

IDEA/Part B/Indicator 13/Procedural Compliance Standards in the IEP Self-Assessment Form



There are eight (8) procedural compliance standards related to transition-age youth. Schools are required to document **100% compliance** with respect to each of these standards. Previously, Oregon has not met the required percentage of compliant IEP's. This form is to be used as an informal self-assessment tool for secondary educators and others as they seek to ensure compliance with each procedural compliance standard. This form is not intended for use as an external compliance tool or measure and should not be used as part of any actual IEP meeting.

Standards	Evidence
1. Is there evidence that the measurable post-secondary goal(s) are based on age-appropriate transition-related assessment(s) ?	
2. Is there evidence that the student's preferences, interests, needs, and strengths are considered as part of the IEP development?	
3. Are there appropriate measureable post-secondary goals in the areas of education, training, employment and, as needed, independent living? Are the goals updated annually to reflect changes in student's needs/interests?	
4. Are there transition services in the IEP that will reasonably enable the student to meet his/her post-secondary goal(s)?	
5. Do transition services include courses of study that will reasonably enable the student to meet his or her post-secondary goal(s)?	
6. If appropriate, is there evidence that a representative of any participating agency is invited to the IEP team meeting with prior consent of the parent or student who has achieved the age of majority?	
7. Is (are) there an annual IEP goal(s) related to the student transition service needs ?	
8. Is there evidence that the student is invited to the IEP team meeting where transition services were discussed? Identify the steps taken to involve the student in his/her IEP planning and/or meeting.	

IEP Procedural Compliance Standards

Self-Assessment Form Guidelines

Individuals and teams can use this form as an aid in seeking procedural compliance per IDEA Indicator 13 (i.e., IEP procedural compliance standards). Users of this form should seek to respond to all eight (8) standards and take the time to cite specific examples of evidence for each one.

In cases where there is no or minimal examples of evidence, users may want to seek ways in which to strengthen the documentation of the standard and generate additional evidence.

The following indicates examples of evidence for each of the standards:

1. Cite specific assessment(s) used, date, synopsis of information gathered, etc.
2. Reference personal profile(s), student portfolios,
3. Indicate areas addressed via PSG (i.e., employment, education/training, and independent living as needed), updated too
4. Provide examples of specific transition-related services to augment achievement of PSG
5. It is essential to be able to describe the student's course of study in one or two brief sentences
6. List agency representatives by title and how/when contacted regarding efforts to seek participation in the IEP
7. Briefly list the annual transition-related goals (based on student need/preferences, support of course of study)
8. In addition to notifying students, include specific actions designed to solicit student participation and involvement

Based upon review of the information contained in this self-assessment, consider ways in which the standards can be enhanced, greater examples of evidence, and/or the need for completion if no/minimal evidence is available.

Consider using this form as a guide when beginning the IEP development process as a secondary educator and for team discussion and review throughout the IEP process.

The creation of this form is based partly on information from the following sources:

NTACT:C
Transition Resource Handbook
Flannery, et al.



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