



STUDENT FILE MONITORING TOOL

OCTOBER 2024

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 eligibility meeting: _____

Date of the previous eligibility: _____

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 5				
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 5				

<p>Does the Review of Existing Data (RED) contain team signatures including a Qualified Examiner? IDEA: {34 CFR §300.305} P & P: Chapter 5</p>				
<p>If needed, is there a signed informed parent consent documenting parent consent for initial or re-evaluation to support the eligibility team decision? IDEA: {34 CFR §300.300, 34 CFR §300.503} P&P: Chapter 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.) IDEA: {34 CFR §300.300, 34 CFR §300.503} P&P: Chapter 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? IDEA: {34 CFR §300.304, 34 CFR §300.305, and 34 CFR §300.306} P&P: Chapter 5</p>				
<p>For reevaluation, was the MEEGS completed by the three-year anniversary date of the previous eligibility? IDEA: {34 CFR §300.304, 34 CFR §300.305, and 34 CFR §300.306} P&P: Chapter 5</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&P: Chapter 5</p>				
<p>As outlined in the Special Education Policy & 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&P: Chapter 5</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&P: Chapter 5</p>				
<p>Does the summary of findings explain the teams' decision regarding eligibility? The summary should detail the supporting data the team used to determine the student qualified. IDEA: {34 CFR §300.306} P&P: Chapter 5</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&P: Chapter 5</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&P: Chapter 5</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&P: Chapter 5</p>				
<p>Is there a written notice aligned with the eligibility meeting that documents the discussions and decisions of the team? IDEA: {34 CFR §300.504} P&P: Chapter 5</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&P: Chapter 5</p>				

IEP Alignment Worksheet

Use this IEP Alignment Worksheet to ensure the IEP addresses the student’s area of need in every major area of the IEP. In the left column, list each subject or area of need that the IEP will address. Mark with an X each IEP component area if that section adequately addresses the subject or area of need.

Subject/Area of Need	Overall Objective Statement	Assessment/ Data	Strengths/ Effects/ Needs	Special Factors (if needed)	Goals	Services or Related Services	Accommodations (if needed)	Supplementary Aids & Services (if needed)

IEP

Date of the IEP: _____

Date of previous IEP: _____

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 07/28/2022 beginning at age 15)?</p> <p>IDEA: {34 CFR §300. 322(a)(1) and 34 CFR §300. 321(b)(1)}</p> <p>P&P: Chapter 6</p>				
<p>Is there a written notice aligned with the most recent meeting which documents the discussions and the decisions of the team?</p> <p>IDEA: {34 CFR §300. 504}</p> <p>P&P: Chapter 6</p>				
<p>Is there documentation the written notice was provided to the parent (or student if age 18)?</p> <p>IDEA: {34 CFR §300.504}</p> <p>P&P: Chapter 6</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)?</p> <p>IDEA: {34 CFR §300.320, 34 CFR §300.321, and 34 CFR §300.324}</p> <p>P&P: Chapter 6</p>				

<p>Is there a statement of how the disability affects the child's involvement & 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&P: Chapter 6</p>				
<p>Are there current (a year or less old) present levels of performance data aligned to the identified needs of the student? IDEA: {34 CFR §300.320(a)(1)} P&P: Chapter 6</p>				
<p>Are all special factors identified and appropriately addressed in the IEP? IDEA: {34 CFR §300. 324(a)(1)} P&P: Chapter 6</p>				
<p>Are there measurable (who, will do what, and under what conditions) IEP goals aligned with the needs? IDEA: {34 CFR §300.320(a)} P&P: Chapter 6</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&P: Chapter 6</p>				

<p>For students on a shortened day/week for behavior, has the IEP team developed and implemented a Functional Behavior Assessment (FBA) and a behavior intervention plan (BIP)? IDEA: {34 CFR §300.320(a)(6)(i)} P&P: Chapter 6</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&P: Chapter 6</p>				
<p>Does the IEP document that ESY services were considered annually and document the team decision? IDEA: {34 CFR §300.106} P&P: Chapter 6</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&P: Chapter 5</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&P: Chapter 6</p>				

<p>Are Special Education progress reports included in the student's file to document his/her progress toward each annual goal and objective as well as secondary transition goals? 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&P: Chapter 6</p>				
<p>For students identified as needing the Alternate Assessment for state assessments, has the team completed the Alternate Assessment Criteria Checklist and is it a part of the IEP? IDEA: {34 CFR §300.320(a)(6)(ii)(A)(B)} P&P: Chapter 6</p>				

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&P: Chapter 6</p>				
<p>Are the measurable 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. However, if the student is assessed via OAAP there must be annual transition goals.). IDEA: {34 CFR § 300.321(b)(1)} P&P: Chapter 6</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. However, if the team has addressed these as a post-secondary goal, or if the student is assessed via OAAP there must be annual transition goals.). IDEA: {34 CFR § 300.321(b)(1)}</p>				

P&P: Chapter 6				
<p>Is there evidence that transition services include courses of study that focus on improving the academic & functional achievement of the student to facilitate his/her movement from school to post-school? The course of study must list the specific courses by title, including electives. This should be completed for the student's current grade through the date of graduation.</p> <p>IDEA: {34 CFR § 300.321(b)(2)}</p> <p>P&P: Chapter 6</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., vocational rehabilitation) to the IEP team meeting?</p> <p>IDEA: {34 CFR § 300.321(b)(3)}</p> <p>P&P: Chapter 6</p>				

Early Childhood Outcomes

Date of entry: _____

Date of exit: _____

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) IDEA: Sec.300.124 P&P: Chapter 4				
Is documentation of family contacts/written notice present? P&P: Chapter 4				
Has the child been identified and receiving supports for at least 6 months or more? (not just current district, but total eligibility) P&P: Chapter 4				
Is LEA attendance of transition planning conference documented? P&P: Chapter 4				
Entry Data at Eligibility – 1. Positive Social Emotional Skills 2. Acquiring and Using Knowledge and Skills 3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4				
Has the team documented the date of the team review for entry? P&P: Chapter 4				
Has the team documented entry ratings for each outcome? 1. Positive Social Emotional Skills 2. Acquiring and Using Knowledge and Skills				

<p>3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4</p>				
<p>Has the team documented a summary of the results from the multiple sources of information gathered for each outcome? 1. Positive Social Emotional Skills 2. Acquiring and Using Knowledge and Skills 3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4</p>				
<p>In the summary, is it indicated that parents and other team members have provided input for each outcome? 1. Positive Social Emotional Skills 2. Acquiring and Using Knowledge and Skills 3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4</p>				
<p>Exit Data (by age 6 or upon leaving PreK- or prior to the first day of kindergarten) - 1. Positive Social Emotional Skills 2. Acquiring and Using Knowledge and Skills 3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4</p>				
<p>Are the exit ratings completed for each outcome 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? 1. Positive Social Emotional Skills 2. Acquiring and Using Knowledge and Skills</p>				

<p>3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4</p>				
<p>Has the team documented multiple sources of information about functional skills to assist the team in identifying the appropriate exit rating for each outcome? 1. Positive Social Emotional Skills 2. Acquiring and Using Knowledge and Skills 3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4</p>				
<p>Has the team documented an exit summary of the results from the multiple sources of information gathered for each outcome? 1. Positive Social Emotional Skills 2. Acquiring and Using Knowledge and Skills 3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4</p>				
<p>Has the team documented the date of the team review for exit for each outcome? 1. Positive Social Emotional Skills 2. Acquiring and Using Knowledge and Skills 3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4</p>				
<p>Has the team documented the student's progress and provided a summary to explain? 1. Positive Social Emotional Skills</p>				

<p>2. Acquiring and Using Knowledge and Skills 3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4</p>				
<p>Has the team documented if progress occurred? 1. Positive Social Emotional Skills 2. Acquiring and Using Knowledge and Skills 3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4</p>				
<p>Is information from the student's IEP goals included in the exit ECO summary/progress? 1. Positive Social Emotional Skills 2. Acquiring and Using Knowledge and Skills 3. Use of Appropriate Behaviors to Meet Needs P&P: Chapter 4</p>				
<p>Do progress updates for IEP goals and exit ECO's align? P&P: Chapter 4</p>				