

Special Education Monitoring File Review Checklist



General File Information:

Student Name:	
Perm #/Child Count	
Grade/Level	
Date of Birth:	
LEA/SU ID Number:	
LEA/SU Name:	
School/Placement:	
Case Manager:	
Review Date:	Reviewer's Initials:

- Access Log Included? Yes No NA
[SBE Rule 2365.2.3 and 34 CFR §300.614]
- Was there personally identifiable data about another student in this file? Yes No NA
[SBE Rule 2365.2.4 and 34 CFR §300.610]
- Was there verification that an Educational Surrogate was appointed? Yes No NA
[SBE Rule 2369 and 34 CFR §300.519]

Evaluation Plan and Report - Form 2

[SBE Rule 2362.2.1-2362.2.6 and 34 CFR §§300.301-306]

Verify the individuals who were identified as *involved* in the development of the Evaluation

Plan: *[SBE Rule 2362.2.2 and 34 CFR §§300.305, 300.306 and §300.308]*

- Parent Student Local Education Agency Representative (LEA)
 Special Educator Classroom Educator Person to interpret educational implications
 Other Individual who can conduct diagnostic examinations (SLD requirement)

Verify the individuals who were identified as *agreeing* with the Eligibility Decision:

[SBE Rule 2362.2.2]

- Parent Student Local Education Agency Representative (LEA)
 Special Educator Classroom Educator Person to interpret educational implications
 Other Individual who can conduct diagnostic examinations (SLD requirement)

Initial Evaluation Timelines *[SBE Rule 2362.2.1 and 34 CFR §300.301]*

Date of Request for Special Education Evaluation: Enter Date

[SBE Rule 2362.2.1(b) and 34 CFR §300.301]

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Did LEA respond within 15 days of initial request for evaluation? Yes No NA
[SBE Rule 2362.2.1(b)] If No, # of days _____

Meeting/ Prior Written Notices documented for EPT and Eligibility Meetings? Yes No NA
[SBE Rule 2362.2.1 and 2365.1.1 and 34 CFR §300.301 and §300.503]

Parental Consent was Received in District? Yes No NA
[SBE Rule 2362.2.1(c)]

Date of Evaluation Planning Report from Eligibility Meeting: Enter Date
[SBE Rule 2362.2.1(c) and 34 CFR §300.301]

Was the initial evaluation completed within 60 days? Yes No NA
[SBE Rule 2362.2.1(c) and 34 CFR §300.301] If No, # of days _____

Was additional information needed to complete the evaluation? Yes No NA
[SBE Rule 2362.2.1 and 34 CFR §300.301]

If there was a delay, was the Notice of Evaluation Delay used? Yes No NA
(VT State Form 4) *[SBE Rule 2362.2.1(d) and (f) and 34 CFR §300.301]*

For Early Childhood Special Education IEPs only...

If the student received Early Intervention (Part C) services is there written evidence for:

LEA notification from Early Intervention? Yes No NA
[SBE Rule 2361.2 and 34 CFR §303.209]

LEA representation at the 90-day transition conference? Yes No NA
[SBE Rule 2360.5.7, 2360.5.9 and 34 CFR §303.209]

A transition plan in place? Yes No NA
[SBE Rule 2360.5.9 and 34 CFR §303.209]

Form 6B (Part C to Part B transition) which includes
Eligibility determination for Part B? Yes No NA
[SBE Rule 2360.5.5 and 34 CFR §303.21]

Parental consent for the initial provision of services? Yes No NA
[SBE Rule 2360.5.10.2 and 34 CFR §303.209]

Parental consent for placement for student into Part B? Yes No NA
[SBE Rule 2360.5.10.2 and 34 CFR §303.209]

Did the student receive Early Intervention services? Yes No NA
[SBE Rule 2360.5.5 and 34 CFR §303.13]



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If yes, what is the date that is recorded for Part C eligibility as stated in the One Plan?

Enter Date

What date did the LEA determine for the student’s initial evaluation for Part B? (should be three years from the Part C eligibility determination date) [SBE Rule 2360.5.10 and 34 CFR §303.209]

Enter Date

Is there documentation of parental consent for the Part B initial evaluation? [SBE Rule 2360.5.10.2 and 34 CFR §303.209]

Yes No NA

Re-evaluation Timelines [SBE Rule 2362.2.3 and 34 CFR §300.303 and §300.304]

Meeting/ Prior Written Notices documented for EPT Meeting? [SBE Rule 2365.1.1 and 2365.1.3 and 34 CFR §300.303 and §300.503]

Yes No NA

Date of Evaluation Planning Report/Eligibility Meeting: [SBE Rule 2362.2.6 and 34 CFR §300.306 and §300.311]

Enter Date

Does the file show evidence that the most recent re-evaluation was conducted within 1095 days (three years)? [SBE Rule 2362.2.3 and 34 CFR §300.303 and §300.304]

Yes No NA

If No, # of days _____

Disability Determination - Section 1 [SBE Rule 2362.2.6 and 34 CFR §300.306]

Was the student determined to have a disability? [SBE Rule 2362.2.6 and 34 CFR §300.306]

Yes No NA

Check all that apply:

- Autism Spectrum Disorder
- Emotional Disorder
- Visual Impairment
- Other Health Impairment
- Intellectual Disability
- Hearing Loss
- Specific Learning Disability
- Traumatic Brain Injury
- Developmental Delay
- Orthopedic Impairment
- Speech/Language Delay

Were the questions posed appropriate to the identified disability category? [SBE Rule 2362.1 and 34 CFR §§300.8, 300.306 and §300.311]

Yes No NA

See disability determination checklist for specific questions for each disability category

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Adverse Effect - Section 2 [SBE Rule 2362(d)]

What were the basic skill areas identified for assessment in the most recent Evaluation Report?

- | | | |
|---|--|---|
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Reading Fluency (SLD only) |
| <input type="checkbox"/> Motor Skills | <input type="checkbox"/> Mathematics Calculation | <input type="checkbox"/> Mathematics Reasoning |
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Oral Expression |

Then CIRCLE the Basic Skill Area(s) above that was used to determine Adverse Effect

Check when documentation of assessment results is evident to determine adverse effect.

[SBE Rule 2362(d)(2)]

- Measure 1 - Individually administered nationally-normed achievement test
- Measure 2 - Normed group- administered achievement tests or normed curriculum-based measures
- Measure 3 - Grades or other measures of educational proficiency
- Measure 4 - Curriculum-based such as benchmark assessments or progress monitoring
- Measure 5 - Criterion-referenced assessments
- Measure 6 - Other measures of school performance (Student work samples, classroom observations or portfolios)

Check when documentation of functional performance is evident to determine adverse effect.

- Measure 1 - Individually administered nationally-normed achievement test
- Measure 2 - Normed group- administered achievement tests or normed curriculum-based measures
- Measure 3 - Grades or other measures of educational proficiency
- Measure 4 - Curriculum-based such as benchmark assessments or progress monitoring
- Measure 5 - Criterion-referenced assessments
- Measure 6 - Other measures of school performance (Student work samples, classroom observations or portfolios)

Did the Evaluation and Planning Team conclude that the student meet the adverse effect requirement in three (3) out of six (6) measures for one basic skill area? Yes No NA

Were the required assessment personnel identified in the report? Yes No NA

Need for Special Education Services - Section 3

[SBE Rule 2362 and 34 CFR §300.306]

Did the team conclude that the student has a need for special education services? [SBE Rule 2362 (f) and 34 CFR §300.39] Yes No NA

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Did the team determine there were additional area(s) requiring consideration? Yes No NA

[SBE Rule 2362.2.4(b)(6) and 34 CFR §300.304(c)(6)]

Decision Regarding Eligibility – Final Page

[SBE Rule 2362.2.6 and 34 CFR §300.306]

Did all team members indicate agreement or disagreement with the eligibility conclusion? [SBE Rule 2362.2.6] Yes No NA

If ineligible for special education, reasons were listed, and other recommendations and accommodations were made by the EPT? Yes No NA

[SBE Rule 2362.2.7 and 34 CFR §300.306]

Is there evidence the parent/guardian was provided with eligibility decision? Yes No NA

[SBE Rule 2362.2.6) and 34 CFR §300.306]

Individualized Education Program – Form 5

[SBE Rule 2363 and 34 CFR §300.320]

Verify the individuals who were identified as involved in the development of the Individualized Education Program: [SBE Rule 2363.3 and 34 CFR §300.321]

- Parent
- Student
- Local Education Agency Representative (LEA)
- Special Educator
- Classroom Educator
- Person to interpret educational implications
- Other
- Individual who can conduct diagnostic examinations (SLD requirement)

Does the IEP notice identify the meeting date, purpose, time, and location for parent participation? Yes No NA

[SBE Rule 2363.4 and 34 CFR §300.322 and §300.503]

Was a written agreement (5a) signed when required members were absent or excused? [SBE Rule 2363.3 and 34 CFR §300.321] Yes No NA

If the parent did not attend the meeting in person or through alternate means, is there evidence they were provided adequate opportunity to participate? Yes No NA

[SBE Rule 2363.4 and 34 CFR §300.322]

If an **initial** IEP, was it implemented within 30 days of the initial eligibility determination? Yes No NA

[SBE Rule 2363.1 and 34 CFR §300.323(c)(1)]



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Does the student have an IEP in effect at the beginning of the current school year? [SBE Rule 2363.1 and 34 CFR §300.323]

Yes No NA

If so, is it reviewed and revised at least annually (within 365 days)?
[SBE Rule 2363.6 and 34 CFR §300.324]

Yes No NA

Does the IEP appropriately identify the initiation and duration dates for extended year services? [SBE Rule 2363.7 and 34 CFR §300.106]

Yes No NA

If there was an amendment to the IEP, were the appropriate forms/notices included (VT Form 5 b/c)? [SBE Rule 2363.6 and 34 CFR §300.324]

Yes No NA

Is there documentation stating the method by which the IEP was provided to the parent/guardian or adult student?
[SBE Rule 2363.9 and 34 CFR §300.324 and §300.503]

Yes No NA

Was there evidence that the Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities was provided to parents at least one time per school year? [SBE Rule 2365.1.2 and 34 CFR §300.504]

Yes No NA

Does the disability category(ies) listed on the IEP match that of the evaluation? Yes No NA

Present Levels of Performance [SBE Rule 2363.7 and 34 CFR §300.320]

Did the statement identify the present levels of educational and functional performance including strengths, needs, and the disability impact on student learning and participation? [SBE Rule 2363.7 and 34 CFR §300.320]

Yes No NA

Is there a direct relationship between the present levels of educational performance and other components of the IEP such as goals and objectives, services to be provided, and accommodations for the student?
[SBE Rule 2363.7 and 34 CFR §300.320]

Yes No NA

If the student is a Pre-K or Kindergarten student, does the IEP present levels of performance include strengths, needs, and concerns across early childhood outcome areas?
[SBE Rule 2602 (14) and SBE Rule 2606 (b)]

Yes No NA

Goals and Objectives [SBE Rule 2363.7 and 34 CFR §300.320]

Is there a statement of the measurable annual goals that directly relates to the student's educational and functional needs(s) noted in the present level of



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performance, including how the student will be involved and progress in the general education curriculum? [SBE Rule 2363.7 and 34 CFR §300.320] Yes No NA

Is there a statement as to how the student's progress towards the annual goal will be measured (ie., criteria)? [SBE 2363.7(b) and 34 CFR §300.320] Yes No NA

Are goals written at the student's current enrolled grade level aligned with general education standards? [SBE Rule 2363.7 and 34 CFR §300.320] Yes No NA

Are there a series of short-term objectives or benchmarks that link to the annual goal for the student being assessed? [SBE Rule 2363.7 and 34 CFR §300.320] Yes No NA

Were ALL of the student's academic, functional and behavioral needs, resulting from the evaluation report addressed in the IEP? [SBE Rule 2363.7 and 34 CFR §300.320] Yes No NA

Is there evidence of how the student's progress toward meeting annual goals will be measured? [SBE Rule 2363.7 and 34 CFR §300.320] Yes No NA

Is there evidence that parents are given periodic reports that reflect the progress the student is making towards achieving their annual goal/s? [SBE Rule 2363.7 and 34 CFR §300.320] Yes No NA

For Early Childhood Special Education IEPs only...

[SBE Rule 2602 (14) and SBE Rule 2606 (b)]

If the student is enrolled in Pre-K or Kindergarten, are the goals written across early childhood outcome areas? Yes No NA

If the student is enrolled in Pre-K or Kindergarten, are the goals aligned with VT Early Learning Standards? Yes No NA

Is there a current functional ability statement? Yes No NA

If the student is enrolled in Pre-K or Kindergarten, does the IEP annual goal include at least two objectives or benchmarks? Yes No NA

Is there evidence the family was included in entry, exit, and progress ratings of early childhood outcomes for their student? Yes No NA

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Special Education and Related Services *[SBE Rule 2363.7 and 34 CFR §300.320]*

Does the IEP state the related services including the frequency, location, and duration of those services? *[SBE Rule 2363.7 and 34 CFR §300.320]* Yes No NA

Do the total minutes of service delivery exceed the available time allowable for instruction? *[SBE Rule 2363.7(d) and 34 CFR §300.320]* Yes No NA

Is a Para-Professional providing any direct services? Yes No NA
[SBE Rule 2360.2.12, 2360.2.13, 2360.2.16 and 20 USCS §1412, 34 CFR §300.156]

Accommodations/Modifications

[SBE Rule 2363 and 34 CFR §300.160 and §300.320]

Does the IEP include appropriate interventions, accommodations, technology/devices, or other program modifications for the student to have equitable access and opportunity in the regular education classroom? *[SBE Rule 2363.6, 2363.7 and 34 CFR §300.320 and §300.324]* Yes No NA

Does the student need specific assessment accommodations, to participate in classroom or statewide testing *[SBE Rule 2363.7(g) and 34 CFR §300.160 and §300.320(a)(6)(i)]* Yes No NA

Is there a statement as to why the student participated in an alternate assessment? *[SBE Rule 2363.7(g)(1)(i) and 34 CFR §300.320(a)(6)(ii)]* Yes No NA

Is there evidence that students with the most significant cognitive disabilities, who participate in the alternate academic achievement standards, learn content aligned to state academic standards? Yes No NA
[34 CFR §300.160 and ESSA Assessment Regulation, State Responsibilities for Assessment §200.2(b)(3)(ii)(B)(2), and WIOA 2014 §1111(b)(1)(E)]

Student Educational Environment

[SBE Rule 2363.10 and 2364 and 34 CFR §300.104, §§300.114-118 and §300.325]

Was the educational environment of the child/student documented? Yes No NA
[SBE Rule 2364 and 34 CFR §§300.114-116]

Is the student's LRE or placement greater than 80% in the general education classroom? Yes No NA
[SBE Rule 2364 and 34 CFR §§300.114-116]

If not, does the student participate 40-79% in gen ed classrooms? Yes No NA

If not, does the student participate less than 40% in gen ed classrooms? Yes No NA

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- If not, does the student participate in a separate program on campus? Yes No NA
- Is there a continuum of alternative placements available to meet the needs of the student? [SBE Rule 2364.2 and 34 CFR §300.115] Yes No NA
- If a shortened day, is there documentation to justify the need in order to meet the educational, medical, or emotional needs of the student? [SBE Rule 2364.3 and 2364.6 and 34 CFR §300.114] Yes No NA
- If student is placed in an independent school, is the student's IEP designed to re-integrate into a local LEA placement? [SBE Rule 2363.10] Yes No NA
- If residential, is student's IEP designed to re-integrate student into a local LEA placement? [SBE Rule 2363.7 (f)] Yes No NA
- If there was a significant change in placement or services proposed, or services refused by LEA, was Prior Written Notice provided to the parent? [SBE Rule 2365.1.1 and 34 CFR §300.503] Yes No NA
- Does the IEP ensure that the student has equitable access and opportunity to participate in non-academic and extra-curricular activities? [SBE Rule 2364.4 and 34 CFR §300.117] Yes No NA
- If the student is enrolled in a Career Technical Education (CTE) program, is there evidence the IEP is being implemented? [SBE Rule 2362.2] Yes No NA

For Early Childhood Special Education Settings only...

[SBE Rule 2602 (14) and SBE Rule 2606 (b)]

- Is the student attending a regular early childhood program **10 or more** hours per week? Yes No NA
- and receives at least 50% of their special education services in the regular early childhood program? Yes No NA
- and receives at least 50% of their special education services in some other location? Yes No NA
- Is the student attending a regular early childhood program **less than 10** hours per week? Yes No NA
- and receives at least 50% of their special education services in the regular

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early childhood program? Yes No NA

and receives at least 50% of their special education services in some other location? Yes No NA

Child is not attending a regular early childhood program and receives special education services in:

a separate special class? Yes No NA

a separate school? Yes No NA

a residential facility? Yes No NA

their home, the service provider's location or another location? Yes No NA

Postsecondary Transition Planning (starting at age 16 or younger if appropriate) [SBE Rule 2363.7 and 34 CFR §300.320]

Is there evidence that the student was invited to or participated in the IEP Team meeting where transition services were discussed? Yes No NA
[SBE Rule 2363.3(b) and 34 CFR §300.321(b)]

Is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority? Yes No NA
[SBE Rule 2363.3(b) and 34 CFR §300.321]

Is the use of transition assessments, the date it was given, and the summary of the assessment results documented in the IEP? [SBE Rule 2363.7(i) and 34 CFR §300.320] Yes No NA

Is there evidence that the measurable postsecondary goal(s)/outcome(s) were based on an age appropriate transition assessments? Yes No NA
[SBE Rule 2363.7(i) and 34 CFR §300.320(b)(1)]

Is there an appropriate measurable postsecondary goal/outcome or goals/outcomes in each of the following areas? [SBE Rule 2363.7(i) and 34 CFR §300.320(b)(1)]

Education/Training? Yes No NA

Employment? Yes No NA

Independent Living? Yes No NA

Are the postsecondary goal(s)/outcome(s) updated annually in each of the following areas? [SBE Rule 2363.7(i) and 34 CFR §300.320]

Education/Training? Yes No NA



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Employment? Yes No NA
 Independent Living? Yes No NA

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals(s)/outcome(s) in each of the following areas?

[SBE Rule 2363.7(i) and 34 CFR §300.320(b)(1)]

Education/Training? Yes No NA
 Employment? Yes No NA
 Independent Living? Yes No NA

Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)/outcomes(s)? Yes No NA

[SBE Rule 2363.7(i) and 34 CFR §300.320(b)(2)]

Is documentation present that the notification of transfer of rights was sent to the student and the parents after the student reached the age of majority (18) under State law, except for students who have been determined to be incompetent or incapacitated under State law? Yes No NA

[SBE Rule 2365.1.12 and 34 CFR §300.520]

Graduation and Summary of Performance

[SBE Rule 2363.7 and 2365.1.12 and 20 USCS §1414(c)(5)(B)(ii), 34 CFR §300.305 and §300.503]

Was Prior Written Notice provided to the student (if the student is 18 or older) and parent/guardian in a reasonable amount of time before the student graduated? Yes No NA

Prior to exiting special education services or graduating, are there completed recommendations on how to assist the student in meeting their postsecondary goals? Yes No NA

[SBE Rule 2362.2.4(g) and 34 CFR §300.305(e)(3)]

Was existing data reviewed, and a summary of performance completed prior to student graduation or exiting due to reaching the age of majority? Yes No NA

[SBE Rule 2362.2.4(g)(i) and 2363.7(i)(5) and 34 CFR §300.305(e)(3)]

Special Monitoring Educational Benefit

Is there evidence of a Personalized Learning Plan (PLP) in place? Yes No NA

[SBE Rule 2120.8.2.1(c)]

Is there evidence of access to Proficiency Based Graduation Requirements? Yes No NA

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Is there a Proficiency Based Graduation Requirement Access Plan signed by the superintendent or designee? *[SBE Rule 2120.8.2.1(c)]* Yes No NA

Is there proof of educational benefit for the student? Yes No NA
(Andrew F. v. Douglas County, 137 S.Ct. 988 (2017))

Discipline and Manifestation Determination

[SBE Rule 4313 and 34 CFR §300.530]

Was Prior Written Notice provided to the parent/guardian/adult student prior to a change in placement resulting from a disciplinary removal? Yes No NA
[SBE Rule 2365.1.1 and 34 CFR §300.503]

Did the IEP team review whether the behavior was a manifestation of the student's disability? *[SBE Rule 4313.1 and 34 CFR §300.530]* Yes No NA

Was the review held within 10 school days of the decision to change placement due to a violation of the Code of Student Conduct? Yes No NA
[SBE Rule 4313.1 and 34 CFR §300.530]

Did the IEP team review whether the behavior was a manifestation of the student's disability? *[SBE Rule 4313.1 and 34 CFR §300.530]* Yes No NA

If the behavior was a manifestation of the student's disability, did tutoring occur? *[SBE Rule 4313.1 and 34 CFR §300.530]* Yes No NA

If so, where did the tutoring take place?

Did the committee review whether the IEP was implemented prior to the violation? *[SBE Rule 4313.1 and 34 CFR §300.530]* Yes No NA

Was a Functional Behavior Assessment conducted after the manifestation OR was an FBA done prior to the behavior that resulted in the incident? Yes No NA
[SBE Rule 4313.1 and 34 CFR §300.530]

Was a Behavior Plan developed or reviewed (look for signatures, dates of review, progress notes etc)? *[SBE Rule 4313.1 and 34 CFR §300.530]* Yes No NA