



Special Education Record and File Review

Purpose: To support Iowa’s educational agencies in their effort to assure all children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that promotes a high quality education and prepares them for higher education, employment, and living after they exit school; and data collection for State Performance Plan Indicator B13.

Evidence-based decision-making: The review process involves a review of records to determine, with clear evidence, that the responses are justified. Written documentation from school files is the most convincing evidence.

Directions for completing record review: In reviewing records select the most current IEP and data.

IMPORTANT: ANSWER EVERY QUESTION. Apply the criteria for judging the appropriate response. There must be documentation to support your response. A gray area is shown in the table where a response is not an option.

Demographic Information

1. Student name:	2. Student Date of Birth (mm/dd/yyyy):	3. Date of last IEP (mm/dd/yyyy):
4. Type of IEP (see top line of IEP) (circle one) <ul style="list-style-type: none"> • Initial • Review • Reevaluation • Amendment with a meeting • Amendment without a meeting • Interim 	5a. On the date of this IEP file review, the student is in which age group? <ul style="list-style-type: none"> • Secondary Transition (14 years of age or older) 	5b. File Review Type <ul style="list-style-type: none"> • Transition Only
		5c. Date of File Review (mm/dd/yyyy):
6a. Attending District:	6b. Attending Building (for this IEP):	6c. AEA:
7. Special Education Teacher/Support Service Provider (for IEP being reviewed) name:	8. Collaborative Reviewer (AEA Partner) name:	9. Transition Reviewer (certified to review Transition content) name:

Information on PAGE B, GOAL PAGE and PAGE F of the IEP: Secondary Transition

Item No.	Review Questions	Yes	No	NA	Criteria for response
T20. §300.43(a)(2) Also §300.321(b)(2) Indicator B13	Does the IEP include the student's preferences or interests?				<p>Yes = Preferences or interests of the student are listed. No = No interests or preferences are listed OR items listed are not the student's. NOTE: Preferences = things chosen over others. Interests = things that evoke curiosity.</p>
T21a. §300.320(b)(1) Indicator B13	Does the IEP document that the postsecondary area of living has been sufficiently assessed and information used as basis of transition planning?				<p>Yes = Specific data related to the student's living skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the postsecondary area of living as it relates to student's postsecondary expectations for living was done. (Look at data collected during RIOT) No = No specific data are listed OR the source or method of data collection is missing OR data are insufficient to determine that the post-secondary area of living has been assessed OR source was limited to student interview.</p>
T21b. §300.320(b)(1) Indicator B13	Does the IEP document that the postsecondary area of learning has been sufficiently assessed and information used as basis of transition planning?				<p>Yes = Specific data related to the student's learning skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the postsecondary area of learning as it relates to student's postsecondary expectations for learning was done. No = No specific data are listed OR the source or method of data collection is missing OR data are insufficient to determine that the postsecondary area of learning has been assessed OR source was limited to student interview.</p>
T21c. §300.320(b)(1) Indicator B13	Does the IEP document that the postsecondary area of working has been sufficiently assessed and information used as basis of transition planning?				<p>Yes = Specific data related to the student's working skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the postsecondary area of working as it relates to student's postsecondary expectations for working was done. No = No specific data are listed OR the source or method of data collection is missing OR data are insufficient to determine that the post-secondary area of working has been assessed OR source was limited to student interview.</p>
T22a. §300.320(b)(1) Also §300.43(a)(1) Indicator B13	Is there a postsecondary expectation of living that projects beyond high school, is consistent with available assessment information and is observable?				<p>Yes = Postsecondary expectations statement incorporates observable post school outcomes in the area of living that are consistent with available transition assessment data. No = Area is not stated as an observable behavior OR is not addressed or addressed vaguely OR is inconsistent with available transition assessment data.</p>

Item No.	Review Questions	Yes	No	NA	Criteria for response
T22b. §300.321(b)(1) Also §300.43(a)(1) Indicator B13	Is there a post-secondary expectation of learning that projects beyond high school, is consistent with available assessment information and is observable?				Yes = Postsecondary expectations statement incorporates observable post school outcomes in the area of learning that are consistent with available transition assessment data. No = Area is not stated as an observable behavior OR is not addressed or addressed vaguely OR is inconsistent with available transition assessment data.
T22c. §300.321(b)(1) Also §300.43(a)(1) Indicator B13	Is there a postsecondary expectation of working that projects beyond high school, is consistent with available assessment information and is observable?				Yes = Postsecondary expectations/vision statement incorporates observable post school outcomes in the area of working that are consistent with available transition assessment data. No = Area is not stated as an observable behavior OR is not addressed or addressed vaguely OR is inconsistent with available transition assessment data.
T23a. §300.320(b)(2) Indicator B13	Does the course of study (COS) identify the overall number of credits, class subject areas and other requirements for general graduation?				Yes = COS identifies: (1) the overall number of credits the student needs to graduate, and (2) overall subject areas and required number of credits (e.g., 4 credits of English) and (3) other district graduation requirements, if appropriate OR if student is to graduate by other means, requirements specific to the student. No = One or more of the following are missing and/or are unclear: (1) the overall number of credits the student needs to graduate, 2) overall subject areas and required number of credits (e.g., 4 credits of English) and (3) other district requirements, if appropriate OR if student is going to graduate by other means, requirements specific to the student.
T23b. §300.320(b)(2) Indicator B13	Does the COS identify the student's current status with regards to the graduation requirements and what is needed to graduate?				Yes = COS identifies (1) a targeted graduation date, (2) the required courses yet to be completed, (3) the number of credits yet to be completed, (4) any other accomplishments required for graduation and (5) targeted graduation date is feasible for the student. No = Targeted graduation date, required courses yet to be taken, the number of credits yet to be completed, and/or additional requirements are not documented OR targeted date is not feasible for the student.
T23c. §300.320(b)(2) Indicator B13	Does the COS project other courses (in addition to those listed in T23a) and activities, including linkages specific for the student to pursue the postsecondary expectations?				Yes = Other courses/activities, including linkages (when needed to pursue PSEs) are listed and project to the targeted graduation date. No = Other courses/activities, including linkages needed to pursue PSEs are not listed or are vague or do not project to targeted graduation date.

Item No.	Review Questions	Yes	No	NA	Criteria for response
T24. §300.320(b)(2) Also §300.43(a)(2) Indicator B13	Do the annual goals represent relevant skills/behaviors, which are well-aligned with the transition assessment information and are priorities/essential for the student's post-secondary expectations (PLAAFP)?				<p>Yes = Each goal listed addresses a need identified in the PLAAFP and is a priority/essential skill for the student to pursue targeted post-secondary expectations.</p> <p>No = One or more goals do not reflect a need listed in the PLAAFP OR is not a priority skill essential for the student to pursue targeted postsecondary expectations.</p>
T25a. §300.320(b)(2) Also §300.43(a)(2) Indicator B13	Are there supports, services or activities for every NEED identified in the PLAAFP as a priority for this year?				<p>Yes = Every need identified in the PLAAFP as a priority for this year is addressed through supports, services or activities. (NOTE: Although needs for future years can be documented here, they are better placed in the COS.) OR Specific skill information or detailed explanation for <u>not</u> providing needed services, supports or activities is listed in the PLAAFP for each missing prioritized area.</p> <p>No = One or more needs identified in the PLAAFP as a priority for this year does not have a support, service or activity OR explanation for not providing is not detailed or is missing.</p>
T25b. §300.320(b)(2) Also §300.43(a)(2) Indicator B13	Are there goals, services or activities for every postsecondary area (Living, Learning, and Working)?				<p>Yes = Each postsecondary area of Living, Learning, and Working is addressed through goals, services or activities OR detailed explanation supports there are <u>no needs</u> in the missing postsecondary areas.</p> <p>No = One or more area does not have a goal, service or activity OR detailed explanation that no need exists is missing.</p>