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| <p>8. For age 14-20 and younger, if appropriate...if purpose of meeting is consideration of the post secondary goals and needed transition services, that focuses on the student' course of study and updated annually notice of meeting must indicate:<br/> A. The purpose of the meeting is to consider post secondary goals and transition services.<br/> <b>MUSER VI.2.A</b></p>   | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>B. Agency must invite the student at age 14-20 and younger, if appropriate <b>MUSER VI.2.C.(3)(c)</b></p>   | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>C. With parental written consent, identify any other agency that will be invited to send a representative<br/> <b>MUSER VI.2.C.(3)(e)</b></p>   | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>9. Copy of IEP provided to parents within 21 school days of the IEP meeting. <b>MUSER IV.2.H.(6) &amp; IX.3.G</b></p>   | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>10. Written notice if school unit proposes or refuses to initiate or change identification, evaluation, <u>educational program</u>, placement,... <b>Appendix 1 34 CRF 300.503</b></p>  | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>11. Required members present at I.E.P. Team meeting.— regular education teacher, special education teacher, representative of school unit..., the student's caseworker if known... <b>MUSER VI.2.B</b></p>  | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>12. A member of the IEP Team may be excused from attending an IEP meeting in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services if the parent in writing and SAU consent to the excusal and the member submits in writing to the parent and the IEP Team, input into the development of the IEP <b>prior</b> to the meeting.<br/> <b>MUSER VI.2.F</b></p> | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>13. If the agency is unable to convince the parents that they should attend, the agency must keep a record of its attempts to arrange a mutually agreed upon time an place. <b>MUSER VI.2.H &amp; VI.2.H.(4)</b></p>  | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>● <b>EVALUATIONS</b></p>  |                       |  |  |  |  |  |  |  |  |  |
| <p>14. Each school unit shall obtain informed parental consent prior to conducting any reevaluation... If members of IEP Team determine that no additional data are needed, The school administrative unit shall notify the parents...<b>MUSER V.3.D &amp; V.3.E</b></p>   | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |



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| <p>I. Consider whether the child needs assistive technology devices and services <b>MUSER IX.3.C.(2)(e)</b></p>  | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>● <b>INDIVIDUALIZED EDUCATION PROGRAM</b></p>   |                       |  |  |  |  |  |  |  |  |  |
| <p>20. A statement of the child's present levels of academic achievement and functional performance including how the disability affects the child's involvement and progress in the general curriculum. <b>MUSER IX.3.A.(1)(a)(i)</b></p>   | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>21. A statement of measurable annual goals including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum... and meet the child's other educational needs that result from the disability <b>MUSER IX(3)(A)(1)(b)</b></p> | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>22. A description of how the child's progress toward meeting goals will be measured. <b>MUSER IX.3.A.(1)(c)</b></p>   | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>23. For children with disabilities who take an alternate assessment aligned to alternate achievement standards, a description of benchmarks or short-term objectives <b>MUSER IX.3.A.(1)(a)(iii)</b></p>  | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>24. A description of when periodic reports on the progress the child is making toward meeting the annual goal will be provided to the parent such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards. <b>MUSER IX(3)(A)(1)(c)</b></p>  | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>25. A statement of the special education and related services based on peer reviewed research to the extent practicable.... <b>MUSER IX.3.A.(1)(d)</b></p>  | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>A. The projected date for the beginning of the services and the anticipated f <b>MUSER IX.3.A.(1)(g)</b></p>  | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>26. A statement of supplementary aids and services and modifications based on peer reviewed research to the extent practicable, to be provided to the child or on behalf of the child, <b>MUSER IX.3.A.(1)(d)</b></p>   | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>A. The projected date for the beginning of the supplemental aids and services and modifications the frequency, location and duration of those modifications. <b>MUSER IX.3.A.(1)(g)</b></p>   | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>27. An <u>explanation</u> of the extent, if any, to which the student will not participate with non-disabled student in the regular class and in extracurricular and other non-academic activities <b>MUSER IX.3.A.(1)(e)</b></p>   | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>28. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district wide assessments. <b>MUSER IX.3. A.(1)(f)(i)</b></p>  | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |

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| <p>A. If the I.E.P Team determines the student shall take an alternate assessment on a particular State or district wide assessment of student achievement, a statement of why the child cannot participate in the regular assessment (MEA or district-wide assessment) and why the particular alternate assessment selected is appropriate for the child.<br/><b>MUSER IX.3.A.(1)(f)(iii)</b> p.84,85</p>  | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>29. A. For each student beginning no later than the IEP to be in effect when the child turns 14 and updated annually thereafter..., Appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. <b>MUSER IX.3.A.(1)(h)(i)</b></p> <p>A. 14-15 Year Old Students</p> <p>B. 16-20 Year Old Students</p>              | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>C. If post secondary goals and transition services were discussed and student did not attend IEP meeting, steps taken to ensure the student's preferences and interests were considered <b>MUSER VI .2.C.(3)(d)</b></p>  | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>D. The IEP must include the transition services (including courses of study) needed to assist the child in reaching those goals. (Transition services include: Instruction, Related Services, Community Experiences, the development of employment and other post-school adult living objectives and if appropriate, acquisition of daily living skills and provision of functional vocational evaluation.)<br/><b>MUSER IX.3.A.(1)(h)(ii)</b></p> | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |
| <p>30. ..beginning not later than one year before the child reaches the age of 18 (age of majority), the IEP must include a statement that the child has been informed of the child's rights under Part B of IDEA, if any, that will transfer to the child on reaching 18 years of age.<br/><b>MUSER IX.3.A.(1)(h)(iii)</b></p>   | <p>Y<br/>N<br/>NA</p> |  |  |  |  |  |  |  |  |  |