

**Compliance Monitoring Audit Form**

Student: \_\_\_\_\_ Disability: \_\_\_\_\_ Case Manager: \_\_\_\_\_

Needs-Based: \_\_\_\_\_ LRE Placement: A B C

Item #	Item Text	Yes	No	N/A
FFA 1	Audit Inspection Sheet Signed			
FFA 2	Final Set of Updates from Previous IEP Filed with Old IEP			
FFA 3	IEP dates in compliance			
IEP 2	Parent of the student was in attendance at IEP meeting <b>AND</b> signed the IEP or afforded the opportunity to participate <b>*Yes = parent attended the IEP meeting OR parent did not attend and there is record on/attached to the meeting notice in the audit file of attempts to schedule the meeting at a time when the parent could attend</b> <b>*No = parent did not attend the meeting AND there is no record in the audit file of attempts to schedule the meeting at a time when the parent could attend</b> <b>*N/A = student has reached the age of majority and IDEA rights have transferred to student</b>			
	Parent attended in person <b>AND</b> signed Page 1 of the IEP			
	Parent attended via phone conference <b>AND</b> this is documented on page 1 of IEP and in meeting minutes			
	Parent did not attend: ___ given a minimum of 3 notices (2 written invitations and one other method of contact)			
IEP 3 & 4	A regular education and special education teachers of the student attended the IEP meeting (if student is or may be participating in the general education environment) <b>AND</b> signed the IEP. (relates to development of full IEP and any revision mtgs. associated with that IEP) <b>*Yes = teacher attended OR parent and LEA agreed, in writing, that the teacher's attendance wasn't necessary because his/he curriculum area not modified or addressed at meeting OR teacher excused with prior written consent from parent and LEA and teacher provided written input into the development of the IEP prior to the meeting</b> <b>*No = reg. ed. teacher was NOT in attendance AND no evidence of proper excusal</b> <b>*N/A = student does not, and is not anticipated to, participate in the reg. ed. environment</b>			
	Regular Education Teacher: ___ 1 attended and signed/___ Excusal Form in binder <b>behind meeting notice</b>			
	Special Education Teacher: ___ 1 attended and signed/___ Excusal Form in binder <b>behind meeting notice</b>			
	Related Services : ___ attended and signed/___ Excusal Form in binder <b>behind meeting notice</b>			
	Other Required Attendees: (specify: ___) ___ attended and signed/___ Excusal Form in binder <b>behind meeting notice</b>			
IEP 5	An LEA representative (Administrator/Administrator Designee) attended the IEP meeting <b>AND</b> is qualified to provide or supervise the provision of specifically designed instruction to meet the unique needs students with disabilities; knowledgeable about the general education curriculum; knowledgeable about the availability of resources of the public agency; <b>AND</b> authorized to commit agency resources and be able to ensure IEP services are provided (relates to development of full IEP and any revision meetings associated with that IEP)			
	LEA representative (Administrator/Administrator Designee) in attendance <b>AND</b> signed the IEP			
LRE 1	Current placement decisions were made by a group of persons (IEP team) including the parents and other persons knowledgeable about the student, the meaning of the evaluation data, placement options (LEA rep, reg. ed. teacher, spec. ed. teacher, parent) <b>AND</b> participants signed the IEP. (relates to development of full IEP and any revision meetings associated with that IEP)			
IEP 6	IEP Contains statement of how disability affects involvement and progress in general education setting (#4/#5)			
IEP 22 & LRE 2	IEP contains statement of program modifications or supports for school personnel that will be provided to enable student to participate in extra-curricular and other non-academic activities (#6)			
IEP 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	Special Factors in IEP: the IEP team considered: communication needs of student			
	<b>Communication Needs</b>	"yes" or "no" is checked indicating that communication need was considered		
		If "yes" checked, communication needs are addressed in the IEP		
	<b>Blind/Visual Impairment</b>	"yes" or "no" is checked indicating that the student's need for Braille was considered		
		If "yes" checked, Braille instruction needs are addressed in the IEP		
	<b>Hard of Hearing</b>	"yes" or "no" is checked indicating that the student's language and communication needs were considered		
		If "yes" checked, language and communication needs addressed in the IEP		
	<b>Limited English Proficiency</b>	"yes" or "no" is checked indicating that the student's language needs were considered		
		If "yes" checked, language needs addressed in the IEP		
	<b>Behavior Impedes Learning</b>	"yes" or "no" is checked indicating that the team considered the student's need for positive behavior interventions, supports, and strategies		
		If "yes" checked, Functional Behavior Assessment is in Assessment section		
		If "yes" is checked, Behavior Support Plan is in audit file following the IEP		
		If "yes" checked, the IEP contains a behavior goal addressing the Alternative Skills to be Taught <b>AND</b> appropriate documented recorded under "discipline"		
	<b>AT Devices and Services</b>	"yes" or "no" is checked indicating that the team considered the student's need for AT devices/services		
		If "yes" checked, need is addressed in the IEP		
<b>Difficulty accessing and/or using grade level textbooks or other core materials in printed format</b>	"yes" or "no" is checked indicating that the team considered the student's need for interventions/supports (N/A – Preschool Only)			
	If "yes" checked, need is addressed in the IEP			

IEP 21	IEP contains a statement of special education and related services and supplementary aids and services to be provided for the student and a statement of program modifications or supports for school personnel. <b>ALL</b> goals contain statement (top of goal page) If "no", specify goals not in compliance:			
IEP 23	<b>ALL</b> goals contains statement of frequency, duration, and location of services and modifications (except related services) If "no", specify goals not in compliance:			
IEP 24	<b>ALL</b> PLEPs contain a condition, behavior, and criteria directly related to the annual goal and the goal criteria <b>AND</b> wording is specific/measurable and not subject to interpretation If "no", specify PLEPs not in compliance:			
IEP 25	<b>ALL</b> benchmarks contain a condition, behavior and criteria consistent with the PLEP/Goal <b>AND</b> wording is specific/measurable and not subject to interpretation. If "no", specify benchmarks not in compliance:			
IEP 26	<b>ALL</b> annual goals contain a condition, behavior, and criteria directly related to the annual goal and the goal criteria <b>AND</b> wording is specific/measurable and not subject to interpretation If "no", specify goals not in compliance:			
FFA 4	Transportation Section Completed with Forms Sent to Transportation Office			
FFA 5	Accommodations Included with IEP and Entered into DataBase			
FFA 6	4 Checks for Behavior (#4/#5, Data Considerations, Goal, Discipline)			
IEP 27	ESY is considered annually "yes", "no", "to be determined", or "ESY offered but declined by parent" checked If "yes" is checked, rationale documented based on data and in accordance with ESY criteria If "yes" is checked, services and goals specified If "no" is checked, rationale documented			
LRE 3	IEP contains explanation of the extent to which the student will not participate with non-disabled children in the regular classroom. <b>*Yes = LRE page contains required statement for LRE placements of B or more – statement is specific and indicates why the student's unique needs require a setting other than "A" *N/A = LRE is A</b>			
IEP 1	Invitation (notice) to IEP meeting provided to parent at least 10 school days prior to meeting: copy of 2 invitations with 2 dates in audit file and provided within timeline <b>OR</b> parent agreed to waive and/or shorten 10 day notice			
PRS 5	Prior written notice was provided to the parent upon proposal of the IEP and filed in front of respective IEP meeting minutes			
FFA 7	Statement of IEP Resources completed/signed and filed after respective Prior Written Notice			
FFA 8	Eligibility, IEP Meeting, IEP Initiation, and IEP End dates and Needs-Based Funding information are accurate in Eschool			
FFA 9	All documents scanned/ <b>properly labeled</b> /attached to IEP Plus student file			
FFA 10	Invitations, Prior Written Notice, and IEP Finalized in IEPPlus			
FFA 11	Hours on IEP Match Summary Page			

Initial Eval	PRS 3	Parent consent obtained prior to initial eval <b>AND</b> is in audit file <b>*N/A = last eval was a reeval OR student transferred from another LEA where the initial eval was conducted and the signed consent is not included in the transfer record OR student reached the age of majority and IDEA rights have transferred to student</b>			
	PRS 1	Prior written notice provided to the parent upon initial eval <b>AND</b> contains: description of the action proposed or refused, explanation of why the action is proposed or refused, description of each eval or report used as the basis for the proposed or refused action, statement of the parents' procedural safeguards, sources for parents to contact in understanding the regulations, description of the other options considered by the IEP team and why those options were rejected <b>*N/A = last eval was a reeval OR student transferred from another LEA where the initial eval was conducted and prior written notice was not included in the transfer of records.</b> Prior written notice in audit file (behind Permission to Evaluate) Prior written notice is complete and contains information listed above			
	Eval 1	Initial eval conducted and eligibility determined within 45 school days or 90 calendar days (whichever is less) of LEA receiving written parental consent.			

Reeval	PRS 4	Parent consent obtained prior to reeval <b>*N/A = last eval was an initial eval OR student transferred from another LEA where the initial eval was conducted and the signed consent is not included in the transfer record OR student reached the age of majority and IDEA rights have transferred to student OR the LEA made reasonable efforts to obtain consent</b>			
	PRS 2	Prior written notice provided to the parent upon reeval <b>*N/A = last eval was an initial eval OR student transferred from another LEA where the reeval was conducted and the prior written notice is not included in the transfer records.</b> Prior written notice in audit file (behind Permission to Evaluate) Prior written notice is complete and contains information listed above			
	Eval 2	Reeval conducted at least once every three years. <b>*N/A = last eval was an initial eval</b>			

