

MAINE FOCUSED MONITORING IN-SERVICE GUIDE - PUPIL RECORD AUDIT FORM (PRAF) (DOCUMENT TO BE USED IN CONJUNCTION WITH THE PRAF)

DIRECTIONS

1. Check for compliance. **(USE MAINE UNIFIED SPECIAL EDUCATION REGULATIONS)**
2. Document: (+) if it meets compliance,
(o) if it does not meet compliance, and
(n/a) if it does not apply.
3. Make sure each document is completely filled out.
4. Check with the Director of Special Education to ensure that the identified area of **DOCUMENTS NEEDED IS** what your school unit uses for documentation. This guide is constructed to reflect use of the state forms.

INITIAL REFERRAL

1. **Written Notice of initial special education referral (must contain all components of Written Notice)**

LOCATION – *Written Notice*

FIND - *All components of Written Notice*

QUESTIONS TO ANSWER – *Are all components of Written Notice on the referral form or letter?*

Are all the questions answered?

Is there documentation of Written Notice sent to parents?

Is there documentation of Procedural Safeguards being sent to parent?

NOTE: No N/A's accepted except for #5 (other factors)

REFERENCE:

MUSER '07' Regs.:

IV.2.D.

Appendix 1 (p. 199-200) Written Notice

IDEIA '06' Regs.:

34CFR §300.503 (a) (1) & (2) ~ also see comment page 46691

34CFR § 300.504

2. **Input from the IEP Team to determine evaluation needs (if any)**

DOCUMENT NEEDED – *Parental Consent for Evaluation*

FIND - *Documented input from the required IEP Team members*

QUESTIONS TO ANSWER - *Did required members have input?*

Is there written documentation?

REFERENCE:

MUSER '07' Regs.:

V.3.A.(1)(2)

III.3.B.

IDEIA '06' Regs.:

34CFR §300.305 ~ Also see comment page 46641

3. Parents provided with written consent for initial evaluation (15 school days)

DOCUMENTS NEEDED – *Written Notice of referral; Parental Consent for Evaluation*

FIND - *Date written consent was sent to parents and date the Written Notice of referral was initiated (you will find the date that a referral is initiated in the school unit's referral policy – usually upon signature of an administrator)*

QUESTIONS TO ANSWER – *Can I find when the referral was initiated?*

Is the written consent form dated when it was sent or given to the parents?

REFERENCE:

MUSER '07' Regs.:

Appendix 1 (Parent Consent - p.201-202)

IV.2.E.

IDEIA '06' Regs.:

34CFR 300.9

34CFR §300.300 (a) ~ Also see comment page 46629

34CFR §300.503 ~ Also see comment page 46691

4. Receipt of consent to evaluate and IEP Team determination (Time line: 45 school days)

DOCUMENTS NEEDED - *Parental Consent for Evaluation and date it was received by the school; Written Notice that discusses the evaluations, results, and eligibility determination*

FIND - *The two dates and use a calendar to count the 45 school days*

QUESTION TO ANSWER - **Was the time line met?**

REFERENCE:

MUSER '07' Regs.:

V.1.A.(3)(a)(i)

IDEIA '06' Regs.:

34CFR §300.301 (c)(1)(i) (ii) ~ Also see comment page 46634

5. Written Notice form for consent for initial placement (must provide all components of Prior Written Notice)

DOCUMENT NEEDED – *Written Notice*

FIND - *All components of Written Notice completed, signature of the parents, and date of the signature*

QUESTIONS TO ANSWER - *Are all components of Written Notice completed on the document?*

Was the document signed?

Is the document dated?

REFERENCE:

MUSER '07' Regs.:

V.1.A.(4)(a)(ii)

Appendix 1 (Written Notice & Consent) p. 199-202

IDEIA '06' Regs.:

34CFR §300.300 (b) ~ Also see comment page 46633

IEP MEETING PROCEDURES

6. Advance Written Notice of IEP Team Meeting at least 7 days prior to the IEP Team meeting or waiver provided . . .

DOCUMENT NEEDED - *Most recent Advance Notice of the IEP Team meeting (do not confuse the Written Notice form with the form for Advance Written Notice of the IEP Team Meeting)*

FIND – *Date sent to parent – the standard of Program Review is 10 days to allow for the mail. Waiver signature if needed.*

QUESTIONS TO ANSWER – *Was the notice mailed 10 or more days prior to the meeting?
If not, has the parent signed the waiver at the end of the Advance Written Notice of IEP Team Meeting?*

REFERENCE:

MUSER '07' Regs.:

VI.2.A.

XIX.2.A.

IDEIA '06' Regs.:

34CFR §300.322 (a)(1)~ Also see comment page 46677

7. Agreement: In making changes to a child's IEP after the annual IEP meeting for a school year, the parent of a child with a disability and the SAU may agree not to convene an IEP Team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the child's current IEP. If changes are made . . . the SAU must ensure the child's IEP Team is informed . . . and the parent is provided written notice. . . .

Amendments: Changes to the IEP may be made either by the entire IEP Team at an IEP Team or as provided . . . by amending the IEP rather than redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

DOCUMENT NEEDED – *IEP, Section 1. and other Sections that have been amended, Written Agreement for IEP Amendment and Written Notice*

FIND – *IEP Section 1. indicating amended IEP date(s) and amended pages stapled to/incorporated into the IEP; Written Agreement for IEP Amendment with names of IEP Team members that were informed of the amendment(s), date of agreement to amend IEP and date amendment(s) sent to parent if requested by parent; and Written Notice explaining the amendments.*

QUESTION TO ANSWER – *Is there an amendment to the IEP (date on IEP)?
Were the IEP Team members notified of changes?
Has the parent requested a copy and has it been sent to them?
Is the information given as to what the change was, why it was made,
other options considered, and information used to effect this change?*

REFERENCE:

MUSER '07' Regs.:

IX.3.C.(4)(6)

IDEIA '06' Regs.:

34 CFR §300.324(a)(4)

34 CFR §300.324(a)(6)

34 CFR §300.324(4)(ii) ~ Also see comments page 46686

34 CFR 300.503 (PWN)

8. For age 14-20 and younger, if appropriate... if purpose of meeting is consideration of

the post secondary goals and needed transition service needs that focuses on the student's course of study and updated annually, notice of the meeting must indicate:

A. The purpose of the meeting is to consider post secondary goals and transition services

DOCUMENT NEEDED - *Most recent Advance Written Notice of the IEP Team Meeting*

FIND – *The purpose of the meeting*

QUESTIONS TO ANSWER – *Has the purpose of the meeting been clearly marked as transition?*

REFERENCE:

MUSER '07' Regs.:

VI.2.A.

IDEIA '06' Regs.:

34CFR §300.322 (b) (see comments p. 46667)

B. Agency must invite the student at age 14 – 20 and younger, if appropriate

DOCUMENT NEEDED – *Most recent Advance Written Notice of the IEP Team Meeting*

FIND - *Documentation that the student was invited*

QUESTIONS TO ANSWER - *Was the student formally invited to the IEP Team meeting (this can be done as you would invite any IEP Team member)?*

REFERENCE:

MUSER '07' Regs.:

VI.2.C.(3)(c)

IDEIA '06' Regs.:

34CFR § 300.322(b) (see comments p. 46671-46672)

C. With parental written consent, identify any other agency that will be invited to send a representative.

DOCUMENTS NEEDED: *Advance Written Notice of IEP Team Meeting, a consent form (This form is one that is created by the school district.)*

FIND - *Written consent from parent(s) to invite other agencies*

QUESTIONS TO ANSWER - *Have parents given written consent for any agency and its representative(s) to be invited to the meeting?*

REFERENCE:

MUSER '07' Regs.:

VI.2.C.(3)(e)

IDEIA '06' Regs.:

34CFR § 300.322(b)

9. Copy of IEP provided to parents within 21 school days

DOCUMENT NEEDED - *copy of the most recent IEP*

FIND - *Documentation of when the IEP was sent to the parents (must be within 21 school days of the IEP meeting)*

QUESTION TO ANSWER - *Was the IEP documented with a date indicating when it was sent to parents?*

REFERENCE:

MUSER '07' Regs.:

VI.2.H.(6)

IX.3.G.

IDEIA '06' Regs.:

34CFR §300.322 (f) ~ Also see comment page 46679

10. Written notice if school unit proposes or refuses to initiate or change identification, evaluation, educational program, placement...

DOCUMENT NEEDED – *Written Notice*

FIND – *All components of Written Notice*

QUESTIONS TO ANSWER - *Are all components completed on the form?
Are they filled out?*

REFERENCE:

MUSER '07' Regs.:

Appendix 1

IDEIA '06' Regs.:

34CFR §300.503 ~ Also see comment page 46691

11. Required members present at IEP Team Meeting - regular education teacher, special education teacher, representative of school unit..., the student's caseworker, if known...

DOCUMENT NEEDED - *Most recent Written Notice*

FIND - *Documentation of the required IEP Team members*

QUESTION TO ANSWER - *Are all required IEP Team members present?*

REFERENCE:

MUSER '07' Proposed Regs.:

VI.2.B

IDEIA '06' Regs.:

34CFR §300.321(a) ~ Also see comment page 46670

34CFR §300.324 ~ Also see Comment page 46682

12. A member of the IEP Team may be excused from attending an IEP Team Meeting in whole or in part, when the meeting involves a modification to/or discussion of the member's area of curriculum or related services if the parent in writing and SAU consent to the excusal and the member submits in writing to the parent and the IEP Team input into the development of the I.E.P. prior to the meeting.

DOCUMENTS NEEDED - *Most recent Advance Notice of IEP Team Meeting, Written Notice of same meeting, Documentation for Excusal of IEP Team Member Whose Curriculum Area Is Being Discussed*

FIND – *Who was invited to the IEP Team? Did all invited attend the meeting?*

Is there written consent from parent and SAU for those IEP Team member(s) excused prior to the IEP meeting? Did the excused IEP Team member(s) provide input to the IEP prior to the IEP meeting?

QUESTIONS TO ANSWER - *Was/were any IEP team member(s) excused?*

Did the parent and SAU give consent for their excusal prior to the IEP

*Team meeting?
Did the excused IEP Team member(s) provide input to the IEP Team prior to the IEP Team meeting?*

REFERENCE:

MUSER '07' Regs.:

VI.2.F.

IDEIA '06' Regs.:

34CFR §300.321(3)(e)(2)(i)(ii) ~ Also see comment p. 46673-76

- 13. If the agency is unable to convince the parents that they should attend, they must keep a record of its attempts to arrange a mutually agreed upon time and place.**

DOCUMENTS NEEDED - *Most recent Advance Written Notice of IEP Team Meeting*

FIND - *Documentation that parent was not present, documentation of at least two attempts beyond the notice of the meeting showing the efforts made to arrange a mutually agreed upon time and place*

QUESTION TO ANSWER - *How many attempts were made to contact the parent?*

REFERENCE:

MUSER '07' Regs.:

VI.2.H.VI.2.H.(4)

IDEIA '06' Regs.:

34CFR §300.322 (d) Also see comment page 46678

34CFR §300.322 (c)

34CFR §300.328

EVALUATIONS

- 14. Each school unit shall obtain informed parental consent prior to conducting any reevaluation...If members of IEP Team determine that no additional data are needed, the school administrative unit shall notify the parents...**

DOCUMENTS NEEDED - *Parental Consent for Evaluation, most recent evaluations*

FIND - *Consent form and check for parental signature prior to the evaluations
(watch the time line)*

QUESTIONS TO ANSWER - *Is the Parental Consent for Evaluation in the file?*

Is it signed and dated prior to the evaluations?

Did the school unit meet compliance for the 60 calendar days?

REFERENCE:

MUSER '07' Regs.:

V.3.D.

V.3.E.

IDEIA '06' Regs.:

34CFR §300.300(c)

- A. Documentation of input from the IEP Team to determine reevaluation needs (if any)**

DOCUMENT NEEDED – *Parental Consent for Evaluation*

FIND – *IEP Team members checked and date listed for having given input*

QUESTION TO ANSWER - *Is the input documented from the required IEP Team members?*

Is the date given that the input was obtained?

REFERENCE:

MUSER '07' Regs.:

V.3.A(1)(2)

IDEIA '06' Regs.:

34CFR §300.305(a) through 34CFR §300.305(2)

~ Also see comment page 46643

B. Written Notice of reevaluation determinations

DOCUMENT NEEDED - *Written Notice*

FIND - *All components of Written Notice completed*

QUESTIONS TO ANSWER - *Are the determinations addressed as well as other options considered?*

Are all parts of the form completed (n/a acceptable only on "other" factors)

REFERENCE:

MUSER '07' Regs.:

V.3.D.E.

Appendix 1

IDEIA '06' Regs.:

34CFR §300.503 (a)(1) ~ Also see comment page 46691

15. Use a variety of assessment tools and strategies; do not use a single procedure as the sole criterion; use technically sound instruments

DOCUMENTS NEEDED - *Most recent evaluations (could also be the initial evaluations) and written notice reflecting IEP Team decisions of components of evaluations/reevaluations*

FIND - *Documentation of evaluation reports or written notice reflecting why there are none*

QUESTION TO ANSWER- *Did they do the assessments agreed upon?*

REFERENCE:

MUSER '07' Regs.:

V.2.B.(1)(2)(3)

IDEIA '06' Regs.:

34CFR §300.304 (b)(1) ~ Also see comment page 46642

16. A copy of evaluation report will be provided to the parent at least 3 days prior to the IEP Team meeting at which the evaluation is discussed

DOCUMENTS NEEDED - *Most recent evaluation reports: documentation could be a cover letter that documents the date that all evaluations were sent or there could be documentation on each individual evaluation (a date sent and initials possibly of the sender)*

FIND - *Documentation that all of the evaluation reports were sent three days prior to the IEP team meeting.*

QUESTION TO ANSWER - *Is there documentation that all evaluations were sent three days prior to the IEP Team meeting?*

REFERENCE:

MUSER '07' Regs.:

V.4.G.

VI.2.A.

IDEIA '06' Regs.:

17. Standardized reports for evaluation shall include components appropriate . . .

DOCUMENTS NEEDED - *Most recent evaluation reports*

FIND - *Look for the summary of evaluation procedures employed, results of the evaluation, diagnostic impressions, and educational recommendations (find educational recommendations and not placement decisions) on all reports*

QUESTIONS TO ANSWER - *Are all components of an evaluation report documented in each report?*

- *Evaluation date(s)*
- *Report date*
- *Birth date and age at evaluation*
- *Referral question and by whom*
- *Relevant background information*
- *Observations in the learning environment*
- *Clinical observation, if appropriate*
- *Results of informal assessment procedures*
- *Summary of the evaluation procedures employed*
- *Specification of the results of each evaluation with testing interpretation (including standard deviation scores). The DSM multi-axial must be included when DSM diagnostic impression is required.*
- *Summary of the evaluation results and diagnostic impressions*
- *Specification of the educational recommendations necessary to meet the child's educational needs.*
- *If intervention is recommended, the needs that could be addressed in regular education or in special education, if the child is identified by the IEP Team as a child with a disability.*

Is there a report for every evaluation?

REFERENCE:

MSER '07' Regs.:

V.4.C.D.

18. Evidence of SLD component (if applicable) and all information completed including classroom observation

DOCUMENT NEEDED - *Most recent specific learning disabilities form*

FIND - *Documentation of all the components (document must be filled out for a reevaluation of a student with learning disabilities, even if no new data)*

QUESTIONS TO ANSWER - *Are all the components filled out?*

Is the verification properly documented?

REFERENCE:

MUSER '07' Regs.:

VII.2.L.(2)(d)(e)

IDEIA '06' Regs.:

34CFR §300.307

34CFR §300.309

34CFR §300.311

34CFR §300.306(c)(1) Also see comment page 46551; 46660

CONSIDERATIONS IN DEVELOPING AN IEP

19. In developing, reviewing or revising the child's IEP, the IEP Team must consider:

A. Strengths of the child

DOCUMENT NEEDED – *Most recent IEP*

FIND - *Documentation of the strengths of the student*

QUESTIONS TO ANSWER - *In developing the IEP, were the strengths of student considered?*

REFERENCE:

MUSER '07' Regs.:

IX.3C.(1)(a)

IDEIA '06' Regs.:

34CFR §300.324 (i)

B. The concerns of the parent for enhancing the education of their child

DOCUMENT NEEDED - *Most recent IEP*

FIND - *Documentation of the concerns of the parents (even if the parents have no concerns at this time it should be documented)*

QUESTIONS TO ANSWER - *In developing the IEP, were the concerns of the parents for enhancing the student's education considered?*

REFERENCE:

MUSER '07' Proposed Regs.:

IX.3.C.(1)(b)

IDEIA '06' Regs.:

34CFR §300.324 (ii)

C. Results of initial or most recent evaluation of the child

DOCUMENT NEEDED – *Most recent IEP*

FIND - *Documentation that the results of the initial or most recent evaluation were considered*

QUESTIONS TO ANSWER - *Were results of the initial or most recent evaluation of the student considered?*

REFERENCE:

MUSER '07' Regs.:

IX.3.C.(1)(c)

IDEIA '06' Regs.:

34CFR §300.324 (iii)

D. Academic, developmental and functional need of the child

DOCUMENT NEEDED – *Most recent IEP*

FIND - *Documentation that the results of the academic, developmental and functional needs of the child for initial or most recent evaluation were considered*

QUESTIONS TO ANSWER - *In developing the current IEP, were results of the academic, developmental and functional needs of the child considered?*

REFERENCE:

MUSER '07' Regs.:

IX.3.C.(1)(d)

IDEIA '06' Regs.:

34CFR §300.324 (iv)

- E. In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior.**

DOCUMENT NEEDED - *Most recent IEP*

FIND – *Documentation that behavior needed to be considered*

QUESTIONS TO ANSWER - *In developing the IEP, is it appropriate to consider behavior?*

Does this student's behavior impede his or her learning or that of others?

If so, has the IEP Team developed strategies, including positive interventions that address that behavior?

Where are these strategies included in the IEP?

REFERENCE:

MUSER '07' Regs.:

IX.3.C.(2)(a)

IDEIA '06' Regs.:

34CFR §300.324 (2)(i)

- F. In the case of a child with limited English proficiency, consider the language needs of the child as it relates to the child's IEP**

DOCUMENT NEEDED – *Most recent IEP*

FIND - *Documentation, if appropriate*

QUESTIONS TO ANSWER – *What is the primary language in the student's home?*

How does this affect the language needs of the student?

REFERENCE:

MUSER '07' Regs.:

IX.3.C.(2)(b)

IDEIA '06' Regs.:

34CFR §300.324 (ii)

- G. In the case of a child who is blind or visually impaired, provide for instruction in Braille.**

DOCUMENT NEEDED - *Most recent IEP*

FIND - *Documentation, if appropriate*

QUESTIONS TO ANSWER - *Is the student blind or visually impaired?*

If so, is Braille appropriate?

REFERENCE:

MUSER '07' Regs.:

IX.3.C.(2)(c)

IDEIA '06' Regs.:

H. Consider the communication needs of the child and in the case of a child who is deaf or hard of hearing, . . .

DOCUMENT NEEDED – *Most recent IEP*

FIND - *Documentation that the communication needs of ALL students were considered (and in the case of students who are deaf or hard of hearing, you must consider both communication and language needs)*

QUESTIONS TO ANSWER - *In developing the IEP, were the communication needs of the student considered?*

If the student is deaf or hard of hearing, were language needs also considered?

If the child receives speech/language services, must be checked YES.

REFERENCE:

MUSER '07' P Regs.:

IX.3.C.(2)(d)

IDEIA '06' Regs.:

34CFR §300.324 (iv)

I. Consider whether the child needs assistive technology devices and services.

DOCUMENT NEEDED - *Most recent IEP*

FIND - *Documentation that assistive technology devices and services were considered*

QUESTIONS TO ANSWER - *In developing the IEP, were assistive technology devices and services considered?*

If needed, where in the IEP is it said to be addressed?

REFERENCE:

MUSER '07' Regs.:

IX.3.C.(2)(e)

IDEIA '06' Regs.:

34CFR §300.324 (v)

INDIVIDUALIZED EDUCATION PROGRAM

20. A statement of the child's present level of academic achievement and functional performance including how the disability affects the child's involvement and progress in the general curriculum...

DOCUMENT NEEDED - *Most recent IEP*

FIND - *Documentation of the student's Present Level of Educational Performance (PLEP) - this MUST include AMUGS (see the following)*

QUESTIONS TO ANSWER – **A** *Is it ATTAINABLE?*

M *Is it MEASURABLE?*

U *Is it UNDERSTANDABLE to all? (especially the parents)*

G *Does it state how the disability affects student's involvement and progress in the GENERAL CURRICULUM?*

S *Does it address all SKILL AREAS affected by the disability?*

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(a)(i)

IDEIA '06' Regs.:

34CFR §300.320 (a)(1)(i) ~ Also see comment page 46661

- 21. A statement of measurable annual goals including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum... and meet the child's other educational needs that result from the disability.**

DOCUMENT NEEDED - *Most recent IEP*

FIND - *Documentation that the annual goals are measurable and connected to the present level of educational performance which will enable the student to be involved and progress in the general curriculum*

QUESTIONS TO ANSWER - *Are the annual goals measurable? Are the annual goals connected to the present level of educational performance?*

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(b)

IDEIA '06' Regs.:

34CFR §300.320 (a)(2)(i)(A)(B) ~ Also see comment page 46662

- 22. A statement of how the child's progress toward meeting the annual goals will be measured**

DOCUMENT NEEDED - *Most recent IEP*

FIND - *Documentation of how the annual goals will be measured; local rubrics may be attached*

QUESTION TO ANSWER - *Is there a statement of how the student's progress toward the annual goals will be measured?*

REFERENCE:

MUSER '07' Proposed Regs.:

IX.3.A(1)(c)

IDEIA '06' Regs.:

34CFR §300.320 (a) (3) (i) ~ Also see comment page 46664

- 23. For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives**

DOCUMENTS NEEDED - *Most recent IEP*

FIND - *Documentation of short-term objectives*

QUESTIONS TO ANSWER - *Did the IEP Team determine alternate assessment was required?*

Are the short-term objectives aligned to the alternative learning standards (the PAAP rubrics)?

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(a)(iii)

24. A description of when periodic reports on the progress the child is making toward meeting the annual goals will be provided such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards.

DOCUMENT NEEDED - *Most recent IEP*

FIND - *Documentation on the IEP of how and how often the parents will be informed about their child's progress on the IEP (This was to have been embedded by each SAU at the end of Section 5. of the IEP)*

QUESTION TO ANSWER - *Is this information on the IEP?*

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(c)

IDEIA '06' Regs.:

34CFR §300.320 (a)(3)(ii) ~ Also see comment page 46664

25. A statement of the special education and related services based on peer reviewed research to the extent practicable

DOCUMENT NEEDED - *Most recent IEP*

FIND - *Documentation of what specific special education and related services the student will receive.*

QUESTION TO ANSWER - *Are the specific special education services documented services that are recognized in Section X. of the Maine Unified Special Education Regulations, Chapter 101? (possible special education services: consultation, specially designed instruction, extended school year, speech and language, physical education, and tutorial)
Are the specific related services documented related services as outlined in Section XI. of MUSER and IDEIA '06' regulations? (special education transportation, speech/language pathology and audiology, occupational and physical therapy, interpreting services, psychological services, therapeutic recreation, counseling, orientation and mobility, school health services, school nurse services, social work services in schools, parent counseling and training)*

REFERENCE:

MUSER '07' Regs.:

IX.3.A(1)(d)

IDEIA '06' Regs.:

34CFR §300.39 (special education services)

34CFR §300.34 (related services)

- A. The projected date for the beginning of the services and the anticipated frequency, location and duration of those services**

DOCUMENTS NEEDED - *Most recent IEP*

FIND - *Documentation of the frequency, location and duration (starting and ending dates) of the special education services that are to be provided.*

QUESTION TO ANSWER - *Is it clear to the reader how often, how long and where the student will be receiving special education and related services?*

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(g)

IDEIA '06' Regs.:

34CFR§300.320 (a)(7) ~ Also see comments page 46667

- 26. A statement of supplementary aids and services and modifications based on peer reviewed research to the extent practicable, to be provided to the child or on behalf of the child**

DOCUMENTS NEEDED - *Most recent IEP*

FIND - *Documentation of the specific supportive services and modifications the student will be receiving*

QUESTION TO ANSWER - *Are supportive services and modifications determined by the IEP Team listed on the IEP?*

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(d)

IDEIA '06' Regs.:

34CFR§300.320 (4)

34CFR§300.34

~Also see comments pages 46575, 46540, 46541, 46542

- A. The projected date for the beginning of the supplemental aids, services and modifications, the frequency, location and duration of those modifications.**

DOCUMENTS NEEDED – *Most recent IEP*

FIND - *Documentation of the supplemental aids and services, program modifications or supports for school personnel that will be provided to the student*

QUESTION TO ANSWER - *Is it clear on the IEP what the student needs to benefit from his/her IEP?*

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(g)

IDEIA '06' Regs.:

34CFR §300.320 ~ Also see comments page 46664

- 27. An explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in extracurricular and other nonacademic activities**

DOCUMENT NEEDED - *Most recent IEP*

FIND - *Documentation of why the student is receiving special education services (IEP must also address extra-curricular and other nonacademic activities)*

QUESTIONS TO ANSWER - *Why can the student not benefit from instruction in the regular education classroom with modifications?*

Does this statement address extracurricular and other nonacademic activities?

Why does the student need a special education setting?

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(e)
IDEIA '06' Regs.:
34CFR §300.320 (a)(5) ~ Also see comments page 46665

- 28. 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 assessments.**

DOCUMENTS NEEDED - *Most recent IEP*

FIND - *Documentation of accommodations for State or district-wide assessment, if appropriate*

QUESTIONS TO ANSWER - *Did the IEP Team determine that the student needs modifications on the State or district-wide assessment?*

Do modifications in this IEP Section match the modifications in IEP Section 8 that the student needs daily?

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(f)(i)

IDEIA '06' Regs.:

34CFR §300.320 (a)(6)(i)(A)(B) ~ Also see comments page 46558

B. If the IEP Team determines the student shall take an alternate assessment on a particular State or district wide assessment of student achievement, a statement of why the child cannot participate in the regular assessment (State or district-wide assessment) and why the particular alternate assessment selected is appropriate for the child.

DOCUMENTS NEEDED - *Most recent IEP*

FIND- *Documentation that IEP Team determined the student shall take an alternate assessment and... Statement of why the child cannot participate in the regular assessment (State or district-wide assessment) Name of alternate assessment that will be given*

QUESTIONS TO ANSWER-*Did the IEP Team determine alternate assessment was required?*

Is there documentation/explanation to indicate reason(s) why and which alternate assessment will be given?

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(f)(iii)

- 29. For each student beginning no later than the IEP to be in effect when the child turns 14 and updated annually thereafter...,**

A. Appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate independent living skills

DOCUMENTS NEEDED - *Most recent IEP*

FIND - *Documentation of the **student's** post-secondary goals*

QUESTIONS TO ANSWER - *Will this student turn 14 during the length of this IEP?*

Are there post-secondary goals in place?

Has it been updated annually?

*Are there measurable post- secondary goals based upon age-appropriate transition assessments?
Are age appropriate transition assessments listed?*

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(h)(i)

IDEIA '06' Regs.:

34CFR §300.43

34CFR §300.320 (a)(7)(b)(1)(2)

- B. If post Secondary goals and transition services were discussed and student did not attend IEP meeting, steps taken to ensure the student's preferences and interests were considered.**

DOCUMENT NEEDED - *Most recent IEP*

FIND - *Documentation of the student's interests and preferences were considered*

QUESTIONS TO ANSWER –*Did the student attend the IEP Team meeting?*

If not, what were the measures taken to document that the student's interests and preferences were considered prior to the meeting?

REFERENCE:

MUSER '07' Regs.:

VI.2.C.(3)(d)

IDEIA '06' Regs.:

34CFR §300.321(b)(2) Also see comments page 46671

- C. The IEP must include the transition services (including courses of study) needed to assist the child in reaching those goals. (Transition services include: Instruction, Related Services, Community Experiences, the development of employment and other post-school adult living objectives and if appropriate, acquisition of daily living skills and provision of functional vocational evaluation.)**

DOCUMENT NEEDED: *Most recent IEP*

FIND: *Transition services listed with needs and activities, position responsible/title, date initiated and date completed*

QUESTIONS TO ANSWER: *Has the student's course of study been listed?*

Are any of the other six categories of transition services applicable to the student at the time of the IEP? If so, have they been listed and delineated with needs and activities, position responsible, and dates to start and be completed?

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(h)(ii)

- 30. ...beginning not later than one year before the child reaches the age of 18 (Age of Majority), the IEP must include a statement that the child has been informed of the child's rights under Part B of IDEIA, if any, that will transfer to the child on reaching 18 years of age.**

DOCUMENT NEEDED - *Most recent IEP*

FIND – *A statement that the student has been informed of these special rights (parents continue to receive the notice of the IEP Team meetings and other documentation) and the date that the child was informed of the transfer of rights*

QUESTIONS TO ANSWER - *Will the student turn 17 during the length of this IEP?*

Has the student been informed of the age of majority rights?

Is this indicated on the IEP through a statement saying how the child was informed and the date on which he/she was informed?

REFERENCE:

MUSER '07' Regs.:

IX.3.A.(1)(iii)

IDEIA '06' Regs.:

34CFR §300.320 (c) ~ See also comments page 46668