**IEP Review Form**

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| **SSID#:** |  | **Date of Birth:** |  | **IEP Date:** |  | **Evaluation Date:** |
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| 1. **Present Levels of Academic Achievement & Functional Performance WAC 392-172A-03090; 03110** | | | |
| Y  N | | Does the IEP include a written statement of the student’s present levels of academic achievement and functional performance, including how the student’s disability affects the student’s involvement and progress in the general education curriculum (the same curriculum as for nondisabled students)? | |
| Y  N  NA | | For a preschool child, does the IEP include a written statement of the student’s present levels of academic achievement and functional performance, including as appropriate, how the disability affects the child’s participation in appropriate activities? | |
| 1. **Measurable Annual Goals WAC 392-172A-03090; 03110** | | | |
| Y  N | Does the IEP include a statement of *measurable annual goals***\***, including academic and functional goals designed to:   1. meet the student’s needs that result from the student’s disability to enable the student to be involved in and make progress in the general education curriculum; and 2. meet each of the student’s other educational needs that result from the student’s disability; and 3. for students taking alternate assessments aligned to alternate achievement standards (i.e., WA-AIM), does the IEP include a description of benchmarks or short-term objectives? | | |
| **Area of Service** | | **MAG** | **Comments** |
| Reading | | Y  N  NA |  |
| Written Language | | Y  N  NA |  |
| Math | | Y  N  NA |  |
| Behavior/Social | | Y  N  NA |  |
| Study Skills | | Y  N  NA |  |
| Life skills/adaptive | | Y  N  NA |  |
| **\*\***SLP | | Y  N  NA |  |
| **\*\***OT | | Y  N  NA |  |
| **\*\***PT | | Y  N  NA |  |
| **\*\***Vision | | Y  N  NA |  |
| Other: | | Y  N  NA |  |
| **\***Although the term “measurable” is not defined in WAC or IDEA, the safety net committee has adopted the following professional judgment standard for the term “*measurable annual goal”*: In order to be considered measurable, each annual goal should have a *baseline*, target, and a *common* unit of measure.  **\*\***MAG needed only if service is provided as specially designed instruction. | | | |
| 1. Progress toward Meeting Goals WAC 392-172A-03090; 03110 | | | |
| Y  N | | Does the IEP include a description of:   1. how the district will measure the student’s progress toward meeting the annual goals; and 2. when the district will provide periodic reports on the progress the student is making toward meeting the annual goals? | |
| 1. **Least Restrictive Environment WAC 392-172A-02050; 03090** | | | |
| Y  N | | Does the IEP contain an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom and extracurricular and nonacademic activities? | |

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| 1. **Assessment WAC 392-172A-03090** | |
| Y  N  NA | 1. If the IEP team determines that an alternate assessment instead of a regular state or districtwide assessment of student achievement is appropriate, does the IEP indicate the assessment selected and statement of why: (i) the student cannot participate in the regular assessment; and (ii) the particular alternate assessment selected is appropriate for the student? |
| Y  N  NA | 1. If the IEP team determines that any individual accommodations are necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments, are those accommodations stated in the IEP? |
| 1. Services Provided by IEP WAC 392-172A-01185; 02020; 03090; 03110; 03135 | |
| Y  N | 1. Does the IEP contain a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of program modifications or supports for school personnel that will be provided to enable the student: (i) To advance appropriately toward attaining the goals; (ii) To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and (iii) To be educated and participate with other students including nondisabled students in the services described? |
| Y  N | 1. Does the IEP state a projected date for the beginning of special education and related services, supplementary aids and services, and program modifications or supports for school personnel and the anticipated frequency, location, and duration of those services and modifications? |
| Y  N  NA | 1. Does the IEP contain a statement of extended school year (ESY) services per WAC 392-172A-02020 if determined necessary by the IEP team for the student to receive FAPE? |
| Y  N  NA | 1. If a Behavioral Intervention Plan is determined necessary by the IEP team in order to provide FAPE to the student, does the plan contain the required information per WAC 392-172A-01031? |
| Y  N  NA | 1. If an Emergency Response Protocol is determined necessary by the IEP team in order to provide FAPE to the student, does the IEP include the required information per WAC 392-172A-02105? |
| 1. **Transition Activities WAC 392-172A-03090; 03095; 03110**   **Transition activities and services beginning not later than the first IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, and updated annually, thereafter.** | |
| Y  N | * 1. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessments related to training education, employment, and, if appropriate, independent living skills? |
| Y  N  Y  N  Y  N NA | * 1. Does the IEP contain appropriate measurable postsecondary goal(s) that address: * education/training (required for all students),   + employment (required for all students), and,   + independent living (if appropriate for the student)? |
| Y  N | * 1. Does the IEP contain transition services per WAC 392-172A-01190 including courses of study that are needed to assist the student in reaching the postsecondary goals? |
| **High School and Beyond Plan (HSBP) RCW 28A.230.090**  **For students with an IEP, the high school and beyond plan must be developed in alignment with their IEP. The high school and beyond plan must be developed in a similar manner and with similar school personnel as for all other students.** | |
| Y  N | 1. If the student is in 9th grade or above, was a HSBP provided?   *If no, move to section 8.* |
| Y  N | 1. Does the HSBP include at least:  * career goals (aided by a skill and interest assessment), * educational goals, and, * a course of study? |
| Y  N | 1. Are the career goals, educational goals and course of study in the HSBP aligned with the IEP Transition Plan? |
| Y  N | 1. Does the HSBP outline how the student will satisfy state and local graduation requirements? |

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| 1. **IEP Team WAC 392-172A-03095; 03110** | |
| Y  N | 1. Did the IEP Team include the required IEP team membership [i.e., parent, general education teacher, special education provider, student (whenever appropriate), district representative, etc.]? |
| Y  N  NA | 1. If required personnel did not attend, is there written evidence of the parent’s and district’s: (i) agreement (if area of curriculum is not being discussed) the attendance of the member is not necessary, or (ii) consent (if the member’s area of curriculum will be discussed) to excuse the member(s)? |
| Y  N  NA | 1. Is there evidence that the student was invited to participate in the IEP meeting when the purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals? |
| Y  N  NA | 1. If transition services described in the IEP are likely to be provided or paid for by other agencies, is there evidence that, with parent/adult student consent, representatives of the agency(ies) were invited to participate in the IEP meeting? |
| 1. **Transfer of Rights WAC 392-172A-03090** | |
| Y  N  NA | Beginning not later than one year before the student reaches the age of eighteen, does the IEP include a statement that the student has been informed of the student’s rights, if any, that will transfer to the student on reaching the age of majority? |

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