

Policy, Procedure and Practices Review Protocols

Item Number	Compliance Test	Compliant	Non-Compliant	Not Applicable	Not Reviewed
Indicator 9, Indicator 10, Placement & Discipline (Disproportionality)					
2-2-2.6 Ind 9, Ind 10, Placement and Discipline	Is there evidence that the current assessment is comprehensive and that assessments were administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments?				
2-3-1.6 Ind 9, Ind 10, Placement and Discipline	Does the written Assessment Report include relevant behavior noted during observation of the student in the appropriate setting?				
2-3-1.8 Ind 9, Ind 10, Placement and Discipline	Does the written Assessment Report include determination of the effects of environmental, cultural, or economic disadvantage, where appropriate?				
2-4-1 Ind 9, Ind 10, Placement and Discipline	Does a reevaluation occur, unless the parent and the LEA agreed that a reevaluation is unnecessary: a) not more frequently than once a year; b) at least every three years; c) when the LEA determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation; or d) at the student's parents' or teacher request?				
3-3-6.1 Ind 9, Ind 10, Placement and Discipline	Does the IEP team periodically review but, not less frequently than annually, the student's IEP including progress toward annual goals and progress in the general curriculum when developing new goals?				
3-3-10.2 Ind 9, Ind 10, Placement and Discipline	Does the IEP team consider parent concerns for enhancing the education of the student?				
3-4-2.1 Ind 9, Ind 10, Placement and Discipline	In making the determination of eligibility, did the IEP team draw upon a variety of sources of information, such as tests, teacher recommendations and parent input?				
3-5-7 Ind 9, Ind 10, Placement and Discipline	For a student whose behavior impedes their learning or that of others, does the IEP team consider the provision of positive behavior interventions and strategies and/or supports to address the behavior?				
5-1-5 Ind 9, Ind 10, Placement and Discipline	Are all placement decisions made by a team that includes the parents and not less than one general education teacher, not less than one special educator, and an LEA representative?				
2-3-1.2 Ind 9, Ind 10, Placement and Discipline	Does the written Assessment Report include the results of tests administered in the student's primary language by qualified personnel?				
3-5-8 Ind 9, Ind 10, Placement and Discipline	For a student with limited English proficiency (English language learners), does the IEP team consider the language needs of the student, as such needs relate to the student's IEP, and does the IEP include linguistically appropriate goals, programs, and services?				
Indicator 9 (Disproportionality)					
2-2-2.5 Indicator 9	Are testing and assessment materials and procedures selected and administered so as not to be racially or culturally discriminatory?				
Indicator 10 (Disproportionality)					
10-2-4 Indicator 10	Does the IEP of students identified as English learners include a determination of whether the ELPAC will be administered with or without modifications or accommodations, or whether English proficiency will be measured using an alternate assessment?				
Discipline (Disproportionality)					
4-3-1 Discipline	When a student with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal, did the public agency provide services?				
4-3-3 Discipline	In making the manifestation determination, did the IEP team consider all required elements?				

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Placement (Disproportionality)					
3-2-1 Placement	Does the current IEP include a statement of the student's present levels of performance including how the disability affects the student's involvement and progress in the general curriculum?				
3-2-6 Placement	Does the IEP include an explanation of the extent, if any, to which the student will not participate with general education students in the general education classroom and in extracurricular and nonacademic activities?				
5-1-5.1 Placement	Are all placements determined annually, made as close as possible to the student's home, and in the school that the student would attend if nondisabled unless the IEP team determines otherwise?				
5-1-5.2 Placement	In selecting the LRE, is consideration given to any potential harmful effect of the placement on the child or on the quality of services that he or she needs?				
SPPI- T (Targeted)					
3-2-3 SPPI-T (all)	Does the IEP include a direct relationship between the present levels of performance, goals and the specific educational services to be provided?				
Grad Rate (Targeted)					
3-6-1 Grad Rate	Does the IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, and updated annually thereafter, include courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post school?				
3-6-2.1 Grad rate	Does the IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, and updated annually thereafter, include appropriate measurable postsecondary goals based upon age-appropriate transition assessments?				
Indicator 2 (Targeted)					
3-6-2.1.2 Grad rate	Does the IEP that addresses transition, when the student turns sixteen years old or younger, if appropriate, and each IEP thereafter, contain measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills?				
ELA and Math Academic Performance (Targeted)					
3-2-8.1 ELA and Math Academic Performance	Does the IEP include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on LEA and statewide assessments?				
3-2-8.2 ELA and Math Academic Performance	Does the IEP include a statement regarding participation in LEA or statewide achievement tests including an explanation of why it is not appropriate for the student to participate in general education LEA or statewide achievement tests, if the IEP team makes that decision?				
Suspension (Targeted)					
3-4-1.2.1.1 Suspension	Does the general education teacher, to the extent appropriate as a member of the student's IEP team, participate in the determination of a) appropriate positive behavioral interventions and supports and other strategies for the student, b) supplementary aids and services, c) program modifications; and d) supports for school personnel?				
Indicator 5 (Targeted)					
5-1-3.3 Indicator 5	Does the IEP team consider the general education classroom with designated instruction and services or related services as part of the continuum of services and placements?				
Indicator 6 (Targeted)					
3-4-1.5 Indicator 6	Does the IEP team include an individual who can interpret the instructional implications of the assessment results?				
7-4-2.1 Indicator 6	Does the IEP for the preschool student include a statement of the student's present levels of academic achievement and functional performance, including how the disability affects the student's participation in appropriate activities?				
7-4-2.5 Indicator 6	Does the IEP for the preschool student include an explanation of the extent, if any, to which the student will not participate in the general education preschool class and in extracurricular and non-academic activities?				
7-4-3 Indicator 6	Does the IEP team include at least one general education teacher, if the student is, or may be participating in a general education environment?				

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Indicator 8 (Targeted)					
2-1-1.8 Indicator 8	As part of an initial evaluation (if appropriate) and as part of any reevaluation, do the IEP team and other qualified professionals, as appropriate, review existing evaluation data on the child, including information provided by the parents of the child?				
Indicator 14 (Targeted)					
3-6-2.5 Indicator 14	Does the first IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, and each IEP thereafter, include the needed transition services (i.e., a coordinated set of activities) that includes (a) instruction; (b) related services; (c) community experiences; (d) the development of employment and other post school objectives; and (e) when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation?				
3-6-5 Indicator 14	Does the LEA provide the student whose eligibility was terminated due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE, with a summary of the student's academic achievement and functional performance which includes recommendations on how to assist the student in meeting the student's postsecondary goals?				
SPPI-I (Intensive)					
2-1-1.8 SPPI-I	As part of an initial evaluation (if appropriate) and as part of any reevaluation, do the IEP team and other qualified professionals, as appropriate, review existing evaluation data on the child, including information provided by the parents of the child?				
2-2-2.2 SPPI-I	Is there evidence materials and procedures used to assess a student who is an English learner are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency?				
3-2-4 SPPI-I	Does the IEP include a statement of the special education and related services and supplementary aids and services to be provided to the student?				
3-4-1.5 SPPI-I	Does the IEP team include an individual who can interpret the instructional implications of the assessment results?				
3-6-1 SPPI-I	Does the IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, and updated annually thereafter, include courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post school?				
3-6-2.1.2 SPPI-I	Does the IEP that addresses transition, when the student turns sixteen years old or younger, if appropriate, and each IEP thereafter, contain measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills?				
4-3-2.2 SPPI-I	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of the code of student conduct, did the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and LEA) meet to review all relevant information in the student's file, including the student's IEP placement and services, any teacher observations, and any relevant information provided by the parents to determine if the behavior was a manifestation of the student's disability?				
2-3-1.8 SPPI-I	Does the written assessment report include a determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate?				
3-3-10.2 SPPI-I	Does the IEP team consider parent concerns for enhancing the education of the student?				
3-5-7 SPPI-I	For a student whose behavior impedes the student's learning or that of others, does the IEP team consider the provision of positive behavior interventions and strategies and/or supports to address the behavior?				
5-1-5 SPPI-I	Are all placement decisions made by a team that includes the parent(s) (holder of educational rights) and not less than one general education teacher if the pupil is or may be participating in the general education environment, not less than one special education teacher, and an LEA representative?				
3-5-8 SPPI-I	For a student who is an English learner, does the IEP team consider the language needs of the student, as such needs relate to the student's IEP, and does the IEP include linguistically appropriate goals, programs, and services?				
10-2-4 SPPI-I	Does the IEP of students identified as English learners include a determination of whether the ELPAC will be administered with or without modifications or accommodations, or whether English proficiency will be measured using an alternate assessment?				

Item Number	Compliance Test	Compliant	Non-Compliant	Not Applicable	Not Reviewed
3-2-1 SPPI-I	Does the current IEP include a statement of the student's present levels of performance, including how the disability affects the student's involvement and progress in the general education curriculum?				
3-2-6 SPPI-I	Does the IEP include an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom and in extracurricular and nonacademic activities?				
14-1-1 SPPI-I	1) Is the student assessed in all areas related to the suspected disability and are assessments sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified? 2) Does the IEP include a statement of how disability affects involvement and progress in the general education curriculum? 3) Does the IEP include a direct relationship between: a. assessments and present levels of performance? b. present levels of performance and goals? c. goals and specific educational services to be provided? 4) Are goals developed for all areas of need identified as requiring specialized academic and/or functional support?				
14-1-2 SPPI-I	1) Does the IEP include descriptions of program modifications or supplementary aides and services that will be provided to enable the student to: a. Advance toward attaining annual goals? b. Be involved and make progress in the general education curriculum and participate in extracurricular activities? c. Be educated and participate with other students with disabilities and with nondisabled students?				
14-1-3 SPPI-I	Were any of the noncompliance items found above sufficient to constitute a denial of FAPE in the current IEP?				
14-1-4 SPPI-I	Present Levels/Goals/Services: 1) Were services planned to support: a. Progress toward all goals? b. Progress in the general education curriculum? c. Participation in extracurricular/ academic activities? d. Education with other students with disabilities and typically developing students? Progress on Goals: 1) Did the LEA assist the student to achieve the goals listed in the IEP? 2) If there is a lack of expected progress towards goals or in the general education curriculum, was the IEP adjusted to address the lack of progress?				