

NCKSEC
IEP REVIEW CHECKLIST

Staff Member: _____

Date Reviewed: _____

Student: _____

IEP GENERAL CONSIDERATIONS	YES	NO	COMMENTS
1. Was the IEP conducted on or before the annual review date? If not, a justification is required to be attached?			
2. Was the legal education decision-maker given 10-day notice of the IEP meeting date or signature that he/she waived that right?			
3. Are all required IEP member signatures present on the IEP to document attendance? (Regular Education Teacher, Special Education Teacher, LEA Representative, Individual who can interpret the instructional implications of evaluation results) If not, a written agreement excusing the member must be obtained?			
4. Is there a signature present to indicate the parent attended and participated in the IEP meeting? If the parent did not attend a detailed record of at least three attempts to contact the parent using at least two different methods is included.			
5. Does the IEP adequately address the extent to which the student will not participate in the regular education class, general education curriculum, or extracurricular and other nonacademic activities? This would include the time that the student is being provided Special Education services and needs to also note what the student is missing while being provided with services.			
6. Does the IEP contain documentation that Extended School Year (ESY) services were considered?			
7. Does the IEP indicate which state assessment(s) the student will participate in for each content area? Does the IEP indicate the accommodations necessary on the state assessments?			
8. If the IEP indicates the student will participate in the KAMM or KAA, does the IEP specify why the student cannot participate in the regular assessment and why the particular assessment selected for the student was most appropriate?			
9. Does the IEP include the projected date for the beginning of services, program accommodations, and/or modifications or supports for school personnel?			
10. Does the IEP include the anticipated frequency, location, and duration of all identified services and modifications?			

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PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE	YES	NO	COMMENTS
11. Does the IEP PLAAFP contain a statement of how the student's exceptionality affects his/her involvement and progress in the general curriculum?			
12. Does the IEP PLAAFP contain measurable baseline data regarding the student's current functioning/performance level in the targeted area of need?			
13. Does the IEP PLAAFP contain information provided by the parent(s) and documentation that the IEP team considered that parental input?			
14. Does the IEP PLAAFP identify and consider the strengths of the student?			
15. For students with behavioral needs identified in the PLAAFP section, is there documentation that the IEP team considered strategies, including positive behavioral interventions and supports to address that behavior?			
GOALS	YES	NO	COMMENTS
16. Is there a goal for each targeted area of need (from the PLAAFP section)? If not, is there documentation of supports to address those needs?			
17. Does each goal identify the Behavior component? The behavior component is what you expect the student to do and should reflect the skill to be learned by the student.			
18. Does each goal identify the Condition component? Ensure that the goal specifies under what conditions we expect the student to perform the targeted behaviors. The phrase in the goal that addresses the conditions may include the materials being utilized, where or when the behavior will occur, and how much assistance or support will be provided to the student to reach the goal.			
19. Does each goal identify the Criteria component? The criterion is the level of skill proficiency the student must achieve to meet the goal. It should be challenging, but realistic.			
20. Does each goal identify the Timeframe component? The timeframe specifies the amount of time that will be required for the student to attain the goal. The time-frame may not exceed one year.			
21. Does the IEP indicate how progress towards the annual goal(s) will be measured?			
22. Were each goal developed from the PLAAFP baseline data and are they obtainable for the period written?			
23. Is each goal linked to a state standard or extended state standard?			
24. If the student is identified to take the KAMM or KAA in Math or Reading were there goals for each area in question?			
25. If the student is identified to take the KAA, were the academic goals based primarily on extended standards and are Benchmarks included for each goal that addresses an area being assessed by the KAA?			

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PROGRESS REPORTS	YES	NO	COMMENTS
26. Is there evidence that progress is reported to the parent at least as often as general education teachers report non-exceptional students' progress?			
27. Does the progress report indicate to the parent whether the progress is sufficient to enable the student to meet their annual goal?			
TRANSITION (AGE 14 and UP)	YES	NO	COMMENTS
28. If age 14 and older, does the IEP contain a Transition Plan (includes students age 13 if they will turn 14 during the IEP period)?			
29. Does the Transition Plan contain at least one appropriate measurable postsecondary goal to address employment and at least one appropriate measurable postsecondary goal to address vocational/educational training?			
30. Are the post-secondary goals measureable?			
31. Is there evidence that the post-secondary goal(s) were based on an age-appropriate transition assessment?			
32. Does the Transition Plan contain a course of study developed to assist the student in reaching the postsecondary goals?			
33. Does the course of study cover the full period from age 14 to graduation or 21?			
34. For IEPs conducted for students age 16-17 (dependent of IEP meeting date and birth date), is a statement included that documents that both the student and parent have been informed of the educational rights under IDEA that will transfer to the student upon reaching the age of majority (18).			
35. Do the IEP goals enable the student to meet his/her post-secondary goals?			
36. If the student is 14+, was he/she invited to attend the IEP meeting as evidenced by the meeting notice?			
TRANSPORTATION			
37. Ensure that the TRANSPORTATION PROVIDED box is addressed on the DEMOGRAPHICS/PARENTS/SCHOOL DATA input screen in WebKIDSS with a "Y" for yes or an "N" for no. If special transportation is to be provided to the student, ensure that it is also noted in the SPECIAL EDUCATION AND RELATED SERVICES section of the IEP.			