



LRE Self-Assessment Student Form

SSID Number: _____

DOB: _____

Student: _____

Eligibility: _____

Ethnicity: _____

School: _____

Teacher: _____

Monitor: _____

Primary home language indicated by the parent: _____

Language in which the student is most proficient: _____

Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.1	_____	Current evaluation 60-Day For initial evaluation, the student was evaluated within 60 calendar days
<input type="checkbox"/>	II.A.5	_____	# of days over: _____ Reason: _____ 60-Day

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	III.A.3	_____	General required components of IEP are included
<input type="checkbox"/>		<input type="checkbox"/>	IEP has PLAAFP (refer to Guide Steps)
<input type="checkbox"/>		<input type="checkbox"/>	Measurable annual goals related to PLAAFP
	IN/OUT		
	Goal 1:	<input type="checkbox"/>	
	Goal 2:	<input type="checkbox"/>	
	Goal 3:	<input type="checkbox"/>	
	Goal 4:	<input type="checkbox"/>	
	Goal 5:	<input type="checkbox"/>	
	Goal 6:	<input type="checkbox"/>	
	Goal 7:	<input type="checkbox"/>	
	Goal 8:	<input type="checkbox"/>	
	Goal 9:	<input type="checkbox"/>	
	Goal 10:	<input type="checkbox"/>	

Individualized Education Program

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	III.A.1	_____	Current IEP (date: _____) 60-Day
<input type="checkbox"/>	III.A.2	_____	IEP review/revision and participants
<input type="checkbox"/>		<input type="checkbox"/>	IEP reviewed/revised annually (previous date: _____)
<input type="checkbox"/>		<input type="checkbox"/>	IEP team meeting included required participants (if "no," indicate missing members)
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/> Parent <input type="checkbox"/> PEA Representative <input type="checkbox"/> Gen Ed Teacher <input type="checkbox"/> Test Results <input type="checkbox"/> Special Ed Teacher <input type="checkbox"/> Interpreter

<input type="checkbox"/>	<input type="checkbox"/>	Documentation of eligibility for alternate assessment, if appropriate 60-Day
<input type="checkbox"/>	<input type="checkbox"/>	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
<input type="checkbox"/>	<input type="checkbox"/>	Current progress report includes progress toward goals (If "out," indicate the missing requirement)
	<input type="checkbox"/>	<input type="checkbox"/> No description of timeline
	<input type="checkbox"/>	<input type="checkbox"/> Goals not measurable
	<input type="checkbox"/>	<input type="checkbox"/> Not done in accordance with timeline
	<input type="checkbox"/>	<input type="checkbox"/> Not reflective of measurement criteria in goal

Comments: _____

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PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	III.A.4	<hr/>	Individualized services to be provided
<input type="checkbox"/>		<input type="checkbox"/>	Special education services to be provided (If "out," indicate the missing requirement)
			<input type="checkbox"/> Not specially designed instruction (SDI)
			<input type="checkbox"/> No documentation of why SDI is provided by other personnel
			<input type="checkbox"/> No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI
			<input type="checkbox"/> Special education teacher not certified
			<input type="checkbox"/> Other provider not certified (district only)
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of related services
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supplementary aids, services, and program modifications
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supports for school personnel
<input type="checkbox"/>	III.A.5	<hr/>	Location, frequency, and duration of services and modifications (If "out," indicate the missing requirement)
			<input type="checkbox"/> Location
			<input type="checkbox"/> Frequency
			<input type="checkbox"/> Duration
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of the need for extended school year
<input type="checkbox"/>		<input type="checkbox"/>	Extent to which student will not participate with nondisabled peers
<input type="checkbox"/>		<input type="checkbox"/>	SPED72 matches LRE
<input type="checkbox"/>		<input type="checkbox"/>	Other considerations
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of strategies/supports to address behavior that impedes student's learning or that of others
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of individual accommodations in testing, if appropriate
<input type="checkbox"/>	<input type="checkbox"/>	Consideration of communication needs of the student	
<input type="checkbox"/>	<input type="checkbox"/>	Consideration of assistive technology devices and service needs	

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	For students who are ELL, consideration of language needs related to the IEP
<input type="checkbox"/>		<input type="checkbox"/>	For students with HI, consideration of the child's language and communication needs

Secondary Transition Line Items (III.A.6 & III.A.7)

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	III.A.6	<hr/>	For students 16 years of age or older, documentation of required postsecondary components 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals
			<input type="checkbox"/> No evidence of goals
			<input type="checkbox"/> Goal content not postsecondary
			<input type="checkbox"/> Not measurable
			<input type="checkbox"/> Required goal areas not addressed
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals updated annually
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of one or more transition services/activities that support the postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	The student's course of study supports the identified postsecondary goal(s)
<input type="checkbox"/>	III.A.7	<hr/>	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the student was invited to the meeting
<input type="checkbox"/>		<input type="checkbox"/>	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent has been obtained
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of additional postsecondary transition components
<input type="checkbox"/>		<input type="checkbox"/>	Progress reporting for services/activities
<input type="checkbox"/>		<input type="checkbox"/>	By age 17, a statement of rights to transfer at age 18

Comments: _____

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PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	III.A.8	————	IEP reflects student educational needs 60-Day

Comments: _____

