

**MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
POLICIES/PROCEDURES/DISTRICTWIDE IMPLEMENTATION**

Team Leader:	District:
Date of Review:	
<p>NOTES:</p> <p style="text-align: center;">REQUIRED: DOCUMENT NOTES BELOW FOR ALL COMPLIANT AND NONCOMPLIANT FINDINGS</p>	

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Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
CF-A	300.111(a) 300.111(c) 300.131(a)	<p>Does the public agency have Child Find (CF) policies and procedures in effect, including those addressing special populations, and specifically state requests for an evaluation may not be limited by the number per year or time of year a request is received?</p> <p>Special population include:</p> <ul style="list-style-type: none"> • Homeless children • Wards of the State • Private School children • Children advancing from grade to grade, and • Highly mobile and/or migrant children. 	YES	<p>CF Policies</p> <p>CF policies are consistent with IDEA and SBP 72.14</p> <p>CF procedures provide sufficient guidance to implement CF policies</p> <p>CF procedures are in effect to address each of the special populations</p> <p>CF procedures are not limited by the number of requests or evaluations per year.</p>	<p>Board approved policies</p> <p>Policy manual procedures</p> <p>Interviews</p>
			NO	<p>The public agency does not have Child Find (CF) policies and procedures in effect, or policies and procedures do not sufficiently address the following special population:</p> <ul style="list-style-type: none"> • Homeless children • Wards of the State • Private School children • Children advancing from grade to grade, and • Highly mobile and/or migrant children. 	

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				CF procedures are limited by the number of requests or evaluations per year.	
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FAPE- A	300.101 Miss. Admin Code 7-3: 74.19(1)(b)	Does the public agency have policies that have been approved by the local school board and procedures in effect that address the provisions of Free Appropriate Public Education (FAPE) for students with disabilities?	YES	The public agency has documented policies approved by the school board and procedures to guide implementation.	Board Approved Policies Procedures Manual
			NO	Policies and procedures are nonexistent, insufficient, or inconsistent with SBP 72.19/IDEA.	
FAPE-B	300.108	Does the public agency have physical education (PE) available to all students with disabilities?	YES	All students with disabilities receive PE. If students are not receiving PE, there is a documented medical reason.	Random samples of class schedules for students in self-contained placements. Files for students not receiving PE.
			NO	There are students who do not receive PE and have no documentation of a medical reason in the student's file.	

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
FAPE-C	300.101 Miss. Admin Code 7-3: 74.19	Does the public agency have policies that have been approved by the local school board and procedures in effect that addresses the following provisions of a Free Appropriate Public Education (FAPE) for students with disabilities? 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)			School Master Schedule IEP Discipline Report
			YES	Students receive comparable instructional time as their non-disabled peers (i.e. buses arrive and pick-up at comparable times to non-disabled peers)	School Bell Schedule Interviews

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			NO	Transportation schedules indicate arrival and departure times that are not comparable to non-disabled students.	
		b) Students on shortened school day have individual justifications for their placement on their IEPs and have been agreed upon by parents.	YES	Students on shortened school day have individual justifications for their placement on their IEPs and have been agreed upon by parents.	
			NO	Students on shortened school day do not have individual justifications for their placement on their IEPs and have been agreed upon by parents.	
			NA	No students reported on shortened school day.	
			c) Students in alternate school placement or who have been suspended for longer than 10 days receive special education and/or related services.	YES	Students in alternate school placement or who have been suspended for longer than 10 days receive special education and/or related services.
		NO		Students in alternate school placement or who have been suspended for longer than 10 days do not receive special education and/or related services.	
		NA		There are no students in alternative school, and/or no students that have been suspended for 10 days or longer.	

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FAPE-D	Miss Admin. Code 7-3: 36.1	Does the public agency have policies that have been approved by the local school board and procedures in effect that addresses the graduation requirements?	YES	The public agency has documented policies approved by the local school board and procedures for graduation requirements.	Board approved polices
			NO	The public agency does not have documented policies approved by the local school board and procedures for graduation requirements.	
DIS-A	300.107(a)	Does the public agency have discipline policies that have been approved by the local school board and procedures in effect that ensure compliance with IDEA and SBP 72.19 for discipline of students with disabilities?	YES	The public agency have discipline policies that have been approved by the local school board and procedures in effect that ensure compliance with IDEA and SBP 72.19 for discipline of students with disabilities.	Board approved policies
			NO	The public agency does not have discipline policies that have been approved by the local school board and procedures in effect that ensure compliance with IDEA and SBP 72.19 for discipline of students with disabilities. Policies or procedures are non-existent, insufficient, or inconsistent with IDEA or SBP 72.19.	

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LRE-A	300.115(a)(b)	Does the public agency have policies and procedures in effect to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related and the continuum of alternative placement is not separate from non-disabled peers?	YES	<p>The public agency has documented policies approved by the school board and procedures for determining the continuum of alternative placements including instruction in:</p> <ul style="list-style-type: none"> • General Education • Special Classes • Special Schools • Child’s Home • Hospitals or Institutions <p>Make provisions for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with general education class placement.</p>	<p>IEP – Special Education and Related Services Section</p> <p>IEP-Description of Specifically Designed Services</p> <p>IEP-Special Considerations Section</p> <p>IEP-Placement Consideration and LRE Determinations</p> <p>Location of Special Education Classrooms</p>
			NO	<p>The public agency does not have policies and procedures for the continuum of alternative placements to meet the needs of children with disabilities.</p> <p>No provision for supplementary services to be provided in conjunction with general education placement.</p>	

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LRE-B	300.107(a)	Does the public agency provide opportunity for students with disabilities to have equal opportunities to participate in non-academic and extracurricular services and activities with the use of supplementary aids and services?	YES	There is documentation that students with disabilities participate in non-academic and extracurricular activities with their non-disabled peers. (e.g. Students in self-contained classes eat in the cafeteria with their non-disabled peers.)	<ul style="list-style-type: none"> Lists of self-contained classes/students Interviews On-site observations Schedules
			NO	<p>There is no documentation that students with disabilities do not participate in non-academic and extracurricular activities with their non-disabled peers. (e.g. Students in self-contained classes do not eat in the cafeteria with their non-disabled peers.)</p> <p>Special education classrooms are located in separate/isolated areas of the school.</p>	

