

Procedural Compliance Self-Assessment (IEP) Checklist

STUDENT:	GRADE:	CASE MANAGER:	BUILDING:
REVIEWED BY:	DATE OF REVIEW:		
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 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;			

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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;			
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			

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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 is determined annually;			

Comments: