

# District Monitoring Tool



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This tool is intended to assist educators who implement IDEA. The tool allows the IEP teacher of record (TOR) to monitor the confidential documents as well as the special education director. This document is not required by the Oklahoma State Department of Education, Special Education Services.

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# Student File Monitoring Tool

This tool is intended to assist the district in monitoring individual student confidential records to determine IDEA compliance.

Teacher of Record: \_\_\_\_\_

Student: \_\_\_\_\_

## Eligibility Process

Date of the meeting: \_\_\_\_\_

Question Includes a reference to the IDEA regulation and the chapter in the Policy & Procedure Manual (P&P) that supports the question.	Teacher Review Compliant yes/no	Teacher Comments	Director Review Compliant yes/no	Director Comments
Is the Review of Existing Data (REDs) dated the same date or prior to parent consent and/or the same date or prior to the eligibility meeting? IDEA: {34 CFR §300.305} P&P: Chapter 4 Section 3				
Does the Review of Existing Data (REDs) contain documentation of current academic and related service(s) data, and other relevant information to assist the team in determining the need for new or additional data? IDEA: {34 CFR §300.305} P&P: Chapter 4 Section 3				

<p>If needed, is there a signed informed parent consent documenting parent consent for initial or re-evaluation to support the eligibility team decision?</p> <p>IDEA: {34 CFR §300.300, 34 CFR §300.503}</p> <p>P&amp;P: Chapter 4 Section 5</p>				
<p>If needed, was the parent consent provided between the REDs and eligibility meeting? (Parent consent can be dated the same day as the REDS but not before.)</p> <p>IDEA: {34 CFR §300.300, 34 CFR §300.503}</p> <p>P&amp;P: Chapter 4 Section 5</p>				
<p>For initial placement, was the Multi-disciplinary Evaluation and Eligibility Group Summary (MEEGS) completed by the 45th school day from the date of parent consent?</p> <p>IDEA: {34 CFR §300.304, 34 CFR §300.305, and 34 CFR §300.306}</p> <p>P&amp;P: Chapter 4 Section 3 D1</p>				
<p>For reevaluation, was the MEEGS completed by the three-year anniversary date of the previous eligibility?</p> <p>IDEA: : {34 CFR §300.304, 34 CFR §300.305, and 34 CFR §300.306}</p> <p>P&amp;P: Chapter 4 Section 3 D2</p>				

<p>Are all <i>Evaluation Procedures</i> checked on parent consent gathered and documented on the MEEGS between the date of parent consent and MEEGS?          IDEA: : {34 CFR §300.304, 34 CFR §300.305, and 34 CFR §300.306}          P&amp;P: Chapter 4 Section 5 &amp; 13</p>				
<p>As outlined in the Special Education Policy &amp; Procedures Manual, are all required components of the suspected primary and secondary disability/disabilities documented on the MEEGS to assist the team in determining eligibility (initial or reevaluation)?          IDEA: {34 CFR §300.304, 34 CFR §300.305, and 34 CFR §300.306}          P&amp;P: Chapter 4 Section 10</p>				
<p>Is there evidence in the MEEGS that the team concluded the determinant factor for the student's disability was not due to lack of appropriate instruction in reading, math and limited English proficiency?          IDEA: : {34 CFR §300.304, 34 CFR §300.305, and 34 CFR §300.306}          P&amp;P: Chapter 4 Section 12</p>				
<p>Does the summary of findings explain the teams' decision regarding eligibility?          IDEA: {34 CFR §300.306}          P&amp;P: Chapter 4 Section 12</p>				

<p>Was eligibility determined by a group of qualified professionals and documented through signatures? Required team members: Administrative Representative, General Education Teacher, Special Education Teacher, Parent(s)/Legal Guardian, Qualified Examiner. IDEA: {34 CFR §300.306} P&amp;P: Chapter 4 Section 11</p>				
<p>Is there documentation of the most recent Invitation for Meeting provided to the parent(s)? IDEA: {34 CFR §300.322(a)(1)} P&amp;P: Chapter 4</p>				
<p>If age-appropriate, was the student invited and is this documented on the Invitation for Meeting? IDEA: {34 CFR §300.322(a)(1)} P&amp;P: Chapter 4</p>				
<p>Is there a written notice aligned with the eligibility meeting which documents the discussions and decisions of the team? IDEA: {34 CFR §300.504} P&amp;P: Chapter 4 Section 16</p>				
<p>Is it documented that the written notice was provided to the parent (or student, if age 18)? IDEA: {34 CFR §300.504} P&amp;P: Chapter 4 Section 16</p>				
<p>Other District expectations:</p>				

Other District expectations:				
Other District expectations:				
Other District expectations:				

## IEP

Date of the meeting: \_\_\_\_\_

Question Includes a reference to the IDEA regulation and the chapter in the Policy & Procedure Manual (P&P) that supports the question.	Teacher Review Compliant yes/no	Teacher Comments	Director Review Compliant yes/no	Director Comments
<p>Is there documentation of the most recent meeting invitation was provided to the parent(s) (or the student, beginning at age 16 - after 07/20/2022 beginning at age 15)? IDEA: {34 CFR §300. 322(a)(1) and 34 CFR §300. 321(b)(1)}</p> <p>P&amp;P: Chapter 5 section 1 E</p>				
<p>Is there a written notice aligned with the most recent meeting which documents the discussions and the decisions of the team? IDEA: {34 CFR §300. 504}</p> <p>P&amp;P: Chapter 5</p>				
<p>Is there documentation the written notice was provided to the parent (or student if age 18)? IDEA: {34 CFR §300.504}</p> <p>P&amp;P: Chapter 5</p>				
<p>Was a new IEP completed and approved by the team on or before the anniversary due date (not more than 365 calendar days)? IDEA: {34 CFR §300.320, 34 CFR §300.321, and 34 CFR §300.324 }</p> <p>P&amp;P: Chapter 5 Section 4</p>				



<p>Is there a statement of how the disability affects the child's involvement &amp; progress in the general curriculum? For preschool children, as appropriate, is there a statement of how the disability affects the child's participation in appropriate activities?          IDEA: {34 CFR §300. 320(a)(1)(i)(ii)}          P&amp;P: Chapter 5 section 3</p>				
<p>Are there current (a year or less old) present levels of performance data aligned to the identified needs for the student?          IDEA: {34 CFR §300.320(a)(1)}          P&amp;P: Chapter 5 section 3</p>				
<p>Are all special factors identified and appropriately addressed in the IEP?          IDEA: {34 CFR §300. 324(a)(1)}          P&amp;P: Chapter 5 section 3</p>				
<p>Are the present levels of performance data aligned to the identified needs for the student?          IDEA: {34 CFR §300.320(a)(1)}          P&amp;P: Chapter 5 section 3</p>				
<p>Are there measurable (who, will do what, and under what condition) IEP goals aligned to the needs?          IDEA: {34 CFR §300.320(a)}          P&amp;P: Chapter 5 section 3</p>				

<p>For students on a shortened day/week, is there a reintegration plan in place detailing the plan to bring the student back to a full school day?          IDEA: {34 CFR §300.320(a)}          P&amp;P: Chapter 5 section 3</p>				
<p>For students on a shortened day/week for behavior, has the IEP team developed and implemented a behavior intervention plan (BIP)?          IDEA: {34 CFR §300.320(a)(6)(i)}          P&amp;P: Chapter 5 section 3</p>				
<p>Are the State and district testing accommodations provided on a regular basis as documented in classroom accommodations section?          IDEA: {34 CFR §300.320(a)(6)(i)}          P&amp;P: Chapter 5 section 3</p>				
<p>Does the IEP document that ESY services were considered annually and document the team decision?          IDEA: {34 CFR §300.106}          P&amp;P:          Chapter 5 section 3</p>				
<p>Is there an explanation of the extent, if any, that the student will not be participating with non-disabled children in the general education classroom?          IDEA: {34 CFR §300.320(a)(4)(5)}          P&amp;P: Chapter 5 section 3</p>				

<p>Were all required IEP team members present and is there documentation they participated in the meeting through signatures? IDEA required members included: parent(s) of the child, special education teacher, general education teacher, LEA representative, student (as appropriate), and others with knowledge of or special expertise about the student. IDEA: {34 CFR §300.321} P&amp;P: Chapter 5 section 3</p>				
<p>Is there documentation that the legal parent (or the student at age 18) has been informed of all procedural safeguards listed in the "Informed Parental Consent" section of the IEP? IDEA: {34 CFR §300.9} P&amp;P: Chapter 5 section 3</p>				
<p>Are Special education progress reports included in the student's file to document his/her progress toward each annual goal and objective? These progress reports must be sent to the parents of students with disabilities at the same frequency as progress reports/report cards that are sent to the parents of non-disabled students. IDEA: {34 CFR §300.320(a)(3)(ii)} P&amp;P: Chapter 5 section 3</p>				

<p>For student's identified as needing the Alternate Assessment for state assessments, has the team completed the Alternative Assessment Criteria Checklist and is it a part of the IEP?          IDEA: {34 CFR §300.320(a)(6)(ii)(A)(B)}          P&amp;P: Chapter 5 section 3</p>				
Other District expectations:				
Other District expectations:				
Other District expectations:				
Other District expectations:				

## Secondary Transition

Date of the meeting: \_\_\_\_\_

Question Includes a reference to the IDEA regulation and the chapter in the Policy & Procedure Manual (P&P) that supports the question.	Teacher Review Compliant yes/no	Teacher Comments	Director Review Compliant yes/no	Director Comments
<p>Are there current (a year or less old) secondary transition assessments? IDEA: {34 CFR § 300.321(b)(1)} P&amp;P: Chapter 5 section 3 M</p>				
<p>Are the post-secondary goals addressing the student's goals after high school? The IEP must address education/training and employment (independent living, and community participation, if appropriate). IDEA: {34 CFR § 300.321(b)(1)} P&amp;P: Chapter 5 section 3 M</p>				
<p>Is there evidence of annual IEP goal(s) that will reasonably enable the student to meet the post- secondary transition goal(s)? The IEP must address education/training and employment, (independent living, and community participation, if appropriate or if addressed as a post-secondary goal). IDEA: {34 CFR § 300.321(b)(1)} P&amp;P: Chapter 5 section 3 M</p>				

<p>Is there evidence that transition services include courses of study that focus on improving the academic &amp; functional achievement of the student to facilitate his/her movement from school to post-school?          IDEA: {34 CFR § 300.321(b)(2)}          P&amp;P: Chapter 5 section 3 M</p>				
<p>For transition services, if appropriate for this student, is there evidence that the school has obtained parental consent (or student's consent once the age of majority is reached) prior to inviting representatives from other participating agencies (e.g., voc. rehab) to the IEP team meeting?          IDEA: {34 CFR § 300.321(b)(3)}          P&amp;P: Chapter 5 section 3 M</p>				
<p>Other District expectations:</p>				
<p>Other District expectations:</p>				
<p>Other District expectations:</p>				
<p>Other District expectations:</p>				

## Early Childhood Outcomes

Date of entry meeting: \_\_\_\_\_

Date of entry meeting: \_\_\_\_\_

Question Includes a reference to the IDEA regulation and the chapter in the Policy & Procedure Manual (P&P) that supports the question.	Teacher Review Compliant yes/no	Teacher Comments	Director Review Compliant yes/no	Director Comments
Was the IEP in effect by the child's third birthday for a child transitioning from SoonerStart? (if no, explain)				
Has the child been identified and receiving supports for at least 6 months or more? (not just current district, but total eligibility)				
Entry Data at Eligibility – 1. Positive Social Emotional Skills P&P: Chapter 3 Section 9				
Has the team provided entry ratings?				
Has the team documented multiple sources of information to assist the team in identifying the appropriate rating?				
Has the team documented a summary of the results from the multiple sources of information gathered?				
Has the team documented the date of the team review for entry?				
Exit Data (by age 6 or upon leaving PreK- or prior to the first day of kindergarten) - 1. Positive Social Emotional Skills P&P: Chapter 3 Section 9				
Are the exit ratings completed by end of preschool no later than June 30th, or the child is no longer eligible for special education				

services prior to end of preschool, or child turns age 6 while in preschool?				
Has the team documented multiple sources of information to assist the team in identifying the appropriate rating?				
Has the team documented a summary of the results from the multiple sources of information gathered?				
Has the team documented the date of the team review for entry?				
Has the team documented the student's progress and provided a summary to explain?				
Did progress occur?				
Entry Data at Eligibility - 2. Acquiring and Using Knowledge and Skills P&P: Chapter 3 Section 9				
Has the team provided entry ratings?				
Has the team documented multiple sources of information to assist the team in identifying the appropriate rating?				
Has the team documented a summary of the results from the multiple sources of information gathered?				
Has the team documented the date of the team review for entry?				
Exit Data (by age 6 or upon leaving PreK- or prior to the first day of kindergarten) - 2. Acquiring and Using Knowledge and Skills P&P: Chapter 3 Section 9				
Are the exit ratings completed by end of preschool no later than June 30th, or the child is no longer eligible for special education services prior to end of preschool, or child turns age 6 while in preschool?				



Has the team documented multiple sources of information to assist the team in identifying the appropriate rating?				
Has the team documented a summary of the results from the multiple sources of information gathered?				
Has the team documented the date of the team review for entry?				
Has the team documented the student's progress and provided a summary to explain?				
Did progress occur?				
Entry Data – 3. Taking Appropriate Action to Meet Needs P&P: Chapter 3 Section 9				
Has the team provided entry ratings?				
Has the team documented multiple sources of information to assist the team in identifying the appropriate rating?				
Has the team documented a summary of the results from the multiple sources of information gathered?				
Has the team documented the date of the team review for entry?				
Exit Data (by age 6 or upon leaving PreK- or prior to the first day of kindergarten) – 3. Taking Appropriate Action to Meet Needs P&P: Chapter 3 Section 9				
Are the exit ratings completed by end of preschool no later than June 30th, or the child is no longer eligible for special education services prior to end of preschool, or child turns age 6 while in preschool?				
Has the team documented multiple sources of information to assist the team in identifying the appropriate rating?				

Has the team documented a summary of the results from the multiple sources of information gathered?				
Has the team documented the date of the team review for entry?				
Has the team documented the student's progress and provided a summary to explain?				
Did progress occur?				
Other District expectations:				
Other District expectations:				
Other District expectations:				
Other District expectations:				