

Special Education Student Record Review Protocol

North Carolina Department of Public Instruction: Exceptional Children Division

Item #	Compliance Item	Response Criteria	Corrective Actions
I. INFORMED CONSENT FOR THE PROVISION OF SERVICES			
CNSNT1	<p>The Informed Consent for the initial provision of services for special education and related services was obtained from parent.</p> <p>NC 1503-4.3 CFR 300.300</p> <p>DEC 6</p>	<p>Yes = Signed Informed Consent for provision of special education and related services is on file.</p> <p>No = No signed Informed Consent for provision of services is on file.</p>	<p>Student Level: Obtain Informed Consent for services even though it may be after the fact.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on the requirements of obtaining informed consent for the provision of services.</p>
II. PRIOR WRITTEN NOTICE (PWN)			
PWN 2a	<p>The most current Prior Written Notice (PWN) contains a description of actions.</p> <p>NC 1504-1.4 CFR 300.503</p> <p>DEC 5</p>	<p>Yes = Most current PWN for the most recent action contains a description of all actions proposed or refused.</p> <p>No = PWN is missing or component is not addressed.</p>	<p>Student Level: Provide corrected PWN to parent.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on PWN requirements.</p>
PWN 2b	<p>Most current PWN explains why actions are proposed/refused.</p> <p>NC 1504-1.4 CFR 300.503</p> <p>DEC 5 (Sections I, II, and IV)</p>	<p>Yes = Most current PWN contains an explanation of WHY each action is proposed or refused.</p> <p>No = PWN is missing or component is not addressed.</p>	<p>Student Level: Provide corrected PWN to parent.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on PWN requirements.</p>
PWN 2c	<p>Most current PWN contains descriptions of evaluation(s)/report(s) used to propose or refuse each action(s).</p> <p>NC 1504-1.4 CFR 300.503</p>	<p>Yes = Most current PWN contains a description of each evaluation or report used as a basis for the proposed or refused action.</p> <p>No = PWN is missing or component is not addressed.</p>	<p>Student Level: Provide corrected PWN to parent.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on PWN requirements.</p>

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	DEC 5 (Section III)		
PWN 2d	<p>Most current PWN contains procedural safeguards.</p> <p>NC 1504-1.4 CFR 300.503</p> <p>DEC 5</p>	<p>Yes = Most current PWN contains a statement of the parent's procedural safeguards.</p> <p>No = PWN is missing or component is not addressed.</p>	<p>Student Level: Provide corrected PWN to parent.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on PWN requirements.</p>
PWN 2e	<p>Most current PWN contains parental sources for regulation information.</p> <p>NC 1504-1.4 CFR 300.503</p> <p>DEC 5</p>	<p>Yes = Most current PWN contains sources for the parent to contact to obtain assistance in understanding the regulations.</p> <p>No = PWN is missing or component is not addressed.</p>	<p>Student Level: Provide corrected PWN to parent.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on PWN requirements.</p>
PWN 3	<p>Parent was provided copy of PWN prior to implementation.</p> <p>NC 1504-1.4 CFR 300.503</p> <p>DEC 5</p>	<p>Yes = PWN contains the date and method in which the notice was provided to the parent prior to implementation.</p> <p>No = PWN does not contain the date and/or the method in which the notice was provided to the parent and/or PWN was not given to parent prior to implementation.</p> <p>Note: When student is age of majority and retains the right of educational decisions, the student is recipient.</p>	<p>Student Level: Provide PWN as required.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on PWN requirements.</p>
III. INITIAL EVALUATION/REEVALUATION			
EVAL 4	<p>There is documentation of required members' participation in the review of existing data.</p> <p>NC 1503-3.2 NC 1503-4.2 CFR 300.321 CFR 300.308</p>	<p>Yes = There is evidence of complete IEP team participation:</p> <ul style="list-style-type: none"> • LEA representative, AND • General education teacher, AND • Special education teacher, AND • Student as appropriate, AND • Parent (see note below), AND • Person who can interpret the instructional 	<p>Student Level: With required IEP team members, review existing data and complete the reevaluation process.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on IEP membership.</p>

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	DEC 1 or DEC 7	<p>implications of evaluation results.</p> <p>Note: When parent (and/or student when student is age of majority and retains right of educational decisions) did not participate, evidence of adequate notices were provided (two or more attempts) such as: records of telephone calls, records of visits.</p> <p>No = No evidence of complete IEP team participation OR excusal of required members' is not documented and/or no written input was provided to parent and IEP team prior to the review of existing data if the member's area was being discussed.</p>	
EVAL 5	<p>There is documentation that, as part of the initial evaluation or most current reevaluation, the IEP team completed a review of existing data, and based on that review identified what additional data were needed, if any.</p> <p>NC 1503-2.6 CFR 300.305</p> <p>DEC 1 or 7</p>	<p>Yes = Documentation or summary that the IEP team reviewed existing:</p> <ul style="list-style-type: none"> • Evaluations AND • Information provided by the parents AND • Current assessments (classroom- based, local, or state assessments) AND • Classroom observations, AND • Observations by teachers and related services providers AND • IEP team made a determination based on the review. <p>No = Documentation does NOT exist that supports that all data were reviewed OR no evidence of IEP team determination based on the review.</p>	<p>Student Level: Convene the IEP team to review all data and determine what additional data are needed, if any, and complete the reevaluation process.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on the review of existing data at referral and/or reevaluation.</p>
EVAL 6	<p>There is documentation that Informed Consent to Evaluate/Reevaluate was obtained from parent.</p> <p>NC 1503-1 CRF 300.300 DEC 2</p>	<p>Yes = Informed Consent:</p> <ul style="list-style-type: none"> • on file with signature date prior to evaluation and specific areas of evaluation identified, OR • at time of reevaluation, documentation exists of reasonable attempts to obtain parental consent and parent failed to respond, OR • no testing requested, OR • student transferred from another LEA 	<p>Student Level: Not correctable at student level.</p> <p>LEA Level: There must be training of appropriate special education personnel, including the LEA representatives responsible, on Informed Consent to Evaluate/Reevaluate procedures.</p>

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		<p>where the evaluation/reevaluation was conducted and the signed consent was not included in the transfer of records</p> <p>Note: When student is age of majority and retains the right of educational decisions the student is the recipient.</p> <p>No = No Informed Consent on file, OR signature date is after the evaluation, OR no specific evaluations identified, OR at the time of reevaluation no documentation exists of reasonable attempts to obtain parental consent.</p>	
EVAL 7	<p>There is documentation that data requested, consented to, and collected, match.</p> <p>NC 1503-2.5 CFR 300.304</p> <p>DEC 1 (or 7), 2 and 3</p>	<p>Yes = Screenings/evaluations requested, consented to, and collected match. No testing requested.</p> <p>No = Screenings/evaluations requested, consented to, and collected do not match.</p>	<p>Student Level: Complete the reevaluation process to collect the data that was requested. Collection of data not requested or consented to prior to collection is not correctable at student level.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on the eligibility process (Initial/Reevaluation).</p>
EVAL 8	<p>There is documentation that at time of reevaluation, the current IEP was reviewed, revised as appropriate, or a new IEP is developed.</p> <p>NC1503-5.1(6)(ii)(B) CFR 300.324</p> <p>DEC 4</p>	<p>Yes = There is documentation that at reevaluation the current IEP was reviewed, revised as appropriate, or a new IEP was developed OR the student was determined no longer eligible OR the evaluation process is for an initial IEP.</p> <p>No = There is no documentation that at reevaluation the current IEP was reviewed, revised as appropriate, or a new IEP was developed.</p>	<p>Student Level: No correction at the student level.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on the requirements of the reevaluation process.</p>
EVAL 9	<p>The reevaluation was completed within the past 3 years.</p> <p>NC 1503-2.4</p>	<p>Yes = The reevaluation is current and was completed within 3 years of previous eligibility Or No reevaluation required to date.</p> <p>Note: If DD the reevaluation must be completed every 3 years or prior to the 8th birthday or</p>	<p>Student Level: Complete the reevaluation process if the reevaluation is not current.</p> <p>LEA Level: There must be training of appropriate special education personnel</p>

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	CFR 300.303 Past DEC 5 that addressed reevaluation to current DEC 5	entering 3rd grade, whichever comes first. No = The reevaluation is current, but was not completed within 3 years of previous eligibility or the reevaluation is not current within 3 years.	including the LEA representatives on the requirements of the reevaluation process.
IV. ELIGIBILITY			
EL 10	There is documentation that evaluation is consistent with required eligibility criteria for primary and secondary (if applicable) disability category. NC 1500-2.4 NC 1503-2.5 NC 1503-3.3 CFR 300.304 CFR 300.305 CFR 300.309 CFR 300.8 DEC 3 and reports	Yes = Record contains documentation of: All required screenings and evaluations for eligibility and written reports for the screening and evaluations. No = Record does not contain all required screenings/evaluations and/or does not contain a report for each evaluation.	Student Level: Complete the reevaluation process to obtain required component(s) and documentation. Written reports must be included in the student record. LEA Level: There must be training of appropriate special education personnel including the LEA representatives on requirements for determining eligibility and the need for special education.
EL 11	There is documentation of eligibility determination. NC 1503-2.5 NC 1503-2.7 CFR 300.304 CFR 300.306 DEC 3	Yes = There is documentation the IEP team determined: <ul style="list-style-type: none"> • the student meets the criteria for one or more of the fourteen disability categories; • the disability has an adverse effect on educational performance; (for students with developmental delay: development or behavior is significantly delayed or atypical); and • the disability requires specially designed instruction AND The determinant factor for the eligibility decision is NOT due to lack of: <ul style="list-style-type: none"> • appropriate instruction in reading, 	Student Level: Complete the reevaluation process. LEA Level: There must be training of appropriate special education personnel including the LEA representatives on requirements for determining eligibility and the need for special education.

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		<ul style="list-style-type: none"> • lack of appropriate instruction in math, or • Limited English proficiency. <p>No = The IEP Team did not consider one or more of the above six components or if any of the six components were answered no.</p>	
EL 12	<p>There is documentation of required members' participation when eligibility is determined.</p> <p>NC 1503-3.2 NC 1503-4.2 CFR 300.321 CFR 300.322</p> <p>DEC 3</p>	<p>Yes = Evidence of complete IEP team participation including:</p> <ul style="list-style-type: none"> • LEA representative, AND • General education. teacher, AND • Special education. teacher, AND • Qualified personnel to interpret instructional implications of evaluation, AND • Student, as appropriate, AND • Parent (see note below), AND • If SLD, a person qualified to conduct individual diagnostic examinations of children.(signatures documenting agree/disagree) <p>OR excusal of required member(s) is documented and written input was provided to parent and IEP team prior to the meeting if member's area was being discussed.</p> <p>Note: When parent (and/or student when student is age of majority and retains right of educational decisions) did not participate, evidence of adequate notices were found in file (two or more attempts) such as: meeting notices, records of telephone calls, records of visits.</p> <p>No = No evidence of complete IEP team participation, OR no excusal of required members' is documented, OR no written input was provided to parent and IEP team prior to the meeting if member's area was being discussed.</p>	<p>Student Level: Determine eligibility with required IEP team members.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on requirements for determining eligibility and the need for special education.</p>
V. IEP DEVELOPMENT AND IMPLEMENTATION – CURRENT			
IEP 13	There is documentation the IEP	Yes =	Student Level: Convene an IEP team with

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	<p>Team included parent participation in the development of the current IEP for the most recent action.</p> <p>NC 1503-4.3</p> <p>CFR 300.322</p> <p>DEC 4 or 5 and Invitation to conference</p>	<ul style="list-style-type: none"> • Documentation that parent participated on IEP development, OR • Documentation that parent participated by alternate method, OR • Parent did not participate but evidence of adequate notices were provided (two or more) attempts such as: meeting notices, records of telephone calls, records of visits. <p>No = No documentation found.</p>	<p>required members including parent participation as noted in yes criteria.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on IEP membership.</p>
IEP 14	<p>The current IEP was reviewed within one year.</p> <p>NC 1503-5.1</p> <p>CFR 300.324</p> <p>DEC 4</p>	<p>Yes = Review occurred within 365 days (e.g., April 5, 2012 to April 4, 2013) from the previous IEP OR The student was not enrolled in the North Carolina Public Schools OR was not eligible for services..</p> <p>No = IEP was reviewed but not within 365 days or the annual review has not been conducted and is overdue.</p>	<p>Student Level: If a current IEP has not been developed, convene the IEP team and conduct the annual review.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on the requirements of reviewing the IEP within one year.</p>
IEP 15a	<p>The Special Factor: Behavior is considered and if yes, addressed in the IEP.</p> <p>NC1503-5.1</p> <p>CFR 300.324</p> <p>DEC 4</p>	<p>Yes = Special Factor: behavior is checked yes, no, or NA AND if yes, addressed in the IEP.</p> <p>No = Special Factor box is not checked OR if checked yes, is not addressed within the IEP.</p>	<p>Student Level: Revise IEP to address behavior needs.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on the consideration of Special Factor requirements.</p>
IEP 15b	<p>The Special Factor: Limited English Proficiency is considered and if yes, addressed in the IEP.</p> <p>NC1503-5.1</p> <p>CFR 300.324</p> <p>DEC 4</p>	<p>Yes = Special Factor: Limited English Proficiency is checked yes, no, or NA AND if yes, addressed in the IEP.</p> <p>No = Special Factor box is not checked OR if checked yes, is not addressed within the IEP.</p>	<p>Student Level: Revise IEP to address Limited English Proficiency.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on the consideration of Special Factor requirements.</p>
IEP 15c	<p>The Special Factor: Braille is considered and if yes, addressed in the IEP.</p>	<p>Yes = Special Factor: Braille is checked yes, no, or NA AND if yes, is addressed in the IEP.</p> <p>No = Special Factor box is not checked OR if</p>	<p>Student Level: Revise IEP to address the need for instruction in Braille.</p> <p>LEA Level: There must be training of appropriate</p>

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	NC1503-5.1 CFR 300.324 DEC 4	checked yes, is not addressed within the IEP.	special education personnel including the LEA representatives on the consideration of Special Factor requirements.
IEP 15d	The Special Factor: Communication needs is considered and if yes, addressed in the IEP. NC1503-5.1 CFR 300.324 DEC 4	Yes = Special Factor: communication needs (Including the specific areas under deaf and hard of hearing), is checked yes, no, or NA AND if yes, addressed in the IEP. No = Special Factor box is not checked OR if checked yes, is not addressed within the IEP.	Student Level: Revise IEP to address communication needs. LEA Level: There must be training of appropriate special education personnel including the LEA representatives on the consideration of Special Factor requirements.
IEP 15e	The Special Factor: Assistive technology devices and/or services is considered and if yes, addressed in the IEP. NC1503-5.1 CFR 300.324 DEC 4	Yes = Special Factor: assistive technology Devices and/or services is checked yes, no, or NA AND if yes, addressed in the IEP. No = Special Factor box is not checked OR if checked yes, is not addressed within the IEP.	Student Level: Revise IEP to address assistive technology devices and/or services. LEA Level: There must be training of appropriate special education personnel including the LEA representatives on the consideration of Special Factor requirements.
IEP 16	The IEP contains statement(s) of the student's present levels of academic achievement and functional performance (PLAAFP). NC 1503-4.1 CFR 300.320 DEC 4	Yes = The PLAAFP statement(s) include the required components: <ul style="list-style-type: none"> • Academic and functional strengths, AND • Academic and functional needs, AND • How the student's disability affects involvement and progress in the general curriculum. For preschool child – the PLAAFP includes how the disability affects the child's participation in appropriate activities. No = The PLAAFP statement does NOT contain all required elements.	Student Level: Revise the PLAAFP. LEA Level: There must be training of appropriate special education personnel including the LEA representatives on PLAAFP statements.

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IEP 17	<p>The IEP contains statement of measurable annual goals that address the needs identified in the PLAAFP.</p> <p>NC 1503-4.1 CFR 300.320</p> <p>DEC 4</p>	<p>Yes = Each IEP goal is measurable, and includes the academic and/or functional area and the level of achievement. Annual goal(s) are based on areas of needs described in the PLAAFP statements.(condition if applicable)</p> <p>No = One or more IEP goal is not measurable, OR does not include all required components, OR is not based on needs identified in the PLAAFP.</p>	<p>Student Level: Revise the annual goal(s) as required.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on IEP goals.</p>
IEP 18	<p>The IEP contains description of how student's progress toward meeting annual goals will be measured.</p> <p>NC 1503-4.1 CFR 300.320</p> <p>DEC 4</p>	<p>Yes = IEP describes how student progress towards annual goal(s) will be documented.</p> <p>No = IEP does not describe how student progress towards annual goals will be documented.</p>	<p>Student Level: Revise the IEP to address how progress toward meeting the annual goal(s) will be measured.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on how progress toward meeting the annual goal(s) will be measured.</p>
IEP 19	<p>The IEP indicates how the student will participate in the Statewide assessment program(s) with or without accommodations</p> <p>NC 1503-4.1 CFR 300.320</p> <p>DEC 4</p>	<p>Yes = IEP indicates how the student will participate in the Statewide assessment program OR Student is not in a testing grade level.</p> <p>No = Student participation is not addressed.</p>	<p>Student Level: Revise the IEP to address required assessment participation.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on assessment participation.</p>
IEP 20	<p>The IEP indicates how the student will participate in district-wide assessment program(s) with or without accommodations.</p> <p>NC 1501-12.4 CFR 300.320</p> <p>DEC 4</p>	<p>Yes = IEP indicates how the student will participate in the district-wide assessment program OR LEA does not administer district-wide assessments OR the student is not in a testing grade level.</p> <p>No = Student participation is not addressed.</p>	<p>Student Level: Revise the IEP to address participation in district-wide assessments.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on district-wide assessments.</p>
IEP 21	<p>The IEP explains why the regular testing program (with or without</p>	<p>Yes = An explanation is provided in IEP OR Student is taking standard statewide testing with/</p>	<p>Student Level: Revise the IEP to address alternative assessments.</p>

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	<p>accommodations) is not appropriate and why the selected assessment is appropriate.</p> <p>NC 1503-4.1 CFR 300.320</p> <p>DEC 4</p>	<p>without accommodations OR student is not in a testing grade level.</p> <p>No = No explanation or partial explanation is provided in IEP.</p>	<p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on alternative assessments.</p>
IEP 22	<p>A continuum of alternative educational placements selected on current IEP.</p> <p>NC 1501-3.3 CFR 300.116</p> <p>DEC 4</p>	<p>Yes = The continuum of services designated on the IEP reflects the frequency, duration, and location of services selected.</p> <p>No = The continuum of services is not designated on the IEP and/or does not reflect the frequency, duration, and location of services selected.</p>	<p>Student Level: Revise the IEP to address the frequency, location, and duration of services and/or the continuum of alternative placements.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on continuum of placements reflective of services.</p>
IEP 23	<p>The least restrictive environment (LRE) justification (WHY) is addressed on current IEP (ages 3-21).</p> <p>NC 1503-4.1 CFR 300.320</p> <p>DEC 4</p>	<p>Yes = IEP explains WHY the services cannot be delivered with nondisabled peers with the use of supplementary aids and services OR The student is not removed from nondisabled peers.</p> <p>No = IEP does NOT explain WHY the services cannot be delivered with nondisabled peers with the use of supplementary aids and services.</p>	<p>Student Level: Revise the IEP to address LRE justification.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on LRE justification.</p>
IEP 24	<p>Extended school year (ESY) services are considered annually (including students enrolled in year round programs).</p> <p>NC 1501-2.4 CFR 300.106</p> <p>DEC 4</p>	<p>Yes = ESY consideration is documented on the IEP.</p> <p>No = ESY consideration is not documented on the IEP.</p>	<p>Student Level: Revise the IEP to address ESY.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on ESY.</p>
<p>VI. SECONDARY TRANSITION</p> <p>(Not applicable if the student is not at least 16 years of age during the duration of this IEP)</p>			
TRAN25	<p>There are appropriate measurable postsecondary goals addressing education or training, employment, and, as needed,</p>	<p>Yes = The required goals are present, measurable and will occur after high school.</p> <p>No = One or more of the goals are not present,</p>	<p>Student Level: Revise the IEP to address measureable postsecondary goals.</p> <p>LEA Level: There must be training of</p>

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	independent living. NC 1503–4.1 CFR 300.320 DEC 4a	measurable and/or do not state what the student will do after high school.	appropriate special education personnel including the LEA representatives on measureable postsecondary goals.
TRAN26	The postsecondary goals are updated annually. NC 1503–4.1 CFR 300.320 DEC 4a	Yes = The postsecondary goals were addressed/updated in conjunction with the development of the current IEP. No = The postsecondary goals were not addressed/updated in conjunction with the development of the current IEP.	Student Level: Revise the IEP to address updating postsecondary goals. LEA Level: There must be training of appropriate special education personnel including the LEA representatives on updating postsecondary goals.
TRAN27	There is evidence that the measurable postsecondary goals were based on age appropriate transition assessment. NC 1503-4.1 CFR 300.320 DEC 4a	Yes = The use of transition assessment(s) for the development of postsecondary goals is evident in the IEP. No = There is no evidence of transition assessments OR transition assessments were not used to develop postsecondary goals.	Student Level: Revise the IEP to address conducting age appropriate transition assessment(s). LEA Level: There must be training of appropriate special education personnel including the LEA representatives on conducting age appropriate transition assessment(s).
TRAN28	There are transition services/activities in the IEP that will reasonably enable the student to meet his or her postsecondary goals. NC 1503–4.1 CFR 300.320 DEC 4a	Yes = There is at least one transition service/activity documented in the IEP associated with meeting each of the postsecondary goals. No = There is not at least one transition service/activity documented in the IEP associated with meeting each of the postsecondary goals.	Student Level: Revise the IEP to address transition services/activities that will reasonably enable the student to meet his or her postsecondary goals. LEA Level: There must be training of appropriate special education personnel including the LEA representatives on transition services/activities that reasonably enable students to meet postsecondary goals.
TRAN29	Transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals. NC 1503–4.1 CFR 300.320	Yes = Transition services includes a course of study that aligns with the student’s postsecondary goals. No = Transition services do not include a course of study that aligns with the student’s postsecondary goals.	Student Level: Revise the IEP to address transition services that include courses of study that will reasonably enable the student to meet his or her postsecondary goals. LEA Level: There must be training of appropriate special education personnel including the LEA representatives on transition

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	DEC 4a		services that include courses of study that reasonably enable students to meet postsecondary goals.
TRAN30	<p>There is/are annual IEP goal(s) related to the transition services needs.</p> <p>NC 1503-4.2 CFR 300.320</p> <p>DEC 4a</p>	<p>Yes = There is at least one annual goal included in the IEP that is related to the student's transition services.</p> <p>No = No documented IEP goals.</p>	<p>Student Level: Revise the IEP to address annual IEP goal(s) related to the transition services needs.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on annual IEP goal(s) related to the transition services needs.</p>
TRAN31	<p>There is evidence that the student was invited to the IEP team meeting where transition services were discussed.</p> <p>NC 1503-4.2 CFR 300.321</p> <p><i>Forms: Invitation to Conference Prior to age 18 or Invitation to Conference Age 18 and Older</i></p>	<p>Yes = There is evidence in the IEP file that the student was invited to attend the IEP team meeting.</p> <p>No = There is no evidence in the IEP file that the student was invited to attend the IEP team meeting.</p>	<p>Student Level: Invite the student and reconvene the IEP team meeting.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on inviting students to the transition IEP.</p>
TRAN32	<p>There is evidence that a representative of an applicable participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority, if appropriate.</p> <p>NC 1503-4.2 CFR 300.321</p> <p><i>Form: Invitation to Conference Consent to Invite Outside Agency</i></p>	<p>Yes = There is appropriate documentation (e.g., Meeting Notice Form) indicating that, <u>if applicable</u>, representatives of participating agencies were invited to the meeting <u>with prior consent</u> of the parent or age-of-majority student. No outside agency resources needed OR parents did not give consent OR student is not 16.</p> <p>No = There is NO documentation (e.g., Meeting Notice Form) indicating that, <u>if applicable</u>, representatives of participating agencies were invited to the meeting <u>with prior consent</u> of the parent or age-of-majority student</p>	<p>Student Level: Not correctable at student level.</p> <p>LEA Level: There must be training of appropriate special education personnel including the LEA representatives on outside agency participation at transition IEP.</p>