Clarke County School District
Better Together

IEP Roadmap & Due Process Checklist

• I completed the most recent progress reports.	I have baseline data assessments.	I have work samples to support my data.

↓

Present Levels of Academic Achievement and Functional Performance

Psychological Evaluation:
- Cognitive
- Educational/academic achievement
- Rating scales (Behavior, Autism, Adapted)

Communication (if applicable)
State and Division-Wide Assessment
Student Strengths
Student Weaknesses
*Parent Input (located in Parent Input Section of PLAAFP)

↓

Does each PLAAFP weakness connect to a goal?	
Academic Weaknesses:	Academic Goals:
Communication Weaknesses (SLI):	Communication Goals (SLI):
Behavioral Weaknesses:	Behavioral Goals:
Social/Emotional Weaknesses:	SEL Goals:
Adapted Functioning Weaknesses:	Adapted Functioning Goals:
Fine/Gross Motor Weaknesses:	Fine/Gross Motor Goals:
Vision/Hearing Weaknesses:	Vision/Hearing Goals:

↓

Student Supports: Does each accommodation/support align with weaknesses/goals and access to curriculum?	
Academic Supports:	
Communication Supports:	
Behavioral Supports:	
SEL Supports:	

AC Supports:	
Fine/Gross Motor Supports:	
Vision/Hearing Supports:	

↓

Does each goal area connect to a service?

Academic Goals:	Academic Service(s):
Communication Goals (SLI):	Communication Service(s)(SLI):
Behavioral Goals:	Behavioral Service(s):
SEL Goals:	SEL Service(s):
Adapted Functioning Goals:	Adapted Functioning Service(s):
Fine/Gross Motor Goals:	Fine/Gross Motor Service(s):
Vision/Hearing Goals:	Vision/Hearing Service(s):

↓

Do Special Factors to Consider *connect to and address each* PLAAFP weakness?

***Additional IEP Contents to Align:**

Transition (as applicable)
Testing and accommodations
ESY data
Transportation- how does this service connect to disability and need?
ESOL needs?
Twice Exceptional to include Gifted?
Medical

EXAMPLE with Elementary Exemplar IEP

Clarke County School District
Better Together

IEP Roadmap & Due Process Checklist

• I completed the most recent progress reports.	I have baseline data assessments.	I have work samples to support my data.

↓

Present Levels of Academic Achievement and Functional Performance

Psychological Evaluation:

Cognitive - DAS II-GAC (75) and so on…; WIPPSI- FSIQ=75

Educational/academic achievement-KTEA- Letter and Word Recognition, SS=62; Reading Comprehension, SS=64; and Math Concepts and Applications, SS= 73. It is also important to note that STUDENT attempted the Math Computation and Written Expression subtests, but no scores

Rating scales (Behavior, Autism, Adapted)-ABAS: Conceptual Skills, SS=75; Social Skills, SS=77; Practical Skills, SS=79; and General Adaptive Composite Standard Score= 76 and so on… BASC and so on…

Communication- SLP summarized current data and added evaluation data

State and Division-Wide Assessment- i-ready reading and math

Student Strengths-academic growth and specific data points

Student Weaknesses- in psych and benchmark data

*Parent Input (located in Parent Input Section of PLAAFP)-

↓

Does each PLAAFP weakness connect to a goal?

Academic Weaknesses:	Academic Goals:
Math solving addition and subtraction correctly	By the end of the annual IEP, February 2026, when given an instructional level math assessment or word problem, STUDENT will apply multiple part-whole strategies and properties of operations understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000 with a minimum of 75% accuracy as measured by teacher data collections.
i-ready geometric weakness	By the end of the annual IEP, February 2026, when, given an image of an object and an inch and centimeter ruler, STUDENT will write the measurement of the length of the object to the nearest inch and centimeter by aligning the object with the end of the ruler and counting the number of units the object covers with a minimum of 80% accuracy as measured by teacher data collections
-decoding from iready and psych testing	By the end of the annual IEP, February 2026, when given an instructional level text, STUDENT will demonstrate his understanding to decode and encode words in context and in isolation by Identifying and producing all phoneme-grapheme correspondences for all consonants, including consonant blends and digraphs, with a minimum of 75% accuracy as measured by

-iready weakness with vocabulary and reported from psych report	teacher data collections. By the end of the annual IEP, February 20[redacted], when reading text at his instructional level, STUDENT will apply word analysis skills (e.g. prefixes, base words, suffixes, synonyms, antonyms) to make meaning of unfamiliar words with a minimum of 75% accuracy as measured by teacher data collections.
Communication Weaknesses (SLI): Arctic Language	Communication Goals (SLI): By the end of the annual IEP, February 2026, when provided with a verbal model paired with a visual stimulus, student will produce the "ch" phoneme in all word positions with 80% accuracy on 4 out of 5 measured opportunities over three consecutive sessions. By the end of the annual IEP, February 2026, when given a short dialogue, student will identify if the language used is direct or indirect and will provide an acceptable social response with 80% accuracy over three consecutive sessions.
Behavioral Weaknesses: no	Behavioral Goals:
Social/Emotional Weaknesses: No	SEL Goals:
Adapted Functioning Weaknesses: No	Adapted Functioning Goals:
Fine/Gross Motor Weaknesses: Yes- hand writing	Fine/Gross Motor Goals: By the end of the IEP, February 20[redacted], when given a written or verbal teacher prompt to write a sentence with even spacing (e.g., size of index finger as a finger spacer), STUDENT will write a five words minimum sentence using no more than one inch (one finger space) of space between words with a minimum of 80% accuracy (4 out of 5 correct sentences) as measured by teacher data collections.
Vision/Hearing Weaknesses: No	Vision/Hearing Goals:

Student Supports: Does each accommodation/support align with weaknesses/goals and access to curriculum?	
Academic Supports: Reading	Audio (electronic) Allow STUDENT to access math aids to include counters, base ten blocks,

Clarke County School District
Better Together

Math	counting strip, number line when math calculations are required And so on…. That connect to weaknesses
Communication Supports:	*consult with SLP to determine what may be needed
Behavioral Supports:	
SEL Supports:	
AC Supports:	
Fine/Gross Motor Supports:	Accommodations to his/her writing paper for each word, highlights for text planning, and support for legibility
Vision/Hearing Supports:	

Does each goal area connect to a service?	
Academic Goals: Math and Reading	Academic Service(s): Collaborative Math 45 min, 5X weekly Collaborative Reading 45 min, 5X weekly
Communication Goals (SLI): Arctic and Language	Communication Service(s)(SLI): Small Group Communication 30 minutes 3X monthly
Behavioral Goals:	Behavioral Service(s):
SEL Goals:	SEL Service(s):
Adapted Functioning Goals:	Adapted Functioning Service(s):
Fine/Gross Motor Goals: Writing/Spacing	Fine/Gross Motor Service(s): Small Group OT 15 min, 2X Monthly by OT
Vision/Hearing Goals:	Vision/Hearing Service(s):

Do Special Factors to Consider *connect to and address each* PLAAFP weakness?

***Additional IEP Contents to Align:**

Transition (as applicable)
Testing and accommodations
ESY data
Transportation- how does this service connect to disability and need?

ESOL needs?
Twice Exceptional to include Gifted?
Medical