

## IEP Review Form

### Valley School District

Student Jason Patterson Date of Birth 2/6/02 IEP Date \_\_\_\_\_ Eval Date \_\_\_\_\_

<b>1. Present Levels of Academic Achievement and Functional Performance (PLAAFP)</b> Sec 300.320 (a) (1) & WAC 392-172A-03090 (1) (a)
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<input type="radio"/> Yes <input type="radio"/> No	Does the PLAAFP contain a statement of the child's present levels of academic achievement and functional performance for each identified area of need, and describe the effect of the disability on involvement and progress in the general curriculum?
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	For a preschool child, does PLAAFP describe how the disability affects the child's participation in developmentally appropriate instructional activities?

<b>2. Measurable Annual Goals</b> Sec 300.320 (a) (2) & WAC 392-172A-03090 (1) (b)
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<input type="radio"/> Yes <input type="radio"/> No	Does the IEP include measurable annual goals, including academic and functional goals that are designed to meet the student's needs that result from the student's disability?
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<input type="radio"/> Yes <input type="radio"/> No	Does each of the annual goals have a <i>baseline</i> , target, and a common unit of measure?
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Area of Service	MAG?	Comments
Reading	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	
Written Language	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	
Math	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	
Behavior/Social	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	
Study Skills	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	
Life Skills/Adaptive	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	
*SLP	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	
*OT	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	
*PT	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	
*Vision	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	
*Other	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	

<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	For students taking alternate assessments aligned to alternate achievement standards (WAAS), does the IEP include a description of benchmarks or short term objectives?
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<b>3. Progress toward Meeting Goals</b> Sec 300.320 (a) (3) & WAC 392-172A-03090 (1) (c)
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<input type="radio"/> Yes <input type="radio"/> No	Does the IEP describe how the district will measure the student's progress toward meeting the annual goals and when the student's progress toward meeting those goals will be periodically reported to the parents?
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<b>4. Least Restrictive Environment</b> Sec 300.320 (a) (5) & WAC 392-172A-03090 (1) (e)
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<input type="radio"/> Yes <input type="radio"/> No	Does the IEP contain an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom and extracurricular and nonacademic activities?
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\*MAG needed only if service is provided as specially designed instruction.

**5. Assessment**

Sec 300.320 (a) (6) & WAC 392-172A-03090 (1) (f)

Yes  No  NA a. If the IEP team determines that an alternate assessment instead of a regular State or district-wide assessment of student achievement is appropriate, does the IEP indicate the assessment selected and an explanation of why the student cannot participate in regular assessment?

Yes  No  NA b. If the IEP team determines that any accommodations are necessary for the student to participate in a State or district-wide assessment, are those accommodations stated in the IEP?

**6. Services Provided by IEP**

Sec 300.320 (a) (4) & WAC 392-172A-03090 (1) (d)

Yes  No a. Does the IEP contain a statement of (1) the special education and related services, (2) supplementary aids and services to be provided to the student and (3) a statement of program modifications or supports for school personnel that will be provided to enable the student to advance appropriately toward attaining the goals?

Yes  No b. Does the IEP state a projected date for the beginning of services and modifications and frequency, location, and duration of those services?

Yes  No  NA c. Does the IEP indicate ESY services if determined necessary by IEP team to provide FAPE?

Yes  No  NA d. If the need for use of aversive intervention is determined appropriate by the IEP team, does the IEP contain an approved aversive intervention plan?

**7. Transition Activities**

Sec 300.320 (b) (1 & 2) & WAC 392-172A-03090 (1) (j)

**Complete this section for students who are or will be 16 or older during the period of this IEP.**

Yes  No a. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?

Yes  No  NA b. Does the IEP contain appropriate measurable postsecondary goal(s) that are updated annually and address:  
education/training (*required for all students*),  
employment (*required for all students*), and,  
Independent living (*if appropriate for the student*)?

Yes  No c. Does the IEP contain transition services that focus on improving academic and functional achievement of the student to reasonably enable the student to meet the postsecondary goals?

Yes  No d. Does the IEP include a multi-year course of study that will reasonably enable the student to meet the postsecondary goals?

Yes  No  NA e. Does the IEP contain annual IEP goals that will reasonably enable the student to meet the postsecondary goals?

Yes  No f. Is there evidence that the student was invited to participate in the IEP meeting?

Yes  No g. 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?

**8. IEP Team**

Sec 300.321 & WAC 392-172A-03095; 03100 (2) (c)

Yes  No a. Did the IEP Team include the required IEP team membership? [i.e., parent, general education teacher(s), special education provider(s), student (whenever appropriate), district representative, etc.]

Yes  No  NA b. If required personnel did not attend, is there written evidence of the parent's agreement/consent to excuse the member?

Yes  No  NA c. Does the IEP include a statement that the student has been informed of the student's rights upon reaching the age of majority?