

English Learners

Annotated IEP Companion Checklist



A Guide for English Language Development Specialists

The purpose of this document is to support the participation, development, and implementation of an Individualized Education Program (IEP). Each section provides questions to help guide discussion. Utilize the IEP Planning Notes column to support your planning and participation for an upcoming IEP meeting.



Sections	Content	IEP Planning Notes
<p>Student Demographics and Team Meeting Information IEP Reference Page Number(s) 1-4 Annotated IEP Reference Page Number(s) 8-16</p>	<ul style="list-style-type: none"> ✓ English Language Development (ELD)/Bilingual Specialist present as a member of the IEP team ✓ Primary language(s) spoken in the home ✓ Primary language spoken by the student most often at home? With friends? With neighbors? ✓ Is an interpreter needed for the IEP meeting? Language needed? ✓ Has the family had a chance to contribute a narrative that captures history and expressed concerns for enhancing the education of the student (cultural responsiveness)? 	
<p>SECTION I Special Considerations the IEP Team Must Consider Before Developing the IEP IEP Reference Page Number(s) 4 Annotated IEP Reference Page Number(s) 17-23</p>	<p>In addition to the check box Yes/No for “Does the student have limited English proficiency?” the following questions and data should be considered:</p> <ul style="list-style-type: none"> ✓ Primary language(s) spoken in the home ✓ Primary language spoken by the student most often at home? With friends? With neighbors? ✓ Student's L1* abilities: Oral – Speaking and Listening vs. Literacy – Reading and Writing in first language development? ✓ How will the team assess the student’s progress in the general education curriculum? ✓ Does the assessment information use a variety of methods and environments? ✓ How will services be coordinated (i.e., special education and ELD)? ✓ Mode of communication/resources to be used by parents or family members for inclusion ✓ Input received and included from the family-parent interview intake-Home Language Survey (HLS) ✓ Document additional family/guardian input, including what has been documented on the HLS ✓ Educational experience and documentation. Is this a student with limited or interrupted formal education? 	

* L1 refers to the student's native language and L2 refers to the student's second language (English).

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<p>SECTION II Present Levels of Academic Achievement and Functional Performance</p> <p>IEP Reference Page Number(s) 5-6</p> <p>Annotated IEP Reference Page Number(s) 24-27</p>	<ul style="list-style-type: none"> ✓ Functional performance, if relevant, considered within the student's and family's cultural context: Activities of daily living, social-emotional, behavioral ✓ Strengths ✓ Current academic data, instructional accommodations including language supports, and interventions included and summarized ✓ Description of the student's Language Instruction Educational Programming (LIEP) ✓ Current Level of English Proficiency broken down into domains (i.e., listening, speaking, reading, writing) ✓ Data included that addresses how the student's disability affects involvement and progress in the general education curriculum ✓ Language Proficiency Level/Composite Score ✓ Input received and included from the family-parent interview intake-Home Language Survey (HLS) ✓ L1* data demonstrating disability vs. language/cultural difference ✓ L1 and L2* data compared with true peers (similar language, grade band, years of acquisition, educational background) from results of ongoing progress monitoring ✓ Is the information and language used in this section explained in a way that is culturally responsive? ✓ Do progress monitoring activities measure progress toward the mastery of English? ✓ Does the instructional plan incorporate a variety of instructional strategies? ✓ Has the team consistently considered the linguistic, social, and cultural aspects that may impact the student's behavior, content learning and second language acquisition process? 	

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<p>Section III Transition Services that are culturally and linguistically responsive</p> <p>IEP Reference Page Number(s) 5-6 Annotated IEP Reference Page Number(s) 28-33</p>	<ul style="list-style-type: none"> ✓ Student goals with family/community inclusion/ consideration ✓ What organizations are involved, or could be involved, in this transition to assist (PA Dept Migrant Education, Sponsor provided by the DOHHS, Refugee Support Services, etc.)? ✓ Activities considered that are culturally and/or linguistically relevant for educational, employment, community, sustainable living goals 	
<p>Section IV Participation in State and Local Assessments: The assessment(s) the student will be taking are appropriately listed and accommodations are allowable, including local assessments</p> <p>IEP Reference Page Number(s) 7-10 Annotated IEP Reference Page Number(s) 34-42</p>	<ul style="list-style-type: none"> ✓ General Accommodation Examples: https://nces.ed.gov/nationsreportcard/about/accom_table.aspx ✓ PSSA/Keystone Exam: https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/TestingInformation.aspx ✓ ACCESS and MODEL: https://wida.wisc.edu/sites/default/files/resource/Accessibility-Accommodations-Manual.pdf ✓ Alternate ACCESS: https://wida.wisc.edu/sites/default/files/resource/Alt-ACCESS-Accommodations-Checklist.pdf ✓ PASA: https://www.education.pa.gov/Documents/K-12/Special%20Education/Assessment/PASA%20Eligibility%20Criteria.pdf 	

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<p>Section V Language Goals and Objectives IEP Reference Page Number(s) 12 Annotated IEP Reference Page Number(s) 43-46</p>	<ul style="list-style-type: none"> ✓ Measurable ✓ Aligned directly to baseline data ✓ Aligned with information in the evaluation report ✓ Consideration of documented conferences with student, family, and supporting agency ✓ When and how will progress towards IEP goals be provided? ✓ Enhancement of the English proficiency ✓ Annual Goals and short-term objectives that are relevant to the level of English proficiency providing explicit language skills, functions, structures, academic vocabulary, and scaffolds ✓ Do the goals delineate in which language they will be addressed and who will be responsible for measuring the outcomes? ✓ Is the setting that the language is being measured in defined? ✓ Is the type of language that is being measured defined? 	
<p>Section VI Special Education/Related Services/Supplementary Aids and Services/Program Modifications IEP Reference Page Number(s) 13-14 Annotated IEP Reference Page Number(s) 47-57</p>	<ul style="list-style-type: none"> ✓ Supports for school personnel – Cultural and linguistic considerations ✓ Cultural and linguistic responsive Considerations applied to all related services including the English language Development serves and program ✓ Have all factors for Extended School Year (ESY) eligibility been considered? If eligible, are the details of ESY service provided? (e.g., Participate in ESY is not required; Families are not responsible for payment of ESY services/programming) ✓ Have Specially Designed Instruction (SDI) and ESY been explained using information and language that is culturally responsive and accessible to families? Have the families been permitted the resources, time, and environment in order to convey their questions and concerns? 	

Sections	Content	IEP Planning Notes
<p>Section VII Educational Placement</p> <p>IEP Reference [or Inset] Page Number(s) 14-17</p> <p>Annotated IEP Reference Page Number(s) 58-65</p>	<ul style="list-style-type: none"> ✓ Have the four questions in section A, "Questions for the IEP Team," been reviewed and discussed? ✓ Does the amount and type of special education support listed match question #7 on the Notice of Recommended Placement/Prior Written Notice (NOREP/PWN) form? Note: The IEP is developed first. The NOREP/PWN is developed after the IEP. ✓ Is the location of where the IEP will be implemented included? ✓ Did you calculate "Amount of Special Education" based upon the percentage of time the student receives services from special education professionals (i.e., support from paraprofessionals and PCAs does not count) in a typical school day, regardless of setting? 	
<p>Section VIII: Penn Data Reporting</p> <p>IEP Reference Page Number(s) 18</p> <p>Annotated IEP Reference Page Number(s) 66-68</p>	<ul style="list-style-type: none"> ✓ Has PennData reporting been explained clearly, removing educational jargon, so all in attendance understand? ✓ Do the PennData calculations include all times the student spends in the regular education environment, including community-based instruction? 	

Commonwealth of Pennsylvania

Josh Shapiro, Governor

