

## Compliance Monitoring SY 2009-2010

### Item Description

Category & Item #	Description and Citation	Code of Regulation (CFR)
<b>SCHOOL WIDE INFORMATION</b>		
A1	File is kept in secure location. File cabinet is locked.	CFR 300.610
A2	Access log is included in file and completed correctly.	CFR 200.614
A3	The school has a procedure to excuse an IEP member from part or all of the IEP meetings.	CFR 300.321(e)(1)(2)(i-ii)
A4	The school has a procedure to amend or modify the IEP without an IEP meeting.	CFR 300.324(a)(4)(6)
A5	A Summary of Performance (SOP) is provided to students who graduate with a regular diploma or age out due to reaching maximum age. (high schools only)	?
<b>REFERRAL AND INITIAL EVALUATION</b>		
B1	General classroom interventions were completed prior to referral for special education services.	CFR 300.310(b)(1)
B2	Referral form completed and is included in the file.	CFR 300.309(b)(1)
B3	Parent consent for evaluation is in writing and in the file.	CFR 300.300(a)(ii)
B4	Information was gathered regarding student participation and progress in the general education curriculum.	CFR 300.311(a)(5)(i-ii)
B5	Assessment procedures were related to the referral and classroom interventions.	CFR 300.304(a)(1)(c)(4)
B6	Assessments were complete in language and form most likely to yield accurate information.	CFR 300.304(c)(ii)
B7	Student assessed in all areas of suspected disability.	CFR 300.304(c)(4)
B8	Current assessment was administered by trained and knowledgeable personnel.	CFR 300.304(c)(iv)
B9	Variety of assessment tools and strategies were used to gather relevant functional and developmental information including information provided by the parent.	CFR 300.304(b)(1)
B10	A group of professionals including the parent of the child with a disability determined whether the child is a child with a disability.	CFR 300.306(a)(1)
B11	A copy of the evaluation report was given to the parents.	CFR 300.306(a)(2) SPP Indicator 8
B12	Evaluation complete within a 60 day timeline.	CFR 300.301(a)(1)(i)
B13	Initial IEP development occurs within 30 days of eligibility determination.	CFR 300.323(c)(1)
B14	A reasonable effort to obtain informed consent from the parent for the initial provisions of special education and related services to the child is on file.	CFR 300.300(b)(1)
<b>RE-EVALUATION</b>		
C1	Re-evaluation must occur at least once every 3 years unless parent and agency agree re-evaluation is not needed.	CFR 300.303(b)(2)
C2	Informed parent consent is obtained and on file prior to conducting re-evaluation of a child with a disability, if appropriate.	CFR 300.300(c)(1)(i)
C3	Following the re-evaluation determination the IEP Team and other qualified professionals must, in the case of the re-evaluation of a child, determine whether the child continues to have a disability and whether the child continues to need special education and related services.	CFR 300.305(a)(2)(B)
<b>APPROPRIATE IEP TEAM MEMBERS</b>		
D1	The IEP Team includes parents.	CFR 300.321(a)(1), SPP Indicator 8
D2	A school administrator who is qualified to provide or supervise the provision of specially designed instruction, is knowledgeable about the general education curriculum, is knowledgeable about the availability of resources, and can commit school funds.	CFR 300.321(a)(94)(i-iii)

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D3	The IEP is completed of not less than one special education teacher.	CFR 300.321(a)(3)
D4	The IEP Team is composed of not less than one general education teacher.	CFR 300.321(a)(2)
D5	The IEP Team has an individual who can interpret test results and instructional implications.	CFR 300.321(a)(5)
<b>IEP CONTENT</b>		
E1	A current copy of the student's IEP is in the student's file.	CFR 300.323(a)
E2	Statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in general education curriculum.	CFR 300.320(a)(1)(i)
E3	The IEP contains measurable annual goals, including academic and functional goals.	CFR 300.324(a)(2)(i)
E4	Short-term objectives/benchmarks are present for students who take alternate assessments aligned to alternate achievement standards.	CFR 300.320(a)(2)(B)(ii)
E5	A statement of how a child's parents will be regularly informed on their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the IEP goals by the annual review.	CFR 300.320(a)(3)(i-ii)
E6	The IEP must include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessment.	CFR 300.320(a)(6)(i)
E7	An explanation on the extent, if any, to which the student will not participate with non-disabled peers in the regular class and in other non-academic activities.	CFR 300.320(a)(5) and CFR 300.320(a)(4)(i-ii) SPP Indicator 5
E8	A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child are documented and verified by a service log.	CFR 300.320(a)(4)
E9	Documentation of accommodations and supports provided to the students in general and special education.	CFR 300.320(a)(4)
E10	No later than one year before the student reaches the age of majority under State Law, a statement that the child has been informed of his/her rights on reaching the age of majority is included.	CFR 300.320(c)
<b>IEP CONSIDERATIONS</b>		
F1	The IEP team considers extended school year services annually.	CFR 300.106
F2	In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions, supports, and other strategies to address that behavior.	CFR 300.324(a)(2)(i)]
F3	Consideration of assistive technology needs.	CFR 300.324(a)(2)(v)
F4	Consideration of communication needs of the child (e.g. hearing aids, and/or use of Braille, etc).	CFR 300.324(a)(2)(iii)
F5	If, required, positive behavior supports are appropriate to reduce the possibility of suspension/expulsion.	SPP Indicator 4
<b>PLACEMENT AND SERVICES</b>		
G1	All services are identified including the projected beginning date of the service and modifications with the frequency, location and duration of those services and modifications.	CFR 300.320(a)(7)
G2	Was the student with a disability provided with services if he/she was removed from his/her current placement for more than 10 days? If no, explain why services were not provided.	CFR 300.530(b)(2)
<b>PARENT PARTICIPATION</b>		
H1	Notify parents of the meeting early enough to ensure that they have the opportunity to attend and schedule the meeting at a mutually agreed upon time and place.	CFR 300.322(a)(1-2) SPP Indicator 8

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H2	Parent informed of purpose, time and location of the meeting and who will be in attendance.	CFR 300.322(a)(2)(i)
H3	Invitation includes information regarding the parents' rights to bring other people to the meeting.	CFR 300.321(a)(6)
H4	Procedural safeguards brochure is provided at least once per year.	CFR 300.504(a)
H5	A prior written notice is provided to the parent by the public agency that proposes to initiate or change the identification, evaluation or educational placement of the child or the provisions of FAPE to the child.	CFR 300.503(a)(1) SPP Indicators 9, 10
TRANSITION SERVICES		
I1	For students 16 and older (or turning 16 during duration of current IEP), there are appropriate measurable postsecondary goals that cover education, training, employment, and as needed, independent living.	CFR 300.320(b)(1)
I2	The postsecondary goals are updated annually.	CFR 300.320(b)
I3	There is evidence that the measurable postsecondary goals were based on age appropriate transition assessments.	CFR 300.320(b)(1)
I4	There are transition services, including courses of study that will reasonably enable the student to meet his or her postsecondary goals.	CFR 300.320(b)(2)
I5	The annual IEP goals are related to the student's transition services needs.	SPP Indicator 13
I6	There is evidence that the student was invited to the IEP Team meeting where transition services were discussed.	CFR 300.321(b)(1)
I7	If appropriate, there is evidence that a representative of any participating agency was invited to the IEP Team Meetings with the prior consent of the Parent(s) or student who has reached the age of majority.	CFR 300.321(b)(3)