Mississippi Department of Education

IDEA Part B Programmatic Monitoring Self-Assessment

District Name:	
Special Education Director Name:	
Date:	
Cyclical Year:	

August 2025

Self-Assessment Team Documentation

Document the members of the LEA self-assessment team in the chart below.

Self-Assessment Team Member Names	Title/Role

Appendix C: Cyclical Monitoring Protocol

INTRODUCTION

The Mississippi Department of Education (MDE) Office of Special Education (OSE) facilitates the opportunity for self-monitoring as a method of analyzing the implementation of the Individuals with Disabilities Education Act (IDEA), which requires a free appropriate public education (FAPE) for students with disabilities. This self-assessment monitoring tool offers a way for LEAs to conduct an analysis of their special education program, including the review of data to determine whether the system is achieving the intended outcomes for students with disabilities. Local educational agencies (LEAs) identified for cyclical targeted monitoring must complete the self-assessment as a required activity; however, the MDE OSE also encourages self-assessment monitoring as an activity for all LEAs at any time to identify areas for improvement.

The primary goal of the self-assessment is to identify areas for potential improvement and technical assistance for LEA and school staff who participate in the development and implementation of Individualized Education Programs (IEPs). LEAs may also use it to explore the strengths and weaknesses of local special education programs and consider the impact of each component on student achievement. When completed with fidelity, MDE OSE expects this activity will be helpful in identifying the root causes of performance and compliance issues in school systems. When coupled with other LEA planning activities, results may also help inform fiscal decisions as they relate to strategic and targeted use of federal IDEA Part B funds.

Components

There are seven components of the self-assessment process: Free Appropriate Public Education (FAPE), Child Find (CF), Individualized Education Program (IEP), Least Restrictive Environment (LRE), Secondary Transition (TRAN), Early Childhood Special Education (ECSE), and Discipline (DIS). A bank of questions, referred to as standards, should be used to analyze the LEA's evidence of implementation for these seven components. The LEA is required to sample student files to fulfill the requirements of some standards, while other components will query the LEA's polices, procedures, and practices in addition to a sample of student files.

Each standard is supported by a compliance regulation that will help the LEA's self-assessment team understand IDEA and state requirements. The results of this process will assist Special Education Directors in identifying and correcting potential noncompliance, determining how student performance has been impacted, and working with the state to develop a plan for improvement.

Citations

For the purpose of potential noncompliance and identifying areas where the state will examine evidence of compliance, regulatory citations are provided. Citations included in this document refer to regulatory requirements determined to be most closely related to the area(s) being addressed. Citations included in this document are not intended to be comprehensive but broadly capture the intent of the component or standard being addressed.

Planning and Preparation

The LEA should identify key staff to serve on the self-assessment team. Team member selection is at the discretion of the LEA; however, MDE OSE recommends including knowledgeable and experienced individuals such as the Special Education Director, IEP facilitators, behavior interventionists, related service providers, and building administrators.

Activities

The self-assessment consists of a review of student files related to each of the seven components and a review of the LEA's policies, procedures, and practices for the FAPE and Child Find components. The MDE OSE will review policies and procedures for each component during on-site monitoring activities and recommends that each LEA routinely review its policies and procedures.

Identifying a Sample

The MDE OSE will select a targeted sample of student files for the FAPE, CF, IEP, LRE , TRAN, ECSE, and DIS components. The sample files selected should be a reasonable representation of students with disabilities served within the LEA.

MONITORING SAMPLE SIZE CHART							
Number of students in special education	20 or Less	21–100	101–250	251–500	501–750	751-1999	2000+
Number of eligible student files	All	20	30	40	55	10%	5%

Selection Criteria:

The sample will include the following if available in the LEA (one student file may meet multiple criteria):

- students with an initial evaluation and placement in the past year (10% of sample);
- students with a reevaluation in the past year that includes **both** comprehensive assessments and reevaluations with a review of existing data that does not require comprehensive assessments (10% of sample)
- students in a self-contained setting (10% of sample)
- students who turned 3 during the past year and transitioned from Part B to C services (10% of sample);
- students age 14 and older on both the regular and alternate diploma tracks (10% of sample);
- students who participated in the alternate assessment (at least one file);
- if the LEA was identified as having a significant discrepancy in suspension and expulsion rates (Indicator 4a), students who were suspended or expelled for 10 or more days (10% of sample)(student sample required ;
- if the LEA was identified as having significant disproportionality, at least one student from each race/ethnicity group and area of disproportionality identified; and
- students placed in alternate settings used by the LEA and expelled, if applicable.
- at least one student that is on a shortened school day, homebound, and in a separate facility, if applicable.

The sample will also include, to the extent possible:

- students from different disability categories;
- students with a range of age and grade levels; and
- students named in a Formal State Complaint or Due Process in the last year.

In an effort to explore the impact of noncompliance on outcomes for students with disabilities, the sample may include:

- students attending each school in the LEA (if all schools are not represented, include students from schools with both low and high rates of placement in general education settings and both low and high assessment scores for students

with disabilities);
- students failing two or more core subjects;
- students that have repeated a grade; and
- students attending schools with the highest percentage of discipline removals (both in school and out of school) of greater than ten (10) days in a school year.

Self-assessment Student List

As files are selected, record them on the Self-assessment Student List form provided. The form was developed to verify that the required areas are represented in the sample of student files. Complete the "Identifying Information" as you choose students for the self-assessment. Assign each student a number beginning with one (1) and use that number to represent that student on the score sheets for each component in the self-assessment. Include the required number of files based on the selection criteria in the "Monitoring Sample Size Chart." Be sure to include, to the extent possible, students from different disability categories and students with a range of age and grade levels. Use the boxes below the "Selection Criteria Required Areas" to indicate which student files satisfy that criterion with an "X". Keep in mind, some students may satisfy multiple criteria.

To determine which student files will be reviewed for the Child Find, Transition, Early Childhood Special Education and Discipline components, use the following guidelines:
- Files indicated as "Students in SC Settings" - review for FAPE-2;
- Files indicated as "Initial Evaluation" - review for Child Find 1-2;
- Files indicated as "Reevaluation" - review for Child Find Reevaluation 1;
- Files indicated as "Age 14 and Older" - review for Transition 1-6;
- Files indicated as "Part C to B" - review for Early Childhood Special Education 1-4; and
- Files indicated as "Discipline Removals" - review for Discipline 1-6.

These guidelines are to be used to identify which student files were reviewed for the each of the seven (7) components:
- FAPE – identify all files reviewed for FAPE-2
- CF – identify all files reviewed for CF-1, CF-2 and CFR-1
- IEP file review - choose 1/2 of the students listed to review for IEP 1-10. Include any student with a Formal State Complaint or Due Process **and** Part C to B, Transition, and Discipline students in the IEP review, along with a good selection of different ages and disabilities. IEPs reviewed will need to include the prior year IEP to review for ESY. LRE file review – choose the remaining 1/2 of the student list for LRE 1-4.
- TRAN – identify all files reviewed for TRAN 1-6
- ECSE – identify all files reviewed for ECSE
- DISC – identify all files reviewed for DISC

Student File Organization

As record reviews are conducted, organize the student files used as evidence of compliance or non-compliance to be uploaded into SharePoint at the conclusion of the self-assessment. Use the "Potential Sources of Documentation" box on each record review item as a guideline for what can be used as evidence. Evidence should be uploaded with all pages facing the same direction and with most current at the beginning. When uploading IEPs, be sure to include the Notice of Committee Meeting and Prior Written Notice, along with any other documents pertaining to that IEP (FBA, BIP, Amendment, etc.).

Understanding Compliance and Correction

Documentation and Evidence

For each of the components on the self-assessment tool, a rubric is provided which includes a specific list of documentation (information to look *at*) and evidence (information to look *for*) that must be considered during the review of each standard. This information is provided as a guide for locating information that may serve as evidence of implementation. However, the LEA may use additional evidence when needed to support this process as it finds necessary.

Addressing Evidence of Implementation

For each item or question, indicate the item that best represents how the LEA's procedures or student reviews compare to the standard or question for each of the main self-assessment components. "**Yes**" indicates the LEA reviewed evidence that the IEP meets the standard. "**No**" indicates the LEA did not find evidence of implementation of that standard. If a question or a component area is not applicable, then the LEA may select "**Not Applicable**" (N/A) in the appropriate section of the document. The N/A should only be used if a standard does not apply to a particular situation. It may not be used as an alternative for not fully implementing a standard (e.g., if a student is not 14, so does not have a transition plan or was not reevaluated in the last year). The team should carefully review all documentation and evidence. Prior to making a final determination of compliance for each standard, MDE OSE will review provided evidence. The LEA will be required to correct any instance of noncompliance upon notification by MDE OSE.

Correction of Noncompliance

If through its review MDE OSE finds that an LEA is noncompliant in any of the self-assessment standards, the LEA will receive a written finding notifying the LEA of noncompliance and be required to:

- Correct each instance of noncompliance for each individual student immediately and provide documentation to MDE OSE;
- Maintain documentation to validate the LEA has corrected all issues of noncompliance in the local self-assessment files; and
- Once individual instances of noncompliance have been corrected, conduct follow-up reviews of new files to demonstrate through subsequent data that the LEA is implementing the regulations correctly for a period of time to be set by MDE OSE. Follow-up by MDE OSE will continue until the LEA is implementing the regulations correctly within one year of identification.

If the LEA identifies potential noncompliance, the LEA should identify the steps it will take to correct the potential noncompliance by developing a plan for correction on the results summary document provided.

Submission of Results

The self-assessment results and associated student files should be submitted to the MDE OSE electronically according to the monitoring schedule.

Compliance Audits and Identification of Overarching Training Needs

After submitting the self-assessment results and student files to the agency, the MDE OSE's monitoring team will conduct validation checks to ensure the compliance results of the self-assessment accurately represent the compliance standard and identify areas for additional training for LEAs participating in the self-assessment. The worth of the self-assessment relies on the validity of the process and the accuracy of data submitted by LEAs.

SELF-ASSESSMENT TEAM CHECKLIST

Required Activity	Recommendations and Action Steps
1. Special Education Director selects team members to participate in the self-assessment process	Identify a team leader to oversee the self-assessment process and a team of individuals to conduct the review. The team should include individuals from multiple disciplines. This may include, but is not limited to: • Special education teachers • Guidance counselors • Social workers • Behavior interventionists • General education teachers • School psychologists • Related service personnel • Principal or assistant principal.
2. Conduct an initial meeting with team members to discuss process timelines and assign responsibilities	Assign team members to: • Identify the sample of students • Complete the student record reviews • Conduct interviews and observations, if needed* • Complete other relevant tasks. *Interviews and observations may be conducted as an optional activity if additional information is needed to make a definitive decision regarding evidence of implementation.
3. Identify student files to review and consult additional data sources	• Refer to the sample selection instructions. • Consult relevant data sources (e.g., performance profile, LEA Determination, report cards, assessment results, other school level data, parent survey data). • Identify additional records to review if inconclusive patterns are found.
4. Complete required self-assessment	• Review LEA policies, practices, and procedures for the Child Find procedural review. • Conduct student file reviews for LRE, IEP, Discipline, Secondary Transition, and ECSE.
5. Convene a review team meeting to discuss self-assessment results	• Meet to discuss results. • Question and probe results to identify patterns and/or factors which may have contributed to a lack of growth in student achievement (*root cause analysis*).
6. Compile results and summary	Assign a person to compile data from record review score sheets and transfer the findings to the results summary document.
7. Submit completed self-assessment to the Mississippi Department of Education	Upload score sheets, results summary document, and student files with supporting documentation to SharePoint.

COMPONENT A: FREE APPROPRIATE PUBLIC EDUCATION

Understanding Free Appropriate Public Education (FAPE):

Under 34 CFR §300.17, §§300.101 through 300.108 and State Board Policy Chapter 74, Rule 74.19, LEAs are required to provide a Free Appropriate Education (FAPE) to all children with disabilities residing in the state between the ages of three (3) and twenty (20), inclusive. FAPE means special education and related services: that are provided at public expense, under public supervision and direction, and without charge; that meet the standards of the MDE and the requirements of the IDEA 2004 regulations; that include an appropriate preschool, elementary school, or secondary school in Mississippi; and that are provided in conformity with an individualized education program (IEP) that meets the requirements of §§300.320 through 300.124. The FAPE mandate applies to all students enrolled in a public school with the exception of students who have graduated with a standard high school diploma.

An LEA's FAPE policies and procedures must ensure the following:
- Provision of FAPE through the development implementation of special education services and/or related services; and
- Physical education is available to all students with disabilities
- Students with disabilities receive comparable instructional time as their non-disabled peers, students with a shortened school day have individual justifications for placement on the IEP, and students in alternate school placement or suspended for longer than 10 days receive special education and/or related services.
- Graduation options for students with disabilities are documented.

The purpose of this section is to ensure the LEA's policies, procedures, and practices for FAPE for students with disabilities. This review analyzes whether the LEA has demonstrated procedural compliance as it relates to FAPE oversight activities in general.

Instructions for the Review:

The FAPE procedural review should follow the steps below:

1. Identify at least one staff person who is knowledgeable about the requirements of FAPE.
2. Review the LEA's policies, procedures, and any additional documentation in order to respond to the FAPE standards.
3. If the LEA has evidence to support full implementation of a FAPE standard, then mark "Yes" next to the standard. If the LEA is unable to validate full implementation of the standard, then mark "No" next to the standard.
4. Record results on the Results Summary form.
5. If the LEA identifies potential noncompliance with a standard include a plan for correction on the Results Summary Form.
6. Collect and organize required and supporting documentation to be uploaded into SharePoint.

Free Appropriate Public Education (FAPE)

RECORD REVIEW ITEM: FAPE-1 REGULATION 34 CFR §300.101(1)(b)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
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?	• Board approved policies • Procedure Manual
RESULT & COMPLIANCE	
☐ **YES*** ☐ The public agency has documented **policies** approved by the school board **and procedures** to guide implementation. ☐ Policies and procedures should ensure FAPE must be available to all children with disabilities residing in Mississippi between the ages of three (3) and twenty (20). *All of the above must be present to mark YES.	☐ **NO** Policies and/or procedures are nonexistent, insufficient, or inconsistent with SBP 74.19/IDEA.

RECORD REVIEW ITEM: FAPE-2 REGULATION 34 CFR §300.108

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the public agency have physical education (PE) available to all students with disabilities?	• Random samples of class schedules for students in self-contained placements • Files/IEPs for students not receiving PE
EVIDENCE OF IMPLEMENTATION	
☐ **YES*** ☐ All students with disabilities receive PE, as provided for their nondisabled peers, including specially designed instruction if needed as described in the IEP. ☐ If students are not receiving PE, there is a documented medical reason or PE is not provided for non-disabled peers. *All of the above must be present to mark YES.	☐ **NO** There are students who do not receive PE and have no documentation of a medical reason in the student's file.

RECORD REVIEW ITEM: FAPE-3 REGULATION 34 CFR §300.101

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION

Does the public agency have policies that have been approved by the local school board and procedures in effect that address the following provisions of a FAPE for students with disabilities? Is there evidence that the LEA consistently follows the process?
    A. Students receive comparable instructional time as their non-disabled peers (i.e. buses arrive and pick-up at comparable times to non-disabled peers).
    B. Students with a shortened school day have individual justifications for their placement on the IEPs and have been agreed upon by parents/guardians.
    C. Students in alternate school placement or suspended for longer than 10 days receive special education and/or related services.
	FAPE-3 A. & B.
	• Board approved policies
	• Procedure Manual
	• School Master Schedule
	• IEP PLAAFP
	• IEP LRE section
	• IEP Transportation section
	• IEP Progress Monitoring
	• Report Cards
	• School Bell Schedule
	• Bus Schedules
	• Interviews
	
	FAPE-3 C.
	• Board approved policies
	• Procedure Manual
	• Attendance Report
	• Discipline Report
	• IEPs
	• IEP Progress Monitoring
	• Report Cards
	• Interviews

RESULT & COMPLIANCE/EVIDENCE OF IMPLEMENTATION	
☐ **YES*** ☐ Students receive comparable instructional time as their non-disabled peers or have justification of the shortened school day in their IEPs. ☐ Students in alternate school placement or suspended for longer than 10 days receive special education and/or related services. ☐ The public agency has documented policies approved by the local school board and procedures that address A, B, and C. *All of the above must be present to mark YES.	☐ **NO*** ☐ Transportation/ school schedules indicate arrival and departure times that are not comparable to non-disabled students with no justifications in their IEPs. ☐ Students in alternate school placement or suspended for longer than 10 days do not receive special education and/or related services. *Either of the above may indicate noncompliance and ☐ The public agency does not have documented policies approved by the local school board and procedures that address A, B, and C.

RECORD REVIEW ITEM: FAPE-4 REGULATION 34 CFR §300.101 and 300.102

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the public agency have policies that have been approved by the local school board and procedures in effect that address the graduation requirements?	• Board approved policies • Procedure Manual

RESULT & COMPLIANCE	
☐ **YES** The public agency has documented policies approved by the local school board and procedures for graduation requirements.	☐ **NO** The public agency does not have documented policies approved by the local school board and procedures for graduation requirements.

AGENCY SELF-MONITORING FILE REVIEW COMPONENT A – FREE APPROPRIATE PUBLIC EDUCATION (FAPE)– SCORE SHEET

INFORMATION
LEA Name:

Total number of student files reviewed is indicated below.

Elementary (E) School Students	Middle (M) School Students	High School (H) Students	Out of District Placements*	Grand Record Total

*This includes students placed by the LEA in Educable Child Facilities, University-Based Programs, etc.

Instructions: For FAPE-1, -3, and −4, enter "Yes" if evidence of policies and procedures was found and list "No" if evidence of policies and procedures was not found or if policies and procedures were insufficient. For FAPE-2, list the student number of the targeted sample of student files. Enter "Yes" if evidence was found. Enter "No" if no evidence was found.

Standard	Policies
FAPE-1 §300.101(1)(b)	
FAPE-3A §300.101	
FAPE-3B §300.101	
FAPE-3C §300.101	
FAPE-4 §§300.101, 300.102	

Student Number	FAPE-2 §300.108

COMPONENT B: CHILD FIND B: CHILD FIND

Understanding Child Find (CF):

Under 34 CFR §300.111 and State Board Policy Chapter 74, Rule 74.19, LEAs are required to identify, locate, and evaluate students with disabilities. The Child Find mandate applies to all students who reside within a state, including students who attend private and public schools, highly mobile students, migrant students, homeless students, and students who are wards of the state. This includes all students who are suspected of having a disability, including students who receive passing grades and are "advancing from grade to grade."

An LEA's Child Find policies and procedures must ensure the following:
- Measures to identify, locate, and evaluate all students with disabilities, regardless of the severity of the disability; and
- Procedures to determine which students will receive special education and related services.

The purpose of this section is to ensure the LEA's policies, practices, and procedures for Child Find do not present any barriers to locating and evaluating students. This review analyzes whether the LEA has demonstrated procedural compliance as it relates to Child Find oversight activities in general and aligns with Indicator 11 in the Annual Performance Report (APR), a component of the IDEA State Performance Plan (SPP). Indicator 11 reports annually on whether the LEA completes evaluations within the required 60 calendar days as required under 34 CFR §300.301.

Instructions for the Review:

The Child Find procedural review should follow the steps below:
1. Identify at least one staff person who is knowledgeable about the requirements of Child Find.
2. Review the LEA's policies, procedures, and any additional documentation in order to respond to the Child Find standards.
3. If the LEA has evidence to support full implementation of a Child Find standard, then mark "Yes" next to the standard. If the LEA is unable to validate full implementation of the standard, then mark "No" next to the standard.
4. Record results on the Results Summary form.
5. If the LEA identifies potential noncompliance with a standard include a plan for correction

on the Results Summary Form.

6. Collect and organize required and supporting documentation to be uploaded into SharePoint.

CHILD FIND (CF)

RECORD REVIEW ITEM: CF-1 REGULATION 34 CFR §300.111(a)-(c)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the LEA have Child Find policies and procedures in effect for all students, including students who are: A. Homeless, B. Wards of the state, C. In private schools at parental expense, D. Advancing from grade to grade, and E. Highly mobile and/or migrant?	• Child Find policies (e.g., policy manual) • Child Find procedures (e.g., procedures manual) • Any forms used for implementing Child Find procedures • Posters/brochures • Evidence of Child Find activities with non-public schools • Documentation of referrals • Indicator 11 Data – Evaluation timelines
RESULT & COMPLIANCE	
☐ **Yes*** ☐ Child Find policies and procedures are written and available. ☐ Procedures provide sufficient guidance on how to implement Child Find activities. ☐ Child Find procedures address all of the following: homeless children, private school children, general population of students, and migrant children. *All of the above must be present to mark YES.	☐ **No*** ☐ Child Find procedures are unavailable. ☐ Child Find procedures are inconsistent with the criteria indicated above. *Either of the above may indicate noncompliance.

RECORD REVIEW ITEM: CF-2 REGULATION 34 CFR §300.301

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the LEA have a process in place for receiving and documenting verbal and written requests for evaluations from parents and others? Is there evidence that the LEA consistently follows the process? Is this process implemented in private schools?	• Evaluation reports • Referral documentation • Intervention data/logs • Parental requests and consent • Parental complaints • Indicator 11 – Evaluation timelines

RESULT & COMPLIANCE/EVIDENCE OF IMPLEMENTATION	
☐ **Yes***	☐ **No***
☐ Child Find procedures are followed consistently when receiving and documenting written and verbal requests for a comprehensive evaluation from parents. ☐ A written process is established for implementing Child Find activities and there is evidence of implementation.	☐ Child Find procedures for documenting written or verbal requests for evaluations are non-existent, insufficient, or inconsistent with IDEA. ☐ Child Find procedures for documenting written or verbal requests for evaluations are not followed, resulting in a failure to document requests received and/or respond to requests in a timely manner.
☐ Policies and procedures address handling Child Find at times when school is not in session; procedures are not limited by a total number per year. *All of the above must be present to mark YES.	*Either of the above may indicate noncompliance.

CHILD FIND REEVALUATION (CFR)

RECORD REVIEW ITEM: CFR-1 REGULATION 34 CFR 300.303(1)(2)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the public agency ensure that reevaluations are provided for each IDEA eligible student within the required three-year period?	• IEPs • Eligibility Determination Forms • PWNs • Notices to Parents
EVIDENCE OF IMPLEMENTATION	
☐ **YES** The record shows that a reevaluation was conducted at least once every three (3) years.	☐ **NO** The record shows that a reevaluation was not conducted within a three (3) year period.

Group Discussion Questions:
- Does the LEA have a standard set of Child Find procedures currently in place that are available and being implemented?
- Do these activities cover the broad scope of Child Find under IDEA 34 CFR §300.111?
- Were appropriate considerations made related to identifying, locating, and evaluating students, including students who are parentally placed in private schools, experiencing homelessness, wards of the state, and of the general school population?
- Were the LEA's Child Find activities fully implemented? If so, to what extent and is there sufficient documentation available to ensure timely services to students?
- Were initial evaluations conducted within 60 calendar days after receiving parental consent? If not, what barriers prevent the timely dissemination of results? What are the appropriate interventions to correct the problem.

AGENCY SELF-MONITORING FILE REVIEW COMPONENT B – CHILD FIND (CF) & REVALUATION (CFR)– SCORE SHEET

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary (E) School Students	Middle (M) School Students	High School (H) Students	Out of District Placements*	Grand Record Total

*This includes students placed by the LEA in Educable Child Facilities, University-Based Programs, etc.

Instructions: List MSIS codes of the targeted sample of student files. Enter "Yes" if evidence was found. Enter "No" if no evidence was found. Enter "NA" if the item is not applicable to the selected student. No item may be left blank.

Standard	Policies
CF-1 §300.111(a)-(c)	
CF-1A	
CF-1B	
CF-1C	
CF-1D	
CF-1E	

Student Number	CF-1 §300.111(a)-(c)	CF-2 §300.301	CFR-1 §300.303(1)(2)

COMPONENT C: INDIVIDUALIZED EDUCATION PROGRAM

Understanding Individualized Education Program (IEP):

The effective and consistent development of IEPs is a critical component in the performance outcomes of students with disabilities. The results of the multidisciplinary evaluation and the student's IEP outline the educational needs and supports that are necessary for the student to progress in the general education curriculum. When the IEP is implemented consistently according to the unique needs of the student, the student is expected to show improvements in academic performance.

The student's IEP is reviewed by the IEP committee at least once a year or more often if the parent(s) or school asks for a review. Parents, as committee members, must be invited to attend these meetings and afforded every opportunity to be active participants in this process.

By law, the IEP must include certain information about the student and the educational program designed to meet their unique needs. This includes:

- **Special education and related services**. The IEP must list the special education and related services to be provided to students. This includes supplementary aids and services the student needs. It also includes modifications and accommodations to the program and supports for school personnel.
- **Current performance**. The IEP must state how the student is currently doing in school (known as present levels of educational performance). Examples of sources of current student performance may include classroom tests and assignments, individual tests given to decide eligibility for services or during reevaluation, current progress monitoring data, and observations made by parents, teachers, related service providers, and other school staff. The statement about "current performance" includes how the student's disability affects their involvement and progress in the general curriculum.
- **Annual goals**. These are goals that the student can reasonably accomplish in a year. Goals may include functional, behavioral, and academic needs, and may also address social emotional skills and relationships, knowledge and skills, relate to physical needs, or address other educational needs. The goals must be measurable, meaning that it must be possible to measure whether the student has achieved the goals.
- **Measuring progress**. The IEP must state how the student's progress will be measured and indicate how often parents will be made aware of that progress.
- **Participation in state and district-wide tests**. All students with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective IEP.
- **Dates and location of services**. The IEP must state when services will begin, how often they will be provided, where they will be provided, and how long they will last.
- **Transition services**. Beginning when the student is age 14 (or younger, if appropriate), the IEP must state what transition services are needed to help the student prepare for postsecondary life.
- **Extended School Year Services (ESYS)**. The provision of special education and related services beyond the normal school year and at no cost to the parent.
- **IEP amendment**. Changes made to the IEP at any time. Parent must be notified prior to making these changes.

In this section, the LEA will respond to a series of questions to explore whether it is meeting critical components of FAPE as they relate to the delivery of IEP services. The self-assessment team will review evidence of implementation as guided by the methods of measurement included in the IEP and respond to the standards in the self-assessment. In instances where a lack of implementation exists, the self-assessment team shall determine whether there is evidence of implementation. If MDE OSE identifies noncompliance upon its review of self-assessment and other data, including failure to provide FAPE, MDE OSE will develop an

intervention plan with the LEA.

Instructions for the IEP Review:

1. Identify a team member who is knowledgeable about the development and implementation of IEPs.
2. Complete the IEP review for each student file.
3. Record the responses on the IEP score sheet.
4. Transfer results to the Results Summary form.
5. If the LEA was found noncompliant, develop a plan for correction.
6. Collect and organize required and supporting documentation to be uploaded into SharePoint.

COMPONENT C – Individualized Education Program (IEP)

RECORD REVIEW ITEM: IEP-1 REGULATION 34 CFR §300.322(a)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Was the parent afforded the opportunity to participate in the IEP meeting?	• Parent contact logs • Prior written notification • IEP committee participant signature page • Other forms of documentation
EVIDENCE OF IMPLEMENTATION	
☐ **YES** Prior written notice was available. The parent participated or there is evidence that the parent was invited to participate in the IEP meeting.	☐ **NO*** There is no prior written notice available and/or no evidence of an invitation for the parent to participate in the IEP meeting. **There are allowable exceptions to this rule. The LEA may use its discretion to determine whether valid attempts were made to contact the parent(s).*

RECORD REVIEW ITEM: IEP-2 REGULATION 34 CFR §300.320(a)(1)(i)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the IEP contain present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general education curriculum?	• IEP • Statement of progress • General student information • Present levels of academic achievement

EVIDENCE OF IMPLEMENTATION	
☐ **YES** Present levels of academic achievement and functional performance include the following information as it relates to each goal: • Summary of academic, behavioral, and/or functional performance; and • Baseline data provided for developing a measurable goal (e.g., formative, curriculum-based, functional behavior assessments).	☐ **NO** Present levels of academic achievement and/or functional performance are not included in the IEP.

RECORD REVIEW ITEM: IEP-3 REGULATION 34 CFR §300.320(a)(2)(i)(A)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the IEP include annual measurable goals that address the student's academic area of need? A measurable annual goal must contain the following: • Clearly defined behavior: the specific action the student will be expected to perform. • The condition (situation, setting, or given material) under which the behavior is to be performed. • Performance Criteria describing the skill and level of performance that will be achieved in the IEP year.	• Evaluation results • IEP committee recommendations • Consideration of special factors • Measurable annual goals • Examples of methods of measurement

EVIDENCE OF IMPLEMENTATION	
☐ **YES** The IEP includes measurable goals and services that are related to the annual goals.	☐ **NO** The IEP does not contain annual goals, or the goals fail to address the student's needs as identified in the IEP and evaluation results.

RECORD REVIEW ITEM: IEP-4 REGULATION 34 CFR §300.320(a)(4)−(7)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the IEP indicate the amount, duration, and location where specially designed instruction and other IEP services will occur?	• IEP • Program services • Placement determination checklist • Statement of specifically designed instruction

EVIDENCE OF IMPLEMENTATION	
☐ **YES** The IEP specifically identifies amount, duration, and location of specially designed instruction and other IEP services.	☐ **NO** The IEP does not specify the amount, duration, and/or location of specially designed instruction and other IEP services.

RECORD REVIEW ITEM: IEP-5 REGULATION 34 CFR §300.320 (a)(4)(i)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the IEP identify related services that address the needs of the student and support annual goals? *(Related services: developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, including but not limited to the following services: speech-language pathology and audiology, occupational therapy, physical therapy, orientation and mobility, school health and nursing services, psychological services, social work services, etc.)*	• Program services • Placement determination checklist • Examples of method of measurement • Educational need areas

EVIDENCE OF IMPLEMENTATION		
☐ **YES** The IEP specifically identifies related services that align with the needs of the student and support achievement of annual goals, when necessary.	☐ **NO** The IEP does not specify related services that align with the needs of the student or support annual goals. There is no evidence to support the delivery of related services.	☐ **NOT APPLICABLE** The IEP committee determined the child does not require related services.

RECORD REVIEW ITEM: IEP-6 REGULATION 34 CFR §300.320(a)(6)(ii)(A)– (B)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the IEP indicate student participation in the annual statewide assessment?	• Documentation of assessment results • Statewide assessment results • Eligibility criteria checklists, where applicable • Other relevant information

EVIDENCE OF IMPLEMENTATION	
☐ **YES** The IEP indicates that the student will participate in a statewide assessment. If the student is participating in an alternate assessment, the IEP indicates the reason. The IEP includes accommodations and/or modifications for participation, if necessary.	☐ **NO** The IEP does not address the student's participation in a statewide assessment and/or the IEP does not include justification as to why an alternate assessment is appropriate.

RECORD REVIEW ITEM: IEP-7 REGULATION 34 CFR §300.324(b)(1)(i)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION	
Has the IEP been reviewed at least annually? Has the IEP been revised or amended to address new and relevant information? Examples of new information may include: • responses to a lack of expected progress toward annual goals; • re-evaluations when new concerns exist; • information about the student provided by the parent or other educators; and/or • anticipated needs or other matters.	• Current IEP with original signatures • Evidence of IEP revisions • Educational need areas • Progress reports • Other relevant information	
EVIDENCE OF IMPLEMENTATION		
☐ **YES** With the exception of an initial IEP, the IEP has been updated within twelve months from the prior year IEP date and includes relevant information to demonstrate the student's present levels of performance and address the current needs of the student.	☐ **NO** The IEP is dated outside of the one-year timeline and/or no evidence exists to indicate meaningful revisions were made to the IEP.	☐ **NOT APPLICABLE** The IEP is an initial IEP.

RECORD REVIEW ITEM: IEP-8 REGULATION 34 CFR §300.320(a)(3)(i)–(ii)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the IEP contain descriptions of how the student's progress toward annual goals will be measured, including how often parents will be informed of the student's progress?	• Progress reports • Methods of measurement
EVIDENCE OF IMPLEMENTATION	
☐ **YES** The IEP indicates how the student's progress will be measured and how often it will be reported to the parent. The record indicates that parents receive progress reports as included in the student's IEP.	☐ **NO** The IEP does not indicate how often progress will be reported to parents or failed to include methods of measurement.

RECORD REVIEW ITEM: IEP-9 REGULATION 34 CFR §300.106(A)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Did the IEP committee appropriately consider the need for ESYS?	• ESYS Determination letter • ESYS Student Eligibility Review form • ESYS Documentation forms

EVIDENCE OF IMPLEMENTATION	
☐ **YES** There is documentation of an ESYS determination in the IEP folder.	☐ **NO** There is no documentation of an ESYS determination in the IEP folder.

RECORD REVIEW ITEM: IEP-10 REGULATION 34 CFR §300.324(a)(4)&(6)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
If the IEP was amended, did the LEA follow the procedures and notice requirements for making changes to the IEP?	• Prior Written Notice (PWN) • Amended IEP

EVIDENCE OF IMPLEMENTATION		
☐ **YES** The IEP Committee may review data about the child's performance collaboratively and make minor changes to the IEP without a formal IEP Committee meeting. If a meeting is not held, each IEP Committee member, including the parent, must be given the opportunity to review all existing data and information. If the IEP needs corrections or minor changes between annual meetings, the IEP Committee may agree to amend the IEP without a meeting as long as (1) the changes and the parent's and public agency's agreement to the changes are in writing, and (2) every member of the IEP Committee is informed of the changes. *NOTE: Changes to the IEP made without a meeting may not involve a redrafting of the entire IEP and may not be substituted for holding an annual meeting.*	☐ **NO** The parent was not notified of changes to the IEP and procedures were not followed to amend the IEP.	☐ **NOT APPLICABLE** The IEP has not been amended without a full IEP committee meeting.

Group Discussion Questions:
- Within the district and schools analyzed, are IEPs being implemented according to the appropriate requirements?
- For students failing one or more subjects, are there patterns in the IEP implementation that appear to be systemic and discrepant?
- Which schools are implementing IEPs with fidelity and which schools are struggling? What patterns exist in these schools?
- Was FAPE provided in every case? If not, what actions will the LEA take to ensure immediate correction?

AGENCY SELF-MONITORING FILE REVIEW COMPONENT C – IDIVIDUALIZED EDUCATION PROGRAM (IEP) – SCORE SHEET

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary (E) School Students	Middle (M) School Students	High School (H) Students	Out of District Placements*	Grand Record Total

*This includes students placed by the LEA in Educable Child Facilities, University-Based Programs, etc.

Instructions: List MSIS codes of the targeted sample of student files. Enter "Yes" if evidence was found. Enter "No" if no evidence was found. Enter "NA" if the item is not applicable to the selected student. No item may be left blank.

Student Number	IEP-1 §300.322(a)	IEP-2 §300.320 (a)(1)(i)	IEP-3 §300.320 (a)(2)(i)(A)	IEP-4 §300.320 (a)(4)(7)	IEP-5 §300.320 (a)(4)(i)	IEP-6 §300.320(a)(6)(ii)(A)(B)	IEP-7 §300.324 (b)(1)(i)	IEP-8 §300.320 (3)(i)(ii)	IEP-9 §300.106(a)	IEP-10 §300.324(a)(4)(6)

COMPONENT D: LEAST RESTRICTIVE ENVIRONMENT

Understanding Least Restrictive Environment (LRE):

Under 34 CFR §300.114 and State Board Policy Chapter 74, Rule 74.19, "to the maximum extent appropriate," students with disabilities, including students in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes or separate schooling for children with disabilities or their removal from the general education environment occurs only when the nature or severity of the student's disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

IDEA also requires that schools provide a full continuum of placements, ranging from general education classrooms with support to special classes and special school placements, as needed. The IEP committee is responsible for determining the most appropriate educational placement in the least restrictive environment that can meet the student's educational needs.

The purpose of this section is to ensure placement decisions are individualized in accordance with IDEA regulations and to determine if a relationship exists between placement decisions and outcomes of students with disabilities.

Instructions for the LRE Review:

The review for LRE should follow the steps below:

1. Identify which team members will conduct the LRE review.
2. Complete the LRE review for each student file.
3. Record the responses on the LRE score sheet.
4. Transfer the results to the Results Summary form.
5. If the LEA identifies potential noncompliance with a standard, include a plan for correction on the Results Summary form.
6. Collect and organize required and supporting documentation to be uploaded into SharePoint.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

RECORD REVIEW ITEM: LRE-1 REGULATION 34 CFR §300.116(b)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does documentation demonstrate that the student's placement was: ☐ determined annually, at a minimum, ☐ based on the student's IEP, and ☐ as close as possible to the student's home, and resulted in the student being educated in the school that he or she would attend if nondisabled, unless the IEP requires another arrangement? Notes: • The IEP must address each component to mark YES. • Special factors or justifications requiring a more restrictive placement decision may be considered as evidence of compliance as long as there is evidence that the above factors were considered.	• Policies and procedures • IEP • Special considerations • Other relevant information used to make placement decisions during the IEP process

EVIDENCE OF IMPLEMENTATION	
☐ **YES** Placement decisions are made in conformity with LRE provisions.	☐ **NO** Placement decisions are not made in conformity with LRE provisions.

RECORD REVIEW ITEM: LRE-2 REGULATION 34 CFR §300.320(a)(6)(i)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the IEP include relevant accommodations that enable the child to be involved and make progress in the general education curriculum?	• Policies and procedures • IEP • Evaluation results • Accommodations • Statements of specifically designed instruction • List of accommodations provided to teacher(s) • Classroom observation notes

EVIDENCE OF IMPLEMENTATION		
☐ **YES** The IEP identifies accommodations to be provided to the student.	☐ **NO** Accommodations were included in the IEP, but there is no evidence of implementation.	☐ **NOT APPLICABLE** The IEP committee determined the child does not require accommodations.

RECORD REVIEW ITEM: LRE-3 REGULATION 34 CFR §300.324(a)(2)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the IEP address special factors such as: ☐ language needs of the student; ☐ communication needs of the student; ☐ reading and writing media for students who may need instruction in an alternate format such as Braille or enlarged print; and ☐ assistive technology devices and services?	• IEP • Consideration of special factors • General student information • Evaluation recommendations • Assistive technology • Alternate format • Accommodations • IEP supports/services
EVIDENCE OF IMPLEMENTATION	
☐ **YES** The IEP shows evidence of consideration of special factors as defined under 34 CFR §300.320(a)(2).	☐ **NO** The IEP did not consider any special factors.

RECORD REVIEW ITEM: LRE-4 REGULATION 34 CFR §§300.320(a)(5) & 300.116(d)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Does the IEP team consider all placement options and related services in conjunction with discussing any needed supplementary aids and services, accommodations/ modifications, assistive technology and/or accessible materials, and supports for school personnel as well as potential harmful effects on the student? The IEP team also considered the potential harmful effects of the placement of the child and whether it would impede the ability of the child or other children to learn.	• IEP Form, Placement Considerations and Least Restrictive Environment (LRE) Determination Optional: • Consideration of special factors • General student information • Evaluation recommendations • Assistive technology assessment • Accommodations • IEP supports/services
EVIDENCE OF IMPLEMENTATION	
☐ **YES** For a student not educated or served in the general education setting, the IEP includes justification for why the student's placement is not the general education classroom and: • Is based on the needs of the student; • Reflects that the committee has given adequate consideration to meeting the student's needs in the general education classroom with supplementary aids and services; and • If the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily, a justification is given for the decision.	☐ **NO** Rationale is not given, or the rationale given: • Is not based on the student's needs; • Does not reflect consideration or the provision of supplementary aids and services in the general education classroom; and • Does not describe potential harmful effects to the student or others, if applicable.

Group Discussion Questions:
- Are IEP committees, to the maximum extent possible, placing students in settings with age-appropriate peers?
- Are teachers implementing accommodations as recommended by the IEP committee?
- Are IEP committees making special considerations for students that may require instruction supported by an alternate format or assistive technology?
- What barriers, if any, exist related to students receiving appropriate supplemental aids and support in the general education classroom setting?

AGENCY SELF-MONITORING FILE REVIEW COMPONENT C – LEAST RESTRICTIVE ENVIRONMENT (LRE) – SCORE SHEET

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary (E) School Students	Middle (M) School Students	High School (H) Students	Out of District Placements*	Grand Record Total

*This includes students placed by the LEA in Educable Child Facilities, University-Based Programs, etc.

Instructions: List MSIS codes of the targeted sample of student files. Enter "Yes" if evidence was found. Enter "No" if no evidence was found. Enter "NA" if the item is not applicable to the selected student. No item may be left blank.

Student Number	LRE-1 §300.116(b)	LRE-2 §300.320(a)(6)(i)	LRE-3 §300.320(a)(4)	LRE-4 §300.320(a)(5)

COMPONENT E: SECONDARY TRANSITION E: SECONDARY TRANSITION *(REQUIRED FOR STUDENTS 14 YEARS OF AGE OR OLDER ONLY)*

Understanding the Secondary Transition (TRAN):

Secondary Transition components include "appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Committee meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Committee meeting with the prior consent of the parent or student who has reached the age of majority." (20 U.S.C. 1416(a)(3)(B))

Federal requirements are also measured through Indicator 13 of Mississippi's SPP. This secondary transition review provides the opportunity for LEAs to examine transition procedures for students with disabilities that are aged 14 or older.

Instructions for the Review:

The Secondary Transition review process includes the steps below:

1. Identify a team member who is knowledgeable about secondary transition procedures for students with disabilities.
2. Complete the Secondary Transition review for each student file for a student age 14 or older.
3. Record the responses on the Secondary Transition score sheet.
4. Transfer results to the Results Summary form.
5. If the LEA was found noncompliant, develop a plan of correction which includes timelines for implementation.
6. Collect and organize supporting documentation to be uploaded into SharePoint.

COMPONENT E – SECONDARY TRANSITION (TRAN)

RECORD REVIEW ITEM: TRAN-1 REGULATION 34 CFR §300.320

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Are there appropriate measurable postsecondary goals addressing education or training, employment, and, as needed, independent living?	- IEP - Transition page of IEP - Transition folder/binder
EVIDENCE OF IMPLEMENTATION	
☐ **YES** The required postsecondary goals are present, measurable, and will occur after high school.	☐ **NO** Goals are not present, measurable, and/or do not state what the student will do after high school.

RECORD REVIEW ITEM: TRAN-2 REGULATION 34 CFR §300.320

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Is (are) the postsecondary goal(s) updated annually?	• Current Training, Education, Employment, & Independent Living (if applicable) goals • Prior year Training, Education, Employment, & Independent Living (if applicable) goals
EVIDENCE OF IMPLEMENTATION	

☐ **YES**	☐ **NO**
There is evidence that the postsecondary goal(s) for Training, Education, Employment, & Independent Living (if appropriate) were addressed/updated in conjunction with the development of the current IEP. **OR** If this is the student's first IEP that addresses secondary transition services because the student turned 14, this is considered an update, so the response would be YES.	There is no evidence that the postsecondary goal(s) were addressed/updated in conjunction with the development of the current IEP.

RECORD REVIEW ITEM: TRAN-3 REGULATION 34 CFR §300.320

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment(s)?	• IEP • Copy of Transition assessment(s)
EVIDENCE OF IMPLEMENTATION	

☐ **YES**	☐ **NO**
The use of a transition assessment(s) for the development of postsecondary goals is evident in the IEP.	There is no evidence of a transition assessment(s) OR transition assessments were not used to develop postsecondary goals.

RECORD REVIEW ITEM: TRAN-4 REGULATION 34 CFR §300.320

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Are there transition services/activities in the IEP that will reasonably enable the student to meet his/her postsecondary goals?	• IEP • Transition page of IEP
EVIDENCE OF IMPLEMENTATION	

☐ **YES**	☐ **NO**
There is at least one transition service/activity documented in the IEP associated with meeting each of the postsecondary goals.	There are no transition services/activities documented in the IEP associated with meeting each of the postsecondary goals.

RECORD REVIEW ITEM: TRAN-5 REGULATION 34 CFR §300.320(b)(2)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Do transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goals?	- IEP Transition page - IEP - Report cards - Student transcript
EVIDENCE OF IMPLEMENTATION	

☐ **YES**	☐ **NO**
Transition services include a course of study that aligns with the student's postsecondary goals.	Transition services do not include a course of study that aligns with the student's postsecondary goals.

RECORD REVIEW ITEM: TRAN-6 REGULATION 34 CFR §300.320(b)(1)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Is (are) there annual IEP goal(s) that are related to the student's transition services needs?	- Annual IEP goals - Transition goal(s) from Transition section
EVIDENCE OF IMPLEMENTATION	

☐ **YES**	☐ **NO**
There is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs.	Annual goal(s) do not address the student's transition services needs.

RECORD REVIEW ITEM: TRAN-7 REGULATION 34 CFR §300.321(b)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Did the student with a disability participate in the IEP committee meeting with the purpose of providing input and/or considerations for the development of postsecondary goals? If not, is there evidence that the student was invited to participate in the IEP committee meeting with the purpose of providing input and/or considerations for the development of postsecondary goals?	- IEP - Transition page of IEP - IEP goal page(s) - Notice of Committee Meeting to student
EVIDENCE OF IMPLEMENTATION	

☐ **YES**	☐ **NO**
There is documentation that the student participated in the IEP committee meeting and provided input and/or considerations toward the development of his/her postsecondary goals. **OR** There is documentation that the student was invited to participate in the IEP committee meeting with the purpose of providing input and/or considerations for the development of postsecondary goals.	There is no documented evidence that the student was invited to or participated in the IEP committee meeting or provided input and/or considerations toward the development of his/her postsecondary goals.

RECORD REVIEW ITEM: TRAN-8 REGULATION 34 CFR §300.321(b)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Is there evidence that a representative of an applicable participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP committee meeting with the prior consent of the parent or student who has reached the age of majority, if appropriate?	• PWN • Age of Majority letter (if applicable) • Notice of Committee Meeting to agency representative

EVIDENCE OF IMPLEMENTATION		
☐ **YES** There is appropriate documentation (e.g., Notice of Committee Meeting) indicating that, if applicable, representatives of participating agencies were invited to the meeting with prior consent of the parent or age-of-majority student. **OR** There is documentation that representatives of agencies were invited, but parent did not give consent for agency representatives to attend the meeting.	☐ **NO** There is no documentation (e.g., Notice of Committee Meeting) indicating that, if applicable, representatives of participating agencies were invited to the meeting with prior consent of the parent or age-of-majority student.	☐ **NA** IEP Committee determined that linkage to an outside agency and participation is not applicable.

AGENCY SELF-MONITORING FILE REVIEW COMPONENT E – SECONDARY TRANSITION (TRAN) – SCORE SHEET

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary (E) School Students	Middle (M) School Students	High School (H) Students	Out of District Placements*	Grand Record Total

*This includes students placed by the LEA in Educable Child Facilities, University-Based Programs, etc.

Instructions: List MSIS codes of the targeted sample of student files. Enter "Yes" if evidence was found. Enter "No" if evidence was not found. Enter "NA" if the item is not applicable to the selected student. No item may be left blank.

Student Number	TRAN-1 §300.320	TRAN-2 §300.320	TRAN-3 §300.320	TRAN-4 §300.320	TRAN-5 §300.320	TRAN-6 §300.320	TRAN-7 §300.321	TRAN-8 §300.321

COMPONENT F: EARLY CHILDHOOD SPECIAL EDUCATION

Understanding the Early Childhood Special Education (ECSE):

The Individuals with Disabilities Education Act (IDEA) Part B Section 619 is intended to help states ensure that all preschool-aged children (3 through 5 years of age) with disabilities receive special education and related services.

Early Childhood Special Education (ECSE) services are designed for young children with disabilities, beginning at age 3, who need specially designed instruction or related services and whose disability(ies) cause the children to be unable to participate in developmentally appropriate typical preschool activities. Educators, along with the child's family, develop an IEP with goals and objectives to meet the child's developmental needs. The goals and objectives include a variety of skills and/or activities for the child to learn and use consistently. School districts are required by law to ensure that developmentally appropriate ECSE programs and services are available to all eligible children with disabilities. ECSE programs and services ensure that all children with disabilities have a FAPE that is designed to meet their unique needs and enable them to make progress in acquiring knowledge and skills, improving social relationships, and taking action to meet their needs within the general education program.

A young child who is deemed eligible for special education receives services in the LRE, which can include his/her home, a childcare or preschool setting, or a Head Start program or public school, as determined by the child's IEP Committee. Services are provided at no cost to families through ECSE programs in LEAs throughout Mississippi, including charter schools. Processes for referral for evaluation and determination of eligibility are the same as those for older, school-aged children with disabilities.

Instructions for the Review:

The ECSE review process includes the steps below:

1. Identify a team member who is knowledgeable about early childhood special education procedures for students with disabilities ages 3 through 5.
2. Complete the ECSE review for each student file where the student is ages 3 through 5.
3. Record the responses on the ECSE score sheet.
4. Transfer results to the Results Summary form.
5. If the LEA was found noncompliant, develop a plan of correction which includes timelines for implementation.
6. Collect and organize supporting documentation to be uploaded into SharePoint.

COMPONENT F – EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

RECORD REVIEW ITEM: ECSE-1 REGULATION 34 CFR §300.321(a)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Did the ECSE IEP Committee include the parent and the appropriate personnel that will be providing services to the student?	• PWN listing IEP participants • IEP signature page
EVIDENCE OF IMPLEMENTATION	
☐ **YES** The parent and appropriate personnel providing services were present at the IEP committee meeting.	☐ **NO** The parent and/or appropriate personnel providing services were not present at the IEP team meeting.

RECORD REVIEW ITEM: ECSE-2 REGULATION 34 CFR §300.124(c)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Did an LEA representative participate in the transition conference arranged with the early intervention program for a preschooler who was transitioning from an early intervention program?	• PWN • IEP signature page • Conference summary with LEA representative's signature
EVIDENCE OF IMPLEMENTATION	
☐ **YES** An LEA representative attended the transition conference to develop an IEP.	☐ **NO** An LEA representative did not attend the transition conference to develop an IEP.

RECORD REVIEW ITEM: ECSE-3 REGULATION 34 CFR §300.124 AND 300.101(b)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
For preschoolers transitioning from an early intervention program (Part C), was the IEP developed and implemented by the child's third birthday?	• PWN • IEP • Documentation of transition conference notes

EVIDENCE OF IMPLEMENTATION	
☐ **YES** The IEP was developed and implemented by the child's third birthday.	☐ **NO** The IEP was not developed and implemented by the child's third birthday.

RECORD REVIEW ITEM: ECSE-4 REGULATION 34 CFR §300.323(b)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
For preschoolers transitioning from Part C, was the Individual Family Service Plan (IFSP) considered in developing the IEP?	• Copy of IFSP • Copy of IEP • Teacher anecdotal notes • Agency representative anecdotal notes • Other teacher/agency documentation on student progress
EVIDENCE OF IMPLEMENTATION	
☐ **YES** There is evidence the IFSP was considered in developing the IEP.	☐ **NO** There was no evidence the IFSP was considered in developing the IEP.

AGENCY SELF-MONITORING FILE REVIEW COMPONENT F – EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) – SCORE SHEET

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Early Childhood (EC) Students	Out of District Placements*	Grand Record Total

*This includes students placed by the LEA in Educable Child Facilities, University-Based Programs, etc.

Instructions: List MSIS codes of the targeted sample of student files. Enter "Yes" if evidence was found. Enter "No" if evidence was not found. Enter "NA" if the item is not applicable to the selected student. No item may be left blank.

Student Number	ECSE-1 §300.321	ECSE-2 §300.124	ECSE-3 §300.124	ECSE-4 §300.323

COMPONENT G: DISCIPLINE

Understanding the Discipline (DIS):

For disciplinary actions resulting in the removal of students for more than ten (10) days in a school year (whether or not the days are consecutive), the school must provide special education services that allow the student to:

- continue to participate in the general education curriculum, although in another setting; and
- progress toward meeting the goals outlined in the student's IEP.

If the disciplinary action results in a removal from school that is a change of placement, the IEP committee must determine the exact educational services needed while the student is assigned to the interim alternative education setting, another setting, or suspension.

Within 10 days from the beginning of a disciplinary action that results in a removal that exceeds 10 school days, the school district, parents, and relevant members of the student's IEP committee must meet to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability. Please note that 10 school days can be consecutive days or a pattern or removal that totals 10 days and therefore constitutes a change in placement.

The committee must also determine if the conduct was the direct result of the school's failure to implement the student's IEP, including a behavior intervention plan. If the IEP committee decides that the student's behavior was a direct result of the school's failure to implement the IEP, the school must take immediate steps to remedy the deficiencies and return the student to his/her original placement.

Indicator 4 of Mississippi's SPP reports on the rate of removals greater than 10 days. LEAs that do not meet state targets are required to assess discipline-related polices, practices, and procedures for students with disabilities. This discipline review provides the opportunity for LEAs to examine discipline procedures for students who have been removed for more than 10 days in a school year.

Instructions for the Review:

The Discipline review process includes the steps below:

1. Identify a team member who is knowledgeable about discipline procedures for students with disabilities.
2. Complete the Discipline review for each student file for a student who was suspended or expelled for 10 or more days.
3. Record the responses on the Discipline score sheet.
4. Transfer results to the Results Summary form.
5. If the LEA was found noncompliant, develop a plan for correction which includes timelines for implementation.
6. Collect and organize supporting documentation to be uploaded into SharePoint.

COMPONENT G – DISCIPLINE (DIS)

RECORD REVIEW ITEM: DIS-1 REGULATION 34 CFR §300.530(h)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Did the LEA notify the parents of a removal that constituted a change of placement (10 school days) due to a violation of a code of conduct by the student on the date on which the decision was made and did the LEA provide the parents with a copy of the procedural safeguards?	• IEP • Notice of Committee Meeting • PWN
EVIDENCE OF IMPLEMENTATION	
☐ **YES** There is documentation the parent was notified on the same date of the removal and was provided with a notice of procedural safeguards.	☐ **NO** There is no documentation the parent was notified on the same date of removal and was not provided a copy of the procedural safeguards notice (if the parent was notified on same date but did not receive procedural safeguards, this is still noncompliant).

RECORD REVIEW ITEM: DIS-2 REGULATION 34 CFR §300.530(e)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Was the Manifestation Determination Review (MDR) conducted within 10 school days of the LEA's decision to change the placement of a child with a disability for disciplinary reasons? (When a student is removed for more than 10 consecutive days, or for less time if there have been multiple removals for less than 10 days at a time where the removals constitute a change in placement.)	• Student discipline records • Documentation of out-of-school suspensions and/or expulsions • Manifestation determination • Other discipline-related resources

EVIDENCE OF IMPLEMENTATION	
☐ **YES** The date of the MDR is not more than ten (10) school days from the date of the decision to change the placement of a student with a disability through a school suspension or expulsion.	☐ **NO** The date of the MDR is more than ten (10) school days from the date of the decision to change the placement of the student with a disability through a suspension or expulsion. **Special Circumstances:** School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability for possession of a weapon, use of illegal drugs, or infliction of serious bodily injury.

RECORD REVIEW ITEM: DIS-3 REGULATION 34 CFR §300.530(f)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Did the LEA conduct a functional behavioral assessment (FBA) after determination by the LEA, the parent, and relevant team members that the conduct was a manifestation of the student's disability? (Unless the LEA conducted the FBA before the behavior that resulted in the change of placement.)	• FBA
EVIDENCE OF IMPLEMENTATION	
☐ **YES*** ☐ An FBA was conducted, if required. ☐ An FBA is included in the student's file. *All of the above must be present to mark YES.	☐ **NO*** ☐ No evidence of an FBA is available in the student's file. ☐ An FBA was conducted, but it does not meet the requirements. *Either of the above may indicate noncompliance.

RECORD REVIEW ITEM: DIS-4 REGULATION 34 CFR §300.530(f)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Did the LEA develop a Behavioral Intervention Plan (BIP) for the student as a result of the FBA? OR If the BIP had already been developed, did the LEA review the BIP after the manifestation determination and modify it as necessary to address the student's behavior?	• BIP

EVIDENCE OF IMPLEMENTATION	
☐ **YES*** ☐ A BIP is included in the student's file. ☐ The BIP addresses relevant behaviors. ☐ The BIP was modified to address student behavior(s). *All of the above must be present to mark YES.	☐ **NO*** ☐ A BIP is not included in the student's file. ☐ A BIP is included, but it does not address current behavior. ☐ A BIP was not modified to address the student's behavior(s). *Any of the above may indicate noncompliance.

RECORD REVIEW ITEM: DIS-5 REGULATION 34 CFR §300.530(d)(4)&(5)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
After the removal, was the student able to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP?	• IEP • Progress reports • Service logs • Work samples • Teacher notes • Observations and interviews
EVIDENCE OF IMPLEMENTATION	
☐ **YES** The student file demonstrates evidence that during the time of the removal, the student: • had access to the general education curriculum; and • continued to progress toward meeting goals.	☐ **NO** The student file did not reveal evidence of continued participation in the general education curriculum and progress toward IEP goals after the removal.

RECORD REVIEW ITEM: DIS-6 REGULATION 34 CFR §300.530(b)(2) AND §300.530 (d)(1)(i)

RECORD REVIEW QUESTION	POTENTIAL SOURCE OF DOCUMENTATION
Did the student receive special education and related services beginning on the 11th day of suspension that allowed them to continue to access and make progress in the general education curriculum?	• Copy of MDR form • IEP • School attendance record • Disciplinary action documentation

EVIDENCE OF IMPLEMENTATION	
☐ **YES**	☐ **NO**
The student continued to receive special education and related services beginning on the 11th day of suspension/removal in their regular school setting, home-school setting, or alternative school site.	The student did not receive special education and related services beginning on the 11th day of suspension/removal (student did not receive any educational services beginning on the 11th day of suspension).

Group Discussion Questions:

- Which schools in the LEA have the greatest number of removals?
- Did the team notice any patterns that exist with regard to removals (e.g., disproportionality, higher rates at particular school sites, specific grade levels, etc.)?
- For any student removed for greater than 10 days in a school year, were the appropriate procedures followed before and after the student was removed to an interim alternative educational placement, another setting, or received suspension?
- Were special education and related services provided in the above instance?
- Was the team able to identify a relationship between discipline removals and performance on statewide assessments?
- For students exhibiting a pattern of challenging behaviors, were positive behavioral interventions offered to address those behaviors? If an FBA and BIP were developed to address challenging

  behaviors, were they revised if a decline in those behaviors occurred? If necessary, were they revised to address new behaviors?
- What are the appropriate interventions to correct any issues which exist?

AGENCY SELF-MONITORING FILE REVIEW COMPONENT G – DISCIPLINE (DIS) – SCORE SHEET

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary (E) School Students	Middle (M) School Students	High School (H) Students	Out of District Placements*	Grand Record Total

*This includes students placed by the LEA in Educable Child Facilities, University-Based Programs, etc.

Instructions: List MSIS codes of the targeted sample of student files. Enter "Yes" if evidence was found. Enter "No" if evidence was not found. Enter "NA" if the item is not applicable to the selected student. No item may be left blank.

Student Number	DIS-1 §300.530(h)	DIS-2 §300.530(e)	DIS-3 §300.530(f)	DIS-4 §300.530(f)	DIS-5 §300.530(d)(4)&(5)	DIS-6 §300.530(b)(2)& §300.530(d)(1)(i)

LOCAL EDUCATION AGENCY SELF-MONITORING RESULTS SUMMARY FORM

Instructions: The Results Summary Report must be completed and submitted to MDE OSE according to the schedule included in this document. This form should be used by the self-assessment team to compile information recorded on the self-assessment score sheets. Below are specific instructions for documenting and addressing compliance issues for each of the self-assessment standards.

FAPE and CF

Indicate whether the LEA found evidence of implementation for each Child Find standard by checking the column next to the appropriate standard. For any "No" response, a plan of improvement is recommended, including the following components: action steps for improvement, personnel responsible, timeline, and expected outcomes.

FAPE, CF, IEP, LRE, TRAN, ECSE, and DIS

Indicate the total number of files reviewed for each standard for IEP, LRE, TRAN, ECSE, and DIS. Enter the number of "Yes" files, the number of "No" files, the number of "NA" files, and enter the percent "Yes." For any "No" response, a plan of improvement is recommended, including the following components: action steps for improvement, personnel responsible, timeline, and expected outcomes.

To determine the percent compliant, divide "Number Yes + NA" by "Total Records Reviewed" (Number Yes + NA/Total Records Reviewed).

COMPONENT A – FAPE Policies & Procedures				
Date Completed:				
FAPE	Yes	No	Plan of Improvement	Regulation
FAPE-1				§300.101(1)(b)
FAPE-2				§300.308
FAPE-3				§300.301
FAPE-4				§300.301 & 300.102

COMPONENT A – FAPE Student Files							
Date Completed:							
Student File Reviews	Total Records Reviewed	Number Yes	Number No	Number NA	Percent Compliant	Plan of Improvement	Regulation
FAPE-2							§300.308

COMPONENT B – CF Policies & Procedures				
Date Completed:				
Child Find	Yes	No	Plan of Improvement	Regulation
CF-1				§300.111(a)(c)
CF-2				§300.301
CFR-1				§300.303(1)(2)

COMPONENT B – CF Student Files							
Date Completed:							
Student File Reviews	Total Records Reviewed	Number Yes	Number No	Number NA	Percent Compliant	Plan of Improvement	Regulation
CF-1							§300.111(a)(c)
CF-2							§300.301
CFR-1							§300.303(1)(2)

COMPONENT C – INDIVIDUALIZED EDUCATION PROGRAM (IEP)							
Date Completed:							
Student File Reviews	Total Records Reviewed	Number Yes	Number No	Number NA	Percent Compliant	Plan of Improvement	Regulation
IEP-1							§300.322(a)
IEP-2							§300.320 (a)(1)(i)
IEP-3							§300.320 (a)(2)(i)(A)
IEP-4							§300.320 (a)(4)(7)
IEP-5							§300.320 (a)(4)(i)
IEP-6							§300.320 (a) (6)(ii)(A)(B)
IEP-7							§300.324 (b)(1)(i)
IEP-8							§300.320 (3)(i)(ii)
IEP-9							§300.16 (a)
IEP-10							§300.324 (a)(4)(6)

COMPONENT D – LEAST RESTRICTIVE ENVIRONMENT (LRE)							
Date Completed:							
Student File Reviews	Total Records Reviewed	Number Yes	Number No	Number NA	Percent Compliant	Plan of Improvement	Regulation
LRE-1							§300.116(b)
LRE-2							§300.320 (a)(6)(i)
LRE-3							§300.320 (a)(4)
LRE-4							§§300.320(a)(5) & 300.116(d)

COMPONENT E – SECONDARY TRANSITION							
Date Completed:							
Student File Reviews	Total Records Reviewed	Number Yes	Number No	Number NA	Percent Compliant	Plan of Improvement	Regulation
TRAN-1							§300.320
TRAN-2							§300.320
TRAN-3							§300.320
TRAN-4							§300.320
TRAN-5							§300.320
TRAN-6							§300.320
TRAN-7							§300.321
TRAN-8							§300.321

COMPONENT F – EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)							
Date Completed:							
Student File Reviews	Total Records Reviewed	Number Yes	Number No	Number NA	Percent Compliant	Plan of Improvement	Regulation
ECSE-1							§300.321
ECSE-2							§300.124
ECSE-3							§300.124
ECSE-4							§300.323

COMPONENT G – DISCIPLINE							
Date Completed:							
Student File Reviews	Total Records Reviewed	Number Yes	Number No	Number NA	Percent Compliant	Plan of Improvement	Regulation
DIS-1							§300.530(h)
DIS-2							§300.530(e)
DIS-3							§300.530(f)
DIS-4							§300.530(f)
DIS-5							§300.530(d)(4–5)
DIS-6							§§300.530 (b)(2) & 300.530 (d)(i)

SharePoint Special Education Navigator Guidance

The steps below will provide guidance for uploading the required and supporting monitoring documentation. Upload all documentation used during the LEAs self-assessment process. MDE, OSE will use the uploaded documentation for the compliance verification process.

Step 1: Sign into SharePoint Special Education Navigator and access the LEAs folder. Follow the instructions below to access the location to upload all documentation for the monitoring cycle.

>**LEA Folder**

>**Compliance Monitoring folder**

>**Integrated Monitoring Systems folder**

>**FY Cyclical Monitoring folder**

>**FY Active Cyclical Monitoring folder**

>**Policies & Procedures** – Upload the School Board approved Special Education Policies for FAPE & Child Find **and** Special Education Procedures (FAPE-1, FAPE-3, FAPE-4, CF-1, CF-2) *Policies and procedures will be examined for evidence of FAPE, including comparable instruction as non-disabled peers, shortened school day, alternative school placement, and graduation requirements and Child Find requirements. Include any forms not included in the procedures related to Child Find activities such as requests for evaluation. Include evidence of implementation of FAPE such as school bell schedules, bus schedules and attendance/discipline reports for FAPE-3.*

>**Student Files** – Upload student files by student using the assigned student number, student initials, and MSIS number. Example: Bobbie Tobbie, MSIS #987987987 is first on the list. Her file will be saved as *#1 B.T. 987987987*.

All student files should contain the current school year IEP and the prior school year IEP, if eligible during that school year. IEPs should be organized in this order: IEP, NOM, PWN and other applicable documentation as listed below. Include any revision documentation, IEP agendas and meeting notes if relevant. Please be sure all documents are facing in the same direction when scanning for uploading into SharePoint.

Student files should contain the following additional information based on which review was conducted:
- FAPE-2 – Class schedule for prior and current school years
- CF-1, -2, CFR-1 - Referral documentation, MET forms, Parent requests and consent, Eligibility Determination Form, etc.
- TRAN – Transition assessments, Report Cards, student transcript
- ECSE – IFSP, IEP, Transition meeting documents
- DISC – MDR, FBA, BIP, school attendance record, Discipline history
- IEP – Students involved in a Formal State Complaint or Due Process should include a copy of the complaint and resolution.

>**Self-Assessment** – Upload the Self-Assessment Packet (cover page; team documentation; instructions, record review items, and score sheets for all seven components; and the summary form)

>**Student List** – The Student List will be already uploaded in your compliance monitoring folder by the OSE