

Jordan School District Special Education File Review

Student First and Last Name:	Student #:
School:	Date of File Review:
Reviewer First and Last Name:	
Teacher/Staff First and Last Name:	
Record of Access Form Available and Signed by Reviewer: <input type="checkbox"/> Yes <input type="checkbox"/> Form missing but corrected immediately	
Current PAAL: <input type="checkbox"/> Yes <input type="checkbox"/> Form missing but corrected immediately	
Student's Current Placement: <input type="checkbox"/> Preschool <input type="checkbox"/> Resource/Itinerant <input type="checkbox"/> SCSC <input type="checkbox"/> Center-Based <input type="checkbox"/> Home/Hospital	
<p>The purpose of a Jordan School District Special Education file review is to ensure the school team's understanding and implementation of special education Federal (IDEA), State, and District policies. The office of Special Education Programs (OSEP) requires that we have 100% compliance on all files reviewed. Any area of noncompliance must be corrected in the following manner:</p> <ol style="list-style-type: none"> Correctable: If the item is correctable, it must be corrected as soon as possible. The Teacher Specialist assigned to your school will sign-off that all problems have been corrected. Training and Evidence (T+E): If an item is not correctable, you will receive training and demonstrate that you understand the process by submitting an accurate file. 	

I.	STUDENT DEMOGRAPHIC DATA	NA	Non-Compliance	Compliance	Staff Sign-off
UPIPS #	UPIPS ITEM DESCRIPTION				
2	Student's Disability: _____ (refer to Determination of Eligibility form)				
4	Student Date of Birth: _____				
4a	Student Age at Time of Review: _____				
4b	Student Grade at Time IEP was Written/Updated _____ and Reviewed: _____				
4c	IF Adult Student/Guardian: Does file contain documentation of guardianship for the adult student? <input type="checkbox"/> Yes (go to 4c.1) <input type="checkbox"/> No (go to 5)				
4c.1	Date Guardian Appointed: _____				
5	Student Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female				
6a	Student Race/Ethnicity: <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Two or more races				
8a	Language Documented: Is the parent's primary home language documented in student's file? <input type="checkbox"/> Yes (go to 8b) <input type="checkbox"/> No (go to Section II) <input type="checkbox"/> Comment:		Correctable		
8b	Primary Home Language: Is the primary home language a language other than English? <input type="checkbox"/> Yes (go to 8c) <input type="checkbox"/> No (go to Section II) <input type="checkbox"/> Comment:				
8c	Language Assessment: Was the student's English language proficiency assessed? (WIDA or WAPT score report printed and put in the file with current testing?) <input type="checkbox"/> Yes (go to 8d) <input type="checkbox"/> No (go to 9) <input type="checkbox"/> Comment:		Correctable		
8d	Limited English Proficiency in Oral Language, Reading or Writing: If the student has limited or no English proficiency in oral language, reading or writing, were appropriate assessments in the student's native language administered? (Mark "NA" if the student demonstrates English proficiency in oral language, reading, or writing – WIDA=95+ or WAPT=5+) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Comment:		Correctable (team should contact ALS dept.)		
9	Parent Need for Interpreter/Translator: Did parents need an interpreter/translator? <input type="checkbox"/> Yes (go to 9a) <input type="checkbox"/> No OR Parent Declined and it is documented (go to Section II)				
9a	Interpreter/Translator Provided at Eligibility Determination Meeting: Was an interpreter/translator provided at Eligibility Determination meeting? <input type="checkbox"/> Yes (go to 9b) <input type="checkbox"/> No (go 9b) <input type="checkbox"/> Comment:		Training + Evid		
9b	Interpreter/translator provided at IEP Meeting: Was an interpreter/translator provided at the IEP meeting? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Training + Evid		

Documentation of Student Level of Performance and Referral completed by (school name): _____

II. DOCUMENTATION OF STUDENT LEVEL OF PERFORMANCE (JSD) – NA for Preschool					
	JSD ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
1	Documentation of Student Level of Performance and RTI Tracking Tool Forms are in file <i>(If forms are missing from JSD file = Training +Evidence; If form is missing from Out of District file, document name of district/state = NA)</i>		*Training + Evid (T+E)		
2	If ELL, consultation with the ALS Teacher Specialist took place AND WIDA score is on Documentation of Student Level of Performance		Correctable		
3	Area(s) of concern are identified		*T + E		
4	Student performance information section is completed		*T + E		
5	At least TWO supplemental/targeted interventions are described and data attached (Mark N/A if behavioral or speech interventions were not appropriate to be attempted)		*T + E		
6	Recommended Action is identified		*T + E		
7	Signed and dated by LEA Representative		*T + E		

* Training and Evidence needed for: _____

III. REFERRAL FOR SPECIAL EDUCATION (JSD)					
	JSD ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
1	Referral for Special Education form is in file <i>(If form is missing from JSD file=Training and Evidence; If form is missing from Out of District file = NA)</i>		*Training + Evid (T+E)		
2	If parent referral, concerns are documented		*T + E		
3	Preschool Student Only: IEP implemented by 3 rd birthday (only if coming from Early Intervention (EI) (it will say “referred by EI”), if not coming from EI then this item is NA)		*T + E		
4	If not, reason is documented (# of Calendar days exceeded _____)		*T + E		
5	Evaluation recommendation is identified		*T + E		
6	Signed and dated by LEA Representation		*T + E		

*Training and Evidence needed for: _____

FILE STATUS	
10	<p>File Status: Use response to 4a (Student Age) to determine correct age category. For students age 18-21, 4c requires a response to indicate whether or not there is documentation of guardianship for the adult student. Use response to 4c to determine <u>Adult Student</u> or <u>Adult Student with Guardian</u>. If 4c is <u>No</u>, mark <u>Adult Student</u>. If 4c is <u>Yes</u>, mark Adult Student with Guardian.</p> <p><input type="checkbox"/> Initial Evaluation for a student ages 3 through 17</p> <p><input type="checkbox"/> Initial Evaluation for an Adult Student (ages 18-21)</p> <p><input type="checkbox"/> Initial Evaluation for an Adult Student (ages 18-21) with Guardian</p> <hr/> <p><input type="checkbox"/> Reevaluation for a student ages 3 through 17</p> <p><input type="checkbox"/> Reevaluation for an Adult Student (ages 18-21)</p> <p><input type="checkbox"/> Reevaluation for an Adult Student (ages 18-21) with Guardian</p>
	Initial Evaluation Go to Section IV.
	Reevaluation Go to Section V.

IV. INITIAL EVALUATION & ELIGIBILITY		Complete this section if student's file is an Initial Evaluation			
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
10.1 10.2 10.3	<p>Parent/Guardian/Adult Student Consent for Initial Evaluation: Is parent/guardian/adult student consent for initial evaluation included in the student's file?</p> <p><input type="checkbox"/> Yes, if evidence in the file meets of any of the following criteria:</p> <ul style="list-style-type: none"> • Consent for Initial Evaluation is in the file • No additional data needed, no consent required • No signed consent despite reasonable efforts (documented in file) LEA cannot discover parents' whereabouts • No signed consent because parent rights have been terminated according to state law (Student is ward of the State and not residing with parent) • Parent rights subrogated, consent to evaluate given by individual appointed by judge <p><input type="checkbox"/> No, if evidence in the file meets any of the following criteria:</p> <ul style="list-style-type: none"> • Areas of assessment not indicated on Consent for Initial Evaluation • Consent for Evaluation not found in file • Parent/Guardian/Adult Student signature on Consent for Initial Evaluation is missing 		Training + Evid		
10a	Date School Received Consent for Initial Evaluation: The date the parent signed or the school documented receipt of consent. _____				
10b	Date Initial Evaluation Completed: _____				
10c	Summer or School Holiday(s) Override: Enter the # of days if summer or school holiday(s) occurred between the date the school received consent for Initial Evaluation, and the date the Initial Evaluation was completed. Enter the # of days (e.g., 21) if summer or school holiday(s) is applicable. If summer or school holiday(s) are not applicable, the response must be zero (0) and not left blank.) _____				
10d	Length of Time to Complete Initial Evaluation (this includes the determination of eligibility meeting): _____				
JSD1	<p>Initial evaluation & eligibility completed w/in 45 school days of receiving parent written consent? (if referral is made by DCFS, must be done within 30 days)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment: _____</p>		Training + Evid		
10e	<p>Initial Evaluation – Reason for Delay: Select reason for delay or add if not listed.</p> <p><input type="checkbox"/> Parent did not produce student for assessments</p> <p><input type="checkbox"/> Student serious medical issues (e.g., hospitalization, surgery recuperation, etc.)</p> <p><input type="checkbox"/> Student transferred during the evaluation</p> <p><input type="checkbox"/> Adult student repeatedly fails or refuses to participate</p> <p><input type="checkbox"/> Other reason not listed: _____</p> <p><input type="checkbox"/> NA, Initial Evaluation completed within the 45 school day timeline</p>		Correctable if it can be on ERSR. Training + Evid		
17a	<p>Initial Evaluation – Areas of Concern: Were <u>all</u> areas of concern <u>addressed</u>?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment: _____</p>		Training + Evid		
17b	<p>Initial Evaluation – Consent Obtained to Evaluate: Was consent obtained for all areas that were <u>assessed</u>?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment: _____</p>		Training + Evid		
19a	<p>Initial Evaluation – Current Eligibility: Is the eligibility for this student current? <i>If response is No, remaining questions will not be answered in the online version. JSD guideline is to continue reviewing the file in applicable areas.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment: _____</p>		Correctable		
21	<p>Notice of Meeting for Eligibility Determination: Does the student's file contain a Notice of Meeting for Eligibility Determination which includes:</p> <ul style="list-style-type: none"> • Purpose (Review evaluation data and eligibility determination) • Date • Time • Location • Who will be in attendance <i>(note: if primary home lang. is other than English, interpreter must be listed as participant)</i> • Informed of right to bring others with knowledge/special expertise <p><input type="checkbox"/> Yes, all required areas</p> <p><input type="checkbox"/> No evidence provided (T&E)</p> <p><input type="checkbox"/> Notice in file, some information missing (T&E)</p>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">Indicate items that are missing.</div> See also..... UPIPS #40 and JSD #31	Training + Evid	

IV. INITIAL EVALUATION & ELIGIBILITY		Complete this section if student's file is an Initial Evaluation			
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
23	<p>Evaluation Summary Report: Does the student's file contain an Evaluation Summary Report?</p> <p><input type="checkbox"/> Yes – Evaluation Summary Report could be:</p> <ul style="list-style-type: none"> • A complete set of data (results) on the Eligibility Determination form • A written summary of the evaluation data (results) • Copies of student profile pages from test protocols <p><input type="checkbox"/> No evidence in the file meets any of the following criteria:</p> <ul style="list-style-type: none"> • Evaluation summary Report is missing • Evaluation Summary Report does not include data • Unable to locate data or protocols <p style="text-align: right;">*Must have updated hearing and vision data to be compliant.</p>		Correctable		
JSD2	<p>Eligibility Determination Document Identifies Eligibility: Does the Eligibility Determination identify whether or not this student is eligible for special education and related services?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		Correctable		
26a 26b 26c	<p>Parent/Guardian/Adult Student Input Used in Determining Eligibility: Was parent/guardian/adult student input used in determining eligibility and gathering relevant functional/developmental and other information related to student involvement and progress in the general curriculum (preschool – appropriate activities)?</p> <p><input type="checkbox"/> Yes, if evidence in the student's file meets any of the following criteria:</p> <ul style="list-style-type: none"> • Parent/Guardian/Adult Student signature is on the eligibility document (indicates they had opportunity to provide input) • No additional data needed <p><input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		Training + Evid		
JSD3	<p>Lack of Reading/Math Instruction Determinant Factor in Determining Eligibility: Is lack of instruction in reading or math a determinant factor in determining eligibility?</p> <p><input type="checkbox"/> No, not a primary factor in determining eligibility (compliant)</p> <p><input type="checkbox"/> Yes, is a primary factor in determining eligibility</p> <p><input type="checkbox"/> No documentation in file</p>		Correctable		
JSD4	<p>LEP Determinant Factor in Determining Eligibility: Is limited English proficiency a determinant factor in determining eligibility?</p> <p><input type="checkbox"/> No, not a primary factor in determining eligibility (compliant)</p> <p><input type="checkbox"/> Yes, is a primary factor in determining eligibility</p> <p><input type="checkbox"/> No documentation in file</p>		Correctable		

V. RE-EVALUATION & ELIGIBILITY		Complete this section if student's file is a re-evaluation			
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
11a	<p>Reevaluation – Review of Existing Data: Did the IEP team (including parents) review existing evaluation data and determine whether additional data are needed for determining eligibility?</p> <p><input type="checkbox"/> Yes, existing evaluation data reviewed – additional assessment needed (Note: Must complete testing in all areas indicated by IEP team)</p> <p><input type="checkbox"/> Yes, existing evaluation data reviewed – additional assessment NOT needed (go to 12b)</p> <p><input type="checkbox"/> No review of existing evaluation data completed</p>		Training + Evid		
11.1 11.2 11.3	<p>Parent/Guardian/Adult Student Consent for Reevaluation: Is parent Consent for Reevaluation included in the student's file?</p> <p><input type="checkbox"/> Yes, if evidence in the file meets of any of the following criteria:</p> <ul style="list-style-type: none"> • Consent for Reevaluation is in the file • No additional data needed, no consent required • No signed consent despite reasonable efforts (documented in file) • No signed consent because parent rights have been terminated according to state law • Parent rights subrogated, consent to evaluate given by individual appointed by judge <p><input type="checkbox"/> No, if evidence in the file meets any of the following criteria:</p> <ul style="list-style-type: none"> • Areas of assessment not indicated on Consent for Reevaluation • Consent for Evaluation not found in file • Parent/Guardian/Adult Student signature on Consent for Initial Evaluation is missing 		Training + Evid		

V. RE-EVALUATION & ELIGIBILITY		Complete this section if student's file is a re-evaluation			
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
12a	Date School Received Consent for Reevaluation: The date parent signed, or the school documented receipt of consent ____ <input type="checkbox"/> NA, no additional assessment NOT needed				
12b	Date of Review of Existing Evaluation Data: _____				
13	Data Review Completed Prior to Consent: Was the review of existing evaluation data completed prior to the date of consent for evaluation? <i>(Can be on the same day.)</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, no additional assessment NOT needed <input type="checkbox"/> Comment:		Training + Evid		
	IEP Team Review of Existing Evaluation Data: <i>Identify those who provided input for the review of existing evaluation data. Signature, title, and date <u>must be present on form to check Yes.</u></i>				
JSD5	Team Review of Data – Parent/Guardian (Or documentation in file providing evidence of attempts to involve parent/guardian.) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Training + Evid		
JSD6	Team Review of Data – General Education Teacher <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (special school) <input type="checkbox"/> Comment:		Training + Evid		
JSD7	Team Review of Data – Special Education Teacher <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Training + Evid		
JSD8	Team Review of Data – LEA Representative (A qualified representative of the LEA.) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Training + Evid		
JSD9	Team Review of Data – Interpret Evaluation Process: An individual who can interpret instructional implications of the evaluation process. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Training + Evid		
18a	Reevaluation – Areas of Concern: Were all areas of concern addressed ? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, no additional assessment NOT needed		Training + Evid		
18b	Reevaluation – Consent Obtained to Evaluate: Was consent obtained for all areas that were assessed ? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, no additional assessment NOT needed		Training + Evid		
19b	Reevaluation – Current Eligibility: Is the eligibility status for this student current? <i>If response is NO, stop! Team must address ASAP.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Correctable		
20a	Most Recent Eligibility Determination Date: _____				
20b	Previous Eligibility Determination Date: _____				
JSD 10	Re-evaluation completed within 3 years of the date of last Determination of Eligibility? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Training + Evid		
21	Notice of Meeting for Eligibility Determination: Does the student's file contain a Notice of Meeting for Eligibility Determination which includes: <ul style="list-style-type: none"> • Purpose (Review evaluation data and eligibility determination) • Date • Time • Location • Who will be in attendance <i>(note: if primary home lang. is other than English, interpreter must be listed as participant)</i> • Informed of right to bring others with knowledge/special expertise <input type="checkbox"/> Yes, all required areas <input type="checkbox"/> No evidence provided (T&E) <input type="checkbox"/> Notice in file, some information missing (T&E)		Training + Evid		
					<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Indicate items that are missing. </div> <i>See also.....</i> UPIPS #40 and JSD #31
23	Evaluation Summary Report: Does the student's file contain an Evaluation Summary Report? <input type="checkbox"/> Yes – Evaluation Summary Report could be: <ul style="list-style-type: none"> • A complete set of data (results) on the Eligibility Determination form • A written summary of the evaluation data (results) • Copies of student profile pages from test protocols <input type="checkbox"/> No evidence in the file meets any of the following criteria: <ul style="list-style-type: none"> • Evaluation summary Report is missing • Evaluation Summary Report does not include data • Unable to locate data or protocols 		Correctable		
					*Must have updated hearing and vision data to be compliant.

V. RE-EVALUATION & ELIGIBILITY					
Complete this section if student's file is a re-evaluation					
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
JSD 11	Eligibility Determination Document Identifies Eligibility: Does the Eligibility Determination identify whether or not this student is eligible for special education and related services? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Correctable		
26a 26b 26c	Parent/Guardian/Adult Student Input Used in Determining Eligibility: Was parent/guardian/adult student used in determining eligibility and gathering relevant functional/developmental and other information related to student involvement and progress in the general curriculum (preschool – appropriate activities)? <input type="checkbox"/> Yes, if evidence in the student's file meets any of the following criteria: • Parent/Guardian/Adult Student signature is on the eligibility document (indicates they had opportunity to provide input) • No additional data needed <input type="checkbox"/> No <input type="checkbox"/> Comment:		Training + Evid		
JSD 12	Lack of Reading/Math Instruction Primary Factor in Determining Eligibility: Is lack of instruction in reading or math the primary factor in determining eligibility? <input type="checkbox"/> No, not a primary factor in determining eligibility <input type="checkbox"/> Yes, is a primary factor in determining eligibility <input type="checkbox"/> No documentation in file		Correctable		
JSD 13	LEP Primary Factor in Determining Eligibility: Is limited English proficiency the primary factor in determining eligibility? <input type="checkbox"/> No, not a primary factor in determining eligibility <input type="checkbox"/> Yes, is a primary factor in determining eligibility <input type="checkbox"/> No documentation in file		Correctable		

VI. ELIGIBILITY CRITERIA AND EVALUATION					
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
	Refer to Eligibility Criteria for Specific Classification (separate form)				

VII. STUDENT IEP					
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
33	IEP is in Student File: <i>If response is No or No not current, team must address ASAP.</i> <input type="checkbox"/> Yes, IEP is current <input type="checkbox"/> No, IEP is not in student file <input type="checkbox"/> IEP is in file but not current (Stop, until IEP is current)		Correctable		
39b	Date of <u>Most Current</u> IEP: _____				
39c	Date of <u>Previous</u> IEP: If initial IEP, enter same date as 39b. _____				
JSD 14	Was the Current IEP held within one year of the Previous? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (Initial IEP) <input type="checkbox"/> Comment		Training + Evid		
40	Notice of IEP Meeting: Is the Notice of Meeting found in the student's file? IEP Meeting Notice includes: • Purpose: Discuss/develop IEP • Purpose: Consider transition services (if 14 yrs. old at time of IEP) • Date • Time • Location • Who will be in attendance <i>(note: if primary home lang. is other than English, interpreter must be listed as participant)</i> • Student invited (if 14 yrs. old at time of IEP) • Informed of right to bring others with knowledge/special expertise • Outside agency represented for school to post-school transition <input type="checkbox"/> Yes, all required areas addressed <input type="checkbox"/> No evidence provided (T&E) <input type="checkbox"/> Notice in file, some information missing (T&E)		Training + Evid		

Indicate items that are missing.

See also.....
JSD #31

VII. STUDENT IEP					
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
	Does the IEP document the participation of the following required IEP team members? (Documentation means signature, title and date for each team member)				
44a.1 44a.2	IEP Team Participation – Parent/Guardian/Adult Student <input type="checkbox"/> Yes, if evidence in student’s file meets any of the following criteria: <ul style="list-style-type: none"> • Participated in meeting • Participated in alternate means • Did not participate but adequate notices were provided <input type="checkbox"/> No, Parent/guardian/adult student did not participate and adequate notice was not provided and documented (T&E)		Training + Evid		
44c	IEP Team Participation – General Education Teacher <input type="checkbox"/> Yes, if evidence in student’s file meets any of the following criteria: <ul style="list-style-type: none"> • Participated in meeting • Participation excused by written consent of parent and LEA with input into IEP development documented • Attendance not necessary by written agreement of parent and LEA, because area not discussed • Participation not needed since student does/will not participate in regular education <input type="checkbox"/> No, did not participate (T&E)		Training + Evid		
44d	IEP Team Participation – Special Education Provider: (For SLI and Guidance only students, the special education provider is the SLP or school psychologist) <input type="checkbox"/> Yes, if evidence in student’s file meets any of the following criteria: <ul style="list-style-type: none"> • Participated in meeting • Participation excused by written consent of parent and LEA with written input into IEP development documented • Attendance not necessary by written agreement of parent and LEA, because area not discussed <input type="checkbox"/> No, did not participate (T&E) <input type="checkbox"/> Comment:		Training + Evid		
44e	IEP Team Participation – LEA Representative: A Qualified Representative of the LEA <input type="checkbox"/> Yes, participated in meeting <input type="checkbox"/> No, did not participate (T&E) <input type="checkbox"/> Comment:		Training + Evid		
<u>JSD 15</u>	IEP Team Participation – Individual to Interpret Instruction Results: An individual who can interpret instructional implications of the evaluation process (<i>This role can be filled by another team member e.g., special education teacher or school psychologist</i>) <input type="checkbox"/> Yes, if evidence in student’s file meets any of the following criteria: <ul style="list-style-type: none"> • Participated in meeting • Participation excused by written consent of parent and LEA with written input into IEP development documented • Attendance not necessary by written agreement of parent and LEA, because area not discussed <input type="checkbox"/> No, needed, but did not participate (T&E) <input type="checkbox"/> NA, other personnel not needed		Training + Evid		
<u>JSD 16</u>	IEP Team Participation – Interpreter (If primary home language is other than English and Parent(s) required an interpreter, an interpreter must be provided.) <input type="checkbox"/> Yes, if evidence in student’s file meets any of the following criteria: <ul style="list-style-type: none"> • Participated in meeting • Attendance not necessary by written agreement of parent and LEA because parents did not want interpretation services (<i>interpreters name should still be listed on IEP with comment on signature line about decline</i>) <input type="checkbox"/> No, needed, but did not participate (T&E) <input type="checkbox"/> NA, interpreter not needed because primary home language is English		Training + Evid		
45	Present Levels of Academic Achievement and Functional Performance (PLAAFP): Does the IEP document PLAAFPs for this student? (PLAAFPs must address all areas of need.) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Correctable		
45a	PLAAFP – Includes Data: Was the PLAAFP written to include baseline or current data? (JSD requirement: Look at all PLAAFPs; do they all include baseline or current data?) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Training + Evid		

VII. STUDENT IEP					
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
45b	<p>PLAAFP – Progress in General Curriculum: Does the PLAAFP include how the disability affects involvement/progress in general curriculum? (If preschool student, how the disability affects participation in appropriate activities.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		Training + Evid		
	<p>Instructions for the following section:</p> <ol style="list-style-type: none"> 1. Identify selected IEP goal for this student (If SLD, choose goal in area of eligibility). 2. Write the exact wording of the goal in the field for the GOAL STATEMENT. 3. Answer questions 46a through 46f based on evidence in the IEP for the identified goal. 4. If the IEP goal references the benchmarks, write those in the field as well. 				
46a	<p>Goal Addresses Education Need: Does the IEP goal address an area of education need? Look at the PLAAFP for needs and make sure this goal addresses an identified need.</p> <p><input type="checkbox"/> Yes, this IEP goal addresses an identified need <input type="checkbox"/> No, the need addressed in this goal is not in PLAAFP</p>		Training + Evid		
46b	<p>Measurable Goal: Does the goal state the:</p>				
	<p>Condition (how/when the individual will perform)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		T + E		
	<p>Skill or behavior (what the student will do)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		T + E		
	<p>Criterion (the acceptable level of performance at the end of the goal period, with accuracy over time)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		Training + Evid		
46c	<p>Benchmarks/Shortterm Objectives: For students participating in the UAA, is there a description of benchmarks or shortterm objectives included in the IEP? <i>(Required for students who participate in an Alternate Assessment.)</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>		Training + Evid		
46d	<p>Description of How Student Progress Measured: Does the IEP contain a description of how the student’s progress toward meeting this goal will be measured?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		Training + Evid		
46e	<p>Description of When Reports Provided to Parents: Does the IEP contain a statement of when periodic reports on progress made toward this goal will be provided to parents? <i>(embedded on GoalView form)</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		Training + Evid		
<u>JSD 17</u>	<p>Method of Reporting Progress to Parents: Does the IEP contain a statement of how progress will be reported to parents (i.e. using Progress Reports)?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		Training + Evid		
<u>JSD 18</u>	<p>Evidence of Progress Reports Provided to Parents: Does the IEP file contain evidence that reports of progress made toward this goal were provided to parents?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, Current time period does not require a progress report</p>		Training + Evid		
47a	<p>Special Education Services - Areas of Specially Designed Instruction: Does the IEP include a list of the curricular and/or developmental skill area in which instruction will be provided to address the student’s IEP goals?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		Correctable		
47b	<p>Special Education Services - Location of Services: Does the IEP state the location of services by type of setting? (G) General education class, (S) Special education class including resource, (O) Other</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		Correctable		
47c	<p>Special Education Services - Frequency of Services: Does the IEP state the amount of time and frequency of services?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:</p>		Correctable		

VII. STUDENT IEP					
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
JSD 19	Special Education and Related Services - Dates of Services: Does the IEP include projected dates for beginning and anticipated duration of services? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Correctable		
48a	Related Services - Address Student Needs: Does the IEP address the student's need for related services? <input type="checkbox"/> Yes, the IEP addressed the student needs for related services <input type="checkbox"/> No, there was no evidence in the IEP that student needs for related services were addressed <input type="checkbox"/> NA, the student does not have needs in this area		Correctable		
48b	Related Services - Location of Services: Does the IEP state the location of services by type of setting? (G) General education class, (S) Special education class including resource, (O) Other <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, student does not have needs in this area <input type="checkbox"/> Comment:		Correctable		
48c	Related Services - Frequency of Services: Does the IEP state the amount of time and frequency of services? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, student does not have needs in this area <input type="checkbox"/> Comment:		Correctable		
JSD20	IEP Services are Accurately Reflected on Current SCRAM Printout: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Correctable		
49a	Program Modifications/Supports for School Personnel and/or Supplementary Aids/Services (Address Student's Needs): Does the student's IEP address the student's need for modifications, supports and other supplementary aids or services? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, the student does not have needs in this area		Correctable		
49b	Program Modifications/Supports for School Personnel and/or Supplementary Aids/Services (Identify Type Needed): Does the IEP list the specific service, modification or support needed on behalf of, or for this student in general education programs ? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, the student does not have needs in this area		Correctable		
49c	Program Modifications/Supports for School Personnel and/or Supplementary Aids/Services (Frequency): Does the IEP state the frequency of modifications/services/ supports to be provided for, or on behalf of the student in the general education program ? <input type="checkbox"/> Yes (2,3,4,5x Weekly, Daily, Weekly, Monthly, Every Other Day) <input type="checkbox"/> Yes (As Needed) (*go to item JSD 22) <input type="checkbox"/> No <input type="checkbox"/> NA, the student does not have needs in this area		Correctable		
JSD21	Program Modifications: "As needed" frequency is defined. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, as needed was not a frequency listed above <input type="checkbox"/> Comment:		Correctable		
Participation in State-wide Assessments: SAGE GRADES 3-12 (NA for Grades K-2)					
51	Participation in State-wide Assessments: SAGE Language Arts Based on the student's IEP, how will the student participate in the State SAGE for Language Arts ? <input type="checkbox"/> Yes, student will participate in the State Language Arts SAGE (SA, PA, PM) <input type="checkbox"/> Yes, student will participate in an Alternate State Language Arts Assessment <input type="checkbox"/> No, the IEP does not indicate how the student will participate in the State LA SAGE <input type="checkbox"/> NA, student is in Grade K-2		Correctable		
51a	Alternate Assessment Explanation: SAGE Language Arts Does the IEP explain why student cannot participate in the regular assessment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, student is not taking alternate assessment <input type="checkbox"/> Comment:		Correctable		
52	Participation in State-wide Assessments: SAGE Math Based on the student's IEP, how will student participate in the State SAGE for Math ? <input type="checkbox"/> Yes, student will participate in the State Math SAGE (SA, PA, PM) <input type="checkbox"/> Yes, student will participate in an Alternate State Math Assessment <input type="checkbox"/> No, the IEP does not indicate how the student will participate in the State Math SAGE <input type="checkbox"/> NA, student is in Grade K-2		Correctable		
52a	Alternate Assessment Explanation: SAGE Math Does the IEP explain why student cannot participate in the regular assessment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, student is not taking alternate assessment <input type="checkbox"/> Comment:		Correctable		

VII. STUDENT IEP							
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off		
53	Participation in State-wide Assessments: SAGE SCIENCE Based on the student's IEP, how will student participate in the State SAGE for Science ? <input type="checkbox"/> Yes, student will participate in the State Science SAGE (SA, PA, PM) <input type="checkbox"/> Yes, student will participate in an Alternate State Science Assessment <input type="checkbox"/> No, the IEP does not indicate how the student will participate in the State Science SAGE <input type="checkbox"/> NA, SAGE Science is not given in Grades K-3		Correctable				
53a	Alternate Assessment Explanation: SAGE Science Does the IEP explain why student cannot participate in the regular assessment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, student is not taking alternate assessment <input type="checkbox"/> Comment:		Correctable				
<u>JSD 22</u>	Special Factors - Behavior Needs: Does the IEP reflect consideration of behavior needs for a student whose behavior impedes learning? <input type="checkbox"/> Yes, the team completed this item, and if an area of need, addressed it in the IEP <input type="checkbox"/> No, -neither box was checked -this item was completed but not addressed in IEP -this item was addressed in the IEP but not marked a Special Factor		Correctable				
<u>JSD 23</u>	Special Factors - Language Needs: Does IEP reflect consideration of language needs for a student with limited English proficiency? <input type="checkbox"/> Yes, the team completed this item, and if an area of need, addressed it in the IEP (one of the following two situations must apply): <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">IEP services include listening, speaking, reading and/or writing and the student has PLAAFP's, goals, and special factors marked.</td> <td style="width: 50%; padding: 5px;">IEP services DO NOT include listening, speaking, reading and/or writing and the student has special factors marked. In the comment section it states that ESL services are being addressed through general education.</td> </tr> </table> <input type="checkbox"/> No, -neither box was checked -this item was completed but not addressed in IEP -this item was addressed in the IEP but not marked a Special Factor	IEP services include listening, speaking, reading and/or writing and the student has PLAAFP's, goals, and special factors marked.	IEP services DO NOT include listening, speaking, reading and/or writing and the student has special factors marked. In the comment section it states that ESL services are being addressed through general education.		Correctable		
IEP services include listening, speaking, reading and/or writing and the student has PLAAFP's, goals, and special factors marked.	IEP services DO NOT include listening, speaking, reading and/or writing and the student has special factors marked. In the comment section it states that ESL services are being addressed through general education.						
<u>JSD 24</u>	Special Factors - Braille: Does the IEP reflect consideration of Braille needs for a student who is blind or visually impaired? <input type="checkbox"/> Yes, the team completed this item, and if an area of need, addressed it in the IEP <input type="checkbox"/> No, -neither box was checked -this item was completed but not addressed in IEP -this item was addressed in the IEP but not marked a Special Factor		Correctable				
<u>JSD 25</u>	Special Factors - Language Communication Needs: Does the IEP reflect consideration of language/communication for 1) ALL students, and 2) students who are deaf or hard of hearing (including language/communication methods/modes with peers and staff)? <input type="checkbox"/> Yes, the team completed this item, and if an area of need, addressed it in the IEP <input type="checkbox"/> No, -neither box was checked -this item was completed but not addressed in IEP -this item was addressed in the IEP but not marked a Special Factor		Correctable				
<u>JSD 26</u>	Special Factors - Assistive Technology: Does the IEP reflect consideration of assistive technology devices and services for the student who without them would not benefit from special education? <input type="checkbox"/> Yes, the team completed this item, and if an area of need, addressed it in the IEP <input type="checkbox"/> No -neither box was checked -this item was completed but not addressed in IEP -this item was addressed in the IEP but not marked a Special Factor		Correctable				
<u>JSD 27</u>	Special Factors - Assistive Technology in Home/Other Setting: Does the IEP reflect consideration of access to assistive technology in the home or other setting in order to receive FAPE? <input type="checkbox"/> Yes, the team completed this item, and if an area of need, addressed it in the IEP <input type="checkbox"/> No -neither box was checked -this item was completed but not addressed in IEP -this item was addressed in the IEP but not marked a Special Factor <input type="checkbox"/> NA, the team determine that AT was not needed in the home		Correctable				

VII. STUDENT IEP					
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
65	Extended School Year (ESY): <input type="checkbox"/> Yes, student requires ESY services <input type="checkbox"/> ESY services are NOT required <input type="checkbox"/> ESY decision to be documented by end of current school year <input type="checkbox"/> Item not marked or no evidence of a decision by end of school year		Correctable		
65a	Extended School Year – Written Prior Notice: Does the IEP file contain Written Prior Notice regarding the goals, services and amount of time? <input type="checkbox"/> Yes, WPN in file , meets all criteria (goals, services, amount of time listed) <input type="checkbox"/> WPN present in file, missing some or all of the following items: <ul style="list-style-type: none"> • Decision based on data • Type of service • Location of service • Amount of time (Hours, days, weeks) • Who will provide services <input type="checkbox"/> WPN is not in student’s file <input type="checkbox"/> NA, student does not require ESY services		Training + Evid		

Indicate items that are missing.

VIII. LRE/PLACEMENT					
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
66	Every File Must Have an Initial Placement Consent: Is consent for initial placement included in student’s file? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Correctable		
71a	Complete 71a if the Student’s IEP is an Initial IEP Initial Placement Decision Made by IEP Team: Was the placement decision made by a group of persons (IEP Team) including student’s parents/guardians and other persons knowledgeable about the student, the meaning of evaluation data and the placement options? <input type="checkbox"/> Yes, if Consent for Initial Placement is in file, placement decision is marked, and it is signed by parent. (Note: “Initial Placement “should also be marked on signature page of the Initial GoalView IEP) <input type="checkbox"/> No, if: <ul style="list-style-type: none"> • Consent for Initial Placement form is missing • Parent/guardian signature/involvement missing • Required team signature/involvement missing • Placement decision was not marked <input type="checkbox"/> NA, Student has a Continuing IEP <input type="checkbox"/> Comment:		Correctable		
71b	Complete 71b if the Student’s IEP is an Annual IEP Continuing Placement Made by IEP Team: Was the placement decision made by a group of persons (IEP Team) including student’s parent/guardian and other persons knowledgeable about the student, the meaning of evaluation data and the placement options? <input type="checkbox"/> Yes, IEP placement decision is marked and all required signatures are on the IEP signature page. <input type="checkbox"/> No, if: <ul style="list-style-type: none"> • IEP form is missing • Parent/guardian signature/involvement missing • Required team signature/involvement missing • Placement decision not marked on IEP <input type="checkbox"/> NA, Student’s IEP is an Initial IEP <input type="checkbox"/> Comment:		Correctable		

***If you mark this item as compliant or correctable, then 71b must be marked NA.*

***If you mark this item as compliant or correctable, then 71a must be marked NA.*

VIII. LRE/PLACEMENT					
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
JSD 28	Current Placement: Does the student’s current placement match the current Placement form in the student’s file (Initial Placement or Change of Placement)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Comment:		Correctable		
JSD 29	Reason for Rejection of Placement Options: The IEP indicates that the placement option for this student was selected and the others rejected because of: (check all that apply) <input type="checkbox"/> Degree of curricular content modification (<i>cannot stand alone</i>) <input type="checkbox"/> Degree of behavioral intervention needed <input type="checkbox"/> Degree of instructional modification needed <input type="checkbox"/> Other Reason: <input type="checkbox"/> Item is blank, no reason for rejection of placement options marked (<i>mark as noncompliant</i>)		Training + Evid		
JSD 30	Notice of Meeting for Initial or Annual Review of Placement: Is the Notice of Meeting for Annual Review of Placement found in the student’s file? <ul style="list-style-type: none"> • Purpose: discuss placement • Date • Time • Location • Who will be in attendance <i>(note: if primary home lang. is other than English, interpreter must be listed as participant)</i> • Informed of right to bring others with knowledge/special expertise (<i>embedded in form</i>) <input type="checkbox"/> Yes, all required areas addressed <input type="checkbox"/> No evidence provided <input type="checkbox"/> Notice in file, some information missing (<i>indicate missing items, above</i>)	Indicate items that are missing.	Training + Evid		

OTHER JSD REQUIREMENTS					
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
JSD 31	Previous IEP Reviewed (not applicable for initial IEP) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		T + E		
JSD 32	Exit Summary Report (High School or Postsecondary) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		Correctable		

IX. SECONDARY TRANSITION REQUIREMENT					
UPIPS #	UPIPS ITEM DESCRIPTION	NA	Non-Compliance	Compliance	Staff Sign-off
	Refer to Secondary Transition Requirement Form (separate form)				

X. COMMENTS					

