

## IDEA MONITORING PROTOCOL

<b>School System Name:</b>	<b>Date of Review:</b>	<b>PII:</b>
<b>Student's Name:</b>	<b>Date of Birth:</b>	<b>Grade:</b>
<b>Exceptionality:</b>	<b>Individual Education Plan (IEP) Date:</b>	
<b>Reviewer:</b>	<b>Multidisciplinary Evaluation (MDE) Date:</b>	

### MULTIDISCIPLINARY EVALUATION

<b>Initial Evaluation</b> <i>Students who were recently evaluated for initial special education services. If not recently evaluated, indicate N/A.</i>	<b>C</b>	<b>NC</b>	<b>N/A</b>	<b>Comments</b>
Parental consent was obtained to conduct an initial evaluation. §300.300(a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A variety of assessment tools and strategies (not the use of a single measure or assessment as the sole criterion) were used to gather relevant functional, developmental and academic information about the child, including information provided by the parent. §300.304(b)(1) and §300.304(2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The initial evaluation was conducted within 60 days of parental consent. §300.301 (c)(1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<b>Re-Evaluation</b>	<b>C</b>	<b>NC</b>	<b>N/A</b>	<b>Comments</b>
Informed parental consent was obtained prior to conducting a reevaluation. §300.300(c)(1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Existing data (evaluation data and info provided by parent; current classroom based, local or state assessment data; classroom observations and related service provider observations) from a variety of sources (teacher data, parent data, and related services data) was used to determine continued eligibility was reviewed to determine continued eligibility. §300.305 and §300.306(c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The reevaluation was completed by its triennial anniversary date. §300.303 (b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<b>Act 833 Student Review</b>	<b>C</b>	<b>NC</b>	<b>N/A</b>	<b>Comments</b>
Is there evidence that Act 833 eligibility was considered?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Has the IEP identified the specific Act 833 Transition related criteria that the student must meet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Individualized Education Program (IEP)	C	NC	N/A	Comments
The parents were invited to the IEP meeting. §300.322(a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
If neither parent was able to attend the IEP team meeting, there is documentation of attempts to ensure parental participation. §300.501(b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The appropriate team members were present at the IEP team meeting (signature[s] provided at IEP Team meeting). §300.321(a)-(b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
If the appropriate team members were not present at the IEP meeting (signature provided at IEP meeting), an excusal form is available for the team member(s). §300.321(a)(7) (e)(1-2)(i-ii)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The concerns of the parents for enhancing the education of their child were considered in the developing of the IEP. §300.324(a)(ii)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general education curriculum. §300.320(a)(1)(i)(2)(i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP team considered: <ul style="list-style-type: none"> <li>the strengths of the student;</li> <li>the academic, developmental, and functional needs of the student;</li> <li>the results of the initial evaluation or most recent evaluation; and</li> <li>the results of the student's performance on any state-wide or district-wide assessment. §300.324(a)(1)</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP team considered, in the case of a student whose behavior impedes his/her learning, the use of positive behavioral interventions, supports, and/or other strategies to address the behavior. §300.324(a)(2)(i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP includes measurable annual goals based on content standards for the student's enrolled grade, including academic and functional goals. §300.320(a)(2) and 300.160(5a)(b 2ii) (c-9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Benchmarks or short-term objectives should be included for students with disabilities who take alternate assessments aligned to alternate achievement standards. §300.320(a)(ii)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP contains program modifications or classroom accommodations. §300.320(a)(4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP contains appropriate accommodations necessary to measure academic achievement and functional performance on state or district-wide assessments. §300.320(a)(6)(i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
If the IEP team determined that the student will not participate in the regular state or district-wide assessment, the IEP contains a statement of why the assessment is not appropriate, why the particular alternate assessment is appropriate, and shows notification to the parent of the implications of nonparticipation. §300.320(a)(6)(ii)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Individualized Education Program (IEP)	C	NC	N/A	Comments
The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class and the school system ensured that to the maximum extent possible the student with disabilities was educated with nondisabled students. §300.320(a)(5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP contains a statement of supports for school personnel. §300.320(a)(4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP contains special education services/specially designed instruction, including location, as well as initiation, duration, and frequency. §300.320(a)(7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP contains related services. §300.320(a)(4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP contains supplementary aids and services. §300.320(a)(4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The student's progress toward meeting the annual goals was measured and the report of progress was provided as often as stated on the IEP. §300.320(a)(3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP had been reviewed at least annually and revised to address any/all of the following: <ul style="list-style-type: none"> <li>any lack of expected progress toward annual goals and in the general curriculum;</li> <li>results of any re-evaluation conducted;</li> <li>information about the child provided to, or by, the parents; and</li> <li>the child's anticipated needs or other matters. §300.324(b)(1), (6)(ii)(A-E)</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP contains individual performance criteria per Act 833 (2014) with goals and objectives that are aligned with grade level standards and linked to specific courses (high school students) or content areas (K-8).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Extended school year (ESY) services are considered annually. §300.106 (a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP includes identified assistive technology to enable the child to be involved in and make progress in the general education curriculum. §300.324(a)(2)(v)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Disciplinary Procedures	C	NC	N/A	Comments
Within ten (10) days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the school system conducted a manifestation determination. §300.530(e)(1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The school system notified the parent on the same day as the date of the removal decision of any removal that constituted a change of placement and provided the parent with a copy of the notice of the procedural safeguards. §300.530(h)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The IEP team considered relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent, to determine whether the behavior was a manifestation of the student's disability. §300.530(e)(1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Disciplinary Procedures	C	NC	N/A	Comments
If the IEP team determined that the behavior was not a manifestation of the student's disability and the suspension/expulsion was applied resulting in a change in placement, the student continued to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. §300.530(d)(1)(i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
If the IEP team determined that the behavior was a manifestation of the student's disability, the student was returned to the current placement, unless the parent and the school system agree to a change in placement as part of the Behavioral Intervention Plan (BIP) or unless the behavior is related to weapons, drugs, or serious bodily injury. §300.530(f) and (g)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
If the student did not have a Functional Behavioral Assessment (FBA) developed and a BIP implemented prior to the removal, and the behavior was determined by the IEP team to be a manifestation of the disability, the IEP team completed the FBA and developed a BIP as soon as possible. §300.530(d) and (f)(1)(i-ii)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
If the student had a BIP, the IEP team reviewed the plan as part of the manifestation determination process and revised it as needed. §300.530(f)(1)(ii)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
If the student was suspended from school for more than 10 days, the school system provided services beginning by the 11th day of suspension. §300.530 (b)(2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Transition Services	C	NC	N/A	Comments
There are age appropriate measurable post-secondary goals that cover training/ education, employment, and as needed independent living. §300.320 and §300.43(1)(2)(b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The post-secondary goals were reviewed or updated annually. §300.324	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The transition post-secondary goals are based on age appropriate transition assessment. §300.320 and §300.324	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The annual IEP goals are related to the students transition service needs. §300.320(7)(b)(1-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
There are transition services in the IEP that will reasonably enable the student to meet his or her goals. §300.320	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
There is evidence that the student was invited to the IEP. §300.321 and §300.322	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
There was consent obtained from the parent or student who has reached the age of majority prior to inviting adult agencies to the meeting. §300.321	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
There is evidence that agency representatives were invited to the IEP meeting. §300.321	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The transition services include courses of study that will reasonably enable the student to meet his or her post-secondary goals. §300.320	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

NOTES