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| Team Leader: | District: |
| Date of Review: |
| NOTES: | |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| CF-A | 300.111(a)  300.111(c)  300.131(a) | Does the public agency have Child Find (CF) policies and procedures in effect, including those addressing special populations, and specifically state requests for an evaluation may not be limited by the number per year or time of year a request is received?  Special population include:   * Homeless children * Wards of the State * Private School children * Children advancing from grade to grade, and * Highly mobile and/or migrant children. | YES | CF Policies  CF policies are consistent with IDEA and SBP 72.14  CF procedures provide sufficient guidance to implement CF policies  CF procedures are in effect to address each of the special populations  CF procedures are not limited by the number of requests or evaluations per year. | Board approved policies  Policy manual procedures  Interviews |
| NO | The public agency **does not** have Child Find (CF) policies and procedures in effect, or policies and procedures do not sufficiently address the following special population:   * Homeless children * Wards of the State * Private School children * Children advancing from grade to grade, and * Highly mobile and/or migrant children.   CF procedures are limited by the number of requests or evaluations per year. |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| FAPE- A | 300.101  Miss. Admin Code 7-3: 74.19(1)(b) | Does the public agency have policies that have been approved by the local school board and procedures in effect that address the provisions of Free Appropriate Public Education (FAPE) for students with disabilities? | YES | The public agency has documented policies approved by the school board and procedures to guide implementation. | Board Approved Policies  Procedures Manual |
| NO | Policies and procedures are nonexistent, insufficient, or inconsistent with SBP 72.19/IDEA. |
| FAPE-B | 300.108 | Does the public agency have physical education (PE) available to all students with disabilities? | YES | All students with disabilities receive PE.  If students are not receiving PE, there is a documented medical reason. | Random samples of class schedules for students in self-contained placements.  Files for students not receiving PE. |
| NO | There are students who **do not** receive PE and have no documentation of a medical reason in the student’s file. |

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| FAPE-C | 300.101  Miss. Admin Code 7-3: 74.19 | Does the public agency have policies that have been approved by the local school board and procedures in effect that addresses the following provisions of a Free Appropriate Public Education (FAPE) for students with disabilities? |  |  | School Master Schedule  IEP  Discipline Report  School Bell Schedule  Interviews |
| 1. Students receive comparable instructional time as their non-disabled peers (i.e. buses arrive and pick-up at comparable times to non-disabled peers) | YES | Students receive comparable instructional time as their non-disabled peers (i.e. buses arrive and pick-up at comparable times to non-disabled peers) |
| NO | Transportation schedules indicate arrival and departure times that are not comparable to non-disabled students. |
| 1. Students on shortened school day have individual justifications for their placement on their IEPs and have been agreed upon by parents. | YES | Students on shortened school day have individual justifications for their placement on their IEPs and have been agreed upon by parents. |
| NO | Students on shortened school day **do not** have individual justifications for their placement on their IEPs and have been agreed upon by parents. |
| NA | No students reported on shortened school day. |
| 1. Students in alternate school placement or who have been suspended for longer than 10 days receive special education and/or related services. | YES | Students in alternate school placement or who have been suspended for longer than 10 days receive special education and/or related services. |
| NO | Students in alternate school placement or who have been suspended for longer than 10 days **do not** receive special education and/or related services. |
| NA | There are no students in alternative school, and/or no students that have been suspended for 10 days or longer. |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| FAPE-D | Miss Admin. Code 7-3: 36.1 | Does the public agency have policies that have been approved by the local school board and procedures in effect that addresses the graduation requirements? | YES | The public agency has documented policies approved by the local school board and procedures for graduation requirements. | Board approved polices |
| NO | The public agency **does not have** documented policies approved by the local school board and procedures for graduation requirements. |
| DIS-A | 300.107(a) | Does the public agency have discipline policies that have been approved by the local school board and procedures in effect that ensure compliance with IDEA and SBP 72.19 for discipline of students with disabilities? | YES | The public agency have discipline policies that have been approved by the local school board and procedures in effect that ensure compliance with IDEA and SBP 72.19 for discipline of students with disabilities. | Board approved policies |
| NO | The public agency **does not have** discipline policies that have been approved by the local school board and procedures in effect that ensure compliance with IDEA and SBP 72.19 for discipline of students with disabilities.  Policies or procedures are non-existent, insufficient, or inconsistent with IDEA or SBP 72.19. |

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| **Record Review Item** | **Regulation 34 C.F.R. or SPB 74.19** | **Record Review Question** | **Compliant** | **Evidence** | **Potential Sources of Documentation** |
| LRE-A | 300.115(a)(b) | Does the public agency have policies and procedures in effect to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related and the continuum of alternative placement is not separate from non-disabled peers? | YES | The public agency has documented policies approved by the school board and procedures for determining the continuum of alternative placements including instruction in:   * General Education * Special Classes * Special Schools * Child’s Home * Hospitals or Institutions   Make provisions for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with general education class placement. | IEP – Special Education and Related Services Section  IEP-Description of Specifically Designed Services  IEP-Special Considerations Section  IEP-Placement Consideration and LRE Determinations  Location of Special Education Classrooms |
| NO | The public agency does not have policies and procedures for the continuum of alternative placements to meet the needs of children with disabilities.  No provision for supplementary services to be provided in conduction with general education placement. |

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| LRE-B | 300.107(a) | Does the public agency provide opportunity for students with disabilities to have equal opportunities to participate in non-academic and extracurricular services and activities with the use of supplementary aids and services? | YES | There is documentation that students with disabilities participate in non-academic and extracurricular activities with their non-disabled peers. (e.g. Students in self-contained classes eat in the cafeteria with their non-disabled peers.) | Lists of self-contained classes/students  Interviews  On-site observations  Schedules |
| NO | There is **no** documentation that students with disabilities do not participate in non-academic and extracurricular activities with their non-disabled peers. (e.g. Students in self-contained classes do not eat in the cafeteria with their non-disabled peers.)  Special education classrooms are located in separate/isolated areas of the school. |