

**PART B**  
**CHILD RECORD AUDIT FORM**  
**SUMMARY**

14 Files reviewed on-site

<i>ITEMS</i>	<i>COMMENTS</i>	
<b><i>INITIAL REFERRAL AND EVALUATION</i></b>		
<b>1. Initial referral form completed and includes the following information:</b> <ul style="list-style-type: none"> <li>• Child's name</li> <li>• *Parent's name and contact information</li> <li>• *Date of Birth</li> <li>• *Areas of concern</li> <li>• *Referral Source / Date</li> <li>• *Physician's name</li> <li>• *Insurance source</li> <li>• *Initiation of screening process / date of initial screening</li> </ul>		Meets Compliance Standards
<b>2. Documentation of Parents provided with procedural safeguards</b>		Meets Compliance Standards
<b>3. Evidence of completion of Screening</b>		Meets Compliance Standards
<b>4. Written notice of initial referral</b> <ul style="list-style-type: none"> <li>• State Form as of 9/1/07</li> </ul>		Meets Compliance Standards
<b>5. Input from the IEP team to determine evaluation needs (if any)</b>		Meets Compliance Standards
<b>6. <u>Receipt of consent for initial evaluation</u></b>	80 % compliance	Needs Corrective Action
<b>7. Appropriate referrals for evaluations documented</b>		Meets Compliance Standards
<b>8. Completion of evaluations and IEP Team meeting held to review to determine eligibility within</b> <ul style="list-style-type: none"> <li>• (3-5) 60 days from consent to evaluate received from parent and start referral for evaluation process.</li> </ul>	60% compliance	Needs Corrective Action
<b>9. Written Notice of determinations of the initial eligibility</b>		Meets

meeting <ul style="list-style-type: none"> <li>Parental consent for placement signed if found eligible for services</li> </ul>		Compliance Standards
10. Development of IEP within 30 days of the eligibility determination <ul style="list-style-type: none"> <li>State IEP as of 9/1/07</li> </ul>		Meets Compliance Standards
<b><i>CURRENT IEP</i></b>		
10. Parental written notice of IFSP/IEP meeting must include: <ul style="list-style-type: none"> <li>Parent's right to be member of team</li> <li>Procedural safeguards</li> <li>Parent's right to invite other individuals</li> <li>Name of person who convened the meeting</li> <li>Date/ Time/ location of the meeting</li> <li>List of person's titles and methods of participation (if alternate modes of attendance used, reason why)</li> <li>NEW STATE FORM AS OF 10/1/07</li> </ul>		Meets Compliance Standards
For children 3-5 include in addition to above: <ul style="list-style-type: none"> <li>The CDS representative who can commit funds and supervise the provision of services</li> <li>The regular education teacher (if the child is or may be participating in a typically developing pre-school private or public school program.)</li> </ul>		Meets Compliance Standards
11. IEU shall provide at least seven days prior notice of each IEP meeting		Meets Compliance Standards
12. Kindergarten eligible children: <ul style="list-style-type: none"> <li>must be held in the spring of the year eligible for public school in conjunction with the public school</li> </ul>		Meets Compliance Standards
13. Documentation that a copy of the evaluation report was provided to the parent a reasonable time prior to the IEP meeting at which the evaluation is discussed.		Meets Compliance Standards
14. Copy of IEP provided to parents within 21 days		Meets Compliance Standards
15. Written notice if IEU proposes or refuses to initiate or change identification, evaluation, <u>educational program, placement...</u> <ul style="list-style-type: none"> <li>New state Form as of 9/1/07</li> </ul>		Meets Compliance Standards
16. Written notice of implementation of an IEP of a transferring child		N/A

## EVALUATIONS

18. Each IEU shall obtain informed parental consent prior: <ul style="list-style-type: none"> <li>for initial screening / evaluation</li> <li>for each reevaluation and</li> </ul>	80 % compliance	Needs Corrective Action
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<ul style="list-style-type: none"> <li>before initiation of services</li> <li>NEW STATE FORM AS OF 10/1/07</li> </ul>		
<b>Informed written consent to release information must:</b> <ul style="list-style-type: none"> <li>include list of records to be released and to whom</li> <li>be signed by the parent</li> </ul>		Meets Compliance Standards
<b>19. Input from the IEP Team to determine evaluation needs (if any)</b> <b>A. State form of written notice of evaluation determinations</b>		Meets Compliance Standards
<b>20. Use a variety of assessment tools and strategies; not use any single procedure as the sole criterion; use technically sound instruments</b>	The site must establish a goal to incorporate the Observation process in the initial evaluation process.	Needs Corrective Action

### IEP TEAM PROCEDURES

<b>21. Required members present at the meetings –</b>		Meets Compliance Standards
<b>22. If parent not present, the IEP shall maintain a record of its efforts to arrange a mutually agreed upon time and place</b>		Meets Compliance Standards
<b>22a Agreement: In making changes to a child's IEP after the annual IEP meeting for a school year, the parent of a child with a disability and the SAU may agree not to convene an IEP meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the child's current IEP. If changes are made to the child's IEP in accordance with (above), the SAU must ensure that the child's IEP Team is informed of these changes.</b>  <b>Changes to the IEP may be made either by the entire IEP team at an IEP meeting or as provided by amending the IEP rather than redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.</b>		Meets Compliance Standards

### TEAM CONSIDERATIONS IN DEVELOPING AN IEP

**For all children:**

**NEW STATE FORM USED AS OF 9/1/07**

[Meets Compliance Standards](#)

<b>23. A. In developing or revising each child's IEP, the Team shall consider the strengths of the child...</b>		Meets Compliance Standards
<b>B. In developing each child's IEP, the Team shall consider the concerns of parents for enhancing the education...</b>		Meets Compliance Standards
<b>C. The Team shall consider, as appropriate, the results of the child's performance on any general assessment</b>		Meets Compliance Standards

<b>D. The Team shall consider whether the child requires assistive technology devices and services</b>		Meets Compliance Standards
<b>E. The Team shall consider the results of the initial or most recent evaluation of the child</b>		Meets Compliance Standards
<b>F. The Team shall consider the academic, developmental, and functional needs of the child</b>		Meets Compliance Standards
<b>G. The Team shall consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs..</b>		Meets Compliance Standards
<b>SPECIAL FACTORS (if appropriate)</b>		
<b>24. A. In the case of a child whose behavior impedes his/her learning, or that of others, the Team shall consider strategies, including positive behavioral interventions, strategies, and supports to address that behavior</b>		Meets Compliance Standards
<b>B. In the case of a child who is blind or visually Impaired, the Team shall provide for instruction in Braille...unless the team determines (Braille)...not appropriate</b>		Meets Compliance Standards
<b>C. In the case of a child with limited English proficiency, the Team shall consider the language needs of the child as these needs relate to the child's IEP</b>		Meets Compliance Standards
<b>INDIVIDUALIZED EDUCATION PROGRAM</b>		
<b>25. Statement of the child's present level of functioning and performance, including how the disability affects the child's participation in appropriate activities</b>		Meets Compliance Standards
<b>26. A Statement of measurable, annual goals (outcomes)</b>		Meets Compliance Standards
<b>27. Statement of <u>how</u> the child's progress toward the annual goals will be measured</b>		Meets Compliance Standards
<b>28. Measurable short-term instructional objectives or benchmarks</b>		N/A
<b>29. Statement of how the child's parents will be regularly informed, at least as often as parents of children without disabilities are informed, of their child's progress toward their annual goals...</b>		Meets Compliance Standards
<b>30. Specific special education services</b>		Meets Compliance Standards

31. Frequency of services to be provided		Meets Compliance Standards
32. Position of person responsible for service delivery	Need to list specific area of specialty of the person responsible. The files reviewed stated "qualified" as the person responsible.	Needs Corrective Action
33. Location of service delivery	Location needs to be specific and should not be listed as "varies"	Needs Corrective Action
34. Frequency of supportive services to be provided		Meets Compliance Standards
35. Position of person responsible for delivery of supportive services		Meets Compliance Standards
36. Location of delivery of supportive services	Location needs to be specific and should not be listed as "varies"	Needs Corrective Action
37. Date of initiation/duration of services (day, month, and year required)		Meets Compliance Standards
38. An <u>explanation</u> of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in other non-academic activities		Meets Compliance Standards
39. Supplemental aids and services, program modifications or supports for personnel that will be provided to the child—to advance appropriately toward attaining the annual goals—to be involved and progress in the general curriculum...and to participate in other nonacademic activities...	Left blank	Needs Corrective Action
40. Special education transportation		Meets Compliance Standards
41. Accommodations necessary to measure the academic achievement and functional performance of the child on the outcomes assessment		N/A
A. If the IEP Team determines that the child shall take an alternate outcomes assessment, a statement of why the child cannot participate in the regular assessment and the particular alternate assessment that will be given		N/A
42. Statement of the child's eligibility for Extended School Year (ESY) services, as follows:  A. review of progress reports, relevant assessments, parent report, observation documentation, etc.;		Meets Compliance Standards
B. consideration of the significance of the child's disability and documented progress toward IEP goals, and		
C. consideration of the documentation		

**illustrating the impact of previous service interruptions, and the probability that the child is unable to recoup skills previously mastered in a reasonable amount of time (see attached chart)**

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