



Updated July 2015

**Prong I:** child level correction  
**Prong II:** SAU level evidence  
of systemic change

### General Supervision System Public School Monitoring Tool

<b>SAU:</b>	
<b>Review team member(s):</b>	
<b>Review date(s):</b>	
<b>Instructions:</b>	
<ul style="list-style-type: none"> <li>• This is the Electronic Monitoring Tool- Word version (EMT-W).</li> <li>• This tool lists the items for which the 15-16 cohort will be monitored.</li> <li>• This tool includes the corrective activities for each item should the SAU demonstrate noncompliance. <b>Do not submit corrective activities at this time.</b></li> <li>• This tool is for your reference only. <b>Do not use for reporting data.</b> Use the EMT-Excel version (EMT-E) only for reporting data to Maine DOE.</li> </ul>	

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Advance Written Notice						
#	Item	Citation	Criteria			Corrective Activities
AWN1	Advance Written Notice (AWN) of IEP Team meeting was provided at least 7 days prior to the IEP meeting unless waived.	34 CFR 300.322(a)  MUSER VI.2.A	Yes = a dated copy or signed waiver of the AWN to parent(s)/guardian/ adult student is in file.  No = a dated copy of signed waiver of the AWN to parent(s)/guardian/ adult student is NOT in file.			<p><b>Child level:</b> No action at the child level.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training to staff on AWN procedures and timelines.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 AWN of IEP meetings with dates and, if waiver is granted, parent signatures.</li> </ol>

Forms and Timelines						
#	Item	Citation	Criteria			Corrective Activities
FOT2	Summary of Performance (SOP) form provided to a child whose eligibility under Part B of the Individuals with Disabilities Education Act (IDEA) was terminated due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for a free appropriate public education (FAPE).	34 CFR 300.305(e)(3)  MUSER VI.2.C.(3)(g)	Yes= the SOP is provided to the child prior to graduation. The information on the SOP is concrete, current and complete in all three areas: academic, achievement, functional performance and includes recommendations to assist the child in meeting post-secondary goals.			<p><b>Child level:</b> <i>Corrective activity:</i> If child has not yet graduated, provide child complete SOP form.</p> <p><i>Evidence:</i> Submit complete SOP form.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on completion of the SOP form, including completeness and provision to child prior to graduation.</p> <p><i>Evidence:</i></p>

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			No= the SOP was not provided was incomplete or does not meet the above criteria.						<ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 SOP forms.</li> </ol>
FOT3	Learning Disability Evaluation Report (if applicable) and evidence that all procedures for determination were followed including classroom observation.	34 CFR 300.309-311  MUSER VII.2.L(2)(d) and (e)	<p>Yes= all components completed before decision is made: "no" the child does not have a learning disability or "yes" the child has a learning disability.</p> <p>No= missing information or incomplete components before decision is made: "no" the child does not have a learning disability or "yes" the child has a learning disability.</p> <p>N/A= report not required for eligibility category.</p>						<p><b>Child level:</b>  <i>Corrective activity:</i>  Re-convene IEP Team to determine eligibility and the educational needs of the child given discussion of completed evaluations and completion of the Learning Disability Evaluation Report. Document in the WN.</p> <p><i>Evidence:</i>  Submit child's WN and Learning Disability Evaluation Report.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on evaluation procedures, including the completion and use of the Learning Disability Evaluation Report specific to children who were re-evaluated for a learning disability.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 10 WN's, including the completion and use of the Learning Disability Evaluation Report to determine eligibility.</li> </ol>
FOT4	Speech/Language Eligibility Criteria form was completed and	MUSER VII.2.K(2)(e)	Yes= all components completed by the IEP Team, including eligibility						<p><b>Child level:</b>  <i>Corrective activity:</i>  Re-convene IEP Team to determine eligibility</p>

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	used as the rating scale by which evaluation data is entered by the IEP to measure a moderate to severe level of speech or language impairment in all levels of assessment.		<p>decision.</p> <p>No= incomplete assessment or insufficient data to complete Speech/Language Eligibility Criteria form correctly.</p> <p>N/A= report not required for eligibility category.</p>					<p>and the educational needs of the child given discussion of completed evaluations and completion of the Speech/Language Eligibility Criteria form. Document in the WN.</p> <p><i>Evidence:</i> Submit child's WN and Speech/Language Eligibility Criteria form.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on evaluation procedures, including the completion and use of the Speech/Language Eligibility Criteria form.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 10 WN's, including the completion and use of the Speech/Language Eligibility Criteria form.</li> </ol>
FOT5	Adverse Effect (AE) was based upon the results of assessments or data sources, determined by the Team to be necessary to validate the effect. The IEP Team documented the data elements utilized in the determination of AE on the Maine DOE's required AE form.	MUSER VII.3	<p>Yes= the AE is based upon the results of assessments or data and the IEP Team completed the AE form.</p> <p>No= incomplete assessment or insufficient data to complete the AE form correctly.</p> <p>N/A= report not required for eligibility category.</p>					<p><b>Child level:</b> <i>Corrective activity:</i> Re-convene IEP Team to determine eligibility and the educational needs of the child given discussion of completed evaluations and completion of the AE form. Document in the WN.</p> <p><i>Evidence:</i> Submit child's WN and AE form.</p> <p><b>SAU level:</b> <i>Corrective activity:</i></p>

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									Provide training on evaluation procedures, including the completion and use of the AE form.  <i>Evidence:</i> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 10 WN's, including the completion and use of the AE form to determine eligibility.</li> </ol>
FOT7	Copy of IEP provided to parents within 21 school days of the IEP Team meeting.	34 CFR 300.322(f)  MUSER VI.2.H(6), IX.3.G	Yes= parent is provided a copy of the IEP within 21 school days of the IEP meeting.  No= parent is not provided a copy of the IEP within 21 school days <b>or</b> no evidence IEP was ever provided to parent after IEP meeting.						<b>Child level:</b> <i>Corrective activity:</i> Provide IEP to parent if not yet done so.  <i>Evidence:</i> Submit evidence that IEP provided to parent if not yet done so.  <b>SAU level:</b> <i>Corrective activity:</i> Provide training on special education timelines, including providing a copy of the IEP within 21 school days of the IEP meeting.  <i>Evidence:</i> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs and WN's.</li> </ol>
<b>IEP Process: Considerations for IEPs and IEP Meetings</b>									
<b>#</b>	<b>Item</b>	<b>Citation</b>	<b>Criteria</b>						<b>Corrective Activities</b>
CIM1	Concerns of the parent.	34 CFR 300.324(a)(1)(ii)  MUSER IX.3.C(1)(b)	Yes= parent concerns are considered when presented to IEP Team, noted in the WN and the IEP at least yearly.						<b>Child level:</b> <i>Corrective activity:</i> Discuss parent concerns and (if appropriate) amend the IEP.

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			<p>No= parent concerns are not noted in the WN  <u>or</u> parent concerns are not updated yearly on the IEP.</p>					<p><i>Evidence:</i>  Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on IEP meeting protocol, including addressing parent concerns.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for review of parent concerns.</li> </ol>
CIM2	<p>In the case of a child whose behavior impedes the child's learning or that of others, positive behavioral interventions and supports are used.</p>	<p>34 CFR 300.324(a)(2)(i)  MUSER IX.3.C(2)(a)</p>	<p>Yes= the appropriate boxes are checked indicating:</p> <ol style="list-style-type: none"> <li>1) there is or is not a behavior impeding the child's learning or that of others, and</li> <li>2) There is or is not a need for positive behavior interventions and supports.</li> </ol> <p>If boxes are checked "yes", a statement is made indicating where in the IEP the service related to that particular need can be found.</p> <p>No= the boxes are left unchecked, and/or</p>					<p><b>Child level:</b>  <i>Corrective activity:</i>  Specific to the child whose behavior impedes the child's learning or that of others and considers the use of positive behavioral interventions and supports and (if appropriate) amend the IEP.</p> <p><i>Evidence:</i>  Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on IEP meeting protocol, including consideration of the child's behavior.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for consideration of the child's behavior.</li> </ol>

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			there is no statement indicating where behavior is addressed in the IEP.					
CIM3	In the case of a child with limited English proficiency, language needs of the child as they relate to the child's IEP.	34 CFR 300.324(a)(2)(ii)  MUSER IX.3.C(2)(b)	<p>Yes= the appropriate boxes are checked indicating:</p> <ol style="list-style-type: none"> <li>1) The child does or does not have limited English proficiency, and</li> <li>2) There is or is not a language need that needs to be addressed in the IEP.</li> </ol> <p>If boxes are checked "yes" a statement is made indicating where in the IEP the service related to that particular need can be found.</p> <p>No= the boxes are left unchecked, and/or there is no statement indicating where limited English proficiency is addressed in the IEP.</p>					<p><b>Child level:</b>  <i>Corrective activity:</i>  Specific to the child with limited English proficiency, consider the child's language needs as they relate to the child's IEP and (if appropriate) amend IEP.</p> <p><i>Evidence:</i>  Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on IEP meeting protocol including consideration of the child's language needs.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for consideration of the child's language needs.</li> </ol>
CIM4	In the case of a child who is blind or visually impaired, provision of instruction in and use of Braille.	34 CFR 300.324(a)(2)(iii)  MUSER IX.3.C(2)(c)	<p>Yes= the appropriate boxes are checked indicating:</p> <ol style="list-style-type: none"> <li>1) The child does or does not require instruction in Braille and the</li> </ol>					<p><b>Child level:</b>  <i>Corrective activity:</i>  Specific to the child is blind or visually impaired, IEP Team meets to consider the provision of instruction in and use of Braille and (if appropriate) amend IEP.</p>

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			<p>use of Braille, and</p> <p>2) The child does or does not require accessible instructional materials based on the need for Braille instruction and use.</p> <p>If one or both boxes are checked, "yes" statements are made indicating</p> <p>1) What type of accessible instructional materials the student requires, and</p> <p>2) where in the IEP the service related to that particular need can be found.</p> <p>No= the boxes are left unchecked, and/or there is no statement indicating what types of AIM the student requires, and/or where Braille instruction and use is addressed in the IEP.</p>					<p><i>Evidence:</i>  Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on IEP meeting protocol, including consideration of provision of instruction in the use of Braille.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for consideration of provision of instruction in the use of Braille.</li> </ol>
CIM5	In the case of a child with a print disability, provision of accessible	34 CFR 300.172(a),(b)	Yes= the appropriate box is checked indicating the child does					<p><b>Child level:</b>  <i>Corrective activity:</i>  Specific to the child is blind or visually</p>

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	instructional materials (AIM) to access the curriculum.		<p>or does not have a print disability that requires accessible instructional materials to access the curriculum.</p> <p>If one or both boxes are checked, "yes" statements are made indicating</p> <ol style="list-style-type: none"> <li>1) What type of accessible instructional materials the student requires, and</li> <li>2) where in the IEP the service related to that particular need can be found.</li> </ol> <p>No= the box is left unchecked, and/or there is no statement indicating what types of AIM the student requires, and/or where AIM is addressed in the IEP.</p>					<p>impaired, IEP Team meets to consider the provision of instruction in and use of Braille and (if appropriate) amend IEP.</p> <p><i>Evidence:</i> Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on IEP meeting protocol, including consideration of provision of instruction in the use of Braille.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for consideration of provision of instruction in the use of Braille.</li> </ol>
CIM6	Communication needs of the child and, in the case of a child who is deaf or hard of hearing, the child's language or communication needs,	<p>34 CFR 300.324(a)(2)(v)</p> <p>MUSER IX.3.C(2)(d)</p>	<p>Yes= the appropriate boxes are checked indicating:</p> <ol style="list-style-type: none"> <li>1) there is or is not a communication</li> </ol>					<p><b>Child level:</b> <i>Corrective activity:</i> IEP Team meets to consider the child's communication needs and, in the case of a child who is deaf or hard of hearing, the child's language and communication</p>

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	opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.		<p>need, and</p> <p>2) The child is or is not deaf or hard of hearing.</p> <p>If one or both boxes are checked "yes", a statement is made indicating where in the IEP the service related to that particular need can be found.</p> <p>No= the boxes are left unchecked, and/or there is no statement indicating where communication needs are addressed in the IEP.</p>					<p>needs specific to the child's language and communication mode, academic level, and full range of needs, and (if appropriate) amends the IEP.</p> <p><i>Evidence:</i> Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on IEP meeting protocol, including consideration of language and communication needs.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for consideration of language and communication needs.</li> </ol>
CIM7	Whether the child needs assistive technology devices and services.	<p>34 CFR 300.324(a)(2)(v)</p> <p>MUSER IX.3.C(2)(e)</p>	<p>Yes= the appropriate box is checked indicating there is or is not a need for assistive technology devices and services.</p> <p>If the box is checked "yes", a statement is made indicating where in the IEP assistive technology devices and services can be found.</p> <p>No= the boxes are left unchecked, and/or</p>					<p><b>Child level:</b> <i>Corrective activity:</i> Specific to the child who may need assistive technology devices and services, IEP Team meets to consider the child's needs for such devices and services and (if appropriate) amend IEP.</p> <p><i>Evidence:</i> Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on IEP meeting protocol, including consideration of assistive technology devices and services.</p>

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			there is no statement indicating where assistive technology devices and services are addressed in the IEP.							<i>Evidence:</i> 1. Submit outline of training and attendance. 2. Submit 5 IEPs (amended or new) and WN's for consideration of assistive technology devices and services.
CIM8	Academic, developmental and functional needs of the child.	34 CFR 300.324(a)(1)(v)  MUSER IX.3.C(1)(d)	Yes= the appropriate boxes are checked indicating: 1) there is or is not an academic need, 2) there is or is not a functional need, and 3) there is or is not a developmental need.  If boxes are checked "yes", a statement is made indicating where in the IEP the need is addressed.  No= the boxes are left unchecked, and/or in the case of a box checked "yes" there is no statement indicating where in the IEP the need is addressed							<b>Child level:</b> <i>Corrective activity:</i> IEP Team meets to discuss the needs of the child and (if appropriate) amend the IEP.  <i>Evidence:</i> Submit child's WN and any amended IEP.  <b>SAU level:</b> <i>Corrective activity:</i> Provide training on IEP meeting protocol, including reviewing needs of the child.  <i>Evidence:</i> 1. Submit outline of training and attendance. 2. Submit 5 IEPs (amended or new) and WN's for review of needs of the child.
<b>IEP Process: Academic Performance</b>										
<b>#</b>	<b>Item</b>	<b>Citation</b>	<b>Criteria</b>							<b>Corrective Activities</b>
APG1	Results of initial or most	34 CFR	Yes= the date,							<b>Child level:</b>

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	recent academic evaluation of the child.	300.324(a)(1)(iii)  MUSER IX.3.C(1)(c)	evaluation type, and the results are current with most recently completed academic evaluations being considered when developing the child's IEP.  No= evaluation information is incomplete, <b>or</b> <b>academic</b> evaluations have not been updated or completed or were not considered.  N/A= there is documentation in the WN that the IEP Team determined new academic evaluations were not necessary to determine continuing eligibility based on the severity of the child's disability.					<p><i>Corrective activity:</i> IEP Team meets to consider most recent academic evaluations or to discuss further evaluations that may need to be conducted and (if appropriate) amend the IEP.</p> <p><i>Evidence:</i> Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on IEP meeting protocol, including reviewing and discussing evaluations and re-evaluations.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for review of discussion of recent academic evaluations.</li> </ol>
APG2	A statement of child's present levels of academic achievement, including how the child's disability affects the child's involvement and progress in the general education curriculum.	34 CFR 300.320(a)(1)(i)  MUSER IX.3.A(1)(a)(i)	Yes=a statement of the child's present levels of academic achievement is developed based on the strengths and needs of the child including how the child's disability affects the child's involvement and					<p><b>Child level:</b> <i>Corrective activity:</i> Discuss the child's present levels of academic achievement based on strengths and needs of the child, including how the child's disability affects involvement and progress in general curriculum and amend IEP.</p>

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			<p>progress in the general education curriculum.</p> <p>No= a statement of the child's present levels of academic achievement is NOT developed in the IEP, and/or it is NOT based on the strengths and needs of the student including how the child's disability affects the child's involvement and progress in the general education curriculum.</p>					<p><i>Evidence:</i> Submit child's WN and amended IEP.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on IEP development including writing the PLAAFP.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 new IEPs with academic PLAAFP statements and WNs.</li> </ol>
APG3	Academic strengths of the child.	<p>34 CFR 300.324(a)(1)(i)</p> <p>MUSER IX.3.C(1)(a)</p>	<p>Yes= the IEP includes the child's academic areas of strength that act as the pathway to the general education curriculum</p> <p>No= the IEP does not include the child's academic areas of strength that act as the pathway to the general education curriculum</p>					<p><b>Child level:</b> <i>Corrective activity:</i> IEP Team meets to discuss the academic strengths of the child and amend the IEP.</p> <p><i>Evidence:</i> Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on IEP meeting protocol, including reviewing academic strengths of the child.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for review of academic strengths of the child.</li> </ol>

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APG4	Academic needs of the child.	MUSER IX.3.C(1)(d)	<p>Yes= the IEP includes the statement of academic needs and address how the student is doing in the content area curriculum.</p> <p>No= incomplete statement of academic needs of the child.</p>						<p><b>Child level:</b>  <i>Corrective activity:</i>            IEP Team meets to discuss the academic needs of the child and (if appropriate) amend the IEP.</p> <p><i>Evidence:</i>            Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>            Provide training on IEP meeting protocol, including reviewing academic needs of the child.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for review of needs of the child.</li> </ol>
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<b>IEP Process: Functional Performance</b>									
#	Item	Citation	Criteria						<b>Corrective Activities</b>
FPG1	Results of initial or most recent functional evaluation of the child.	34 CFR 300.324(a)(1)(iii)  MUSER IX.3.C(1)(c)	<p>Yes= the date, evaluation type, and the results are current with most recently completed functional evaluations being considered when developing the child's IEP.</p> <p>No= functional evaluation information is</p>						<p><b>Child level:</b>  <i>Corrective activity:</i>            IEP Team meets to consider most recent functional evaluations or to discuss further functional evaluations that may need to be conducted and (if appropriate) amend the IEP.</p> <p><i>Evidence:</i>            Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b></p>

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			<p>incomplete <u>or</u> evaluations have not been updated or completed or were not considered.</p> <p>N/A= there is documentation in the WN that the IEP Team determined new functional evaluations were not necessary to determine continuing eligibility based on the severity of the child's disability.</p>					<p><i>Corrective activity:</i>  Provide training on IEP meeting protocol, including reviewing and discussing evaluations and re-evaluations.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for review of discussion of recent functional evaluations.</li> </ol>
FPG2	<p>A statement of child's present levels of functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum.</p>	<p>34 CFR 300.320(a)(1)(i)  MUSER IX.3.A(1)(a)(i)</p>	<p>Yes=a statement of the child's present levels of functional performance is developed based on the strengths and needs of the child including how the child's disability affects the child's involvement and progress in the general education curriculum.</p> <p>No= a statement of the child's present levels of functional performance is NOT developed in the IEP, and/or it is NOT based on the strengths and needs of the student including how</p>					<p><b>Child level:</b>  <i>Corrective activity:</i>  Discuss the child's present levels of functional performance based on strengths and needs of the child, including how the child's disability affects involvement and progress in general curriculum and amend IEP.</p> <p><i>Evidence:</i>  Submit child's WN and amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on IEP development including writing the PLAAFP.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> </ol>

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			the child's disability affects the child's involvement and progress in the general education curriculum.						2. Submit 5 new IEPs with PLAAFP statements and WNs.
FPG3	Functional strengths of the child.	34 CFR 300.324(a)(1)(i)  MUSER IX.3.C(1)(a)	Yes= the IEP includes the child's functional areas of strength that act as the pathway to the general education curriculum  No= the IEP does not include the child's functional areas of strength that act as the pathway to the general education curriculum						<p><b>Child level:</b>  <i>Corrective activity:</i>  IEP Team meets to discuss the functional strengths of the child and amend the IEP.</p> <p><i>Evidence:</i>  Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on IEP meeting protocol, including reviewing functional strengths of the child.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for review of functional strengths of the child.</li> </ol>
FPG4	Functional needs of the child.	MUSER IX.3.C(1)(d)	Yes= the IEP includes the statement of functional needs and the child's performance in the classroom/activities in relationship with the academic and development needs.  No= incomplete						<p><b>Child level:</b>  <i>Corrective activity:</i>  IEP Team meets to discuss the functional needs of the child and (if appropriate) amend the IEP.</p> <p><i>Evidence:</i>  Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i></p>

**Prong I:** child level correction  
**Prong II:** SAU level evidence  
of systemic change

			statement of functional needs of the child.					Provide training on IEP meeting protocol, including reviewing functional needs of the child.  <i>Evidence:</i> 1. Submit outline of training and attendance. Submit 5 IEPs (amended or new) and WN's for review of needs of the child.
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**IEP Process: Developmental Performance**

#	Item	Citation	Criteria					Corrective Activities
DPG1	If child is identified with a developmental need (IEP item 3G), results of initial or most recent developmental evaluation of the child, if appropriate.	34 CFR 300.324(a)(1)(iii)  MUSER IX.3.C(1)(c)	Yes= the date, evaluation type, and the results are current with most recently completed developmental evaluations being considered when developing the child's IEP.  No= evaluation information is incomplete <b>or</b> evaluations have not been updated or completed or were not considered.  N/A= child does not have developmental needs, or there is documentation in the WN that the IEP Team					<b>Child level:</b> <i>Corrective activity:</i> IEP Team meets to consider most recent evaluations or to discuss further evaluations that may need to be conducted and (if appropriate) amend the IEP.  <i>Evidence:</i> Submit child's WN and any amended IEP.  <b>SAU level:</b> <i>Corrective activity:</i> Provide training on IEP meeting protocol, including reviewing and discussing developmental evaluations and re-evaluations.  <i>Evidence:</i> 1. Submit outline of training and attendance. 2. Submit 5 IEPs (amended or new) and WN's for review of discussion of recent developmental evaluations.

**Prong I:** child level correction  
**Prong II:** SAU level evidence of systemic change

			determined new evaluations were not necessary to determine continuing eligibility based on the severity of the child's disability.					
DPG2	If child is identified with a developmental need (IEP item 3G), a statement of child's present levels of developmental performance, including how the child's disability affects the child's involvement and progress in the general education curriculum.	34 CFR 300.320(a)(1)(i)  MUSER IX.3.A(1)(a)(i)	<p>Yes=a statement of the child's present levels of developmental performance is developed based on the strengths and needs of the child including how the child's disability affects the child's involvement and progress in the general education curriculum, including .</p> <p>No= a statement of the child's present levels of developmental performance is NOT developed in the IEP, and/or it is NOT based on the strengths and needs of the student including how the child's disability affects the child's involvement and progress in the general education curriculum.</p> <p>N/A= child does not have developmental</p>					<p><b>Child level:</b>  <i>Corrective activity:</i>            Discuss the child's present levels of developmental performance based on strengths and needs of the child, including how the child's disability affects involvement and progress in general curriculum and amend IEP.</p> <p><i>Evidence:</i>            Submit child's WN and amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>            Provide training on IEP development including writing the PLAAFP.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 new IEPs with PLAAFP statements and WNs.</li> </ol>

**Prong I: child level correction**  
**Prong II: SAU level evidence**  
of systemic change

			needs.					
DPG3	If child is identified with a developmental need (IEP item 3G), developmental strengths of the child are stated.	34 CFR 300.324(a)(1)(i)  MUSER IX.3.C(1)(a)	<p>Yes= the IEP includes the child's developmental areas of strength that act as the pathway to the general education curriculum</p> <p>No= the IEP does not include the child's developmental areas of strength that act as the pathway to the general education curriculum</p> <p>N/A= child does not have developmental needs.</p>					<p><b>Child level:</b>  <i>Corrective activity:</i>  IEP Team meets to discuss the developmental strengths of the child and amend the IEP.</p> <p><i>Evidence:</i>  Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on IEP meeting protocol, including reviewing developmental strengths of the child.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs (amended or new) and WN's for review of strengths of the child.</li> </ol>
DPG4	If child is identified with a developmental need (IEP item 3G), developmental needs of the child are stated.	MUSER IX.3.C(1)(d)	<p>Yes= the IEP includes the statement of developmental needs and the child's performance in the classroom/activities in relationship with the academic and functional needs.</p> <p>No= incomplete statement of functional needs of the child.</p>					<p><b>Child level:</b>  <i>Corrective activity:</i>  IEP Team meets to discuss the developmental needs of the child and (if appropriate) amend the IEP.</p> <p><i>Evidence:</i>  Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on IEP meeting protocol, including reviewing developmental needs of the child.</p>

**Prong I:** child level correction  
**Prong II:** SAU level evidence  
of systemic change

			N/A= child does not have developmental needs.							Evidence: 1. Submit outline of training and attendance. 2. Submit 5 IEPs (amended or new) and WN's for review of needs of the child.
<b>IEP Process: Supplementary Aids, Services, Modifications and/or Supports</b>										
#	Item	Citation	Criteria							Corrective Activities
SAS1	A statement of supplementary aids and services and modifications to be provided to the child.	34 CFR 300.320(a)(4)  MUSER IX.3.A(1)(d)	Yes= accommodations/modifications are determined by the IEP Team, appropriately enable the child to progress on goals and access the general education setting and are documented in section 5 of the IEP and WN.  No= section 5 of the IEP is left blank, incomplete or does not match the determinations documented in the WN.							<b>Child level:</b> <i>Corrective activity:</i> Follow the process for amending the IEP to discuss the supplementary aids and services and modifications to be provided to the child or to conform to determinations documented in previous WN.  <i>Evidence:</i> Submit child's WN and amended IEP.  <b>SAU level:</b> <i>Corrective activity:</i> Provide training on IEP development, including consideration of accommodations/modification necessary for the child to make progress towards goals and in the general education setting.  <i>Evidence:</i> 1. Submit outline of training and attendance. 2. Submit 5 new IEPs with statement of accommodations/modifications necessary for the child to show progress advancing towards goals



**Prong I:** child level correction  
**Prong II:** SAU level evidence of systemic change

	other non-academic activities.		<p>the conclusion that the student's placement is in the LRE.</p> <p>No=, the student's IEP, does not justify the student's more restrictive placement based on student's needs, PLEP, and goals.</p>					<p><i>Evidence:</i> Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Develop plan to review continuum of services when considering student placement in the LRE and provide training on the plan.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 completed IEPs and WNs for determining appropriate placement in the LRE.</li> </ol>
LRE2	WN documented the discussion of LRE and any other options that the Team, which includes the parent, considered and the reasons why those options were rejected.	<p>34 CFR 300.503</p> <p>MUSER Appendix I</p>	<p>Yes= WN clearly documents the discussion of LRE, the options the IEP Team considered and reasons why the other options were rejected. WN section 4 completed.</p> <p>No= missing or incomplete WN.</p>					<p><b>Child level:</b> <i>Corrective activity:</i> Reconvene IEP Team meeting to determine appropriate placement in the LRE and special education programming, amend the IEP (if appropriate) and document IEP Team meeting in WN.</p> <p><i>Evidence:</i> Submit child's WN and any amended IEP.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Develop plan to review continuum of services when considering student placement in the LRE and provide training on the plan.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and</li> </ol>

**Prong I:** child level correction  
**Prong II:** SAU level evidence of systemic change

											attendance. 2. Submit 5 completed IEPs and WNs for determining appropriate placement in the LRE.
<b>IEP Process: Transition (Indicator B13)</b>											
#	Item	Citation	Criteria								Corrective Activities
TRA1	For 9 <sup>th</sup> grade children (or earlier, if appropriate): AWN of IEP meeting indicating that a purpose of the meeting is to consider post-secondary goals and transition services.	34 CFR 300.322(B)(2)(i)(A)  MUSER VI.2.A	Yes= AWN indicates "Post-Secondary Goals and Transition Services" will be discussed at the IEP meeting.  No= AWN does not indicate "Post-Secondary Goals and Transition Services" will be discussed at the IEP meeting.  N/A= transition planning is not applicable to the child.								<p><b>Child level:</b>  <i>Corrective activity:</i>            No action at the child level.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>            Provide training on transition planning, including notification on AWN and demonstrate 100% accuracy and compliance on submitted evidence.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 AWN's indicating "Post-Secondary Goals and Transition Services" are planned for discussion at IEP meeting.</li> </ol>
TRA2	There is evidence that the child was invited to attend the IEP meeting.	34 CFR 300.322(b)(2)(i)(B)  MUSER VI.2.C(3)(c)	Yes= AWN indicates the child was invited to attend and shows child's name in the salutation.  No= AWN does not indicate the child was invited to attend; child's name was not in the salutation.								<p><b>Child level:</b>  <i>Corrective activity:</i>            No action at the child level</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>            Provide training on transition planning, including invitation on AWN and demonstrate 100% accuracy and compliance on submitted evidence.</p>

**Prong I: child level correction**  
**Prong II: SAU level evidence**  
of systemic change

									<i>Evidence:</i> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 AWN's inviting the child to the meeting by putting the child's name in the salutation.</li> </ol>
TRA3	If appropriate, there is evidence that an agency likely to be responsible for providing or paying for transition services was invited to attend the IEP meeting, to extent appropriate and with parent's (or adult child's) prior consent.	34 CFR 300.322(b)(2)(ii) MUSER VI.2.C(3)(e)	<p>Yes= file contains evidence that an agency was invited to the IEP meeting AND parent/child consent for inviting was given prior to being invited.</p> <p>No= one or both of the following documentation was not found:</p> <ul style="list-style-type: none"> <li>• prior written consent was not obtained.</li> <li>• AWN did not invite participating agency to attend.</li> </ul> <p>N/A= no participating agency appropriate.</p>						<p><b>Child level:</b>  <i>Corrective activity:</i>  If appropriate, reconvene the IEP meeting and invite a representative of any participating agency to the IEP meeting with prior consent the parent/child (who has reached the age of majority).</p> <p><i>Evidence:</i>  Submit Parental Consent to Invite Outside Agencies form signed by parent/child (who has reached the age of majority) and child's AWN.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on transition planning, including Parental Consent to Invite Outside Agencies and demonstrate 100% accuracy and compliance on submitted evidence.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 Parental Consent to Invite Outside Agencies forms signed by parent/child (who has reached the age of majority) and AWN inviting the outside agencies.</li> </ol>
TRA4	Post-secondary goal(s)	34 CFR	Yes= the file contains						<b>Child level:</b>

**Prong I:** child level correction  
**Prong II:** SAU level evidence  
of systemic change

	are updated annually.	300.320(b)  MUSER IX.3.A(1)(h)	evidence that post-secondary goals were updated within the past year (or, this is the child's first transition plan that contains transition goals).  No= there is no evidence that the post-secondary goals have been updated within the last year.					<p><i>Corrective activity:</i> Convene IEP Team to discuss and update post-secondary goals.</p> <p><i>Evidence:</i> Submit amended IEP and WN.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on transition planning, including the need to update post-secondary goals annually and demonstrate 100% accuracy and compliance on submitted evidence.</p> <p><i>Evidence:</i> 1. Submit outline of training and attendance. Submit 5 IEPs with post-secondary goals updated annually and WNs.</p>
TRA5	Post-secondary goal(s) are based on age-appropriate transition assessments.	34 CFR 300.320(b)(1)  MUSER IX.3.A(1)(h)(i)	Yes= age appropriate transition assessment(s) were used to develop child's post-secondary IEP goals.  No= age appropriate transition assessment(s) were NOT conducted, or child's post-secondary IEP goals were NOT based on results of those assessments.					<p><b>Child level:</b> <i>Corrective activity:</i> Conduct age appropriate transition assessment(s) (as necessary) and convene the IEP Team to discuss the child's post-secondary goals in light of the assessment results.</p> <p><i>Evidence:</i> Submit amended IEP.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on transition planning, including the use of age appropriate transition assessment(s) in the discussion and</p>

**Prong I: child level correction**  
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								development of the child's post-secondary goals and demonstrate 100% accuracy and compliance on submitted evidence.  <i>Evidence:</i> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs with age appropriate transition assessment(s) used to develop the child's post-secondary goals and WNs.</li> </ol>
TRA6a	IEP contains appropriate measurable post-secondary goals addressing education or training after high school.	34 CFR 300.320(b)(1)  MUSER IX.3.A(1)(h)(i)	Yes= the IEP contains appropriate post-secondary goals in the areas of education or training that are: <ul style="list-style-type: none"> <li>• measurable</li> <li>• align with the child's present level of performance</li> <li>• Align with assessment results</li> </ul> No= the IEP does not contain appropriate post-secondary goals in the area of education or training, goals not measurable or do not align with present level of performance and assessment results.					<b>Child level:</b> <i>Corrective activity:</i> Convene IEP Team to discuss and develop appropriate post-secondary goals in the areas of education or training.  <i>Evidence:</i> Submit amended IEP.  <b>SAU level:</b> <i>Corrective activity:</i> Provide training on transition planning, including development of appropriate post-secondary goals and demonstrate 100% accuracy and compliance on submitted evidence.  <i>Evidence:</i> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs with appropriate post-secondary goals and WNs.</li> </ol>
TRA6b	IEP contains appropriate measurable post-	34 CFR 300.320(b)(1)	Yes= the IEP contains an appropriate post-					<b>Child level:</b> <i>Corrective activity:</i>

**Prong I:** child level correction  
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	secondary goal addressing employment after high school.	MUSER IX.3.A(1)(h)(i)	<p>secondary goal in the area of employment that is:</p> <ul style="list-style-type: none"> <li>• measurable</li> <li>• aligns with child's present level of performance</li> <li>• aligns with assessment results</li> </ul> <p>No= the IEP does not contain a post-secondary goal in the area of employment or it is not measurable and/or does not align with present level or performance and assessment results.</p>					<p>Convene IEP Team to discuss and develop appropriate goals in the area of employment.</p> <p><i>Evidence:</i> Submit amended IEP.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on transition planning, including development of appropriate post-secondary goals in the area of employment and demonstrate 100% accuracy and compliance on submitted evidence.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs with appropriate post-secondary goals and WNs.</li> </ol>
TRA6c	IEP contains appropriate measurable post-secondary goal addressing independent living after high school.	<p>34 CFR 300.320(b)(1)</p> <p>MUSER IX.3.A(1)(h)</p>	<p>Yes= the IEP contains an appropriate post-secondary goal in the area of independent living that is:</p> <ul style="list-style-type: none"> <li>• measurable</li> <li>• aligns with child's present level of performance</li> <li>• aligns with assessment results</li> </ul> <p>No= the IEP does not contain a post-secondary goal in the</p>					<p><b>Child level:</b> <i>Corrective activity:</i> Convene IEP Team to discuss and develop appropriate goals in the area of independent living.</p> <p><i>Evidence:</i> Submit amended IEP.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Provide training on transition planning, including development of appropriate post-secondary goals in the area of independent living and demonstrate 100% accuracy and compliance on submitted evidence.</p>

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of systemic change

			<p>area of independent living, or it is not measurable, and/or does not align with present level of performance and assessment results.</p> <p>N/A= an independent living goal is not appropriate for the child.</p>						<p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs with appropriate post-secondary goals and WNs.</li> </ol>
TRA7	<p>Transition plan includes courses of study needed to assist the child in reaching post-secondary goals.</p>	<p>34 CFR 300.320(b)(2)  MUSER IX.3.A(1)(h)(ii)</p>	<p>Yes= courses of study are included in the transition plan and are projected for the remainder of the child's high school education.</p> <p>No= courses of study are NOT included in the transition services or are NOT projected for the remainder of the child's high school education.</p>						<p><b>Child level:</b>  <i>Corrective activity:</i>  Convene IEP Team to discuss and develop courses of study projected for the remainder of the child's high school education, needed to assist the child in reaching post-secondary goals.</p> <p><i>Evidence:</i>  Submit amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on transition planning, including the courses of study needed to assist the child in reaching post-secondary goals projected for the remainder of the child's high school education and demonstrate 100% accuracy and compliance on submitted evidence.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> </ol>

**Prong I: child level correction**  
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								Submit 5 IEPs with courses of study projected for the remainder of the child's high school education and WNs.
TRA8	IEP identifies transition services needed to assist the child in reaching post-secondary goals.	34 CFR 300.320(b)(2), 300.43  MUSER IX.3.A(1)(h)(ii)	Yes= transition services needed to assist the child in reaching post-secondary goals are identified in the IEP.  No= transition services needed to assist the child in reaching post-secondary goals are NOT identified in the IEP.					<p><b>Child level:</b>  <i>Corrective activity:</i>  Convene IEP Team to discuss and identify transition services for the child's transition plan.</p> <p><i>Evidence:</i>  Submit amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on transition planning, including development and inclusion of transition services and demonstrate 100% accuracy and compliance on submitted evidence.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs with transition services and WNs.</li> </ol>
TRA9	IEP contains measurable annual goals related to the child's transition services identified in the IEP.	34 CFR 300.157(a)(3)	Yes= the IEP contains measurable annual goals related to the child's transition services identified in the IEP.  No= the IEP does NOT contain measurable annual goals related to the child's transition service identified in the					<p><b>Child level:</b>  <i>Corrective activity:</i>  Convene IEP Team to discuss and develop measurable goals related to the child's transition services identified in the IEP.</p> <p><i>Evidence:</i>  Submit amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i></p>

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			IEP.						Provide training on transition planning, including development and inclusion of measurable goals related to the child's transition services and demonstrate 100% accuracy and compliance on submitted evidence.  <i>Evidence:</i> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 IEPs with measurable transition goals related to the child's transition service needs and WNs.</li> </ol>
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**IEP Process: Age of Majority**

#	Item	Citation	Criteria						Corrective Activities
AOM1	If the child is 17, or older, the IEP includes a statement that the child has been informed of the child's rights under Part B of IDEA, if any, that will transfer to the child upon reaching 18 years of age.	34 CFR 300.320(c)  MUSER IX.3.A(1)(h)(iii)	<p>Yes= the IEP includes the required statement and is dated prior to one year before the child reaches age of majority (age 18).</p> <p>No= the IEP does NOT include the required statement or is not dated, as required.</p> <p>N/A= child is under age 17 and transfer of rights not yet occurred.</p>						<p><b>Child level:</b>  <i>Corrective activity:</i>          Inform the child of the child's rights under Part B of IDEA that will transfer to the child upon reaching 18 years of age.</p> <p><i>Evidence:</i>          Submit amended IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>          Develop a plan for notifying parent/child of the transfer of child rights prior to one year before the child reaches age of majority (age 18) and provide training on the plan.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance and plan for notifying parent/child of transfer of rights.</li> </ol>



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	developed at the meeting.		to child's needs.  No= WN does not clearly document the discussion of out-of-unit placement with all the IEP components specific to child's needs, does not ensure LRE discussion and does not demonstrate that the SAU is unable to provide FAPE in the SAU setting.					provide FAPE in the SAU setting.  <i>Evidence:</i> Submit child's WN and IEP.  <b>SAU level:</b> <i>Corrective activity:</i> Develop a plan to review the continuum of services identifying the most restrictive setting available in the SAU and provide training on considering a child's placement outside the SAU, including required documentation.  <i>Evidence:</i> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance and plan to review continuum of services.</li> <li>2. Submit 5 completed IEPs and WNs, including review of the continuum of services.</li> </ol>
OOU3	If the placement was known, evidence that a representative of the placement was involved in the meeting. If a representative could not attend, evidence of the IEP Team's efforts to ensure participation by the receiving placement.	34 CFR 300.325(a)(2)  MUSER IX.3.H	Yes= the WN documents that the members of the IEP Team include a representative of the sending and receiving unit as part of the IEP Team.  No=, the invited Team members of the IEP Team, do not include both sending and receiving schools at the IEP meeting or there is no evidence of the IEP					<b>Child level:</b> <i>Corrective activity:</i> Reconvene IEP Team within 30 days of placement with all required members present.  <i>Evidence:</i> Submit child's WN and IEP.  <b>SAU level:</b> <i>Corrective activity:</i> Develop a plan to communicate to special education staff the requirement of a representative of the out-of-unit placement and a representative of the sending SAU in

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			Team's efforts to ensure participation by the receiving school.					attendance at the IEP meeting. <i>Evidence:</i> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance and plan to review continuum of services.</li> <li>2. Submit 5 completed IEPs and WNs, including representation from both the sending and receiving schools.</li> </ol>
OOU5	Evidence that an IEP meeting was convened to review the IEP 30 days after placement.	MUSER IX.3.H	<p>Yes= documentation that within 30 days of out-of-unit placement, IEP Team meets to review placement, discuss LRE and ensure all IEP components remain appropriate.</p> <p>No= there is no documentation of a 30-day out-of-unit placement meeting to discuss LRE and ensure all IEP components are appropriate.</p>					<p><b>Child level:</b>  <i>Corrective activity:</i>  Convene IEP Team meeting to discuss LRE and the IEP components appropriate for the out-of-unit setting that meets the child's needs.</p> <p><i>Evidence:</i>  Submit child's WN and IEP.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Develop a plan to communicate to special education staff the requirement to convene an IEP Team meeting 30 days after out-of-unit placement has occurred.</p> <p><i>Evidence:</i> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance and plan.</li> <li>2. Submit 5 completed IEPs and WN's, including review of continuum of services.</li> </ol> </p>
OOU7	Documentation of required annual review of the IEP and placement, if evaluations required.	MUSER IX.3.I(2-6)	Yes= there is documentation of an annual review meeting of the child in an out-of-unit placement. The					<p><b>Child level:</b>  <i>Corrective activity:</i>  Convene the IEP Team for the annual meeting to discuss the needs of the child, programming, LRE and evaluations, if</p>

**Prong I: child level correction**  
**Prong II: SAU level evidence**  
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	WN documenting the discussion of LRE, any changes to the IEP and evidence of parent's involvement in the meeting.		<p>Team discussed evaluations, if appropriate, LRE, programming and needs of the student. The WN documents the discussion and the involvement of the parents. The WN documents that the team members include representatives from both sending and receiving schools.</p> <p>No= no annual meeting was scheduled and/or the WN did not include all the required elements/ documentation.</p>					<p>appropriate. Document the discussion of LRE, any changes to the IEP, parent's involvement and attendance of all necessary members on the WN.</p> <p><i>Evidence:</i> Submit child's IEP and WN.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Develop a plan to communicate to special education staff the required annual review of the IEP placement and evaluations, if required. The plan must include the SAU's protocol for out-of-unit placements, the discussion of LRE and the required 30 day and annual review once out-of-unit placement has occurred and provide training on the plan.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance and plan.</li> <li>2. Submit 5 completed IEPs and WNs, including review of continuum of services.</li> </ol>
OOU9	Required re-evaluations.	MUSER IX.3.I(4)	<p>Yes= there is evidence that the IEP Team discussed and determined whether three-year evaluations are warranted or not.</p> <p>No= there is no evidence of discussion whether three-year</p>					<p><b>Child level:</b> <i>Corrective activity:</i> Convene IEP Team to discuss and determine whether or not three-year evaluations are warranted.</p> <p><i>Evidence:</i> Submit child's IEP and WN.</p> <p><b>SAU level:</b></p>

**Prong I: child level correction**  
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			evaluations are warranted or not.						<p><i>Corrective activity:</i> Provide training on the IEP process, including analysis of evidence by the IEP Team to determine whether or not three-year evaluations are warranted.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 amended IEPs and WNs.</li> </ol>
OOU12	IEP and WNs provided to parents.	MUSER IX.3.I(7)	<p>Yes= the IEP is sent to the parent within 21 days of IEP meeting. The WN is sent to the parent within 7 days of the IEP meeting.</p> <p>No= IEP and WN not sent or sent outside of timelines.</p>						<p><b>Child level:</b> <i>Corrective activity:</i> Send IEP and WN to parent.</p> <p><i>Evidence:</i> Submit child's IEP and WN documenting date IEP and WN were sent to parent.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Develop a plan to communicate to special education staff the required timelines for providing the IEP and WN to parents.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance and plan.</li> <li>2. Submit 5 completed IEPs and WNs, including documentation of date IEP and WN were sent to parent.</li> </ol>
<b>Initial Referral (Indicator B11)</b>									
<b>#</b>	<b>Item</b>	<b>Citation</b>	<b>Criteria</b>						<b>Corrective Activities</b>
INR1	Upon initial referral, parents were provided Procedural Safeguards.	34 CFR 300.121(b), 300.504(a)(1)	Yes= there is documentation on WN that parent received a						<p><b>Child level:</b> <i>Corrective activity:</i> Provide a copy of Procedural Safeguards to</p>

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		MUSER XV, Appendix I	<p>copy of Procedural Safeguards at initial referral.</p> <p>No= there is NO documentation in the file or in WN that demonstrates that the parent received a copy of Procedural Safeguards at initial referral.</p>					<p>parent.</p> <p><i>Evidence:</i>  Submit child's WN documenting parent's receipt of Procedural Safeguards.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>  Provide training on provision of Procedural Safeguards.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 completed initial IEPs with documentation that Procedural Safeguards were provided and/or WN documenting Procedural Safeguards were provided to parents of children who received initial evaluation in the past 12 months.</li> </ol>
INR3	Initial evaluation conducted within 45 school days of receiving Parental Consent for Evaluation (for 5-20).	34 CFR 300.301 (c) (1) (i) (ii)	<p>Yes= evidence in file indicates initial evaluation(s) was/were received by the SAU within 45 school days of the SAU's receipt of Parental Consent for Evaluation.</p> <p>No= there was no evidence in the file indicating initial evaluation(s) was/were received by the SAU</p>					<p><b>Child level:</b>  <i>Corrective activity:</i>  Complete evaluation as soon as possible. (note: do not have parent sign "new" consent for evaluation form."</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit Parental Consent for Evaluation form and evidence of date evaluation(s) received by SAU.</li> <li>2. Submit B-11 tracking sheet and school calendar.</li> </ol> <p><b>SAU level:</b></p>

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			<p>within 45 school days of the SAU's receipt of Parental Consent for Evaluation.</p> <p><b>Required Reporting:</b></p> <ol style="list-style-type: none"> <li><b>Student Name and DOB</b></li> <li><b>Reason for completion of evaluation beyond 45 school day timeline</b></li> <li><b>Number of days past 45 school day timeline that evaluation was completed.</b></li> </ol>						<p><i>Corrective activity:</i>          Develop a plan for monitoring in the SAU to meet initial evaluation timelines. Provide training on Child Find requirements and timelines, including the requirement to conduct an initial evaluation within 45 school days of receipt of the Parental Consent to Evaluate and to use the SAU's timeline monitoring plan.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>Submit outline of training and attendance and plan.</li> <li>Submit 5 Parental Consent for Evaluation forms and evidence of date evaluation(s) received by SAU.</li> <li>Submit B-11 tracking sheet and school calendar.</li> </ol>
<b>Miscellaneous</b>									
#	Item	Citation	Criteria						Corrective Activities
MIS1	Accuracy document	Required in SAU's file during monitoring activities.	<p>Yes= Accuracy document has been submitted with requested audit evidence.</p> <p>No= Accuracy document not on file from SAU.</p>						<p><b>Child level:</b>          No action at the child level.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>          Develop Accuracy document form.</p> <p><i>Evidence:</i>          Submit copy of Accuracy document to MDOE.</p>
MIS2	Letters of Authorization	MUSER	Yes= Letter of						<b>Child level:</b>

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	to Commit Funds	VI.2.B(4)(c)	<p>Authorization to Commit Funds identifying personnel who are authorized to commit funds for the SAU is on file and updated annually.</p> <p>No= there is no Letter of Authorization to Commit Funds on file, or it is not updated annually.</p>					<p>No action at the child level.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>            Develop Letters of Authorization to Commit Funds.</p> <p><i>Evidence:</i>            Submit copies of Letters of Authorization to Commit Funds to MDOE.</p>
MIS3	Qualified personnel	MUSER II.32	<p>Yes= SAU submitted completed Personnel Certification form with 100%.</p> <p>No= SAU submits Personnel Certification form that is not 100% compliant or fails to submit form.</p>					<p><b>Child level:</b>            No action at the child level.</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>            Address noncompliance of identified personnel by confirming appropriate certification of all personnel and completing personnel certification form with 100% compliance.</p> <p><i>Evidence:</i>            Submit completed fully compliant Personnel Certification form to MDOE.</p>
MIS4	Parent Survey	20 U.S.C. 1416 (A)(3)(A)	<p>Yes = Submitted addresses of parents of students with disabilities in the SAU.</p> <p>No = Did not submit addresses of parents of students with disabilities in the SAU.</p>					<p><b>Child level:</b>            No action at the child level</p> <p><b>SAU level:</b>  <i>Corrective activity:</i>            Submit addresses of parents of students with disabilities in the SAU.</p>

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**Prong II:** SAU level evidence of systemic change

Required Policies and Procedures						
#	Item	Citation	Criteria			Corrective Activities
RPP1	Referral/Pre-referral of Students with Disabilities	MUSER IV.2.E	Yes= SAU has a current policy, adopted by the school board, on Referral/Pre-referral of Students with Disabilities. No= SAU does not have a policy, or the policy has outdated language and needs revision and adoption by the SAU's school board.			<p><b>Child level:</b> No action at the child level.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Develop or revise policy to meet current requirements and include SAU school board adoption and approval date.</p> <p><i>Evidence:</i> Submit updated policy to MDOE.</p>
RPP2	Child Find	34 CFR 300.111 MUSER IV.2.A	Yes= SAU has a current Child Find policy adopted by the school board.  No= SAU does not have a policy, or the policy has outdated language and needs revision and adoption by the SAU's school board.			<p><b>Child level:</b> No action at the child level.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Develop or revise policy to meet requirements, and include SAU school board adoption and approval date.</p> <p><i>Evidence:</i> Submit updated policy to MDOE.</p>
RPP4	Physical Restraint and Seclusion	MDOE regulation, Ch. 33	Yes= SAU has a current physical restraint and seclusion policy adopted by the school board.  No= SAU does not have a policy, or the policy has outdated language			<p><b>Child level:</b> No action at the child level.</p> <p><b>SAU level:</b> <i>Corrective activity:</i> Develop or revise policy to meet requirements and include SAU school board adoption and approval date.</p>

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			and needs revision and adoption by the SAU's school board.						Evidence: Submit updated policy to MDOE.
<b>Written Notice</b>									
#	Item	Citation	Criteria						Corrective Activities
WRN1	Written Notice (WN) provided to parent whenever SAU proposes or refuses to initiate or change identification, evaluation, educational programming, provision of early intervention services or placement of child.	34 CFR 300.503 MUSER Appendix 1	Yes= WN was provided to parent after every IEP Team meeting or agreement to amend the IEP when a proposal is initiated or refused. The WN is complete.  No= WN was missing or incomplete.						<p><b>Child level:</b></p> <p><i>Corrective Activity:</i> Reconvene IEP Team meeting to review child's needs and programming and document IEP Team meeting in WN.</p> <p><i>Evidence:</i> Submit WN for this meeting.</p> <p><b>SAU level:</b></p> <p><i>Corrective activity:</i> Provide training on development of WN.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 completed WNs for IEP Team meetings.</li> </ol>
WRN2	Evidence that required members present at IEP Team meeting.	34 CFR 300.321 (a)  MUSER VI.2.B	Yes= the WN indicates who was in attendance and identifies in what capacity they attended the IEP meeting (i.e., administrator, regular and special education teacher, parent, child, etc.).  No= necessary team						<p><b>Child level:</b></p> <p><i>Corrective Activity:</i> Reconvene IEP Team meeting with required members to review the needs of the student, LRE, and other determinations.</p> <p>Or review and amend the WN to include the information not included.</p> <p><i>Evidence:</i> Submit WN for this meeting.</p>

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			<p>member was not in attendance and/or was not excused.</p> <p><i>And/or</i></p> <p>No= the WN does not indicate who was in attendance or does not identify in what capacity they attended the IEP meeting.</p>							<p><b>SAU level:</b></p> <p><i>Corrective activity:</i>  Provide training on development of WN to include IEP members in attendance and in what capacity they attended.</p> <p><i>Evidence:</i></p> <ol style="list-style-type: none"> <li>1. Submit outline of training and attendance.</li> <li>2. Submit 5 completed WNs for IEP Team meetings.</li> </ol>
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