

**EXHIBIT B**

**MARSHALL ISLANDS  
INTEGRATED  
AND  
CONTINUOUS IMPROVEMENT  
FOCUSED MONITORING  
PROCEDURES**

REVISED SEPTEMBER 2011

Purpose. These Monitoring Procedures (*revised September 2011*) are intended to guide the Ministry of Education's Integrated and Continuous Improvement Focused Monitoring Procedures as part of its General Supervision responsibility to improve special education program accountability and the educational results and functional outcomes of children with disabilities.

## **I. INTRODUCTION**

Under U.S. statute and regulations, the Ministry of Education (MOE) as a recipient of federal funds is required to have a system of general supervision that monitors the implementation of the Individuals With Disabilities Education Act (IDEA). The system is accountable for enforcing the requirements and for ensuring continuous improvement.

### **Components of General Supervision**

General supervision in the Marshall Islands, the responsibility of the MOE Special Education Office, is comprised of the following eight components. Although each is a separate component, the components connect, interact, and articulate to form a comprehensive system.

- State Performance Plan
- Policies, Procedures, and Effective Implementation
- Effective Dispute Resolutions
- Data on Processes and Results
- Integrated Monitoring Activities
- Targeted Technical Assistance
- Improvement, Correction, Incentives, and Sanctions
- Fiscal Management

Supervision in the Marshall Islands also includes:

- direct supervision of all public schools, programs, and services;
- ongoing technical assistance to all schools and programs in the Marshall Islands;
- data collection through the Special Education Information Management System (SEIMS);
- MOE program assessment through self-evaluation and improvement planning (MOE/CIFMS Improvement Plan) involving the Special Education Advisory Council (SEAC);
- annual review and compliance determination;
- triennial (every 3 years) on-site monitoring;
- management of special education complaints, mediation, and due process hearings, including dissemination of rights and procedures; and
- resolution of issues through customary practices, including disinterested parties.

### **Integrated Monitoring Activities**

IDEA 2004 emphasizes that monitoring activities should focus primarily on two things (1) improving educational results and functional outcomes for all children with disabilities; and (2) ensuring compliance with

Part B, with particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities. Multiple data sources and methods are used to monitor every school, every year. The data is reviewed and publicly reported each year and certain SPP indicators require a review of data for all schools each year with subsequent reviews for schools that fail to meet the state's criteria.

Monitoring reviews may be conducted onsite or offsite, and focused monitoring onsite activities are geared toward identifying areas in which there can be improved performance as well as correcting noncompliance, as appropriate. On-site monitoring is conducted of each school at least once every three years.

In cases where the Minister or Secretary of Education determine, as a result of monitoring activities, that there has been failure to implement any of the special education requirements with respect to any child, the Minister or Secretary will take whatever management actions are necessary to insure immediate and ongoing compliance, including, where appropriate, the imposition of disciplinary sanctions against specific employees responsible for the non-complying activities.

## **II. INTEGRATED MONITORING PROCEDURES**

It is the responsibility of the Special Education Office within the Marshall Islands Ministry of Education to ensure that the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) are implemented by public schools and agencies. To achieve this, each public school is subject to annual review and cyclical monitoring of compliance with the IDEA.

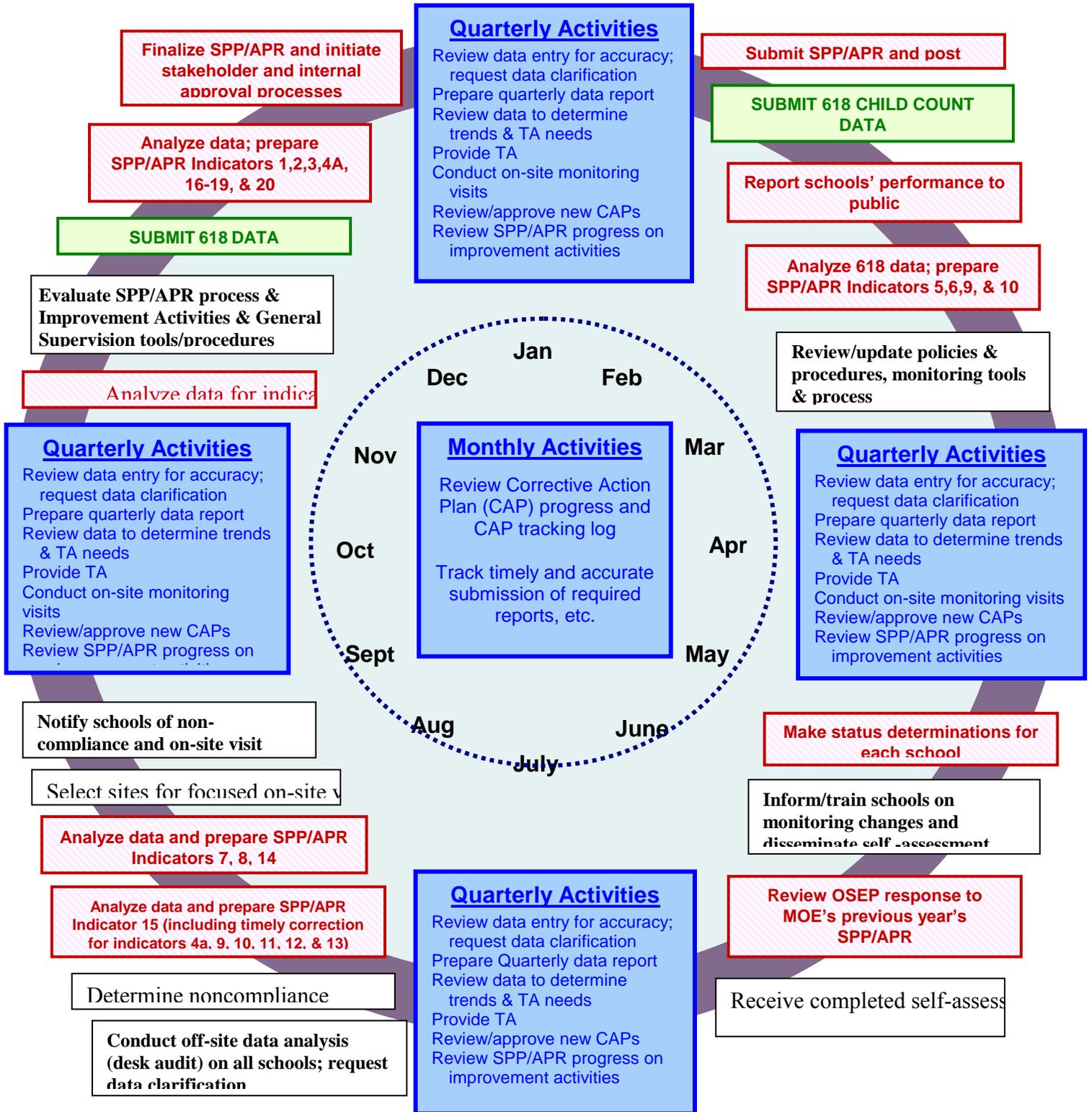
In addition to monitoring the 78 public elementary schools, one public middle school, and 5 public high schools, the Special Education Office also monitors private schools that receive IDEA funds.

### **A. Annual School Review**

The Special Education Office collects and reviews data throughout the year. The table that follows indicates when data are collected, processed, and reported. Information reviewed include student IEPs, SEIMS data, self-assessments, surveys, dispute resolutions, school reports, on-site monitoring reports, and desk audits. The annual report to schools indicate any noncompliance to IDEA requirements and whether the school:

- meets IDEA requirements;
- needs assistance;
- needs intervention; or
- needs substantial intervention to meet IDEA requirements.

# Integrated Timetable and APR Development



Adapted from The Wheel presented at the WRRR Pacific General Supervision Academy

**LEGEND:**  **Activities on the SPP/APR calendar**  **FEDERALLY REQUIRED 618 REPORTING REQUIREMENTS**  **Other general supervision activities**

## **B. On-Site Monitoring**

The Procedures Checklists/Surveys and RMI IEP Review Forms will be used by the MOE, in addition to interviews, as the basis for their review of each school. These checklists can also be used by each school to complete a self-evaluation of their services and procedures for providing free appropriate public education to children with disabilities.

The on-site monitoring team will include a Special Education Specialist and a regular education representative; and, whenever possible, a parent and the Special Education Director.

### **1. Preparing for the On-Site Visit**

**Notice of Visit.** The school will be notified of the on-site visit at least two (2) weeks before the scheduled visit. This notice will include members of the monitoring team and the individuals to be scheduled for interviews along with a schedule of when the monitoring team will be on site to review student records and conduct interviews. The visit and process will take from 1-3 days. The following schedule will be followed:

**Document Assembly.** The school shall gather examples of program compliance. Included will be a list of all disabled students being served by the school. From this list disabled student files will be selected for review during the site visit. Other documentation to be reviewed will include:

1. proper notice to parents
2. parent permission for assessment
3. determination of eligibility
4. IEP participants
5. IEP goals and objectives
6. special education and related services provided
7. annual review dates
8. placement descriptions
9. parent permission for placement

**Monitoring Focus.** The monitoring team will review school information to identify areas of focus (SPP indicators and assurances) during the monitoring visit. Information to be reviewed include, but are not limited to:

1. prior monitoring reports
2. MIS data
3. SEIMS data, including personnel qualification status
4. 618 data
5. IEPs
6. individual staff development plans
7. school project reports

8. other school information

## **2. During the Visit**

**Visit Schedule.** The following schedule will be followed:

1. Entry meeting with the principal/head teacher and other school representatives.
2. Logistics: policies/records are chosen for review , individuals are scheduled for interviews.
3. Document review: policies and student records are reviewed.
4. Interviews: structured interviews are conducted with school personnel, parents, and students where appropriate.
5. Compliance monitoring team reviews information collected.
6. Exit Meeting: initial observations are shared with school administrator.

### **Follow-Up and Improvement Documentation.**

1. Review findings from previous monitoring report
2. Review documentation of compliance and improvements related to previous findings
3. Determine additional need for compliance and improvement related to previous findings

### **Compliance Determination.**

1. Review implementation of special education and special education services in the school.
2. Review child find: number of students referred, evaluated, found eligible, and other services.
3. Review program: IEP, reevaluation, and provision of services.
4. Review placement: continuum of arrangements, LRE

### **Outcome Assessment.**

1. Review statewide assessment results
2. Review complaints and dispute resolution
3. Review student progress, promotion, graduation
4. Review parent involvement and parent comments

### **Compliance and Improvement Needs**

1. Cite noncompliance to IDEA or regulation
2. Determine status:
  - a. meets requirements
  - b. needs assistance
  - c. needs intervention
  - d. needs substantial intervention

### **3. Post Visit Timeline**

Within eight (8) weeks of the visit the compliance review team will complete the Compliance Review Report for issuance by the Secretary of Education. The report will then be sent to the school principal or head teacher and other administrators as appropriate.

Within two (2) weeks following receipt of the report the school administrator will respond to the report, noting corrective actions to be implemented and assistance needed, to the Director of Special Education.

Within four (4) weeks of the response, monitoring team members will meet with the school/agency principal to develop a Corrective Action Plan (CAP) addressing each deficiency and specifying timelines for corrections. The CAP will also describe any assistance to be provided by Special Education or Ministry of Education staff .

Approval - If everything is in order, the Director of Special Education submits the Monitoring Report and the Corrective Action Plan to the Secretary of Education and other appropriate persons.

Disapproval - If agreement on a Corrective Action Plan cannot be reached, the Director of Special Education submits the Monitoring Report to the Secretary of Education requesting administrative action to enforce compliance.

Upon approval of the school/agency response a compliance monitor will schedule periodic visits to verify implementation of the Corrective Action Plan.

### **III. DETERMINATION OF NONCOMPLIANCE**

The following steps to identify noncompliance are to be followed to ensure compliance with OSEP Memo 09-02:

- Identify an Issue
- Determine the Extent/Level of the Noncompliance
- Determine the Cause of the Noncompliance
- Assign Accountability for the Issue and its Resolution
- Verify Correction of the Issue

#### **Step 1 Identify an Issue**

- Monitoring Team identifies issues via:
  - On-site Activities
    - IEP/Record Reviews
    - Interviews (Families/Providers/Teachers)

- Observation
- Off-site monitoring
  - Database
  - Self Assessment
  - Desk Audit
  - Surveys (Families/Providers/Teachers)
  - Contracts
  - Dispute Resolution (formal and informal)
  - School reports
- Monitoring Team identifies whether issue is related to compliance or not.
  - For issues that are noncompliance, go to step 2.

#### Step 2 Determine the Extent/Level of the Noncompliance

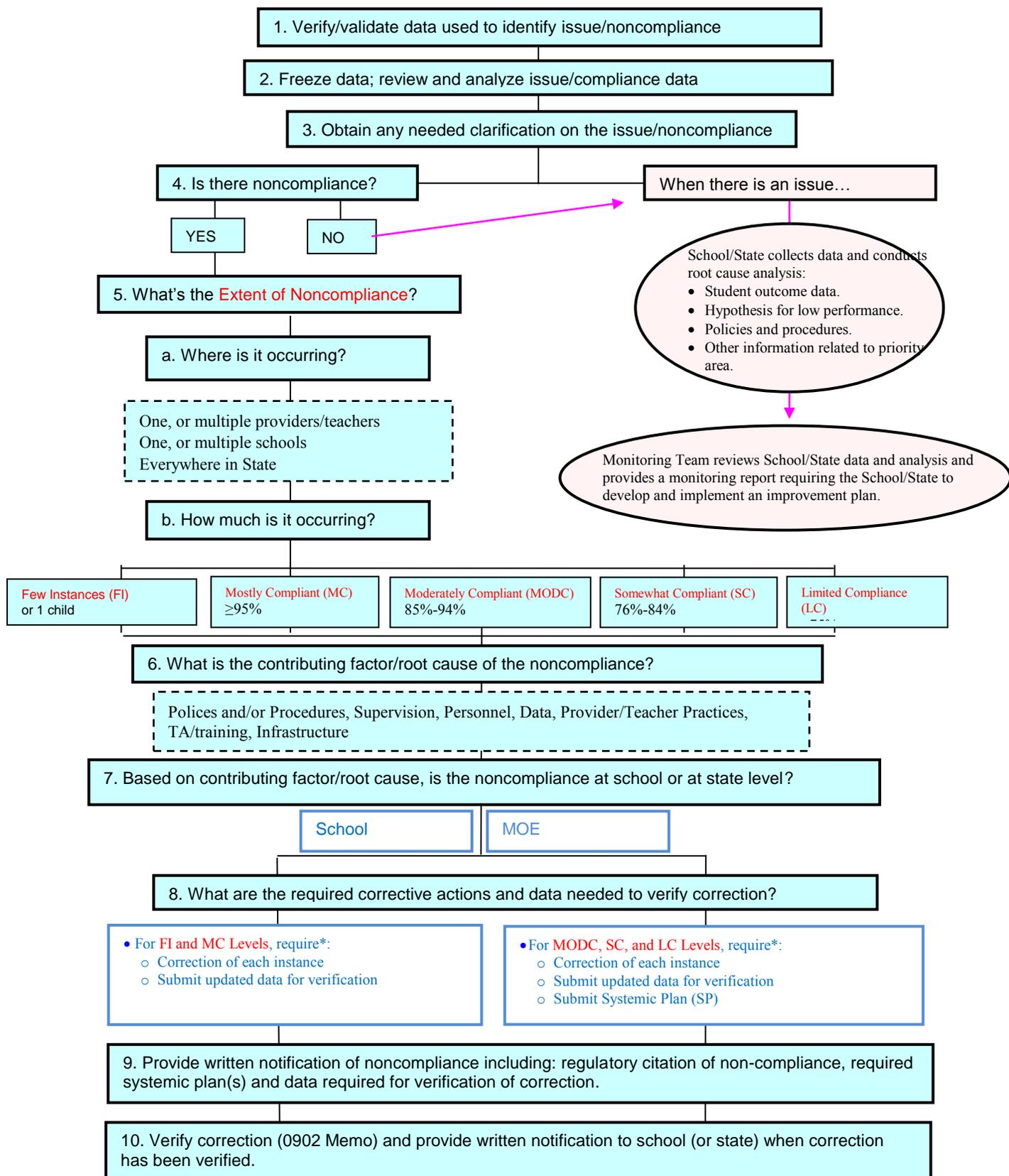
- Monitoring team determines the level of noncompliance
  - Is it resulting from a few isolate cases?
  - Is the issue widespread in the school?
  - Is it happening in several schools or systemwide?

#### Step 3 Determine the Cause of the Noncompliance

- Monitoring team determines the cause of noncompliance
  - A simple oversight?
  - Polices and/or Procedures?
  - School or state supervision issue?
  - Personnel?
  - Data?
  - Provider/Teacher Practices?
  - TA/training?
  - Infrastructure?

# Decision Chart for Identification of Noncompliance

(Adapted for RMI from handouts from the June 2010 WRRR Pacific General Supervision Academy)



\* In order to verify correction of noncompliance, as required by OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02) the state must verify that each LEA with noncompliance identified: (1) is correctly implementing the specific regulatory requirements; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA. For requirements that are subject to a timeline requirement, the state must ensure that each child received the required evaluation, service, etc., although late.

#### Step 4 Assign Accountability for the Issue and its Resolution

- Monitoring Team Assigns Accountability for the Issue
  - Is it a school level issue?
    - Which schools?
    - Who at the schools will be assigned to resolve the issue?
  - Is it a state level issue?
    - Who is assigned to resolve it at the state?
- Monitoring Team issues a finding of noncompliance:
  - A written notification that is issued less than three months from discovery
  - The monitoring team concludes that the program is not in compliance (includes appropriate code or citation)
  - Identify what data will be required to verify correction of the noncompliance.
- Monitoring Team issues a “systemic plan”
  - For systemic issues, monitoring team requests school or MOE to write a systemic plan for improvement.

#### EXCEPTION:

If at the time the MOE is ready to issue the finding for an identified noncompliance code, for a specific school:

- 1) The MOE verifies that the school has made the correction of the student-specific noncompliance, AND
- 2) The MOE verifies that updated data indicate all new students entering the system AFTER the student-specific noncompliance was identified are 100% compliant for that specific noncompliance code, then the state may opt out from issuing a finding of noncompliance for that specific compliance code.

#### Step 5 Verify Correction of the Issue

- In order to demonstrate that previously identified noncompliance has been corrected, the Monitoring Team :
  - (1) Account for the correction of all child-specific instances of noncompliance; and
    - (1a) For child-specific noncompliance that is not a timeline requirement, the MOE must ensure that the program corrected the noncompliance in each individual case, unless:
      - the requirement no longer applies; or
      - the child is no longer within the jurisdiction of the program.
    - (1b) For child-specific noncompliance with a timeline requirement, the MOE must ensure that the service/evaluation/etc. was provided, although late, unless:
      - the requirement no longer applies; or
      - the child is no longer within the jurisdiction of the program.
  - (2) Determine whether each schools with the identified noncompliance is correctly implementing the specific regulatory requirements

#### IV. REPORTS

The annual and on-site visit monitoring reports will contain a listing of noncompliance issues as well as commendations for the areas where the school was found to be in compliance. The report will also include

- suggestions for correcting areas of noncompliance and procedures for requesting assistance;
- citation of the relevant regulatory or statutory requirement;
- a description of the quantitative and or qualitative data supporting the MOE’s conclusion; and
- a statement that requires correction as soon as possible, but in no case later than one year from notification.

\_\_\_\_\_ SCHOOL  
 \_\_\_\_\_ pages SPECIAL EDUCATION

Page \_\_\_\_\_ of  
 Date \_\_\_\_\_

\_\_\_\_\_ Summary of Findings and Required Corrective Actions  
 \_\_\_\_\_ CORRECTIVE ACTION PLAN  
 \_\_\_\_\_ SCHOOL IMPROVEMENT PLAN  
 \_\_\_\_\_ Documentation of Correction

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Monitoring Standard Citation <i>Verified</i>	Finding Baseline	Required Corrective Actions/ Activities to Achieve Results	Timelines and Resources	Evidence of Change <i>Date Completed and</i>
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## **V. CORRECTION AND VERIFICATION OF NONCOMPLIANCE**

OSEP Memo 09-02 requires the MOE to verify correction using the two-step process. First, the state needs to verify that every child specific noncompliance is accounted as corrected. Second, state needs to verify whether the school understands this requirement. The state needs to collect further data (updated data from new students in the system) and verify that it is at 100% compliance. With these new data at 100% the state verifies that the school not only corrected the child specific noncompliance but that the school, by not repeating the problem on new students, is demonstrating that it understands this compliance requirement.

## Correction and Verification of Correction of Noncompliance

School:

### Student-Specific Correction

ID #	Non-Compliance Code	Date Finding was Issued (no more than 90 days from date when noncompliance was identified)	School Summary of Correction (explain procedure for correction of each individual instance of noncompliance including <u>date(s) of correction</u> ) <i>**For school use only**</i>	State Verification of Correction (State confirms correction for each individual file, including <u>date(s) of verification</u> ) <i>(NOTE: verification date has to be less than one year from time the finding was issued!)</i> <i>**For State use only**</i>

*Note: Add additional rows as necessary (right click on the table above and select "insert").*

### Updated Data Analysis

# of Students (could be a sample) entering system after noncompliance was identified	Non-Compliance Code	Date Updated Data was Collected	Updated Data (Describe compliance status for these new students – other than students indicated above - and for each non-compliance code identified above) <i>**For school use only**</i>	State Verification of Correction (State confirms 100% performance for each noncompliance code, including <u>date(s) of verification</u> ) <i>(NOTE: verification date has to be less than one year from time the finding was issued!)</i> <i>**For State use only**</i>

*Note: Add additional rows as necessary (right click on the table above and select "insert").*

<b>**For State use only**</b>
Describe the file(s) and/or data sampling activity(ies) conducted by the State to verify that the school is currently correctly implementing the applicable regulatory requirement(s) (including <u>dates of verification</u> ). <i>(This information will be included in the APR for Indicator 15 or indicators 11 and 13 as applicable)</i>

## Summary Report

In November of each year the Special Education Director will submit to the Secretary of Education, with copies to appropriate officials and the Special Education Advisory Council, a summary report of the year's compliance visits as part of the Annual Evaluation Report of Program Effectiveness.

### Continuing Non-compliance

If a school or agency has been found to be in continuing non-compliance, the Director of Special Education shall consult with the Secretary of Education to implement adverse action. Adverse action may involve the job termination of the person(s) responsible in cases of continuing non-compliance in the school or agency.

## VI. SYSTEMIC ISSUES AND PLANS

Annually, as part of the process of monitoring each year's cycle of schools, a list of all areas of noncompliance identified in that cycle, along with recommendations for correction that may be systemic in nature shall be developed. This summary will be reviewed, along with data and information collected through other general supervision activities, to identify areas of noncompliance that may require systemic interventions.

A Systemic Plan for addressing any such concerns will be developed by MOE and schools.

### Description of Systemic Plan Elements:

<b>Area:</b>	One template page should be completed for each area of non-compliance (i.e., one page for Secondary Transition (Indicator 13), one page for other student-specific areas, etc).
<b>Baseline Data:</b>	What is extent of non-compliance (%) for this area?
<b>Root Cause(s):</b>	What did the school determine was/were the root cause(s) of the identified non-compliance? Indicate if a school (or state's) policy, procedure, or practice contributed to the identified non-compliance. <b>Note:</b> The activities described in the school's systemic plan should specifically address these identified root cause(s).

<b>Evidence of Change:</b>	What criteria will the school (or state) use to measure the effectiveness of the <i>Systemic Plan</i> ?
<b>Activities/Outputs:</b>	List and describe the activities/outputs planned to achieve the desired outcome. Include all activities such as staff development, instructional strategies, internal file reviews, and program/system changes. Be sure to include at least one <u>internal control activity</u> (i.e. annual review of sample of files to ensure compliance) for each area of identified non-compliance in order to evaluate the effectiveness of the school's (or state's) systemic activities and to ensure that future non-compliance does not recur.
<b>Resources:</b>	What resources (human, fiscal, material) will be needed in order to implement the activity?
<b>Position(s) Responsible:</b>	Who will be the contact for the activity/output? (Indicate by position/title, not by name)
<b>Timelines:</b>	What is the timeline for initiating and/or completing the activity?
<b>Follow-Up Activities/</b>	Optional space to describe activities/adjustments related to the activity.
<b>Commentary:</b>	





## APPENDIX

### MONITORING CHECKLIST/SURVEY: SCHOOL

- |   |     |    |
|---|-----|----|
| 1. Were all students suspected of needing special education and related services referred for review by the School Child Study Team?  | Yes | No |
| 2. Were all students reviewed by the CST and suspected of being disabled referred for a comprehensive educational evaluation?   | Yes | No |
| 3. Were all students requiring comprehensive evaluations referred to the School Assessment Committee within 20 days of the CST determination?   | Yes | No |
| 4. Were parental consents for evaluation secured from all parents of students referred for comprehensive evaluations?   | Yes | No |
| 5. Were parents provided the notice of evaluation and information on the rights of students and parents in the native language or other mode of communication used by the parent?                       | Yes | No |
| 6. Were interpreter services provided in response to all requests for such services?  | Yes | No |
| 7. Has each student requiring a comprehensive evaluation received one:  |     |    |
| a. As frequently as conditions warrant?   | Yes | No |
| b. At least every 3 years for continuing eligible students?   | Yes | No |
| c. When requested by parent or teacher with agreement of CST?   | Yes | No |
| 8. In interpreting evaluation data and making placement decisions, has the school:  |     |    |
| a. Drawn upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior? YesNo |     |    |
| b. Ensured that information obtained from all these sources is documented and carefully considered?   | Yes | No |
| c. Ensured that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of evaluation data, and the placement options?                       | Yes | No |
| 9. Does each special education eligible student in the school have a current IEP developed within the past 12 months?   | Yes | No |
| 10. Were all eligible students provided IEP conferences prior to any changes in program or placement?   | Yes | No |
| 11. Were all IEP conferences attended by the principal, head teacher, or  |     |    |

an appropriate designee such as another special education teacher or official	Yes	No
12. Has a continuum of alternative placements been available to meet the needs of students requiring special education and related services, including instruction in regular classes, special education classes, and home or institutional instruction?	Yes	No
13. Has instruction of eligible students in regular classes included such supplementary services as resource, itinerant, and consultant services?	Yes	No
14. Have all special education students been afforded the opportunity to participate in the regular program unless in a separate facility or provided a program that was specially designed for the student?	Yes	No
15. Were all special education students placed in the school on the basis of individual needs?	Yes	No
16. Were all special education students placed in schools they would attend if not disabled?	Yes	No
17. Have parents been informed that they or the school may initiate an impartial hearing regarding a proposal or refusal to initiate or change the identification, evaluation, educational placement, or the provision of a free, appropriate public education for a special education student or for any student suspected to require special education and related services?	Yes	No
18. Are all special education classrooms and programs not easily identifiable as different from all other classrooms?	Yes	No
19. Are all special education classes and programs physically located among all other classes and programs?	Yes	No
20. Are adequate accommodations made so that all special education students have physical access to all programs and services offered in the school?	Yes	No
21. Was transportation provided to and from school for all special education students who are unable to utilize regular modes of transportation?	Yes	No
22. Was transportation provided between the school and other sites where services required in the students' IEP are provided?	Yes	No
23. Was transportation provided in and around the school and other sites where services specified in the students' IEP are provided?	Yes	No
24. Was specialized equipment such as adapted buses and ramps provided when required to transport a special education student?	Yes	No
25. If there are one or more hearing impaired students in the school, does each have access when necessary to:		
a. Properly functioning hearing aids?	Yes	No
b. Carpeted classroom?	Yes	No
c. Adequate lighting?	Yes	No

- |   |     |    |
|---|-----|----|
| 26. Were special education students suspended from school according to the the IDEA Part B Plan procedures for "crisis suspension"?   | Yes | No |
| 27. Has each special education student in the school requiring a surrogate parent been assigned one in accordance with IDEA Part B Plan procedures?   | Yes | No |
| 28. Were parents of special education students or representatives of the parents allowed to inspect, review, challenge, obtain copies of, or gain release of their child's education records before IEP meetings or hearings are held in accordance with IDEA Part B Plan procedures? | Yes | No |
| 29. Were parents of special education students or representatives of the parents given responses to requests for explanation, copies upon request, and information on amending records?   | Yes | No |
| 30. Has one school official assumed the responsibility for insuring the confidentiality of any personally identifiable information regarding special education students?  | Yes | No |
| 31. Are current lists of persons permitted access to confidential files of special education students prominently posted on or near the files?  | Yes | No |
| 32. Has parental consent been obtained before disclosing personally identifiable information to anyone other than indicated in the IDEA Part B Plan?  | Yes | No |
| 33. Is the confidentiality of all personally identifiable information protected at collection, storage, disclosure, and destruction stages?   | Yes | No |
| 34. Is every piece of equipment purchased by IDEA Part B funds appropriately labeled and properly inventoried?  | Yes | No |
| 35. What chronic problems, if any, have you encountered with special education students that you have been unable to resolve?   |     |    |
| 36. In your view, what would be the best solutions to the above problems?   |     |    |

**SPECIAL EDUCATION TEACHER CHECKLIST/SURVEY**

1. How many special education students are you presently serving:
- a. In the regular classroom through consultant services? \_\_\_\_\_
  - b. In the regular classroom with itinerant services? \_\_\_\_\_
  - c. Part-time in the special education classroom? \_\_\_\_\_
  - d. Full-time in the special education classroom? \_\_\_\_\_
  - e. At the student's home with itinerant/consultant services? \_\_\_\_\_
2. How many students in (1) above are in each age group:
- a. Ages 3-5? \_\_\_\_\_
  - b. Ages 6-12? \_\_\_\_\_
  - c. Ages 13-15? \_\_\_\_\_
  - d. Ages 16-20? \_\_\_\_\_
3. Do all the above students have a current IEP? Yes No
4. What percentage of parents participated in the IEP conferences? \_\_\_\_\_
5. Were all IEP conferences conducted at times and places mutually convenient to parents and school personnel? Yes No
6. When the school was unable to ensure parent participation at IEP conferences, has the school documented a record of its attempts to arrange a mutually agreed upon time and place for conferences? Yes No
7. Are all of your students educated with children who are not disabled to the maximum extent appropriate? Yes No
8. During IEP conferences, in which you participated, did each special education student's IEP contain goals and objectives to meet all needs for specially designed instruction? Yes No
9. Have evaluation data been helpful to IEP conference participants in the formulation of IEP goals and objectives? Yes No
10. Have Assessment Team members or other persons knowledgeable about the procedures and results of an initial evaluation participated in all initial placement meetings? Yes No
11. Are all placement decisions made on an individual basis and only after a valid IEP has been completed for each student? Yes No

12. Are all related services included in IEPs when required by students in order to benefit from special education? Yes No

13. Are all related services included in IEPs being provided in accordance with the IEP plans? Yes No

13. Do you routinely use IEPs to plan your lessons? Yes No

14. Approximately what percentage of present IEP objectives are:

a. Mastered? \_\_\_\_\_

b. Progressing? \_\_\_\_\_

c. Not progressing? \_\_\_\_\_

15. Do all students age 16 and older have objectives included in their IEPs for transition services? Yes No

16. Do you have copies of or easy access to:

a. Marshall Islands State IDEA Part B State Plan? Yes No

b. Dept. of of Education Sp Ed Policies and Procedures? Yes No

17. What is your present teacher certification level? \_\_\_\_\_

18. Have you participated in any in-service training or other professional growth activities within the past 12 months? Yes No

19. What chronic problems, if any, have you encountered in teaching special education students that you have been unable to resolve?

20. In your view, what would be the best solutions to the above problems?

21. What in-service training would be helpful to you to better serve special education students?

## REGULAR EDUCATION TEACHER CHECKLIST/SURVEY

School:

Date:

Regular Education Teachers: (A) \_\_\_\_\_ gr \_\_\_\_\_  
(B) \_\_\_\_\_ gr \_\_\_\_\_  
(C) \_\_\_\_\_ gr \_\_\_\_\_

1. What special education services has your school received in the past year (that you are aware of)?
2. What do you do when a student in your class has problems with learning or behavior?
3. How do you refer a student in your class for special education help?
4. Have you been in any IEP meetings for students from your classes? If so, how did you participate?
5. How do you work with the special education staff to help your students?
6. How do special education students in your classes participate in regular academic activities?
7. How could special education assist you to work with your lowest performing students?
8. What special education sponsored training have you attended?
9. What are the strengths and the weaknesses of the special education program?

10. Is there anything else you think is important for us to know about special education in your school?

**PARENT CHECKLIST/SURVEY**

School:

Date:

Parents: (A) \_\_\_\_\_  
(B) \_\_\_\_\_  
(C) \_\_\_\_\_

1. What assistance does your child receive from special education?
2. Did your child's school get your permission before assessing your child for special education?
3. Did your child's school get your permission before placing your child in his/her first special education-based program?
4. Did you participate in developing your child's current IEP?
5. What school activities do you participate in related to your child other than IEP meetings?
6. How are your ideas and suggestions used in developing your child's education program?
7. How were you informed of your rights as a parent of a child with special needs?
8. What school activities does your child participate in?
9. How do you communicate with your child's teacher?
10. Do you belong to a special education parent group?
11. How has special education helped your child?
12. What concerns do you have that Special Education could help you with?

13. Is your child receiving all the education services he or she needs? If not, what more do you think is needed?

14. What questions do you have about special education?

### IEP Review Form

\_\_\_\_\_ School

**ID#** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_ **IEP Date** \_\_\_\_\_ **Evaluation Date** \_\_\_\_\_

<b>1. Present Levels of Academic Achievement and Functional Performance</b>			
Y	N		Does the IEP include a written statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum (the same curriculum as for nondisabled students)?
Y	N	NA	For a preschool child, does the IEP include a written statement of the student's present levels of academic achievement and functional performance, including as appropriate, how the disability affects the child's participation in appropriate activities?
<b>2. Measurable Annual Goals</b>			
Y	N		Does the IEP include a statement of <i>measurable annual goals*</i> , including academic and functional goals designed to: <ol style="list-style-type: none"> <li>a. meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and</li> <li>b. meet each of the student's other educational needs that result from the student's disability; and</li> <li>c. for students taking alternate assessments aligned to alternate achievement standards, does the IEP include a description of benchmarks or short term objectives?</li> </ol>
Area of Service	MAG		Comments
Reading	Y	N NA	
Written Language	Y	N NA	
Math	Y	N NA	
Behavior/Social	Y	N NA	
Study Skills	Y	N NA	
Life skills/adaptive	Y	N NA	
**SLP	Y	N NA	
**OT	Y	N NA	
**PT	Y	N NA	
**Vision	Y	N NA	
Other	Y	N NA	

Other	Y N NA	
Other	Y N NA	
In order to be considered measurable, each annual goal should have a <i>baseline</i> , a <i>target</i> , and a <i>common</i> unit of measure **MAG needed only if service is provided as specially designed instruction.		
<b>3. Progress toward Meeting Goals</b>		
Y N	Does the IEP include a description of: i. how the school will measure the student's progress toward meeting the annual goals; and ii. when the school will provide periodic reports on the progress the student is making toward meeting the annual goals?	
<b>4. Least Restrictive Environment</b>		
Y N	Does the IEP contain an explanation of the extent, if any, to which the student will not participate with nondisabled children in the general education classroom and extracurricular and nonacademic activities?	

<b>5. Assessment</b>		
Y N NA	a. If the IEP team determines that an alternate assessment instead of a regular state or school wide assessment of student achievement is appropriate, does the IEP indicate the assessment selected and statement of why: i. the student cannot participate in the regular assessment; and ii. the particular alternate assessment selected is appropriate for the student?	
Y N NA	b. If the IEP team determines that any individual accommodations are necessary to measure the academic achievement and functional performance of the student on state and school wide assessments, are those accommodations stated in the IEP?	
<b>6. Services Provided by IEP</b>		
Y N	a. Does the IEP contain 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 student, or on behalf of the student, and a statement of program modifications or supports for school personnel that will be provided to enable the student: i. To advance appropriately toward attaining the goals; ii. To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and iii. To be educated and participate with other students including nondisabled students?	
Y N	b. Does the IEP state a projected date for the beginning of special education and related services, supplementary aids and services, and program modifications or supports for school personnel and the anticipated frequency, location, and duration of those services and modifications?	
Y N NA	c. Does the IEP contain a statement of extended school year (ESY) services if determined necessary by the IEP team for the student to receive FAPE?	
Y N NA	d. If the use of aversive intervention(s) is determined necessary, does the IEP include the required information?	
<b>7. Transition Activities</b>		
<b>Complete this section for students who are or will be 16 or older during the period of this IEP. Transition services and activities should be reviewed and updated annually.</b>		
Y N	a. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessments related to training education, employment, and, where appropriate, independent living skills?	
	b. Does the IEP contain appropriate measurable postsecondary goal(s) that	

Y	N	address:
Y	N	<ul style="list-style-type: none"> <li>• education/training (required for all students),</li> <li>• employment (required for all students), and,</li> <li>• Independent living (if appropriate for the student)?</li> </ul>
Y	N	c. Does the IEP contain transition services including courses of study that are needed to assist the student in reaching the postsecondary goals?
Y	N	d. Is there evidence that the student was invited to participate in the IEP meeting when the purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals?
Y NA	N	e. If transition services described in the IEP are likely to be provided or paid for by other agencies, is there evidence that, with parent/adult student consent, representatives of the agency(ies) were invited to participate in the IEP meeting?
<b>8. IEP Team</b>		
Y	N	a. Did the IEP Team include the required IEP team membership [i.e., parent, general education teacher, special education provider, student (whenever appropriate), school representative, etc.]?
Y NA	N	b. If required personnel did not attend, is there written evidence of the parent's and school's: <ul style="list-style-type: none"> <li>i. agreement (if area of curriculum is not being discussed) the attendance of the member is not necessary, or</li> <li>ii. consent (if the members area of curriculum will be discussed) to excuse the member(s)?</li> </ul>
Y NA	N	c. If the student did not attend the IEP meeting when the purpose of the meeting was to consider postsecondary goals and transition services, did the IEP team take other steps to ensure that the student's preferences and interests were considered?
<b>9. Transfer of Rights</b>		
Y NA	N	Beginning not later than one year before the student reaches the age of eighteen, does the IEP include a statement that the student has been informed of the student's rights, if any, that will transfer to the student on reaching the age of majority?

# IEP Development - Review Form

\_\_\_\_\_ School

**ID#** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_ **IEP Date** \_\_\_\_\_ **Evaluation Date** \_\_\_\_\_

<b>(1) In developing this IEP, the team considered:</b>		
Y	N	(i) The strengths of the child?
Y	N	(ii) The concerns of the parent for enhancing the education of their child?
Y	N	(iii) The results of the initial or most recent evaluation of the child; and
Y	N	(iv) The academic, developmental, and functional needs of the child.
<b>(2) Consideration of special factors. Has the IEP Team:</b>		
Y	N	(i) 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;
NA		
Y	N	(ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
NA		
Y	N	(iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
NA		
Y	N	(iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
NA		
Y	N	(v) Consider whether the child needs assistive technology devices and services.
NA		
<b>(3) Regular Education Teacher: Has a regular education teacher of the child with a disability participated in the development of the IEP, to the extent appropriate, including the determination of:</b>		
Y	N	(i) Appropriate positive behavioral interventions and supports and other strategies for the child; and
NA		
Y	N	(ii) Supplementary aids and services, program modifications, and support for school personnel consistent with Sec. 300.320(a)(4) of IDEA 2004.
NA		
<b>(4) If changes are made to a child's IEP after the annual IEP meeting for a school year:</b>		
Y	N	(i) If the parent of a child with a disability and the public agency agree not to convene an IEP Team meeting for the purposes of making those changes, they did develop a written document to amend or modify the child's current IEP;
NA		
Y	N	(ii) If changes are made to the child's IEP in accordance with statement above, the public agency must ensure that the child's IEP Team is informed of those changes.
NA		
<b>(5) Consolidation of IEP Team meetings. To the extent possible, the public agency must encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.</b>		
<b>(6) Amendments. Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in item 4 above, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.</b>		

## IEP Review and Revision - Review Form

<b>(1) Reviews and revisions of IEPs: the IEP Team: (RMI regs citation?)</b>	
Y	N
<b>(i) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and</b>	
<b>(ii) Revises the IEP, as appropriate, to address:</b>	
Y	N
NA	
(A) Any lack of expected progress toward the annual goals described in Sec. 300.320(a)(2) of IDEA 2004, and in the general education curriculum, if appropriate;	
Y	N
NA	
(B) The results of any reevaluation conducted under Sec. 300.303 of IDEA 2004;	
Y	N
NA	
(C) Information about the child provided to, or by, the parents, as described under Sec. 300.305(a)(2) of IDEA 2004;	
Y	N
NA	
(D) The child's anticipated needs; or	
Y	N
NA	
(E) Other matters.	

### **Sec. 300.320 Definition of individualized education program.**

**(a) General.** As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with Sec. Sec. 300.320 through 300.324, and that must include--

**(1) A statement of the child's present levels of academic achievement and functional performance, including--**

**(i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or**

**(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;**

**(2)**

**(i) A statement of measurable annual goals, including academic and functional goals designed to--**

**(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and**

**(B) Meet each of the child's other educational needs that result from the child's disability;**

**(ii) For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;**

**(3) A description of--**

**(i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and**

**(ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;**

**(4) 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, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child--**

**(i) To advance appropriately toward attaining the annual goals;**

**(ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and**

**(iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;**

**(5) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(4) of this section;**

**(6)**

**(i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16) of the Act; and**

**(ii) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why--**

**(A) The child cannot participate in the regular assessment; and**

**(B) The particular alternate assessment selected is appropriate for the child; and**

**(7) The projected date for the beginning of the services and modifications described in paragraph (a)(4) of this section, and the anticipated frequency, location, and duration of those services and modifications.**

**(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include--**

**(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and**

**(2) The transition services (including courses of study) needed to assist the child in reaching those goals.**

**(c) Transfer of rights at age of majority. Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the**

child has been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under Sec. 300.520.

**(d) Construction.** Nothing in this section shall be construed to require--

**(1)** That additional information be included in a child's IEP beyond what is explicitly required in section 614 of the Act; or

**(2)** The IEP Team to include information under one component of a child's IEP that is already contained under another component of the child's IEP.

**(Authority: 20 U.S.C. 1414(d)(1)(A) and (d)(6))**

**Sec. 300.324 Development, review, and revision of IEP.**

**(a) Development of IEP.**

**(1) General.** In developing each child's IEP, the IEP Team must consider--

**(i)** The strengths of the child;

**(ii)** The concerns of the parents for enhancing the education of their child;

**(iii)** The results of the initial or most recent evaluation of the child; and

**(iv)** The academic, developmental, and functional needs of the child.

**(2) Consideration of special factors.** The IEP Team must--

**(i)** 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;

**(ii)** In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

**(iii)** In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;

**(iv)** Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

**(v)** Consider whether the child needs assistive technology devices and services.

**(3) Requirement with respect to regular education teacher.** A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of--

**(i) Appropriate positive behavioral interventions and supports and other strategies for the child; and**

**(ii) Supplementary aids and services, program modifications, and support for school personnel consistent with Sec. 300.320(a)(4).**

**(4) Agreement.** (i) In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the public agency may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.

(ii) If changes are made to the child's IEP in accordance with paragraph (a)(4)(i) of this section, the public agency must ensure that the child's IEP Team is informed of those changes.

**(5) Consolidation of IEP Team meetings.** To the extent possible, the public agency must encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.

**(6) Amendments.** Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in paragraph (a)(4) of this section, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

**(b) Review and revision of IEPs.**

**(1) General.** Each public agency must ensure that, subject to paragraphs (b)(2) and (b)(3) of this section, the IEP Team--

**(i) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and**

**(ii) Revises the IEP, as appropriate, to address--**

**(A) Any lack of expected progress toward the annual goals described in Sec. 300.320(a)(2), and in the general education curriculum, if appropriate;**

**(B) The results of any reevaluation conducted under Sec. 300.303;**

**(C) Information about the child provided to, or by, the parents, as described under Sec. 300.305(a)(2);**

**(D) The child's anticipated needs; or**

**(E) Other matters.**