# NCKSEC IEP Review Checklist (MS/HS)

Staff Member: _____ Student: _____ Initial Review Date: _____

IEP Accepted/No Changes Needed: _____ Final Review Date/IEP Changes Accepted: _____

| Demographics/General Information | Yes | No | N/A | Comments | Reviewed |
|---|---|---|---|---|---|
| All information filled in | | | | | |
| Was the IEP conducted on or before the annual review date?  If not, justification required. | | | | | |
| **Present Levels (PLAAFP)** | **Yes** | **No** | **N/A** | **Comments** | **Reviewed** |
| Identify and consider the strengths of the student | | | | | |
| Information provided by the parent(s) and documentation that the IEP team considered that parental input? | | | | | |
| **Transition Services** | **Yes** | **No** | **N/A** | **Comments** | **Reviewed** |
| Age-appropriate transition assessment? | | | | | |
| Measurable postsecondary goal for education/training after graduation? | | | | | |
| Measurable postsecondary goal for employment? | | | | | |
| Measurable postsecondary goal for independent living?  (when appropriate) | | | | | |
| Are there transition services in the IEP that will reasonably enable the student to meet their postsecondary goals? | | | | | |
| Do the transition services include courses of study developed to assist the student in reaching the postsecondary goal? | | | | | |
| **Present Levels (PLAAFP)** | **Yes** | **No** | **N/A** | **Comments** | **Reviewed** |
| Statement of how the student's exceptionality affects his/her involvement and progress in the general curriculum | | | | | |
| Indicates how need will be met | | | | | |
| Measurable baseline data regarding the student's current functioning/performance level in the targeted areas of need | | | | | |
| **Goals** | **Yes** | **No** | **N/A** | **Comments** | **Reviewed** |
| Goal for each targeted area of need (from PLAAFP)?  If not, is there documentation of supports to address those needs? | | | | | |
| Each goal identifies Behavior, Condition, Criteria and Timeframe | | | | | |
| Indicates how progress towards the annual goal will be measured | | | | | |
| Each goal developed from the PLAAFP baseline data and obtainable | | | | | |
| At least one goal relates to (14+ older) student's transition services need | | | | | |
| Goals linked to common core, essential elements or other state standard | | | | | |
| For students taking the DLM, benchmarks/objectives included for all goals | | | | | |