

Assessment → Needs → Goals → Services

SEIS Documents Checklist (* denotes compliance item)

Assessment Plan (AP) – Triennials Only

- Check possible areas of assessment (with input from Psychologist/Service Providers)- send to parent at least 60 days prior to triennial due date- best practice 75-90 days
- *Record date signed form is received - enter date in SEIS on AP
- Schedule assessment with student
- *Hold meeting within 60 calendar days of receiving signed AP
- At least ten days before IEP send home assessment reports

Psychologist and/or Case Manager should ensure The AP is completed depending on what assessments are needed.

Meeting Notice

- *Check boxes for meeting purpose(s) - if student is 15+, check 'Transition'
- List all possible participants - *if EL, include interpreter
- Notify DIS service providers
- Send home at least 2 weeks prior to meeting date
- *Procedural Safeguards can be sent home with Meeting Notice (document in notes)

Info/Eligibility

- Change IEP date field (far right)
- Meeting purpose(s)/participants should match meeting notice form
- *Change dates for annual review or triennial meetings only (Last Annual/Evaluation date is current meeting & next Annual/Evaluation date is one year from current meeting date)
- *Disability statement: This is a statement indicating the student's current disabling condition and the impact on his/her education (see samples in Document Library) [Psychologist or qualified person edits this section](#)

Services/Offer of FAPE

- *Complete FAPE statement at top of page under Service Options Considered: Make a general statement of programs considered followed by the District's offer (see samples in Document Library)
- List accommodations needed for success in general ed/special ed and testing situations
- Immediately following the meeting, provide all teachers with a copy of the accommodations
- If ESY is YES, add service(s) - note in comments section "dates to be determined" [ESY Dates should be dates already determined. List determined dates. Example: 06/03/2024 to 06/28/2024.](#)

Educational Setting/ Offer of FAPE

- % must match Services page and class schedule
- Rationale for non-participation in Gen Ed
- Transition to LRE statement (i.e. "when student is able to demonstrate academic or behavioral skills indicating success in a less restrictive placement.")

Present Levels of Academic Performance (Identify needs from which goals are developed)

- *Complete parent concerns - additional concerns can be added @ IEP
- *Complete current CST/CMA/CAPA/CELDT data, as appropriate (list dates assessments were administered in Other Assessment Data box)
- *Obtain General Ed input - include teacher input in appropriate box(es)
- Current functioning/skill levels (narrative using teacher input/goal baselines- not just goals or grades)
- *EL students: statement re: how second language acquisition affects learning (in Communication section)
- Update all sections with current information (or state 'not a concern at this time') [Describe section and end with "This is not an area of concern".](#)
[**Some SELPAs vary in statements**](#)

Special Factors

- *EL students - fill in English Learner information
- Behavior impedes- If Yes- BSP, BIP, or Behavior goal required
- Areas of need - list all goal areas

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Statewide Assessments

- *List accommodations for testing
- Rationale for alternate testing (CAPA or CMA)

Goals

- Progress on current goals- document in SEIS at reporting periods & mark as met/not met at Annual review
- *New proposed goals - include a measurable baseline and person responsible for measuring goal (this should not be 'student' or 'parent').
- For EL, Linguistically Appropriate goals
- For 15+, 2 Transition goals

BSP (if needed)

- Develop with input from psychologist, administration, and other IEP team members
- Immediately following the meeting, provide appropriate teachers/staff who work with student a copy of the BSP

Transition Plan (if the student is turning 16 before the next annual review) [High School Students](#)

- *Interview student and perform age-appropriate assessments
- List Transition services/activities, Transition goal(s), list of courses taken/needed
- Fill in transition services information on Services page(need 1 service from 800 codes)
- Write transition goals (need 2 goals specific to transition) on Goals pages
- Print transcript for parent and attach to IEP
- Summary of Performance for students who age out, are graduating, or checking themselves out of school

Meeting Notes

- Include purpose of meeting & list of participants
- Amendments: Document that parent agrees that a full IEP team is not required
- *Document Procedural Safeguards were given to parent (or sent home with meeting notice); if student is EL, provide safeguards in primary language
- Note parent concerns and relevant meeting discussions
- Include detailed Offer of FAPE
- Note: Use template (individualize for each student) to save time & input known information in the notes prior to the meeting, such as progress on current goals/proposed new goals, etc.

Excusal

- *Obtain Parent and District representative signature prior to start of meeting (Document in meeting notes that parent excused team member for all or part of the meeting) [Excusals need to be written and noted for team members only able to attend a portion of the meeting and leave before the meeting is fully adjourned.](#)
- Obtain written feedback from team member being excused

Signature/Parent Consent

- All participants' sign-in and date- typed information can be pre-filled in SEIS
- *Obtain parent consent signature; parent answers Yes/No to involvement query
- Fill in check boxes, parent signature & date signed in SEIS after meeting
- If parent does not sign or signs with exception, Contact Program Specialist
- Affirm IEP within 7 days....use the "7 Day Rule"