



# IDEA Requirements File Review Worksheet



\_\_\_\_\_  
3 digit USD number

\_\_\_\_\_  
10 digit KIDSID number

### Indicate the school level of student

- EC (Early Childhood age 3-5)
- ELE (Elementary)
- JR (Jr High/Middle School)
- HS (High School)

## Early Childhood Only

1. Children transitioning from an Infant-Toddler Part C Program must be determined eligible by Part B. Is the child transitioning from an Infant-Toddler Part C Program? <span style="float: right;">Yes      No</span> If the child is transitioning from an Infant-Toddler Part C Program, does documentation exist that the Part B agency participated in transition planning conferences? (34 CFR 300.124(c)) <i>Method: Review the transition planning meeting documents to see if a Part B agency participated.</i>	Yes	No
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## Parents Rights

1. Were the Parent Rights document, prior written notices, and requests for consent, provided to the parents/legal education decision maker in language understandable to the general public and in the native language of the parent, or other mode of communication used by the parent, unless it was clearly not feasible to do so? (34 CFR 300.503(c)(1)(ii)), (34 CFR 300.504(d), and 300.9) <i>Method: Review file for written notice and consent forms to determine if the forms were provided in the native language of the parent or if meeting/conference notes and/or the IEP indicate the use of an interpreter.</i>	Yes	No
2. Were the parents/legal education decision makers given their Notice of Parental Rights (procedural safeguards) on all required occasions? (At least once a year, upon initial referral or parental request for an evaluation, upon the first occurrence of the filing of a request for a due process hearing, upon any long term suspension/expulsion for more than 10 consecutive school days, upon request by a parent.) (34 CFR 300.504) <i>Method: Documentation that parents were given and/or acknowledged receipt of the Notice of Parents Rights document may be found on notice and consent forms, conference notes, and other correspondence including e-mail.</i>  IF 'NO' IS MARKED, Please mark each of the occasions in which parents/legal education decision makers did not receive their rights. <input type="checkbox"/> At least once a year <input type="checkbox"/> Upon initial referral or parental request for an evaluation <input type="checkbox"/> Upon the first occurrence of the filing of a request for a due process hearing <input type="checkbox"/> Upon any long term suspension/expulsion for more than 10 consecutive school days <input type="checkbox"/> Upon request by a parent	Yes	No

## Individualized Education Program (IEP) (only review the most current IEP)

1. Was notice of the IEP meeting given to the parents (and student if 18 years or older) at least 10 calendar days before the IEP meeting? (34 CFR 300.322(a)), (K.A.R. 91-40-17(a)(2)), and (K.S.A. 72-989) <i>Method: Locate a copy of the 10 calendar day IEP meeting notice form sent to the parents (and adult student if 18 years or older) in the file and compare the date it was sent to the date of the meeting recorded on the IEP form. If notice was waived, yes should be marked, indicating the parents waived their right to 10 day notice, and the parents signature must be written below the waiver statement</i>	Yes	No
2. Did the IEP meeting notice indicate the date, time, location, and purpose of the meeting and titles or positions of the persons who will attend on behalf of the agency, including, if appropriate, any other agency invited to send a representative to discuss needed transition services? (34 CFR 300.322(b)) and (K.A.R. 91-40-17(b)) <i>Method: Using the copy of the 10 calendar day notice form sent to the parents, check to assure that the above listed components are present. If notice was waived, yes should be marked indicating the parents waived their right to 10 day notice and parents' signature must be written below the waiver statement.</i>	Yes	No
3. Did the notice inform the parents of their right to invite individuals whom the parents believe to have knowledge or special expertise about their child to the IEP meeting? (34 CFR 300.322(b)) <i>Method: Using the copy of the 10 calendar day notice form sent to the parents, check to assure the parents were informed of their right to invite to the IEP meeting individuals whom they believe to have knowledge or special expertise about their child. If notice was waived, yes should be marked.</i>	Yes	No

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## IEP Team Members

<p>1. Did one or both of the child's parents (or child if 18 or older) attend? (If a parent did not attend the IEP meeting, Yes may be selected if there is a detailed record of at least 2 attempts to contact them using at least 2 different methods of communication (letter, telephone, personal visit, etc.)) (34 CFR 300.321(a)(1)), (34 CFR 300.322(d), KAR 91-40-17(e))</p> <p><i>Method: If the parent signature is not present or there is no other evidence that a parent attended the IEP meeting, review the file to determine the number of attempts made to arrange the parent's participation at the meeting and the methods of communication utilized.</i></p>	Yes	No
<p>2. If the child is or may be, participating in the regular education environment, did at least one regular education teacher of the child attend? If the child is or will be participating in the regular education environment at any time during the term of the IEP a regular education teacher must be at the IEP meeting, unless excused by written agreement with the parent. (Preschool – for preschool age children this may be the kindergarten teacher, 4 year old at risk teacher, Head Start teacher, or other preschool teacher of children without disabilities. A regular education teacher is not required if the child is not in a regular education preschool environment and is not expected to be participating in a regular education preschool environment or kindergarten during the term of the IEP/IFSP. When a child with a disability receives special education services in a regular education preschool program that is not operated by the LEA, the LEA is required to invite the regular education teacher of the child.) (34 CFR 300.321(a)(2))</p> <p><i>Method: Review the IEP and/or IEP Team meeting notes for documentation of the persons present at the IEP Team meeting and their roles. This could be signatures on the IEP, a list of participants in the IEP Team meeting notes, or other evidence of who was in attendance.</i></p>	Yes	No
<p>3. Did at least one special education teacher of the child attend or, where appropriate, one special education provider of the child? Attendance is not necessary if this team member was excused by written agreement with the parent. (34 CFR 300.321(a)(3))</p> <p><i>Method: Review the IEP and/or IEP Team meeting notes for documentation of the persons present at the IEP Team meeting and their roles. This could be signatures on the IEP, a list of participants in the IEP Team meeting notes, or other evidence of who was in attendance.</i></p>	Yes	No
<p>4. Did a LEA representative attend? Attendance is not necessary if this team member was excused by written agreement with the parent. (34 CFR 300.321(a)(4))</p> <p>The LEA representatives must:</p> <ol style="list-style-type: none"> <li>1. be qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;</li> <li>2. be knowledgeable about the general education curriculum; and</li> <li>3. be knowledgeable about the availability of resources.</li> </ol> <p><i>Method: Review the IEP and/or IEP Team meeting notes for documentation of the persons present at the IEP Team meeting and their roles. The LEA representative must meet all three criteria. Documentation of the LEA representative's presence could be signatures on the IEP, a list of participants in the IEP Team meeting notes, or other evidence of who was in attendance.</i></p>	Yes	No
<p>5. Did an individual who can interpret the instructional implications of evaluation results attend? (This may be a regular education teacher, special education teacher, or LEA representative already mentioned.) Attendance is not necessary if this team member was excused by written agreement with the parent. (34 CFR 300.321(a)(5))</p> <p><i>Method: Review the IEP and/or IEP Team meeting notes for documentation of the persons present at the IEP Team meeting and their roles. This could be signatures on the IEP, a list of participants in the IEP Team meeting notes, or other evidence of who was in attendance.</i></p>	Yes	No
<p>6. For team members whose area of curriculum or services is not being discussed: If the parent and LEA agree that an IEP team member need not attend the meeting because such member's area of the curriculum or related services is not being modified or discussed, is there a written agreement? (34 CFR 300.321(e)(1))</p> <p><i>Method: If a required member of the IEP team is not present, look for a written agreement that attendance is not necessary. The written agreement must be signed by the parent and a representative of the agency. Yes should be marked if all members were present or there was a written agreement to excuse and written input from absent team members, no should be marked if a written excuse or input is not present for absent team members</i></p>	Yes	No
<p>7. For team members whose area of curriculum or services is being discussed: If the parent and LEA agree to excuse an IEP team member whose area of the curriculum or related services is being modified or discussed, is there written consent for the excusal, signed by both a parent and a school official, and is there written input from the excused member into the development of the IEP prior to the meeting? (34 CFR 300.321(e)(2))</p> <p><i>Method: If a required member of the IEP team is excused look for: 1) a written agreement of excusal signed by the parent and a representative of the agency; and 2) written input from the excused team member dated prior to the IEP meeting. Yes should be marked if all members were present or there was a written agreement to excuse and written input from absent team members, no should be marked if a written excuse or input is not present for absent team members</i></p>	Yes	No

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## IEP Checklist

Considerations by the IEP team that must be documented (but not necessarily on the IEP):

1. Does the file and/or IEP contain documentation that the IEP team considered the concerns of the parents for enhancing the education of their child? (K.S.A. 72-987(d)(1)) <i>Method: This information could be found in the PLEPs, meeting notes, or other supporting documentation indicating the IEP team requested and considered the concerns the parent had for educating their child.</i>	Yes	No
2. Placement Determined Annually. For children with disabilities, is there documentation in the special education file that educational placement was reviewed annually (special education services and location)? (K.A.R. 91-40-21(e)) <i>Method: Review the special education file for documentation that placement was reviewed annually to determine if the child could be successfully served in a less restrictive environment. Sources for this information may include the IEP, team meeting notes, and notice and consent for placement.</i>	Yes	No
3. Potential Harmful Effects (for children with disabilities) Is there documentation in the IEP and/or special education file that; the IEP team considered any potential harmful effects of the placement on the child (educational and/or social consequences), or on the quality of services that he or she needs? (K.A.R. 91-40-21(g)) <i>Method: Review the special education file for documentation that harmful effects of the child's proposed placement were considered. Sources for this information may include the IEP, team meeting notes, and notice and consent for placement.</i>	Yes	No

## Content of IEP

1. Does the IEP indicate how progress toward measurable annual goals will be measured? (If goals are written correctly they will contain this information) (K.S.A. 72-987(c)(3)) <i>Method: Review the most recent IEP to determine, if as part of the annual goal or elsewhere in the IEP, how progress toward the goal will be measured.</i>	Yes	No
2. Is documentation included which indicates when periodic reports on the child's progress toward meeting the annual goals will be provided to the parent? (K.S.A. 72-987(c)(3)) <i>Method: Review the IEP to determine that documentation is included which indicates when periodic reports on the child's progress toward meeting the annual goals will be provided to the parent.</i>	Yes	No
3. Does the IEP indicate a. Which State and District Assessments the student will participate in for each content area? b. Accommodations that are necessary on State and District-Wide Assessments. (K.S.A. 72-987(c)(6)(A)) c. If the child participates in the KAMM, KAA, or is not assessed (K.S.A. 72-987(c)(6)), and, if so does the IEP specify: <ul style="list-style-type: none"> <li>o Which assessment the child will participate in;</li> <li>o Why the child cannot participate in the regular assessment;</li> <li>o Why the particular assessment selected is appropriate for the child.</li> </ul> <i>Method: IEP must address accommodations for state assessment in the grade/age when the state assessment is offered. Refer to the assessment schedule. The IEP must also address accommodations for district-wide assessment when they are conducted in the district. They should be the same accommodations as those the student receives for test situations in the general curriculum. If no state assessment is available during the term of the IEP for the student (i.e., they are in a grade/age where no state assessment is offered) this requirement does not need to be addressed on the IEP. If this is an Early Childhood student, then yes should be marked.</i>	Yes	No
4. Will the student be taking the Kansas Assessment of Modified Measures (KAMM)?	Yes	No
5. Does the student's IEP have academic goals based on the content standards for the grade in which the student is enrolled? 34 C.F.R. 200.1(e)(iii), 34 C.F.R. 200.1(f)(2)(ii)(a) <i>Method: A component for KAMM eligibility includes "performance that is multiple years beyond grade level expectations" Therefore the IEP goals of any student identified to take the KAMM should include academic content goals (e.g. reading and math). In addition, these content specific goals must be based on grade level Kansas content standards. The goals are determined from the student's present levels of academic achievement and functional performance (i.e. PLAAFPS). All academic goals must be standards-based if a student takes the KAMM Assessment **ESEA requirement information for State and Federal Program to inform technical assistance needs</i>	Yes	No
6. Projected date for beginning of each of the services. Does the IEP include the projected date for the beginning of services, program accommodations, and/or modifications or supports for school personnel? (K.S.A. 72-987(c)(7)) <i>Method: Review the file to locate documentation that the IEP contains a beginning date for each of the special education and related services, the supplementary aids and services [including accommodations], and program modifications or supports for school personnel that will be provided.</i>	Yes	No

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<p>7. Does the IEP include the anticipated frequency, location, and duration of services and modifications? (K.S.A. 72-987(c)(7)) The amount of time to be committed to each of the various services to be provided must be: (1) appropriate to the specific service; and (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP.</p> <p><i>Method: Review the file to locate documentation that the IEP contains a beginning date and the anticipated frequency, location, and duration for each of the education and related services and the supplementary aids and services [including accommodations], and program modifications or supports for school personnel that will be provided.</i></p>	Yes	No
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**Change in placement/Least Restrictive Environment**

**(if there was a change in placement during the current school year)**

<p><i>A change in placement refers to a change in the educational environment (general education classroom, resource room, self contained room, special school, homebound, etc.). A change in placement does not refer to a change in the physical location where services are provided.</i></p> <p>1. After the IEP team, including the parent, determines the placement for a child in the least restrictive environment; did:</p> <p>A. the LEA provide Written Prior Notice; and</p> <p>B. the LEA obtain informed parental consent from the parent for the proposed placement? If consent is refused the LEA may not pursue mediation or due process proceedings. (34 CFR 300.116)</p> <p><i>Method: Review the file for documentation that parents received written prior notice and gave informed consent for placement. Sources of this information are notice and consent forms. Compare the placement and services shown in the notice with the placement and services shown in the initial IEP.</i></p>	Yes	No
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**Amending the IEP**

**(if IEP was amended during the current school year)**

<p>1. Was written Prior Notice provided to the parent informing them of the proposed action to amend the IEP? (34 CFR 300.503(a))</p> <p><i>Method: Review the file to locate documentation of notice.</i></p>	Yes	No
<p>2. If an amendment was for a substantial change in placement or material change in services, was informed parental consent obtained? (K.S.A. 72-988(b)(6))</p> <p><i>Method: Review the file to locate documentation of notice and consent. The written document with the parent's signature agreeing to amend the IEP can be considered documentation of consent (but not notice). If change was not substantial, yes should be marked.</i></p> <p><i>Substantial change in placement is defined in K.S.A. 72-962(aa) and 72-962(bb) as:</i></p> <p><i>(aa) "Substantial change in placement" means the movement of an exceptional child, for more than 25% of the child's school day, from a less restrictive environment to a more restrictive environment or from a more restrictive environment to a less restrictive environment.</i></p> <p><i>(bb) "Material change in services" means an increase or decrease of 25% or more of the duration or frequency of a special education service, a related service or a supplementary aid or a service specified on the IEP of an exceptional child.</i></p>	Yes	No
<p>3. If requested, was a copy of the written IEP amendment provided to the parent? (34 CFR 300.324(a)(6))</p> <p><i>Method: Look for documentation that a copy was provided to the parent. This may be found in staffing notes, a statement contained within the Written Prior Notice, or noted on the IEP/addendum.</i></p>	Yes	No

**Reevaluation**

**(if student was reevaluated during the current school year)**

<p>1. If student was reevaluated within the current school year, was Written Prior Notice provided to the parents and informed parental consent obtained before conducting the reevaluation? If consent is not obtained because the parent failed to respond, documentation of two reasonable attempts using two different methods to obtain parental consent for the reevaluation will allow the team to continue with the reevaluation. If consent is "refused", the LEA may then decide to pursue mediation or due process actions as indicated, but is not required to do so. (34 CFR 300.300(c)), (34 CFR 300.503(a)), and (K.A.R. 91-40-27(g))</p> <p><i>Method: Review the file to find documentation that Written Prior Notice was received by parents and that they gave informed written consent prior to a reevaluation being conducted. If there is documentation that the school has made at least two reasonable attempts using different methods to obtain consent, but the parents have failed to respond, "yes" should be marked. Sources of this information include notice and consent forms, records of reevaluation activities, and the evaluation team report.</i></p>	Yes	No
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