



LEA Student Folder Review for Nonpublic and Off-Campus Program Monitoring

LEA: Nonpublic/Off-Campus Program:

Student Initials: Name/Title of Person Completing Review:

Complete the following form based on information in the student's special education records. Use the Notes section at the end of this form to elaborate on any "No" responses or other responses requiring clarification.

- | | |
|---|---|
| <p>1. Evaluation: Is the date of the current FIE within three years of the previous FIE? 34 CFR §300.303(b)(2)</p> <p>Current FIE Date: <input type="text"/> Previous FIE Date: <input type="text"/></p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> |
| <p>2. IEP Contents: Is the date of the annual IEP within one calendar year of the previous IEP? 34 CFR §300.324(b)</p> <p>Current Annual IEP Date: <input type="text"/> Previous Annual IEP Date: <input type="text"/></p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> |
| <p>3. IEP Contents: Is there evidence that the IEP contains information about the frequency, duration, and location of each special education instructional area and related service? 34 CFR §300.320(a)(7)</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> |
| <p>4. IEP Contents: Is there evidence the ARD committee considered the need for ESY services? 34 CFR §300.106</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> |
| <p>5. IEP Contents: Is there evidence that ARD committee determinations regarding the need for ESY services are based on student-specific formal and informal data collection? 34 CFR §300.106</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> |
| <p>6. IEP Contents: If the student is eligible for ESY, does the IEP contain information about the frequency, duration, and location of ESY services? 34 CFR §300.106</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> n/a</p> |
| <p>7. IEP Implementation: Is there evidence that the IEP indicates an instructional day that is commensurate with that of students without disabilities on the home campus, or if the length of school day is not commensurate, is this a student-specific ARD committee decision specified in the student's IEP? 19 TAC §89.1075(e)</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> |
| <p>8. IEP Implementation: If the student is eligible for special transportation, is there evidence the transportation schedule allows for a commensurate instructional day? 19 TAC §89.1075(e)</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> n/a</p> |
| <p>9. IEP Implementation: Is there evidence that the special education and related services provided to the student match the services specified in the IEP? 34 CFR §300.17(d)</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> |
| <p>10. IEP Implementation: Has the student made academic progress over the past year, or if not, is there evidence that the ARD committee met to review and address lack of progress? 34 CFR §300.324(b)(ii)(A)</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> |
| <p>11. IEP Implementation: Is there evidence that IEP progress reports were sent to the parent or adult student as frequently as specified in the IEP, at least concurrently with the issuance of report cards? 34 CFR §300.320(a)(3)</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> |
| <p>12. IEP Development: Is there evidence that the ARD committee considered the need for assistive technology and specified any required AT in the IEP document? 34 CFR §300.324(a)(2)(v)</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> |
| <p>13. IEP Development: If the student has been identified with autism, is there evidence the ARD committee considered, based on peer-reviewed, research-based educational programming, the areas addressed in 19 TAC §89.1055(e)?</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> n/a</p> |
| <p>14. IEP Development: Is there evidence the IEP contains measurable annual goals for each area of instruction? 34 CFR §300.320(a)(2)(i)</p> | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> |

LEA Student Folder Review - Page 2

<p>15. State Assessment: Is there evidence that the ARD committee addressed state assessments for the current school year? 34 CFR §300.160; 34 CFR §300.320(a)(6)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>16. State Assessment: Is there evidence that state assessment participation decisions are based on the student's present levels of academic achievement and functional performance? 34 CFR §300.160; 34 CFR §300.320(a)(6)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>17. Behavior: Is there evidence that in the case of a student whose behavior impedes his or her learning or that of others, the ARD committee considered strategies, including positive behavioral intervention strategies and supports to address behavior? 34 CFR §300.324(a)(2)(i)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> n/a</p>
<p>18. Behavior: If there is a Behavior Intervention Plan for this student, is there evidence that a Functional Behavior Assessment is current within 3 years?</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> n/a</p>
<p>Current FBA Date: <input type="text"/></p>	
<p>19. Behavior: If there is a Behavior Intervention Plan for the student, is the BIP resulting in student progress, or if not, is there evidence that the BIP was reviewed and revised as appropriate? 34 CFR §300.324(b)(ii)(A)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> n/a</p>
<p>20. Behavior: If the student has been subject to emergency behavior interventions including restraint, is there evidence of timely LEA and parent/family notification for all restraints? 19 TAC §89.1053(e)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> n/a</p>
<p>21. Behavior: If the student has been subject to restraint, is there evidence that all restraints comply with applicable state regulations, including TEC §37.0023 prohibitions against aversive techniques that include supine and prone restraint?</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> n/a</p>
<p>22. Transition: Is there evidence the ARD committee first met to consider and address postsecondary transition prior to the student's 14th birthday? 19 TAC §89.1055(j)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> n/a</p>
<p>23. Transition: Is there evidence the student was invited to, and attended, the ARD committee meeting where postsecondary transition was discussed? 34 CFR §300.321(b)(1)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> n/a</p>
<p>24. Transition: Is there evidence the student has appropriate, measurable postsecondary goals based on age appropriate transition assessments and updated annually in the areas of training, education, employment, and independent living? 34 CFR §300.320(b)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> n/a</p>
<p>25. Transition: To the extent appropriate, with the consent of the parents or a student who has reached the age of majority, is there evidence that a representative of a participating agency likely to be responsible for providing or paying for transition services was invited to the meeting? 19 TAC §89.1050(c)(1)(H)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> n/a</p>
<p>26. Transition: If the student is at least 18 years of age, does the IEP include the availability of age-appropriate instructional environments, including community settings or environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the student's transition goals and objectives? 19 TAC §89.1055(h)(7)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> n/a</p>
<p>27. Off-Campus Placement Requirements: Is there evidence that, prior to initial placement, the ARD committee developed individualized criteria and an estimated timeline for the student's return to the LEA? 19 TAC §89.61(b)(1)(C); 19 TAC §89.1094(b)(3)(B)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>28. Off-Campus Placement Requirements: In the case of continuing placement, is there evidence the ARD committee met at least annually to review progress towards reintegration and revise the reintegration plan as needed? 34 CFR §300.324(b)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> n/a</p>

29. **Off-Campus Placement Requirements:** Based on the student's academic and behavioral present levels, IEP goals, and BIP if applicable, is there evidence the reintegration criteria are developmentally appropriate and attainable?

Yes

No

Notes (Please elaborate on any "No" responses or other responses requiring clarification):

Please enter the total number of responses marked "Yes" or "n/a" in each category above.

Evaluation (#1) out of 1

State Assessment (#15-16) out of 2

IEP Contents (#2-6) out of 5

Behavior (#17-21) out of 5

IEP Implementation (#7-11) out of 5

Transition (#22-26) out of 5

IEP Development (#12-14) out of 3

Off-Campus Placement Requirements (#27-29) out of 3