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| Monitor’s Name | Date of Review:  |
| District:  | School:  |
| Student’s Name: | Date of Birth: | Age: | Grade: |
| Eligibility Category: | Secondary Eligibility: | Eligibility Date: |
| NOTES: |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-1 | 300.320(a)300.323(a) | Did the public agency have an IEP in effect for the child? | YES | The public agency has an IEP in effect for the child. | Current IEP |
| NO | The public agency did not havean IEP in effect for the child. |
| DS-2 | 300.321(1)(1)(2)(3)(4)(i)(ii)(iii)(5)(6)(7) | Did the public agency ensure that the IEP Committee for the child include1. Parents;
2. General Education Teacher;
3. Special Education Teacher;
4. Agency Representative
5. Related Service Personnel as appropriate;
6. Child as appropriate
 | YES | The IEP Committee includes all persons as stated in SBP 300.321 regulation. | IEP-Signature Page |
| NO | The IEP Committee does not include required members as stated in SBP 300.321 regulation and/or no excusal form included in file.  |
| DS-3 | 300.321(b)(1)(i)(ii) | Did the public agency ensure the IEP Committee review/revises the IEP as appropriate to address1. Any lack of expected progress toward the annual goals;
2. The results of any reevaluation;
3. Information about the child provided to or by the parents;
4. The child’s anticipated needs.
 | YES | Invitation to Committee MeetingPrior Written NoticesSummary of review/revisions | IEP-Signature PageIEP-Goal Page |
| YES | The IEP Committee did not review/revised the IEP as appropriate. |
| NA | No revision required during this audit |
| DS-4 | 300.320(A)(1)(i)(ii) | Did the IEP include a statement of how the student’s disability affects the child’s involvement and progress in general education?  | YES | Impact statement explains how the disability affects performance. | IEP-PLAAFP |
| NO | No impact statement. ORStatement does not address all areas of involvement and progress in the general curriculum.  |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-5 | 300.324(a)(1)(i)-(iv) | Does the IEP include student’s strengths? | YES | IEP includes the student’s strengths. | IEP-PLAAFPIEP-SCD Determination Section |
| NO | IEP does not includes the student’s strengths. |
| Does the IEP include concerns of the parents? | YES | IEP includes concerns of the parents. |
| NO | IEP does not include concerns of the parents. |
| Does the IEP include results of the most recent evaluation? | YES | IEP includes results of the most recent evaluation. |
| NO | IEP does not include results of the most recent evaluation. |
| Does the IEP include the student’s academic needs? | YES | IEP includes the student’s academic needs. |
| NO | IEP does not include the student’s academic needs. |
| NA | No academic needs identified |
| Does the IEP include developmental and functional needs?  | YES | IEP does include developmental and functional needs. |
| NO | IEP does not include developmental and functional needs. |
| NA | The student has no developmental and/or functional needs.  |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-6 | 300.324(a)(2)(i)-(v) | Does the IEP address if appropriate; 1. A child whose behavior impedes the child’s learning or that of others;
2. A child with limited English proficiency (consider the language needs of the child);
3. A child who is blind or visually impaired;
4. A child who is deaf or hard of hearing
5. A child’s needs of assistive technology devices and services
 | YES | There is alignment between the academic/behavioral/functional needs identified in the IEP and the annual goals or evidence in the IEP that the IEP Committee based on the severity of needs, decided to prioritize addressing the needs. | IEP-PLAAFPIEP-ANNUAL GOALSSpecial Consideration page  |
| NO |
| NA |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-7 | 300.320(a)(2)(i)300.324(b)(i) | Do annual goals address the child’s academic area(s) of need? | YES | There is alignment between the academic needs identified in the IEP and the annual goals **or** evidence in the IEP that the IEP Committee, based on the severity of needs, decided to prioritize addressing the needs, (i.e. if student is in 9th grade reading on the 3rd grade level there should be a reading/decoding goal, not just identify the main idea, etc.)The PLAAFP summary identifies baselinefunctioning data.There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.  | IEP-PLAAFPIEP-ANNUAL GOALS |
| NO | Annual goals fail to address the child’s academic needs identified in the IEP. |
| NA | Annual goals addressing the child’s academic area(s) of need are not necessary at this time.  |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-8 | 300.320(A)(2)(i) | Do annual goals address the child’s functional area(s) of need? | YES | There is alignment between the functional needs identified in the IEP and the annual goals.Functional means nonacademic, as in “routine activities of everyday living.” There must be a direct relationship between eachmeasurable annual goal and the present levels of academic achievement and functional performance that precede it.  | ANNUAL GOALS |
| NO | The annual goals fail to reasonably address functional area(s) of need identified in the IEP. |
| NA | Annual goals addressing the child’s functional area(s) of need are not necessary at this time.  |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-9 | 300.320(a)(2)(i)300.324(b)(1) | Are annual goals stated in measurable terms?(Performance criteria desired: the level the child must demonstrate for mastery and the number of times the child must demonstrate the skill or behavior.) | YES | Measurable annual goals are statements in measurable terms that describe what can be taught to the child using specially-designed instruction within a twelve-month period. A measurable annual goal must contain the following:* Clearly defined behavior: the specific action the child will be expected to perform.
* The condition (situation, setting or given material) under which the behavior is to be performed.
 | IEP (Measurable Annual Goals) |
| NO | The annual goals do not describe what can be taught to the child using specially-designed instruction, and do not include the above**.** |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-10 | 300.320(a)(3)(i)300.320(a)(3)(ii) | Does the IEP include a description of how the child’s progress toward meeting the annual goals will be measured? (Method of Measure) | YES | The IEP includes a description of how the child’s progress toward meeting the annual goals will be measured.  | IEP-Current Level of Performance (CLP) for Report of Progress |
| NO | The IEP does not includes a description of how the child’s progress toward meeting the annual goals will be measured |
| Does the IEP include periodic reports on the progress the child is making toward meeting the annual goals? | YES | There is evidence to determine sufficient and/or insufficient progress was made. | If audit occurs prior to progress monitoring time, refer to previous year IEP. |
| NO | The IEP does notinclude evidence or documentation of sufficient and/or insufficient progress reported appropriately or the areas are left blank.  |
| DS-11 | 300.324(a)(2)300.324(b)(2) | Does the IEP address Special Consideration? | YES | The IEP specifically identifies the provision of Special Considerations that aligns with the needs of the child and supports achievement of annual goals. | IEP-Special Considerations Page |
| NO | The IEP does notspecifically identify the provision of Special Considerations that aligns with the needs of the child and supports achievement of annual goals. |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-12 | SBP 300.39(b)(3) | Does the IEP include a statement of specifically designed instruction that addresses the needs of the child and supports annual goals to enable the child-1. To advance appropriately toward attaining the annual goals;
2. To be involved in and make progress in the general education curriculum.
 | YES | SBP 74.19 300.39(b)(3)The IEP specifically identifies the provision of specifically-designed instruction and describes the nature of the instruction that aligns with the needs of the child andsupports the achievement of annual goals. Examples:\*Graph-phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, de-coding \* Explicit instruction on how to use a graphic organizer \* Direct instruction and support for specialized software and equipment \*Explicit instruction in the writing process including prewriting activities, writing, revising, editing, and publishing \*Multi-sensory teaching strategies \*Direct instruction in computation and reasoning strategies  | *Specially designed instruction* means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction— (i) To address the unique needs of the child that result from the child's disability; and (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards |
| NO | The IEP does not identify specially designed instruction and supports the achievement of annual goals.  |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-13 | 300.320(a)(7) | Does the statement of specially-designed instruction indicate:1. Location
2. Beginning/ending dates of services
3. Duration/frequency of those services.
 | YES | The IEP specifically identifies the location, beginning/ending dates of services and duration/frequency of those services.  | IEP-Description of Specially-Designed Instruction |
| NO | The IEP does notspecifically identifies the location, beginning/ending dates of services and duration/frequency of those services. |
| DS-14 | 300.320(a)(4) | Does the IEP identify modifications to enable the child to be involved in and make progress in the general education curriculum?  | YES | Modifications mean changes made to the content that students are expected to learn where amount or complexity of materials is altered from grade level curriculum expectations. When an instructional or curriculum modification is made, either the specific subject matter is altered or the performance expected of the student is changed. | IEP-Description of Specially-Designed Instruction-Program Modifications |
| NO | The IEP does not describe the type of modifications and the extent of the modifications provided to the child-or- modifications are listed as: “as needed”, “at the discretion of the teacher”, or “as requested by the student”. |
| NA | Based on the needs of the child, modifications were not identified at this time. |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-15 | 300.34300.320(a)(4) | Does the IEP identify related services that address the needs of the child and support annual goals?  | YES | The IEP specifically identifies the provision of related services that aligns with the needs of the child and supports achievement of annual goals. Related Services may include but limited to: speech-language pathology and audiology, interpreting, psychological, physical therapy, occupational therapy, recreation including therapeutic recreation, counseling including rehabilitation, orientation and mobility, social work, health and school nurse. | IEP -Description(s) of Specially-Designed Instruction-Related Services |
| NO | The IEP does not specifically identify the provision of related services that aligns with the needs of the child and supports achievement of annual goals.  |
| NA | Based on the needs of the child, related services were not identified at this time. |
| DS-16 | 300.320(a)(7) | Does the statement of related services indicate the location, duration, and frequency of the related services? | YES | The IEP specifically indicates the location of where the services will be provided, the duration and frequency. | IEP -Description(s) of Specially-Designed Instruction-Related Services |
| NO | The IEP does not specifically indicates the location of where the services will be provided, the duration and frequency. |
| NA | Based on the needs of the child, related services were not identified at this time.  |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-17 | 300.324(a)(3)(ii) | Does the IEP include Supports for Personnel to include location, duration, and frequency of supports? | YES | The IEP specifically identify supports for personnel to include location, duration, and frequency of supports. | IEP Description(s) of Specially-Designed Instruction-Support for Personnel |
| NO | The IEP does not specifically identify supports for personnel to include location, duration, and frequency of supports. |
| NA | Based on the needs of the child, support for personnel was not identified at this time.  |
| DS-18 | 300.320(6)(ii) 300.321(6)(A) | Did the IEP Committee determine the child must take an alternate assessment instead of a particular regular State or districtwide assessment? | YES | The IEP specifically identifies an alternate assessment instead of a particular regular State or districtwide assessment.  | IEP-Statewide Assessment Program SectionIEP-Significant Cognitive Disability Section |
| NO | The IEP does not specifically identify an alternate assessment instead of a particular regular State or districtwide assessment. |
| NA | Student will not take any assessment or will participate in standard assessment.  |
| Did the IEP Committee determine the child meets the criteria for Significant Cognitive Disability? (All 3 criterion must be marked as YES to meet SCD) | YES | All three (3) SCD standards are marked as YES. |
| NO | The student is marked as SCD, but all three (3) standards are not marked YES or standard was inappropriately marked as YES. |
| The student is not identified as SCD or will not participate in any State or districtwide assessment.  | NA | Does not meet criteria for SCD or will not take any State or districtwide assessment. |
| DS-19 | 300.321(6)(i) | Does the IEP include individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on State and districtwide assessments?  | YES | The IEP includes individual accommodations that are necessary to measure academic achievement and functional performance on State and districtwide assessments.  | IEP-Statewide/Districtwide Test Accessibility / Accommodations Sections |
| NO | The IEP does not **i**nclude individual accommodations that are necessary to measure academic achievement and functional performance on State and districtwide assessments. |
| NA | The student will not participate in any State or districtwide assessment where individual accommodations are necessary to measure academic achievement and functional performance.  |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-20 (1) | 300.43SBP 300.320(b) | Does the public agency have in place beginning not later than the first IEP to be in effect when the child turns fourteen (14), or younger if determined appropriate by the IEP Committee, and updated annually, transition services in the IEP that will reasonably enable the child to meet his or her postsecondary goals? | YES | The IEP contains transition services in the IEP.  | IEP-Transition Section |
| The public agency does not have in place beginning not later than the first IEP to be in effect when the child turns fourteen (14) transition services in the IEP that will reasonably enable the child to meet his or her postsecondary goals? | NO | The IEP does not contain transition services in the IEP for a student fourteen (14) or younger if determined appropriate.  |
| The child is not fourteen (14) or above. **Continue on to DS-21** | NA | The child is not fourteen (14) or above. **Continue on to DS-21** |
| DS-20 (2) | 300.321(a)(7)(b) | Is there evidence that the student was invited to the IEP Committee meeting where transition services were discussed?  | YES | There is documented evidence in the IEP or file that the student was invited to attend the IEP meeting. | IEP-Signature PageLetter inviting the student to attendNotice of Committee Meeting |
| NO | There is no documented evidence in the IEP or file that the student was invited to attend the IEP meeting. |
| DS-20 (3) | 300.320(b)300.324(c) | Are appropriate measurable postsecondary goals included in the areas of training, education, employment, and where appropriate, independent living skills?  | YES | The goals were addressed/updated in conjunction with the IEP.  | IEP-Transition Section |
| NO | Postsecondary goals are not stated.  |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-20 (4) | 300.321(b)(1) | Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)? | YES | Transition assessments used for the postsecondary goals are evident in the student’s file.  | IEP-Transition SectionIEP Indicator 13 Checklist |
| NO | Transition assessments used for the postsecondary goals are notevident in the student’s file. |
| DS-20 (5) | 300.43(2)(i)(ii)(iii)(iv)(v) | Are there transition services based on the child’s needs, taking into account the child’s strengths, preferences and interests; and includes 1. Instruction
2. Related Services
3. Community Experiences
4. The development of employment and other post-school adult living objectives
5. Acquisition of daily living skills and functional vocational evaluation
 | YES | There are transition services based on the child’s needs, taking into account the child’s strengths, preferences and interests; and includes instruction; related services; community experiences;development of employment and other post-school adult living objectives; and acquisition of daily living skills and functional vocational evaluation.  | IEP-Transition Section |
| NO | There are **no** transition services based in the IEP that will reasonably enable the student to meet his/her postsecondary goals or one or more areas mentioned.  |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-20 (6) | 300.320(b)(2) | Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals? | YES | The transition services include courses of study that align with the student’s postsecondary goals. | IEP-Transition Section |
| NO | The transition services do not include courses of study that align with the student’s postsecondary goals or there are no course of study listed.  |
| DS-20 (7) | 300.321(b)(3)300.324(c) | If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?  | YES | There is evidence in the IEP that representatives of an outside agency were invited to participate in the IEP development. Prior consent was obtained from the parent (or student who has reached the age of majority). | IEP-Transition SectionOutside agency representative may include but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for the postsecondary goals. |
| NO | There is no evidence in the IEP of an outside agency being invited to participate in the IEP meeting. Prior consent was not obtained from parent (or student who has reached the age of majority). |
| NA | An outside agency is not required or appropriate to meet the unique needs of the student. |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| DS-21 | 300.115(a)(b) | Does the IEP Committee consider placement options for the child? | YES | The IEP includes a description of placement options considered while determining the child’s LRE. | IEP-Placement Considerations and LRE Determinations Section |
| NO | The IEP does not includes a description of placement options considered while determining the child’s LRE. |
| DS-22 | 300.320(a)(5) | Does the IEP describe the extent to which the child does not participate with his/her non-disabled peers?  | YES | The IEP describes the extent to which the child participates with his/her non-disabled peers. | IEP-Non-participation with Non-Disabled Peers Section |
| NO | The IEP does not describe the extent to which the child participates with his/her non-disabled peers. |
| NA | The student receives services at a school/facility that only provides special education services.  |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| FAPE-1 | 300.106(a)(1)(2) | Does the public agency ensure that extended school year (ESY) services are available as necessary to provide FAPE?If the student is eligible, are targeted goals listed? If regression/recoupment is the criterion, is there evidence of data collection in the student’s file? (Refer to the previous year ESY determination review if the audit takes place prior to the determination for the current year) | YES | The ESY determination page has both the documentation of eligibility and the criterion used for determination. If student is eligible, there are targeted goals. If regression/ recoupment is the criterion, there is evidence of appropriate data collection for the required amount of time. | IEP-ESY Determination Page |
| NO | The ESY determination page is blank or the following is missing:* eligibility determination
* criterion used for determination

Regression/Recoupment data (if applicable) is not present in student records.Student is eligible, but there are no targeted goals identified on the IEP. |