

## Procedural Compliance Self-Assessment (IEP) Checklist

<b>STUDENT:</b>	<b>GRADE:</b>	<b>CASE MANAGER:</b>	<b>BUILDING:</b>
<b>REVIEWED BY:</b>	<b>DATE OF REVIEW:</b>		
Date: ____ / ____ / ____			

Procedural Requirements	Yes	No	NA
1a. The LEA must have in effect policies and procedures to ensure that children transitioning from Part C to Part B experience a smooth and effective transition;			
1b. The LEA must have in effect policies and procedures to ensure that each affected LEA will participate in the conference meeting;			
2. A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services;			
3. The student's parent(s) and/or student (required if 16 or older) attended the meeting to develop or review the student's IEP or participated by other means;			
4a. The LEA conducted an IEP team meeting to develop or review and revise that included a local educational agency representative;			
4b. The LEA conducted an IEP team meeting to develop or review and revise not less than 1 regular education teacher (if the student is, or may be, participating in the regular education environment);			
4c. The LEA conducted an IEP team meeting to develop or review and revise not less than 1 special education teacher;			
4d. The LEA conducted an IEP team meeting to develop or review and revise an individual to interpret instructional implications of evaluation results;			
4e. The LEA conducted an IEP team meeting to develop or review and revise for early childhood children transitioning from Part C to Part B, the Part C service coordinator;			
4f. The LEA conducted an IEP team meeting to develop or review and revise for students ages 16 years or older, the adult agency representative;			
5. The IEP contains a statement of the student's present levels of academic achievement and functional performance;			
6a. The IEP for a student 16 years old or older contains an appropriate measurable postsecondary goals based upon age			

\* This document was adapted from Morton Sioux Special Education Units Procedural Compliance Checklist

Procedural Requirements	Yes	No	NA
appropriate transition assessments related to education or training, employment, and, where appropriate, independent living;			
6b. The IEP for a student 16 years old or older contains measurable postsecondary goals updated annually;			
6c. The IEP for a student 16 years old or older contains evidence that the measureable postsecondary goals were based on age appropriate transition assessments;			
7. The IEP contains the concerns of the parents for enhancing the education of their child;			
8. The IEP includes how the student's disability affects his or her involvement and progress in the general curriculum or for preschool student in age-appropriate activities;			
9. The IEP team must, in the case of a student whose behavior impedes his or her learning, or that of others, consider the positive behavioral interventions and supports and other strategies to address that behavior;			
10. The IEP for a student 16 years old or older must include courses of study;			
11. The transition services for a student 16 years old or older and on an IEP must include transition services that will enable the student to meet his/her postsecondary goals;			
12a. The IEP for students include a statement of measureable annual goals for the student;			
12b. The IEP for students 16 years or older include measureable annual goals that are related to their transition service needs;			
13. The student's IEP includes a statement of how the student's progress toward achieving the annual goals will be measured;			
14. The IEP includes a statement of when periodic reports on the progress of the child will be provided;			
15. The student's IEP includes adaptations of educational services, accommodations, modifications, supports and other adjustments that enable the student to participate in the general curriculum;			
16. The student's IEP includes the student's participation in district and North Dakota State Assessment;			
17. The student's IEP includes a description of activities with students who are not disabled;			
18. The student's IEP includes the educational environment in which the child with disabilities will receive a majority of his or her education;			
19. The IEP team must document the reason the educational environment is the most appropriate to meet the student's unique needs;			
20. The student's IEP includes a statement to the maximum extent appropriate the student is educated with children who are nondisabled;			

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Procedural Requirements	Yes	No	NA
21. The student's IEP includes a statement of special education and related services;			
22. In selecting LRE, the student's IEP team must consider any potential harmful effect on the child or on the quality of services that he or she needs;			
23. The student's placement and programming is determined at least annually;			
24. The student's need for extended school year services must be determined and documented annually.			

**Comments:**