

ISBE FOCUSED MONITORING FILE REVIEW FORM 2008-2009

School:	School District:
Team Leader:	Reviewer:
Student's Name:	Student's Date of Birth:
Documented Disabilities:	Educational Environment:
Related Services:	Bell-to-Bell minutes:
	Date of IEP(s) reviewed:

Issue: Access	Yes	No	Evidence
An appropriate <i>Parent/Guardian Notification of Conference</i> was completed and sent within timeframe.			
The appropriate team members were present at the IEP meeting and participate in placement decisions.			
The IEP contains provisions to ensure the student will participate in nonacademic and extracurricular services and activities to the maximum extent appropriate.			
When determining placement, the IEP team <ul style="list-style-type: none"> • ensured that the placement was as close as possible to student's home • is determined at least annually • is based on the child's IEP • ensured placement in the school that student would attend if nondisabled to the extent possible • considered potential harmful effects on the student 			
The IEP team considered input and concerns of the parents for placement decisions.			
The student was not removed from the general education setting solely because of needed modifications to the curriculum.			
The IEP team considered and developed or revised a behavior improvement plan, if needed.			
The IEP team considered and had completed a functional behavior analysis, if needed.			

Issue: Equity	Yes	No	Evidence
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The IEP includes a statement of present levels of academic achievement and functional performance.			
The IEP includes a statement of how the student's disability affects involvement and progress in the general curriculum.			
The IEP includes appropriate measurable annual goals, including academic and functional goals, and short-term objectives or benchmarks aligned to ILS.			
The IEP contains a statement of special education services, specially designed instruction, location, frequency, initiation date and duration.			
The IEP contains a statement of related services, if required, including location, frequency, initiation date and duration.			
The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class.			
The IEP contains a statement of supplementary aids and services.			
The IEP contains a statement of program modifications, classroom accommodations or supports for school personnel.			
Data-based progress towards goals is monitored at least as often as general education.			
The IEP had been reviewed annually, and revised as appropriate, to address lack of progress toward the annual goals, lack of progress in the general curriculum, information provided by parent, and/or student's anticipated needs.			
<p>The IEP team addressed special considerations in the case of:</p> <ul style="list-style-type: none"> • Student needs for assistive technology • Communication needs • Hearing impaired • English Language Learner • Blind or visually impaired • A student whose behavior impedes his or her learning. 			