbox"/> Limited English Proficiency	<input type="checkbox"/> Communication Needs for all Exceptional Children
<input type="checkbox"/> Assistive Technology (only for students with a disability)	<input type="checkbox"/> Extended School Year (only for students with a disability)	<input type="checkbox"/> Notification to Kansas Rehab Services (only for students with a disability)	<input type="checkbox"/> Communication Needs for Deaf/HH Students
<input type="checkbox"/> Physical Education Needs (only for students with a disability)	<input type="checkbox"/> Appropriate Placement	<input type="checkbox"/> Potential Harmful Effects (only for students with a disability)	