

**MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
DELIVERY OF SERVICES/FAPE/LRE**

Monitor's Name		Date of Review:	
District:		School:	
Student's Name:	Date of Birth:	Age:	Grade:
Eligibility Category:	Secondary Eligibility:	Eligibility Date:	
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
DS-1	300.320(a) 300.323(a)	Did the public agency have an IEP in effect for the child?	YES	The public agency has an IEP in effect for the child.	Current IEP
			NO	The public agency did not have an IEP in effect for the child.	
DS-2	300.321(1)(1)(2) (3)(4)(i)(ii)(iii) (5)(6)(7)	Did the public agency ensure that the IEP Committee for the child include a) Parents; b) General Education Teacher; c) Special Education Teacher; d) Agency Representative e) Related Service Personnel as appropriate; f) Child as appropriate	YES	The IEP Committee includes all persons as stated in SBP 300.321 regulation.	IEP-Signature Page
			NO	The IEP Committee does not include required members as stated in SBP 300.321 regulation and/or no excusal form included in file.	
DS-3	300.321(b)(1)(i)(ii)	Did the public agency ensure the IEP Committee review/revise the IEP as appropriate to address a) Any lack of expected progress toward the annual goals; b) The results of any reevaluation; c) Information about the child provided to or by the parents; d) The child's anticipated needs.	YES	Invitation to Committee Meeting Prior Written Notices Summary of review/revisions	IEP-Signature Page IEP-Goal Page
			YES	The IEP Committee did not review/revise the IEP as appropriate.	
			NA	No revision required during this audit	
DS-4	300.320(A)(1)(i)(ii)	Did the IEP include a statement of how the student's disability affects the child's involvement and progress in general education?	YES	Impact statement explains how the disability affects performance.	IEP-PLAAFP
			NO	No impact statement. OR Statement does not address all areas of involvement and progress in the general curriculum.	

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DS-5	300.324(a)(1)(i)-(iv)	Does the IEP include student's strengths?	YES	IEP includes the student's strengths.	IEP-PLAAFP IEP-SCD Determination Section
			NO	IEP does not include the student's strengths.	
		Does the IEP include concerns of the parents?	YES	IEP includes concerns of the parents.	
			NO	IEP does not include concerns of the parents.	
		Does the IEP include results of the most recent evaluation?	YES	IEP includes results of the most recent evaluation.	
			NO	IEP does not include results of the most recent evaluation.	
		Does the IEP include the student's academic needs?	YES	IEP includes the student's academic needs.	
			NO	IEP does not include the student's academic needs.	
			NA	No academic needs identified	
		Does the IEP include developmental and functional needs?	YES	IEP does include developmental and functional needs.	
			NO	IEP does not include developmental and functional needs.	
			NA	The student has no developmental and/or functional needs.	

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DS-6	300.324(a)(2)(i)-(v)	Does the IEP address if appropriate; a) A child whose behavior impedes the child’s learning or that of others; b) A child with limited English proficiency (consider the language needs of the child); c) A child who is blind or visually impaired; d) A child who is deaf or hard of hearing e) A child’s needs of assistive technology devices and services	YES	There is alignment between the academic/behavioral/functional needs identified in the IEP and the annual goals or evidence in the IEP that the IEP Committee based on the severity of needs, decided to prioritize addressing the needs.	IEP-PLAAFP IEP-ANNUAL GOALS Special Consideration page
			NO		
			NA		

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DS-7	300.320(a)(2)(i) 300.324(b)(i)	Do annual goals address the child's academic area(s) of need?	YES	<p>There is alignment between the academic needs identified in the IEP and the annual goals or evidence in the IEP that the IEP Committee, based on the severity of needs, decided to prioritize addressing the needs, (i.e. if student is in 9th grade reading on the 3rd grade level there should be a reading/decoding goal, not just identify the main idea, etc.)</p> <p>The PLAAFP summary identifies baseline functioning data.</p> <p>There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.</p>	IEP-PLAAFP IEP-ANNUAL GOALS
			NO	Annual goals fail to address the child's academic needs identified in the IEP.	
			NA	Annual goals addressing the child's academic area(s) of need are not necessary at this time.	

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DS-8	300.320(A)(2)(i)	Do annual goals address the child's functional area(s) of need?	YES	<p>There is alignment between the functional needs identified in the IEP and the annual goals.</p> <p>Functional means nonacademic, as in "routine activities of everyday living."</p> <p>There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.</p>	ANNUAL GOALS
			NO	The annual goals fail to reasonably address functional area(s) of need identified in the IEP.	
			NA	Annual goals addressing the child's functional area(s) of need are not necessary at this time.	

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DS-9	300.320(a)(2)(i) 300.324(b)(1)	<p>Are annual goals stated in measurable terms?</p> <p>(Performance criteria desired: the level the child must demonstrate for mastery and the number of times the child must demonstrate the skill or behavior.)</p>	YES	<p>Measurable annual goals are statements in measurable terms that describe what can be taught to the child using specially-designed instruction within a twelve-month period. A measurable annual goal must contain the following:</p> <ul style="list-style-type: none"> • Clearly defined behavior: the specific action the child will be expected to perform. • The condition (situation, setting or given material) under which the behavior is to be performed. 	IEP (Measurable Annual Goals)
			NO	<p>The annual goals do not describe what can be taught to the child using specially-designed instruction, and do not include the above.</p>	

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DS-10	300.320(a)(3)(i) 300.320(a)(3)(ii)	Does the IEP include a description of how the child's progress toward meeting the annual goals will be measured? (Method of Measure)	YES	The IEP includes a description of how the child's progress toward meeting the annual goals will be measured.	IEP-Current Level of Performance (CLP) for Report of Progress	
			NO	The IEP does not includes a description of how the child's progress toward meeting the annual goals will be measured		
		Does the IEP include periodic reports on the progress the child is making toward meeting the annual goals?	YES	There is evidence to determine sufficient and/or insufficient progress was made.		If audit occurs prior to progress monitoring time, refer to previous year IEP.
			NO	The IEP does not include evidence or documentation of sufficient and/or insufficient progress reported appropriately or the areas are left blank.		
DS-11	300.324(a)(2) 300.324(b)(2)	Does the IEP address Special Consideration?	YES	The IEP specifically identifies the provision of Special Considerations that aligns with the needs of the child and supports achievement of annual goals.	IEP-Special Considerations Page	
			NO	The IEP does not specifically identify the provision of Special Considerations that aligns with the needs of the child and supports achievement of annual goals.		

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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
DS-12	SBP 300.39(b)(3)	<p>Does the IEP include a statement of specifically designed instruction that addresses the needs of the child and supports annual goals to enable the child-</p> <ul style="list-style-type: none"> a) To advance appropriately toward attaining the annual goals; b) To be involved in and make progress in the general education curriculum. 	YES	<p>SBP 74.19 300.39(b)(3) The IEP specifically identifies the provision of specifically-designed instruction and describes the nature of the instruction that aligns with the needs of the child and supports the achievement of annual goals.</p> <p>Examples: *Graph-phonics strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding * Explicit instruction on how to use a graphic organizer * Direct instruction and support for specialized software and equipment *Explicit instruction in the writing process including prewriting activities, writing, revising, editing, and publishing *Multi-sensory teaching strategies *Direct instruction in computation and reasoning strategies</p>	<p><i>Specially designed instruction</i> means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction— (i) To address the unique needs of the child that result from the child's disability; and (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards</p>
			NO	The IEP does not identify specially designed instruction and supports the achievement of annual goals.	

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DS-13	300.320(a)(7)	Does the statement of specially-designed instruction indicate: a) Location b) Beginning/ending dates of services c) Duration/frequency of those services.	YES	The IEP specifically identifies the location, beginning/ending dates of services and duration/frequency of those services.	IEP-Description of Specially-Designed Instruction
			NO	The IEP does not specifically identify the location, beginning/ending dates of services and duration/frequency of those services.	
DS-14	300.320(a)(4)	Does the IEP identify modifications to enable the child to be involved in and make progress in the general education curriculum?	YES	Modifications mean changes made to the content that students are expected to learn where amount or complexity of materials is altered from grade level curriculum expectations. When an instructional or curriculum modification is made, either the specific subject matter is altered or the performance expected of the student is changed.	IEP-Description of Specially-Designed Instruction-Program Modifications
			NO	The IEP does not describe the type of modifications and the extent of the modifications provided to the child-or-modifications are listed as: "as needed", "at the discretion of the teacher", or "as requested by the student".	
			NA	Based on the needs of the child, modifications were not identified at this time.	

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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
DS-15	300.34 300.320(a)(4)	Does the IEP identify related services that address the needs of the child and support annual goals?	YES	<p>The IEP specifically identifies the provision of related services that aligns with the needs of the child and supports achievement of annual goals.</p> <p>Related Services may include but limited to: speech-language pathology and audiology, interpreting, psychological, physical therapy, occupational therapy, recreation including therapeutic recreation, counseling including rehabilitation, orientation and mobility, social work, health and school nurse.</p>	IEP -Description(s) of Specially-Designed Instruction-Related Services
			NO	The IEP does not specifically identify the provision of related services that aligns with the needs of the child and supports achievement of annual goals.	
			NA	Based on the needs of the child, related services were not identified at this time.	
DS-16	300.320(a)(7)	Does the statement of related services indicate the location, duration, and frequency of the related services?	YES	The IEP specifically indicates the location of where the services will be provided, the duration and frequency.	IEP -Description(s) of Specially-Designed Instruction-Related Services
			NO	The IEP does not specifically indicates the location of where the services will be provided, the duration and frequency.	
			NA	Based on the needs of the child, related services were not identified at this time.	

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DS-17	300.324(a)(3)(ii)	Does the IEP include Supports for Personnel to include location, duration, and frequency of supports?	YES	The IEP specifically identify supports for personnel to include location, duration, and frequency of supports.	IEP Description(s) of Specially-Designed Instruction-Support for Personnel
			NO	The IEP does not specifically identify supports for personnel to include location, duration, and frequency of supports.	
			NA	Based on the needs of the child, support for personnel was not identified at this time.	
DS-18	300.320(6)(ii) 300.321(6)(A)	Did the IEP Committee determine the child must take an alternate assessment instead of a particular regular State or districtwide assessment?	YES	The IEP specifically identifies an alternate assessment instead of a particular regular State or districtwide assessment.	IEP-Statewide Assessment Program Section
			NO	The IEP does not specifically identify an alternate assessment instead of a particular regular State or districtwide assessment.	IEP-Significant Cognitive Disability Section
			NA	Student will not take any assessment or will participate in standard assessment.	
		Did the IEP Committee determine the child meets the criteria for Significant Cognitive Disability? (All 3 criterion must be marked as YES to meet SCD)	YES	All three (3) SCD standards are marked as YES.	
			NO	The student is marked as SCD, but all three (3) standards are not marked YES or standard was inappropriately marked as YES.	
			NA	Does not meet criteria for SCD or will not participate in any State or districtwide assessment.	
DS-19	300.321(6)(i)	Does the IEP include individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on State and districtwide assessments?	YES	The IEP includes individual accommodations that are necessary to measure academic achievement and functional performance on State and districtwide assessments.	IEP-Statewide/Districtwide Test Accessibility / Accommodations Sections

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			NO	The IEP does not include individual accommodations that are necessary to measure academic achievement and functional performance on State and districtwide assessments.	
			NA	The student will not participate in any State or districtwide assessment where individual accommodations are necessary to measure academic achievement and functional performance.	

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DS-20 (1)	300.43 SBP 300.320(b)	Does the public agency have in place beginning not later than the first IEP to be in effect when the child turns fourteen (14), or younger if determined appropriate by the IEP Committee, and updated annually, transition services in the IEP that will reasonably enable the child to meet his or her postsecondary goals?	YES	The IEP contains transition services in the IEP.	IEP-Transition Section
		The public agency does not have in place beginning not later than the first IEP to be in effect when the child turns fourteen (14) transition services in the IEP that will reasonably enable the child to meet his or her postsecondary goals?	NO	The IEP does not contain transition services in the IEP for a student fourteen (14) or younger if determined appropriate.	
		The child is not fourteen (14) or above. Continue on to DS-21	NA	The child is not fourteen (14) or above. Continue on to DS-21	
DS-20 (2)	300.321(a)(7)(b)	Is there evidence that the student was invited to the IEP Committee meeting where transition services were discussed?	YES	There is documented evidence in the IEP or file that the student was invited to attend the IEP meeting.	IEP-Signature Page Letter inviting the student to attend Notice of Committee Meeting
			NO	There is no documented evidence in the IEP or file that the student was invited to attend the IEP meeting.	
DS-20 (3)	300.320(b) 300.324(c)	Are appropriate measurable postsecondary goals included in the areas of training, education, employment, and where appropriate, independent living skills?	YES	The goals were addressed/updated in conjunction with the IEP.	IEP-Transition Section
			NO	Postsecondary goals are not stated.	

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DS-20 (4)	300.321(b)(1)	Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?	YES	Transition assessments used for the postsecondary goals are evident in the student's file.	IEP-Transition Section IEP Indicator 13 Checklist
			NO	Transition assessments used for the postsecondary goals are not evident in the student's file.	
DS-20 (5)	300.43(2)(i)(ii)(iii)(iv)(v)	Are there transition services based on the child's needs, taking into account the child's strengths, preferences and interests; and includes a) Instruction b) Related Services c) Community Experiences d) The development of employment and other post-school adult living objectives e) Acquisition of daily living skills and functional vocational evaluation	YES	There are transition services based on the child's needs, taking into account the child's strengths, preferences and interests; and includes instruction; related services; community experiences; development of employment and other post-school adult living objectives; and acquisition of daily living skills and functional vocational evaluation.	IEP-Transition Section
			NO	There are no transition services based in the IEP that will reasonably enable the student to meet his/her postsecondary goals or one or more areas mentioned.	

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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
DS-20 (6)	300.320(b)(2)	Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	YES	The transition services include courses of study that align with the student's postsecondary goals.	IEP-Transition Section
			NO	The transition services do not include courses of study that align with the student's postsecondary goals or there are no course of study listed.	
DS-20 (7)	300.321(b)(3) 300.324(c)	If appropriate, 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	There is evidence in the IEP that representatives of an outside agency were invited to participate in the IEP development. Prior consent was obtained from the parent (or student who has reached the age of majority).	IEP-Transition Section Outside agency representative may include but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for the postsecondary goals.
			NO	There is no evidence in the IEP of an outside agency being invited to participate in the IEP meeting. Prior consent was not obtained from parent (or student who has reached the age of majority).	
			NA	An outside agency is not required or appropriate to meet the unique needs of the student.	

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DS-21	300.115(a)(b)	Does the IEP Committee consider placement options for the child?	YES	The IEP includes a description of placement options considered while determining the child's LRE.	IEP-Placement Considerations and LRE Determinations Section
			NO	The IEP does not include a description of placement options considered while determining the child's LRE.	
DS-22	300.320(a)(5)	Does the IEP describe the extent to which the child does not participate with his/her non-disabled peers?	YES	The IEP describes the extent to which the child participates with his/her non-disabled peers.	IEP-Non-participation with Non-Disabled Peers Section
			NO	The IEP does not describe the extent to which the child participates with his/her non-disabled peers.	
			NA	The student receives services at a school/facility that only provides special education services.	

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FAPE-1	300.106(a)(1)(2)	<p>Does the public agency ensure that extended school year (ESY) services are available as necessary to provide FAPE?</p> <p>If the student is eligible, are targeted goals listed? If regression/recoupment is the criterion, is there evidence of data collection in the student's file?</p> <p>(Refer to the previous year ESY determination review if the audit takes place prior to the determination for the current year)</p>	YES	The ESY determination page has both the documentation of eligibility and the criterion used for determination. If student is eligible, there are targeted goals. If regression/ recoupment is the criterion, there is evidence of appropriate data collection for the required amount of time.	IEP-ESY Determination Page
			NO	<p>The ESY determination page is blank or the following is missing:</p> <ul style="list-style-type: none"> • eligibility determination • criterion used for determination <p>Regression/Recoupment data (if applicable) is not present in student records.</p> <p>Student is eligible, but there are no targeted goals identified on the IEP.</p>	