

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 present?			
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 is there a detailed record of at least two attempts to contact the parent using at least two different methods.			
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?			
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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<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
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 <b>current</b> 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?			
<b>GOALS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
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 contain all four components (Behavior, Conditions, Criteria, Timeframe)?			
18. Does the IEP indicate how progress towards the annual goal(s) will be measured?			
19. Were each goal developed from the PLAAFP baseline data and are they obtainable for the period written?			
20. Is each goal linked to a state standard or extended state standard?			
21. If the student is identified to take the KAMM or KAA in Math, Reading or Writing, were there goals for each area in question?			
22. If the student is identified to take the KAA, were the academic goals based primarily on extended standards?			
<b>PROGRESS REPORTS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
23. Is there evidence that progress is reported to the parent at least as often as general education teachers report non-exceptional students' progress?			
24. Does the progress report indicate to the parent whether the progress is sufficient to enable the student to meet their annual goal?			

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TRANSITION (AGE 14 and UP)	YES	NO	COMMENTS
25. 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)?			
26. 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?			
27. Are the post-secondary goals measureable?			
28. Is there evidence that the post-secondary goal(s) were based on an age-appropriate transition assessment?			
29. Does the Transition Plan contain a course of study developed to assist the student in reaching the postsecondary goals?			
30. Does the course of study cover the full period from age 14 to graduation or 21?			
31. 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).			
32. Do the IEP goals enable the student to meet his/her post-secondary goals?			
33. If the student is 14+, was he/she invited to attend the IEP meeting as evidenced by the meeting notice?			