

IDEA Requirements File Review Questions

1. District

Method - Select the District the student resides in from the dropdown list.

2. KIDS ID

Method - Enter the 10 digit KIDS ID

3. Indicate the school level of the student.

Method - Select the student level from list below:

4. Is the child transitioning from an Infant-Toddler Part C Program? (34 C.F.R. 300.124(a))

Method: Review the current IEP or IFSP to determine if the student had a smooth and effective transition from Part C to Part B.

5. Does documentation exist that the Part B agency participated in transition planning conferences? (34 CFR 300.124(c))

Method - Review the transition planning meeting documents to see if a Part B agency participated. Review the transition planning meeting documents to see if Part B agency participated. Documentation may include signature page/sign-in copies. Note: This regulation does not require school staff members to attend these conferences in person, so documentation of participation may be include evidence of participation through alternative methods, such as telephone conference calls.

6. Were the Parent Rights document, prior written notices, and requests for consent, provided to the parents/legal education decision maker in language understandable to the general public and in the native language of the parent? (34 CFR 300.503(c)(1)(i) through (ii))

Method – Review file for written notice and consent forms to determine if the forms were provided in the native language of the parent or if meeting/conference notes and/or the IEP indicate the use of an interpreter.

7. Were the parents/legal education decision makers given their Notice of Parental Rights (procedural safeguards) on all required occasions? (34 CFR 300.504)

Method - Documentation that parents were given and/or acknowledged receipt of the Notice of Parental Rights document may be found on notice and consent forms, conference notes, and other correspondence including e-mail. Notice of Parental Rights must be given at least once a year and on the following occasions: upon initial referral or parental request for an evaluation, upon first occurrence of the filing of a request for due process hearing, upon long term suspension/expulsion for more than 10 consecutive school days and upon request of a parent.

8. Was the notice of the IEP meeting given to the parents (and student if 18 years or older) at least 10 calendar days before IEP meeting? (34 CFR 300.322(a))

Method - Locate a copy of the 10 calendar day IEP meeting notice form sent to the parents (and adult student if 18 years or older) in the file and compare the date the notice was sent to the date of the meeting recorded on the IEP form. Mark "yes" if the date of the notice is less than 10 days and there is a parent's signature waiving the 10 days.

9. Did the IEP meeting notice indicate the date, time, location, and purpose of the meeting and titles or positions of the persons who will attend on behalf of the agency. (34 CFR 300.322(b)(i))

Method - Using the copy of the 10 calendar day notice form sent to the parents, check to assure that the above listed components are present, including if appropriate, other agency representatives invited to discuss transition services.

10. Did one or both of the child's parents (or child if 18 or older) attend? (34 CFR 322(d))

Method - Review IEP meeting documents and identify evidence of parent attendance such as signature acknowledging participation/attendance. If a parent did not attend the IEP meeting, "yes" may be selected if there is a detailed record of at least 2 attempts to contact them using at least 2 different methods of communication (letter, telephone, personal visit, etc.) (34 CFR 300.321(a)(1)), (34 CFR 300.322(d))

11. If the child is or may be, participating in the regular education environment, did at least one regular education teacher of the child attend? (34 CFR 300.321(a)(2))

Method - Review the IEP and/or IEP Team meeting notes for documentation of the persons present at the IEP Team meeting and their roles. This could be signatures on the IEP, a list of participants in the IEP Team meeting notes, copy of written agreement to excuse or other evidence of who was in attendance. For preschool age children this may be the kindergarten teacher, 4 year old at risk teacher, Head Start teacher, or other preschool teacher of children without disabilities. Note: Mark "yes" even if the regular education teacher did not attend only if the student is not and will not be participating in the regular education environment at any time during the term of the IEP.

12. Did at least one special education teacher of the child attend or, where appropriate, one special education provider of the child? (34 CFR 300.321(a) (3))

Method - Review the IEP and/or IEP Team meeting notes for documentation of the persons present at the IEP Team meeting and their roles. This could be signatures on the IEP, a list of participants in the IEP Team meeting notes, or other evidence of who was in attendance. If a team member was excused by written agreement with the parent, then documentation would be the written agreement. Mark "yes" if at least one special education provider attended or if a written document excusing the team member is on file.

13. Did a LEA representative attend? (34 CFR 300.321(a) (4))

Method - If a team member was excused by written agreement with the parent, then the written agreement would be the documentation.

14. Did an individual who can interpret the instructional implications of evaluation results attend? (This may be a regular education teacher, special education teacher, or LEA representative already mentioned.) (34 CFR 300.321(a) (5))

Method - If the team member was excused, then written agreement would be the documentation. Mark "yes" if an individual who can interpret the instructional implications of the evaluation results attended or if a written document excusing the team member is on file.

15. Does the file and/or IEP contain documentation that the IEP team considered the concerns of the parents for enhancing the education of their child? (34 CFR 300.324(a) (1) (ii))

Method - This information could be found in the PLAAFPS, meeting notes, or other supporting documentation indicating the IEP team requested and considered the concerns the parent had for educating their child.

16. Is there documentation in the special education file that the educational placement was reviewed annually? (34 CFR 300.116(b) (1))

Method - Review the special education file for documentation that placement was reviewed annually to determine if the child could be successfully served in a less restrictive environment. Sources for this information may include the IEP, team meeting notes, and notice and consent for placement.

17. Did the IEP team consider any potential harmful effects of the placement on the child (educational and/or social consequences), or on the quality of services that he or she needs? (34 CFR 300.116(d))

Method - Review the special education file for documentation that harmful effects of the child's proposed placement were considered. Sources for this information may include the IEP, team meeting notes, and notice and consent for placement.

18. Does the IEP indicate how progress toward measurable annual goals will be measured? (34 CFR 300.320(a) (3)(i))

Method - Review the most recent IEP to determine, if as part of the annual goal, or elsewhere in the IEP, how progress toward the goal will be measured.

19. Is documentation included which indicates when periodic reports on the child's progress toward meeting the annual goals will be provided to the parent? (34 CFR 300.320(a) (3) (ii))

Method - Review the IEP to determine that documentation is included which indicates when periodic reports on the child's progress toward meeting the annual goals will be provided to the parent.

20. Does the IEP indicate: a. Which State and District Assessments the student will participate in for each content area? b. Accommodations that are necessary on State and District Assessments (34 CFR 300.320(a)(6) c. (c) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment or is not assessed, does the IEP specify 1) why the child cannot participate in the regular assessment; and 2) why the particular assessment selected is appropriate for the child. (34 CFR 300.320 (a)(6)(ii)(A)(B)).

Method - Refer to the assessment schedule and IEP. The IEP must address accommodations for state assessment in the grade/age when the state assessment is offered and for district-wide assessment when they are conducted in the district. The accommodations should be the same as those the student receives for test situations in the general curriculum. Mark "yes" if no state assessment is available during the term of the IEP of the student, if the grade/age state assessment was not offered or if the student is an Early Childhood student.

21. Does the IEP include the projected date for the beginning of services, program accommodations, and/or modifications or supports for school personnel? (34 CFR 300.320(a) (7))

Method: Review the file to locate documentation that the IEP contains a beginning date for each of the special education and related services, the supplementary aids and services (including accommodations), and program modifications or supports for school personnel that will be provided.

22. Does the IEP include the anticipated frequency, location, and duration of services and modifications? (34 CFR 300.320(a) (7))

Method - Review the file to locate documentation that the IEP contains a beginning date and the anticipated frequency, location, and duration for each of the special education and related services and the supplementary aids and services [including accommodations], and program modifications or supports for school personnel that will be provided.

23. Was the IEP amended either by the IEP team or through written amendment process during the current school year? (CFR 300.324 (a) (4))

Method - Review the file to locate documentation if the IEP was amended. Review the file to locate documentation if the IEP was amended.

24. If the IEP was amended during the current school year, was written Prior Notice provided to the parent informing them of the proposed action to amend the IEP? (34 CFR 300.503(a))

Method - Review the file to locate documentation of notice.

25. If the student was reevaluated within the current school year, was Written Prior Notice provided to the parents and informed parental consent obtained before conducting the reevaluation? (34 CFR 300.300(c)), (34 CFR 300.503(a))

Method - Review the file to find documentation that Written Prior Notice was received by parents and that they gave informed written consent prior to a **reevaluation** being conducted. If there is documentation that the school has made at least two reasonable attempts using different methods to obtain consent, but the parents have failed to respond, "yes" should be marked. Sources of this information include notice and consent forms, records of reevaluation activities, and the evaluation team report. If consent is "refused", the LEA may then decide to pursue mediation or due process actions as indicated, but is not required to do so.