Details to *Look For* when Preparing For IEP Implementation Monitoring

As CDE anticipates monitoring implementation of IEP services, here are some suggested activities to prepare. For these suggestions, LEAs can use data from CALPADS 16.6 reports or data available in their Special Education Data System (SEDS).

Look for *Extreme Service Duration*

Review data in the *Service Duration* & Frequency columns. Look for very high and very low durations as this may suggest typos in data entry. For example, review for these combinations:

- ✓ Frequency = Any, Duration<30 minutes
- ✓ Frequency = Daily, Duration>400 minutes
- ✓ Frequency = Weekly, Duration>2000 minutes

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Look for *"Other"*

Although there are circumstances where *"Other"* may be an appropriate response, if it doesn't seem to make sense for those IEPs, be sure to clarify with the IEP team and hold amendments if needed. Review these columns for Other responses: Duration, Service Provider, Service Location, and Service Code.

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1. Look for *Extreme Service Duration*

Look for *"Other"*

2.

3. Look at *Service Locations*

Look at *Service Providers*

4.

Look at *Service Locations*

Carefully review the *Service Location* codes to ensure those are accurate. Do the locations make sense within the LEA? Compared to the School of Attendance, does that service location match what is expected? Sometimes service locations are not updated when a student transitions to/from a charter school, moves into a new LEA, or to a lesser/more restrictive environment.

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Look at *Service Providers*

Carefully review the *Service Provider* codes to ensure those are accurate. Do the providers make sense within your LEA? Do the providers make sense compared to the School of Attendance? Sometimes service providers are not updated when a student transitions to/from a charter school, moves into a new LEA, or to a lesser/more restrictive environment.

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View our short introductory videos for each method using the links above.

East County SELPA
Supporting High Quality IEPs