

COMPLIANCE



2015-16 School Year
Self-assessment Data

| Ranking | Indicator # | Description | Tips for Compliance |
|---------|--------------------------------|---|--|
| 1 | 200.850.d | Program modifications and accommodations in the IEP state frequency of how often they will occur (i.e. – daily, weekly, monthly) | <ul style="list-style-type: none"> • “Other” as a frequency must be specified • Non-specific statements such as “to be determined by sped and gen ed teacher” or “as needed” must describe HOW and WHAT will be used to make the determination of the use of the particular program modification and accommodation |
| 2 | 200.880.a | For any child not participating 100% in the regular education environment (K-12), the IEP must include a description of the extent to which the student will not participate and why full participation is not appropriate | <ul style="list-style-type: none"> • Time in co-teaching settings is considered a regular ed environment • The description should be specific for the child and related to the child’s disability • Consider the LRE factors |
| 3 | 200.180 | The eligibility staffing is held within required timelines | <ul style="list-style-type: none"> • Timeline is 60 calendar days from the date of parent consent • Only acceptable extensions are snow days, agency vacation days, child’s absence due to illness, holidays, and summer break • Weekends count <u>except</u> during winter holiday and summer break |
| 4 | 200.820.b | The amount of time for the special education service | <ul style="list-style-type: none"> • Must show the amount of time for each service per a specific timeframe (e.g. minutes per week, etc.) |
| 5 | 200.710.b 200.800.i | The student (aged 16+) was invited to the IEP meeting where transition was discussed | <ul style="list-style-type: none"> • Must document in writing the student was invited |

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| 6 | 200.810.e | Goals are present for each special education and related services | <ul style="list-style-type: none"> • Must have a least one goal addressed through every service shown on the IEP • NOT 1:1 correspondence – one goal can be addressed by multiple services OR one service can have multiple goals • Goals and services should “match” and make sense in the IEP |
| 7 | 1400.50.b | Each team member certifies in writing whether the evaluation report reflects agreement with the eligibility for a Specific Learning Disability (SLD) | <ul style="list-style-type: none"> • ALL team members EXCEPT the parent must sign/initial and indicate their decision regarding SLD eligibility |
| 8 | 200.790.a | The IEP includes, no later than the child’s 17th birthday, a statement that the student has been informed of the transfer of rights upon his/her 18th birthday | <ul style="list-style-type: none"> • Must list the month/day/year of the notification • Must maintain documentation of the notification in the student’s file • Once provided, should carry over from IEP to IEP • Date must be PRIOR to child’s 17th birthday |
| 9 | 200.810.b | Measurable annual goals are written as SMART goals: specific, measurable, attainable, results-oriented, and time-bound | <ul style="list-style-type: none"> • (Who) (will increase/decrease/or maintain) (what skill area) (by doing what specific skill) (how well) (as measured by what data) (by when) |
| 10 | 200.820.a | The IEP must include specific special education services | <ul style="list-style-type: none"> • Describes the “specialized instruction in _____” • Must be related to the child’s disability • Should not be described as a course subject or class type |