**Standards-Based IEP Review**

 *Delivery of Services, FAPE and Least Restrictive Environment*

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ IEP Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| \*Where to look in IEP

| IEP Review Questions | Yes | No | NA | Notes |
| --- | --- | --- | --- | --- |
| Did the IEP meeting consist of the appropriate committee members including: parent, regular education teacher, special education teacher, LEA representative (authorized to allocate funds), person qualified to interpret instructional implications, if transition age, student?\*Committee members section |  |  |  |  |
| Does the IEP include Present Levels of Academic Achievement and Functional Performance (PLAAFP) that address the needs of the student? Does PLAAFP contain multiple data sources? \*PLAAFPDoes PLAAFP include a summary of current daily academic/behavior and/or functional performance (strengths and needs) related to each deficit area? \*PLAAFPDoes PLAAFP include baseline data sources needed to develop each annual goal? \*PLAAFP SummaryDoes the IEP have student strengths, concerns of parents and results of the initial or most recent evaluation, academic, developmental and functional needs? \*PLAAFP/PLAAFP Summary |  |  |  |  |
| Does the IEP include a statement of how the student’s disability affects the child’s involvement and progress in general education? \*PLAAFPDoes statement address all areas of involvement and progress in the general curriculum? \*PLAAFP PreschoolIEP describes how the disability affects the child’s participation in appropriate activities to access, participate, and progress in the general curriculum and/or participation in developmentally appropriate activities.Additional for PreschoolPLAAFP relate to the child’s developmental domains, functional performance and pre-academic skills.Functional skills are: integration of cognitive, language, and motor skills for the child to demonstrate positive social-emotional skills, acquisition and use of knowledge and skills; and to take care of personal needs (self-help) |  |  |  |  |
| IEP Review Questions | Yes | No | NA | Notes |
| Do annual goals address academic needs of child?Is there alignment between academic needs identified in PLAAFP and the annual goals? Or evidence in IEP that, based on the severity of needs, the IEP Committee prioritized critical needs areas? *i.e. If student is in 9th grade reading on the 3rd grade level there should be a reading/decoding goal, not just identify the main idea.* \*PLAAFP and Measurable Annual Goals |  |  |  |  |
| Do annual goals address the functional needs of child?Is there alignment between functional needs identified in PLAAFP and the annual goals? Functional means nonacademic, as in “*routine activities of everyday living*.” Ex: communication, behavior, social/emotional, vocational... \*PLAAFP AND Measurable Annual Goals |  |  |  |  |
| Are annual goals stated in measurable terms? Do the goals describe what can be taught to the child using specially-designed instruction within a 12-month period? Do the goals contain: (1) Clearly defined *behavior*: the specific action child will be expected to perform? (2) The *condition:* {situation, setting, or given material} under which behavior will be performed? (3) *Performance criteria* desired: level of mastery child must demonstrate and/or number of times child must demonstrate the skill or behavior? (4) a specific *timeframe* to achieve the goal?\*There must be a direct relationship between each measurable annual goal and identified areas of need in PLAAFP.\*Measurable Annual Goals |  |  |  |  |
| Does the IEP include a Method of Measurement (MOM) and a Current Level of Performance (CLP) for Report of Progress describing the child’s current performance on the annual goals based on progress on STIO/Bs using the identified method of measurement OBS, CRT, CBM, WS, D/P, etc?\*Current Levels of Performance |  |  |  |  |
| IEP Review Questions | Yes | No | NA | Notes |
| The IEP specifically identifies the provision of Special Considerations that aligns with the needs of the child and supports achievement of annual goals. Special Considerations: Communication and assistive technology needs, special needs of children who are blind, deaf, and visually and/or hearing impaired, who need behavior interventions, and who have limited proficiency in EnglishCommunication and assistive technology must be addressed in every situation. If L/S is primary or a related service, communication should be marked “yes”. \*Special Considerations |  |  |  |  |
| Does the IEP contain specially-designed instruction that addresses the needs of the child and supports annual goals that enable the child to advance towards attaining annual goals and to be involved in and make progress in general education curriculum?Does the IEP specifically identify the provision of specially-designed instruction and describe the nature of the instruction aligned to needs of child and support achievement of annual goals? Definition 300.39 (b)(3)Specially-designed instructionmeans adapting, as appropriate to the needs of an eligible child under this part, the *content*, *methodology*, or *delivery of instruction* or the child is receiving related services that the IEP Committee has determined is specially-designed instruction; i.e. only related services listed on the IEP.(e.g. Instruction in organization skills to include use of daily checklists and academic subject organizers) \*Special Services, Accommodations, Modifications |  |  |  |  |
| IEP Review Question | Yes | No | NA | Notes |
| Does the statement of specially-designed instruction indicate the location where it will be provided?Does the statement of specially-designed instruction indicate the duration and frequency of services?If more than one location, each location must show the specially designed instruction that will be provided in that location. Duration and frequency should be as specific as possible.  \*Specially Education and Related Services |  |  |  |  |
| Does the IEP describe accommodations provided to the child that address academic achievement and if needed, functional performance of child?Do accommodations provide access to course content without altering the amount or complexity of the information taught to the child?\*Instructional Accommodations |  |  |  |  |
| If any, does the IEP describe the type of modifications identified that will enable the child to be involved in and make progress in the general education curriculum? \*Program Modifications |  |  |  |  |
| Does the IEP identify related services that address the needs of the child and support annual goals? \*Related Services |  |  |  |  |
| Does the IEP specifically identify the location in which the related services will be provided? Does the IEP specifically identify duration and frequency of service? \*Related Services |  |  |  |  |
| Does the IEP describe supports for school personnel that enable the child to be involved in and make progress in the general education curriculum? Does each support list the school personnel receiving the support, the specific support being provided, the name of the person providing the support, and when the support will take place? \*Supports for Personnel |  |  |  |  |
| IEP Review Questions | Yes | No | NA | Notes |
| Does the IEP have evidence that the child participates in State-wide and district-wide assessments with appropriate accommodations, when necessary?  \*State-wide/District-wide Assessments |  |  |  |  |
| Does the IEP identify the child as SCD?If so, are all three SCD standards marked YES? \*SCD Section |  |  |  |  |
| If the student is 14 or older, are appropriate transition services addressed? The transition planning elements of the IEP are compliant with criteria established on the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist. \*Transition pages, PLAAFP, Annual Goals, IEP, Indicator 13 Checklist |  |  |  |  |
| Are placement decisions determined at least annually?Are placement decisions based on needs identified in the child’s IEP?Is the child educated in the school he/she would attend if nondisabled, unless IEP requires another arrangement?\*First page, PLAAFP, LRE  |  |  |  |  |
| Does the IEP include a justification for why the child was removed from regular education classroom? Was removal based on needs of the child and not the child’s disability?Does the IEP reflect adequate consideration by the IEP Committee to meeting the child’s needs in the regular classroom with supplementary aids and services. Was continuum of placements considered?Is there documentation that the nature or severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily?Does the IEP describe any potentially harmful effects to the child or others, if applicable? Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the regular education classroom? \*LRE page |  |  |  |  |
| IEP Review Questions | Yes | No | NA | Notes |
| Does the ESY determination page include documentation of eligibility and criterion used for determination? If the student is eligible, are goals targeted?If regression /recoupment is the criterion, is there evidence of data collection in the student’s folder? \*ESY page |  |  |  |  |

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