

Effective IEP Process Action Review

*Updated August 11, 2022*

This document can help document evidence of actions within an effective IEP process for an individual child. It does not represent all required steps in the process.

For more information, guidance, and resources, see [Making Sound Preschool LRE Decisions](https://ectacenter.org/topics/iep/iep-placement.asp) on the ECTA Center website.

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| Child's Name: |  |
| Date of Birth: |  |
| Eligibility: |  |
| Placement: |  |
| Review Date: |  |
| Reviewer: |  |

| Action | Description and IDEA Regulations | Yes/No | Evidence |
| --- | --- | --- | --- |
| 1. | Involve families meaningfully as critical members of the team in all aspects of the IEP process, beginning with the referral, and through authentic assessment and evaluation. Throughout the preschool special education process, ensure that the child's individual strengths and needs, along with the family's culture, priorities, and preferences, are respected and reflected.  IDEA Regulations: [*34 CFR §300.322*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#300.322) |  |  |
| 2. | Ensure children participating in Part C early intervention programs experience a smooth and effective transition to Part B preschool services.  IDEA Regulations: [*34 CFR §300.321(f)*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#p-300.321(f)) |  |  |
| 3. | Assess the child in all areas of suspected disability, in the real-life contexts of family, culture and community rather than discrete isolated tasks.  IDEA Regulations: [*34 CFR §300.304*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#se34.2.300_1304) |  |  |
| 4. | Encourage parents to identify others who know the child well to participate in the IEP (for example, early intervention staff, or service coordinator if the child is attending an early childhood program or receiving services in Early Intervention).  IDEA Regulations: [*34 CFR §300.321*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#300.321) |  |  |
| 5. | Document, as a team, the present levels of the child's early learning and functional development across all domains and focus on skills, strengths, and behaviors in the context of everyday activities and routines.  IDEA Regulations: [*34 CFR §300.321(a)(1)*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#p-300.321(a)(1)) |  |  |
| 6. | Identify, as a team, developmentally appropriate and functional goals that can be implemented in everyday routines and activities across a variety of early childhood setting.  IDEA Regulations: [*34 CFR §300.320(a)(2)*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#p-300.320(a)(2)) |  |  |
| 7. | Determine, as a team, special education related services to achieve goals and discuss placement options. Parental involvement in this step is crucial. For each child, consider and discuss:   * strengths, needs, goals, and services; * the program a child may already be attending; * services within a regular early childhood program; and * benefits and possible negative or harmful effects of placements considered.   Services and placement decisions should not be made based on a disability category.  IDEA Regulations: [*34 CFR §300.114(a)(2)*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#p-300.114(a)(2)), [*34 CFR §300.115(a)*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#p-300.115(a)), [*34 CFR §300.116*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#300.116) |  |  |
| 8. | Begin the placement discussion by considering supplementary aids and services needed in the regular program before considering other placements.  IDEA Regulations: [*34 CFR §300.42*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#300.42), [*34 CFR §300.320(a)(4)*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#p-300.320(a)(4)) |  |  |
| 9. | Consider the [Guiding Questions for Discussing Services in the LRE](https://ectacenter.org/topics/iep/iep-placement.asp#guidingquestions) to assist the team in making an appropriate placement decision for the child.  *This is not an IDEA requirement.* |  |  |
| 10. | Discuss transportation as a related service if it is required to assist the child with a disability to benefit from special education and related services. This may include transportation to and/or from preschool or child care.  IDEA Regulations: [*34 CFR §300.34(a)*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#p-300.34(a)) |  |  |
| 11. | Document an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class.  IDEA Regulations: [*34 CFR §300.320(a)(4)*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#p-300.320(a)(4)), [*34 CFR §300.320(a)(5)*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#p-300.320(a)(5)) |  |  |
| 12. | Complete the prior written notice.  IDEA Regulations: [*34 CFR §300.320*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#300.320), [*34 CFR §300.503*](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300#300.503) |  |  |

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