

FORM ACRONYMS

AMS	Arizona Monitoring System
AF	Agency Form
SF	Student Form
CFW	Child Find Worksheet
SPW	Summary of Performance Worksheet
SAI	Site Administrator Interview
SPEAI	Special Education Administrator Interview
PS	Parent Survey
SETS	Special Education Teacher Survey
GETS	General Education Teacher Survey
RSPS	Related Service Provider Survey
SCAF	Secure Care Agency Form
SCSF	Secure Care Student Form
SCCF	Secure Care Child Find Worksheet
SCGETS	Secure Care General Education Teacher Survey
SCSETS	Secure Care Special Education Teacher Survey
SCPS	Secure Care Parent Survey
SCRSPS	Secure Care Related Service Provider Survey
S-1-A	Secure Care Inmate Survey
S-1-J	Secure Care Inmate Survey
SCSAI	Secure Care Site Administrator Interview
SCSPEDI	Secure Care Special Education Administrator Interview
SCSI	Secure Care Student Interview
SCTI	Secure Care Teacher Interview

Guide Steps

These guide steps contain the major elements that constitute the provision of a free appropriate public education (FAPE) for students with disabilities. Each monitoring must provide a representative picture of the public education agency's (PEA) compliance status. Larger districts, charter schools, and secure care facilities will select files by stratified random sampling. Smaller districts, charter schools, and secure care facilities will review all student files.

For a guide to the minimum number of files to review for a Data Review, see page A3 (DRM-2); for Self-Assessment, see page B9 (SAM2); for an On-Site Monitoring, see page C3 (M2).

The following instructions include **all** of the compliance items within the Arizona monitoring system. It is incumbent upon the PEA to meet each of these requirements.

	<p style="text-align: center;">General Instructions</p> <p style="text-align: center;">(All Information must be entered on the Student Form)</p>
Step 1	Record the demographic information requested. All demographic information must be entered on the student form. If a student does not have a SAIS number, use the student's birth date and initials. Use the SAIS category from the most recent census submitted to the Arizona Department of Education (ADE). When reviewing the evaluation timeline for a student who was found to be not eligible for special education, record the SAIS number and check the "Not Special Education" (NSE) in the disability area in the dropdown box within the database.
Step 2	Conduct the file review and record the information using the following codes: I = In compliance O = Out of compliance U = Unreported
No Citation	<p>The PEA must determine the primary language spoken by the parent to meet the parent notification requirements.</p> <p>Student File Review Method: Review the file for the language of the home as indicated by the parent and write the language in the space provided. Use any parent source (language survey, registration, developmental history), but do not use a secondary source such as the evaluation report summary.</p>
No Citation	<p>The PEA must have knowledge of the language proficiency of the student to properly evaluate and educate the student.</p> <p>Student File Review Method: If the primary language of the child is other than English, verify that the PEA has determined the language in which the child is most proficient. Look for the results of language proficiency testing. This may not be located in the special education file; you may have to access it in the cumulative or English Learner (EL) file. Specify the language proficiency in the space provided.</p>

SECTION I—CHILD FIND

I.A.1 Child Find Requirements

<p>R7-2-401.D.2 AF, SCAF</p>	<p>Determine if the child find policies and procedures have been reviewed annually by all school-based staff.</p> <p>Agency Review Method: Verify the staff review through signatures, e-mail verification, or other means of documentation. There must be evidence of the review by staff members for more than one year. If documentation for more than one year exists, mark this item I.</p>
<p>R7-2-401.D.1 AF, SCAF</p>	<p>Determine if written child find procedures have been disseminated to parents within the PEA's boundaries of responsibility (including parents of children with disabilities attending private schools and home schools).</p> <p>Agency Review Method: Review available documentation such as a letter, flyer, web page, link, or other means of documentation. If parents have been made aware of procedures and documentation is available, mark this item I.</p>
<p>300.134 300.135 R7-2-401.C3 AF, SCAF</p>	<p>Determine if the PEA maintains an invitation list and agenda of private school/home school involvement in child find efforts. All references to private school students also include students who are home- schooled.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> • Locate the invitation list to the meeting between private schools and the district. Locate the agenda for this meeting. If private schools are listed as invited and if the meeting agenda covers private school involvement in child find efforts, mark this item I. • If there is no documentation of a meeting invitation list and agenda, mark this item O. • If the agency is a school district, this item cannot be marked U. If the agency is a charter school, mark this item U.
<p>300.135 AF, SCAF</p>	<p>Determine if the PEA has documented outcomes from consultation with parents of private school/home-school students (including written affirmations or documentation of efforts).</p> <p>Agency Review Method: Review notes from the meeting between private school, home-school, and district representatives</p> <ul style="list-style-type: none"> • If there are written affirmations, mark this item I. • If there is documentation that attempts were made to include the private school but the private school did not respond, mark this item I. • If there is no documented outcome from consultation with private schools, mark this item O. • If the agency is a charter school or a state institution or if there are no private schools or home-schooled students within the district boundaries, mark this item U.

<p>300.37 300.132(b) AF, SCAF</p>	<p>Determine if there are service plans for private school/home-school students that include the roles and responsibilities of involved parties.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> • For private school/home-school students selected to receive services, identify that the school has a service plan. If service plans exist for all children receiving services, mark this item I. • If there are no private school or home-school students with disabilities or if this is a charter school, mark this item U.
<p>R7-2-401.C.1 R7-2-401.D AF, SCAF</p>	<p>Determine if the required child find procedures for birth to 2.9 years were followed.</p> <p>Required procedures include:</p> <ol style="list-style-type: none"> A. Use of the mandatory Child Find Referral Form and referral timelines. B. Documentation of appropriate follow-up on any referral to the Arizona Early Intervention Program (AzEIP) or to the school district. C. Alert forwarded to ESS when no follow-up on a referral can be documented. <p>Agency Review Method:</p> <ul style="list-style-type: none"> • If the system for referral to AzEIP is in place and the timelines on the Child Find Referral Form have been followed, mark this item I. • If the system for referral to AzEIP is in place, but procedures or timelines have not been followed, mark this item O. • If no system for referral to AzEIP is in place, mark this item O. • If the system for referral is in place but no child has accessed the system, mark this item U. <p>See the Child Find Referral Form and the Child Find Intergovernmental Agreement (IGA) for additional information: www.ade.az.gov/ess/AZFind.</p>

<p>R7-2-401.C.1 R7-2-401.J.2 AF, SCAF</p>	<p>Determine if the required child find procedures for ages 2.9–5 years were followed.</p> <p>Agency Review Method:</p> <p>For <u>charter schools and union high school districts</u>:</p> <ul style="list-style-type: none"> • If the system for referral to the responsible district is in place and the timelines have been followed, mark this item I. • If the system for referral to the responsible district is in place, but procedures or timelines have not been followed, mark this item O. • If no system for referral to the responsible district is in place, mark this item O. • If the system for referral is in place, but no child has accessed the system, mark this item U. <p>For <u>elementary and unified districts</u>:</p> <ul style="list-style-type: none"> • If the district has procedures that ensure children are screened within 45 days of initial expression of concern. • If the district conducts an adequate number of screenings during the year (as determined by the population within their boundaries), mark this item I. • If the district does not conduct screenings or fails to conduct screenings within the required timelines, mark this item O. • If the system for screening and referral is in place, but no child has accessed the system, mark this item U.
<p>R7-2-401.D.5 R7-2-401.D.6 CFW, SCCFW</p>	<p>Determine if the procedures for screening appropriate school-aged students were completed within 45 calendar days of entry and the seven required areas were addressed.</p> <p>Required areas are vision, hearing, cognitive or academic, communication, motor, social or behavioral, and adaptive or self-help.</p> <p>Child Find Worksheet Method: Compare the date of enrollment to the date of screening OR to the documented review of records.</p> <ul style="list-style-type: none"> • If the student was screened in all seven areas within 45 calendar days, mark this item I. • If any area was not screened, mark this item O. • If the student was screened, but not within the required 45 calendar days, mark this item O. • If the student was not screened, mark this item O.

<p>R7-2-401.D.8</p> <p>CFW, SCCFW, GETS, SCGETS</p>	<p>Determine if the students screened, including preschool students, were referred for follow-up and/or evaluation when concerns were noted on the 45-day screening.</p> <p>Child Find Worksheet Method: If concerns were noted about any of the students who were screened, the school must document follow-up actions.</p> <p>Follow-up may consist of a variety of actions, and the appropriateness of the follow-up is dependent upon the nature of the concern.</p> <ul style="list-style-type: none"> • If any effective actions to resolve the concern are evident (including documentation of attempts to collect additional records, implementation of classroom interventions, or referral to a child study team or for a special education evaluation), mark this item I. • If the PEA has not followed child find procedures, mark this item O. • If no concerns are noted, mark this item U.
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SECTION II—EVALUATION/REEVALUATION

II.A.1 Completion of Evaluation/Reevaluation

300.301(a)

300.301(c)

300.303(b)

300.305(e)(1)

300.306

SF, SCSF

▪ **60- Day
Correction**

An evaluation, **beginning with the review of existing data** and including an eligibility determination, has been completed (including for a phased-out student).

Student File Review Method: Review the file for the current **(dated within 3 years of the file review date)** evaluation and the eligibility documentation.

- If a current evaluation and eligibility determination that contain evidence of team participation are present, mark this item **I**.
- If there is an evaluation that includes evidence of team participation but components are missing or do not meet minimum compliance, mark this item **I** and mark the components in the line items that follow as appropriate.

FOR REEVALUATIONS ONLY:

- If no current reevaluation documentation is found, then look for evidence of the agreement between the parent and PEA that the reevaluation was unnecessary. This agreement must be based upon a discussion of the advantages and disadvantages of conducting a reevaluation as well as the effect a reevaluation might have on a child's educational program. If **neither** is found, mark this item **O** and enter **U** on the remainder of the evaluation items.
- If evidence of the agreement that a reevaluation was unnecessary is present, then mark this and all remaining items in evaluation as **U**.
- **If a student has been phased out of special education**, the team must have conducted a reevaluation prior to the **decision** to dismiss the student from special education. The decision of the team may be based on existing information or on newly administered tests or assessments. There is no requirement that new data be gathered to phase out a student, but all components pertinent to the student's category of eligibility must be addressed and documented. If no evaluation is found for a phased-out student, mark this item **O** and enter **U** on the remainder of the evaluation items.

II.A.2 Review of Existing Data

<p>300.305(a)(1)(i) PS, SF, SCPS, SCSF, S-1-A, S-1-J</p>	<p>The parent provided current information during the review of existing data timeframe and before the decision of the need for additional data.</p> <p>Student File Review Method: Determine if there is evidence that the parent provided information to the team OR that the PEA made several, varied efforts to request information from the parent. This may be a review of information provided through a meeting, questionnaire, phone interview, or e-mail to document developmental, medical, functional, and other pertinent information before the decision that additional data was needed.</p> <p>If the parent was not a member of the team, mark this item O unless during a reevaluation, the PEA documented their efforts to gather parental input.</p> <p>For students 18 years or older whose rights have transferred, look for evidence of current information provided by the student.</p>
<p>300.305(a)(1)(ii) SF, SCSF</p>	<p>Current classroom-based assessments were reviewed before the decision of the need for additional data.</p> <p>Student File Review Method: Determine if the team considered specific classroom-based information shared by the child's teacher related to classroom assessments, such as quarterly grades, portfolio information, and/or anecdotal records. For a student being evaluated for a possible learning disability based on an RTI process, comparative reports of progress monitoring from each tier of instruction/intervention were reviewed. For children birth to 3, assessment and performance information from early intervention programs were reviewed.</p> <p>If it is clear that the child's teacher was not included in the review of existing data process, mark this item O.</p> <p>If the student has not attended school or an early intervention program, mark this item U.</p>
<p>300.305(a)(1)(iii) SF, SCS</p>	<p>Teacher and related service provider input was reviewed before the decision of the need for additional data.</p> <p>Student File Review Method: Determine if the team considered information that was shared by any teacher and/or related service provider, community-based personnel, service providers for children birth to 3, or other providers, as appropriate. Examples of information include pertinent data related to peer relationships, work habits, organizational skills, motivation, behavior and/or self-esteem, and any prereferral intervention efforts for initial evaluations. For a student being evaluated for a possible learning disability based on an RTI process, descriptions of research-based instruction and tiered interventions and documentation that the interventions were implemented with fidelity and for sufficient periods of time were reviewed.</p> <p>If the student has not attended school, mark this item U.</p> <p>For reevaluations, there must be consideration of information shared by the special education teacher and a review of prior special education evaluation results.</p>

<p>300.305(a)(1)(ii) SF, SCSF</p>	<p>Formal assessments were reviewed prior to the decision of the need for additional data.</p> <p>Student File Review Method: Determine if the team considered performance on assessments conducted within the PEA environment, including the AIMS, Terra Nova, Stanford 10, alternate assessments, and language proficiency tests.</p> <p>If the team did review this data, mark this item I.</p> <p>If the student is a transfer and the PEA documented it was unable to obtain any assessment data OR if the student is not the appropriate age for this type of formalized assessment, mark this item U.</p>
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II.A.3 Team Determination of Need for Additional Data

<p>300.305(d) 300.305(a)(2) SF, SCSF, SETS, GETS, SCSETS, SCGETS</p>	<p>A team determined that existing data were sufficient or that additional data were needed.</p> <p>Student File Review Method: Determine if a team discussed and made a determination about the need for additional data following the review of existing data (before parent consent was obtained or before eligibility was determined). At a minimum, this should include the requirements for the appropriate disability category.</p> <p>Examples:</p> <ul style="list-style-type: none">• Based on the review of existing data, the team completed an eligibility determination that includes the required disability components. = I• The present levels of performance of the student as described in the text of the evaluation report included the required disability components. = I• Some concerns about the student could not be addressed without collecting additional data. = I• The team completed an eligibility determination form without reviewing the existing data or without sufficient data to address the criteria for the specific disability classification. = O
<p>300.305(d)(1) SF, SCSF</p>	<p>For reevaluations only, when the team decided NOT to collect additional data, the parents were informed of the reasons for that decision and their right to request additional data.</p> <p>Student File Review Method: For reevaluations only, look for evidence that the parents were informed of the reason the school did not plan to gather further information and of the parents' right to request additional data. Verify this through documentation of a conversation or letter or in the body of the evaluation report. It does not need to be (but may be) in the form of a prior written notice.</p> <p>Mark this item U for initial evaluations and reevaluations that required additional data.</p>
<p>300.300(a)(1) 300.300(c)(2) SF, SCSF</p>	<p>If the team determined additional data were needed, informed parental consent was obtained following the review of existing data (or for reevaluations, efforts were made to obtain consent) and before the collection of additional data.</p> <p>Student File Review Method: Determine if informed written parental consent is documented. If the parent signature is missing on an initial evaluation, mark this item O. In the case of a reevaluation, if the PEA attempted to obtain consent but the parent did not respond and the PEA adequately documented those efforts, mark this item I.</p> <p>If no additional data are needed, mark this item U. If the student transferred in with a current evaluation and parent consent was not included in records received, mark this item U.</p> <p>For students 18 years or older whose rights have transferred, look for written consent from the student.</p>

II.A.4 Eligibility Consideration

300.304(c)(4)

SF, SCSF

• 60- Day Correction

The student was assessed in all areas related to the suspected disability.

Student File Review Method: Determine if concerns that surfaced through the prereferral process, review of existing data, and parent/teacher input were addressed in the evaluation. This includes but is not limited to any academic, social, behavioral, vision and hearing issues, or assistive technology needs.

Examples:


- The student was failing to make progress in math and statewide test scores were significantly below expectations yet the evaluation did not address math as an area of concern. = **O**
- The evaluation of a preschool child who would not talk to peers but would talk to adults did not consider the social/emotional status of the child. = **O**
- When testing a 2nd grader with chronic middle ear infections who was being medically treated but was unresponsive to treatment, the evaluation team used assessment methods that minimized the impact of language and hearing status on test results. = **I**
- The evaluation of an unintelligible student with cerebral palsy who demonstrated normal intelligence and receptive language did not include an assessment of assistive technology needs in the area of expressive communication. = **O**

Note: If there were problems identified through the vision or hearing screening, the problems must be resolved prior to continuing with the evaluation UNLESS the nature of the problem is part of the evaluation process and the strategies/instruments used during the evaluation take into account the vision or hearing issues.

For a preschool child, determine if all of the developmental domains (cognition, language, motor, personal/social, and adaptive) were addressed in the evaluation. Instruments designed for screening purposes do not meet the requirements for a complete and individual evaluation.

This item cannot be marked **U**.

<p>300.304(b)(ii) SPEDI, SF, SCSF, SCSPEDI</p>	<p>Upon review of all data, the team documented issues related to the student's performance in the educational setting and how progress in the general curriculum is affected by the student's disability.</p> <p>Student File Review Method: Locate documentation of the effect that the disability has on the student's education, including progress in the general curriculum. For a preschool child, this means the general developmental progress of the child.</p> <p>This information must be student specific and must not contain boilerplate statements.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student has age-appropriate cognitive abilities, but a reading disability makes access to grade level content challenging. = I • Student's emotional disability causes student to be excessively fearful of failure before peers and impacts student's ability to participate in group work and presentations. = I • Student's speech-language and motor delays affect social interaction progress and cause student to lash out when frustrated. = I • Results of the current evaluation suggest that Student needs special education services to benefit from instruction. = O • The student meets the criteria under the educational classification of specific learning disability and that will impact the ability to access and progress in the general curriculum. = O <p>Interview Method: The special education administrator and site administrator must indicate how the MET uses current assessment data to explain an individual student's lack of progress in the general education curriculum. They must show MET reports summarizing how student assessment data reflect the student's lack of progress in the general education curriculum. If the administrator can both tell and show, mark this item I.</p>
<p>300.304(b)(1)(ii) SF, SCSF, SPEDI, SCSPEDI</p>	<p>Upon review of all data, the educational needs to access the general curriculum are identified.</p> <p>Student File Review Method: Determine if the educational needs of the student were identified.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student needs to have specialized instruction in reading comprehension and reading decoding. = I • Student has reading problems. = O • Student requires mobility training at school and on the bus. = I • Student needs help in math. = O • Student needs help in math calculation. = I • Student needs help redirecting his anger. = I • Student needs to behave. = O • Student would benefit from developmentally appropriate preschool services to improve social emotional skills. = I • Student would benefit from an assistive communication device during language arts. = I

<p>300.305(a)(2)(B)(iv) SF, SCSF</p>	<p>Upon review of all data, for reevaluations only, the team considered and documented any additions or modifications to the special education or related services needed for the student to progress in the general curriculum.</p> <p>Student File Review Method: Determine if the team considered the rate of progress the student was making toward annual goals and in the general curriculum. If progress was deemed insufficient, determine if the team recommended additions, deletions, or revisions to the services. If no additions or modifications were needed, a statement to that effect should be included.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student is not making progress with math facts. Flash card drills and weekly testing have not improved his accuracy when he completes math problems. It is recommended that he spend time every day practicing and that a self-paced computer program be used to measure accuracy and speed. = I • No changes = O • Student's AIMS scores in math show that she has moved from "falls far below" to "approaches" the grade level standard. The resource support she has been receiving is meeting her needs. = I • Student has continued to make adequate progress on all annual goals and is becoming more social in classes through his active participation. = I • N/A = O <p>Mark this item U for initial evaluations.</p> <p> Interview Method: The special education administrator and site administrator must explain how the MET would add to, delete, or revise a student's special education services. The administrators must show evidence of the team's written recommendations within reports. If the administrator can both tell and show, mark this item I.</p>
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<p>300.306(b) ARS15-761(5) SAI, SF, SCSF, SCAI</p>	<p>Considerations must be made of the impact of any educational disadvantage.</p> <p>Student File Review Method: Determine if the team documented their consideration of educational disadvantage. There should be a clear statement of the consideration within the evaluation documentation. A rule-out statement is sufficient ONLY if there is no evidence of educational disadvantage. The examples of educational disadvantage could include:</p> <ul style="list-style-type: none"> • Consideration of lack of learning opportunities. • Frequent school changes. • Poor attendance. • Multiple teachers in the same year. • Questionable home school curriculum. • Inadequate general curriculum and/or instruction.
<p>300.306(b)(iii) 15-761(2)(iii) SPEAI, SF, SCSF, SCSPEAI</p>	<p>If the student is not a native English speaker, the impact of limited English proficiency on progress in general curriculum must be addressed.</p> <p>Student File Review Method: Determine if the team documented their consideration of language proficiency. There should be a clear statement of the consideration within the team documentation. A rule-out statement is sufficient ONLY if there is no evidence of limited English proficiency.</p> <p>Examples of the impact could include:</p> <ul style="list-style-type: none"> • The student is making slow progress in his acquisition of English and instruction should be provided in both languages. • The student is becoming more proficient in English. Instruction should be provided in English with additional directions given in Spanish, if necessary. • The student's learning disability has more impact on the acquisition and use of vocabulary than the level of the student's language proficiency. <p>Mark this item U if the student is a native English speaker.</p> <p>Interview Method: For students who are not native English speakers, the special education administrator and site administrator must explain how the MET uses current assessment data to rule out language as the reason for the student's lack of progress. The administrator must also be able to show evidence of MET reports that contain assessment results and team consideration. If the administrator can both tell and show, mark this item I.</p>

<p>300.306(a)(1) SF, SCSF</p> <p>▪ 60- Day Correction</p>	<p>A team determined that the student has a specific category of disability.</p> <p>Student File Review Method: Locate documentation of the team’s decision regarding the specific disability category. All criteria for classifying any given disability should be reported and clearly demonstrated with supporting data.</p> <p>Examples:</p> <ul style="list-style-type: none"> • There is no eligibility determination. = O • Decision is made by one person, not a team. = O • The eligibility report documents that multiple people had a role in making the classification decision and that the decision was made using data from a variety of sources. = I • Student classified as <u>ID/SMR</u> has a reevaluation that indicates performance is less than four standard deviations below the mean on a test of intelligence. = O • Student classified as <u>SLI</u> for language, but the student’s language difficulties are the result of a hearing loss. = O • Preschool student classified as <u>SLI</u>, but the CDA indicated a significant delay (greater than 1.5 standard deviations) in cognition. = O
<p>300.306(a)(1) SF, SCSF</p> <p>▪ 60- Day Correction</p>	<p>A team determined the student needs special education and related services.</p> <p>Student File Review Method: Locate documentation of the eligibility for special education that is based on the presence of a disability and the need for specialized instruction.</p> <p>The date the team documents these decisions becomes the new eligibility determination date from which the timeline for future triennial reevaluation dates will be based. Determine if the written report includes salient information related to the eligibility determination, the category of disability, and the need for services supporting the eligibility determination.</p>

<p>300.304(c)(1)(ii) SF, SCAF</p> <p>▪ 60- Day Correction</p>	<p>Assessments and other evaluation materials were administered in a language and form most likely to yield accurate information.</p> <p>Student File Review Method: Review assessments and other evaluation materials to ensure that they were selected and administered in a non-discriminatory racial or cultural manner and that they were administered in a form and language most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it was not feasible to do so. A simple statement to this effect is NOT sufficient IF the evidence is clearly to the contrary.</p> <ul style="list-style-type: none"> • The child is monolingual Spanish and all tests were administered in English and required English language proficiency. = O • The child is monolingual Urdu and tests were administered that are nonverbal or nonlanguage based. = I • The child's level of language proficiency was not determined and documented. = O • The child is monolingual Navajo and the teacher aide (who is trained to assist in assessment) interpreted for the child during testing. = I • The child is hearing impaired and tests were administered that are non-verbal or nonlanguage based or were developed/normed for children who are hearing impaired. = I
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<p>ARS15-761(3) SF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Developmental Delay (DD): performance by a child who is at least three years of age, but under ten years of age, on a norm-referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas:</p> <ul style="list-style-type: none"> (a) Cognitive development. (b) Physical development. (c) Communication development. (d) Social or emotional development. (e) Adaptive development. <p>The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.</p>
<p>ARS15-761(34) SF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Speech or Language Impairment (SLI): a communication disorder such as stuttering, impaired articulation, severe disorders of syntax, semantics, or vocabulary, or functional language skills, or a voice impairment to the extent that it calls attention to itself, interferes with communication, or causes a student to be maladjusted.</p>
<p>300.307 300.309 ARS15-76(33) SF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Specific Learning Disability (SLD): a response to scientific, research-based intervention (with documentation of a Statement of Assurance) or a significant discrepancy that documents a pattern of strengths and weaknesses between achievement and ability in one or more areas: oral or written expression, reading or listening comprehension, basic reading skills, fluency, mathematics calculation, or reasoning. The disorder may result in an imperfect ability to listen, think, speak, read, write, spell, or do math. Each PEA should establish its own criteria for the determination of SLD.</p>
<p>300.311(7)(b) SF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>SLD: a certification of each team member's agreement or disagreement must be included. This certification may be contained in the report or may be located on a separate eligibility statement.</p>
<p>300.311(6) SF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>SLD: a determination of the effects of environmental, cultural, or economic disadvantage must be included.</p>
<p>ARS15-76(14) SF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Intellectual Disability/Mild Mental Retardation (ID/MIMR): performance on standard measures of intellectual functioning and adaptive behavior between two and three SD below the mean for students of the same age.</p>

ARS15-761(15) SF, SCSF	Documentation supports the category and substantiates eligibility for: Intellectual Disability/Moderate Mental Retardation (ID/MOMR): performance on standard measures of intellectual functioning and adaptive behavior between three and four standard deviations (SD) below the mean for students of the same age.
ARS15-761(7) SF, SCSF ▪ 60- Day Correction	Documentation supports the category and substantiates eligibility for: Emotional Disability (ED): verification by a psychologist or psychiatrist of one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: inability to learn, inability to build or maintain relationships, inappropriate behavior/feelings, unhappiness or depression, physical symptoms/fears, or schizophrenia, which adversely affects education performance.
300.8(c)(9) ARS15-761(120) R7-2-401(E)(6)(c) SF, SCSF ▪ 60- Day Correction	Documentation supports the category and substantiates eligibility for: Other Health Impaired (OHI): verification by a doctor of medicine of limited strength, vitality, or alertness, including heightened alertness to environmental stimuli (such as ADD or AD/HD) that is due to chronic or acute health problems and adversely affects student performance. If there is evidence that a student's condition has changed, look for documentation that the team discussed the need for an updated medical verification.
300.8(c)(5) ARS15-761(8) R7-2-40(E)(6)(b) SF, SCSF ▪ 60- Day Correction	Documentation supports the category and substantiates eligibility for: Hearing Impairment (HI): verification by an audiologist of a hearing impairment that interferes with the student's performance in the educational environment and requires the provision of special education and related services. If there is evidence that a student's condition has changed, look for documentation that the team discussed the need for an updated medical verification.
300.8(c)(5) SF, SCSF	Documentation supports the category and substantiates eligibility for: HI: evaluation of the language proficiency of the student, including documentation of the student's mode of communication and its effectiveness for the student in accessing the general curriculum.
300.8(c)(13) ARS-761(39) R7-2-401(E)(6)(i) SF, SCSF ▪ 60- Day Correction	Documentation supports the category and substantiates eligibility for: Visual Impairment (VI): verification by an ophthalmologist or optometrist of a visual impairment that interferes with the student's performance in the educational environment and that requires the provision of special education and related services. If there is evidence that a student's condition has changed, look for documentation that the team discussed the need for an updated medical verification.

300.324(a)(2)(iii) ARS15-761(39) ARS15-214 SF, SCSF	Documentation supports the category and substantiates eligibility for: VI: individualized Braille literacy assessment completed for students who are blind. This assessment should address the effect that the visual impairment has on reading and writing performance that is commensurate with the student's ability. If a student with a visual impairment is not blind, mark this item U . Mark this item U for phased-out students.
300.8(c)(8) ARS15-761(19) R7-2-40(E)(6)(e) SF, SCSF ▪ 60- Day Correction	Documentation supports the category and substantiates eligibility for: Orthopedic Impairment (OI): verification by a doctor of medicine of one or more severe orthopedic impairments, including those caused by congenital anomaly, disease, and other causes, such as amputation or cerebral palsy and that adversely affect educational performance. If there is evidence that a student's condition has changed, look for documentation that the team discussed the need for updated medical verification.
ARS15-761(29) SF, SCSF ▪ 60- Day Correction	Documentation supports the category and substantiates eligibility for: Intellectual Disability/Severe Mental Retardation (ID/SMR): performance on a standard measure of intellectual functioning and adaptive behavior at least four SD below the mean for a student of the same age.
300.8(c)(1) ARS15-761(1) SF, SCSF	Documentation supports the category and substantiates eligibility for: Autism (A): a developmental disability that significantly affects verbal and nonverbal communication and social interaction and adversely affects educational performance.
300.8(c)(12) ARS15-761(38) R7-2-401(E)(6)(h) SF, SCSF ▪ 60- Day Correction	Documentation supports the category and substantiates eligibility for: Traumatic Brain Injury (TBI): verification by a doctor of medicine of an acquired injury to the brain that is caused by an external physical force and that results in total or partial functional disabilities, psychosocial impairment, or both that adversely affects educational performance. If there is evidence that a student's condition has changed, look for documentation that the team discussed the need for an updated medical verification.
300.8(c)(7) ARS15-761(17) SF, SCSF ▪ 60- Day Correction	Documentation supports the category and substantiates eligibility for: Multiple Disabilities (MD): multiple disabilities include two or more of the following: HI, OI, ID/MOMR, and/or VI or a student with one of the disabilities already listed in this section existing concurrently with ID/MIMR, ED, or SLD.
ARS15-761(18) SF, SCSF ▪ 60- Day Correction	Documentation supports the category and substantiates eligibility for: Multiple Disabilities with Severe Sensory Impairment (MD- SSI): multiple disabilities include: (1) severe visual impairment or hearing impairment, with another severe disability or (2) severe visual impairment and severe hearing impairment.

ARS15-761(3) SF	Documentation supports the category and substantiates eligibility for: Preschool Moderate Delay (PMD): at least 1.5 SD and not more than three S.D. below the mean in two or more of the following areas: cognitive, motor, communication, social/emotional, or adaptive development.
ARS15-761(24) SF ▪ 60- Day Correction	Documentation supports the category and substantiates eligibility for: Preschool Severe Delay (PSD): more than three SD below the mean in one or more of the following areas: cognitive, motor, communication, social/emotional, or adaptive development.

II.A.5 Initial Evaluations Completed within 60 Calendar Days of Receipt of Informed Written Consent of Parent

300.301(c)(i) R7-2-401(E)(3) R7-2-401(E)(4) SF, SCSF ▪ 60- Day Correction	<p>The initial evaluation of a student was completed within 60 calendar days of receipt of informed written consent from parent(s). For students transitioning from the Arizona Early Intervention Program (AzEIP), consider the evaluation as an initial evaluation.</p> <p>The 60-day evaluation period may be extended for an additional 30 days, provided it was in the best interest of the child and the parents and PEA agreed in writing to such an extension.</p> <p>Student File Review Method: Determine if the PEA conducted the initial evaluation within 60 calendar days of receipt of informed parental consent. The 60-day period begins with the date of written informed consent and ends with the date of the team determination of eligibility. If the parent requested the evaluation and the team concurred, the 60-day period began the date the written parental request was received by the PEA.</p> <p>If the timeline for the evaluation was not met, mark this item O. Enter the number of days beyond 60 AND the reason the timeline was not met on the Student Form. If this evaluation was conducted by another PEA or if the parent repeatedly failed or refused to make the child available, the timeline does not apply. Mark this item U.</p> <p>For initial evaluations of students who did not qualify, make a compliance call on this line item ONLY.</p>
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SECTION III—INDIVIDUALIZED EDUCATION PROGRAM

III.A.1 Current IEP

R7-2-401.F.6

300.323(a)

300.323(b)

SF, SCSF

▪ **60- Day
Correction**

There is a current IEP.

Student File Review Method: Record the date the most recent IEP was developed. If the IEP was developed or revised less than 365 days prior to the date of the file review, the IEP is current. Mark any other status in noncompliance. **This item cannot be marked U.**

If there is no current IEP, mark line items III.A.2 through III.A.8 with a U.

III.A.2 IEP Review/Revision and Participants

300.320(a)

300.323(a)

300.324(b)

R7-2-401.F.6

SF, SCSF

Each IEP is reviewed/revised at least annually.

Student File Review Method: If the IEP being reviewed is an initial IEP, mark this item **U**. If another IEP exists, enter the date the previous IEP was developed in the space. Compare that date with "Date of current IEP" to determine if an IEP review was conducted within the last 365 days. If the student enrolled with an expired IEP, mark this item **U**.

Examples: 12/4/11 to 12/3/12 = **I**
 12/4/11 to 12/4/12 = **I**
 12/4/11 to 12/5/12 = **O**

300.321(a)(1-7)

300.321(b)(1)

300.324(a)(4)(i)

SF, SCSF

The IEP team meeting included the required participants.

Student File Review Method: Review the file for evidence of the following participants:

- One or both of the student's parents;
- Not less than one regular education teacher of the student; for preschool, this might be a day care provider, Head Start teacher, PEA preschool teacher, or a kindergarten teacher;
- Not less than one special education teacher or provider;
- A representative of the PEA who is qualified to provide or supervise the provision of special education and who is knowledgeable of general curriculum and availability of resources (must have authority to commit the resources needed to implement the IEP);
- An individual who can interpret instructional implications of evaluations.

The people listed above must have been in attendance at the meeting unless the statutory stipulations below are fulfilled:

1. A member of the IEP team is not required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the PEA agree that the member's attendance is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
2. A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if
 - the parent and the local educational agency consent to the excusal; and
 - the member submits **in writing to the parent and the IEP team** input into the development of the IEP prior to the meeting.

A parent's agreement under # 1 and # 2 above **must be in writing.**

III.A.3 General Required Components of the IEP Are Included

300.320(a)(1)

SF, SCSF

The IEP includes the student's present level of academic achievement and functional performance (PLAAFP), including strengths and needs and how the disability affects the student's involvement and progress in the general curriculum (Arizona Academic Standards). Information should relate to the most recent evaluation data as well as current classroom data.

Beginning at age 16, the student's current functioning in relation to identified post-school outcomes should be described in the PLAAFP (or in another section of the IEP related to transition).

Student File Review Method: Review the IEP to determine if there is a present level of academic achievement and functional performance. **Look for documentation more extensive than test scores or grade level equivalents. All areas pertinent to the student's needs must be addressed in the PLAAFP.** This requirement includes preschool students at the functional or readiness levels.

Examples of the present levels can be aligned with measurable annual goals, special education services, and progress reports. (See Appendix B for a landscape version of these items.) Note: The **O** examples below contain information that might be included in the PLAAFP; however, on their own, these examples would not contain enough information to be compliant.

Examples:

1. Student can correctly define 10% of veterinary terms found in veterinary technical manuals. = **I**
Student needs help with vocabulary. = **O**
2. Given picture-clue instructions, student follows two-step directions. Given three-step directions, student was unable to complete any steps. = **I**
Student has an IQ of 32 as measured by the WISC. = **O**
3. Using grade-level social studies textbook and current reading assignment, student will orally read 22 wpm with three errors, on average, over four trials. = **I**
Student reading at 2.9. = **O**
4. Student can correctly multiply 2-digit by 2-digit whole numbers with no problem, but struggles with 3-digit by 2-digit multiplication. = **I**
Student struggles with math. = **O**
5. The OT reports that the student has the necessary muscular development, and this year, should be able to develop the necessary motor control to use the communication board for purposeful communication. = **I**
Student needs to improve her motor skills. = **O**
6. Student often displays aggressive behavior toward peers. Student yells, pushes, and is sent to the office on a frequent basis. = **I**
BASC scores indicate student has behavior problems. = **O**
7. Student's content area teachers (social studies, math, science, and language arts) report that the student never turns in any homework. = **I**
Student is working below grade level in social studies, math, science, and language arts. = **O**

<p>300.320(a)(2)(i) SF, SCS</p> <p>▪ 60- Day Correction</p>	<p>The IEP includes measurable annual goals, including academic and functional goals that reflect the needs identified in the PLAAFP and current assessment data. How the goals will be measured must be clearly documented.</p> <p>Student File Review Method: Review the IEP to determine if there are annual goals that are measurable and that reflect student needs. Baseline measurement must be documented either in the PLAAFP or in the goal statement for progress toward the goal to be measurable. Both the measurability AND means to measure progress MUST be evident for this line item to be in compliance.</p> <p>Examples can be associated with the PLAAFP, special education services, and progress reports:</p> <ol style="list-style-type: none"> 1. Student will correctly define an average of 85% of veterinary terms found in veterinary technical manuals as measured by vocabulary quizzes. = I Student will demonstrate understanding of 85% of veterinary terms found in veterinary technical manuals as measured by teacher observation. = O 2. Given picture-clue instructions, student will follow three-step directions five times per week for four consecutive weeks. Baseline: 0/5 Mastery: 5/5 for four consecutive weeks Measurement tool: Teacher data sheet = I Student will follow directions 100% of the time as measured by teacher data sheets = O 3. Using grade-level social studies textbook and current reading assignment, student will orally read 100 wpm with no more than three errors, on average, over four trials. Measurement tool: Teacher record book. = I Student will decode words. = O 4. Given teacher-made worksheets with 20 problems multiplying 3-digit by 2-digit whole numbers, student will increase his correct responses from an average of 8 to an average of 15 problems for five trials. = I Student will demonstrate improved math skills in multiplication. = O 5. At the school cafeteria, student will independently order a school lunch, which will include at least two different food selections, by pointing at items on communication board with his elbow, daily for four consecutive weeks, as measured by the parapro's tracking sheet. = I Student will improve expressive language. = O 6. Student will reduce aggressive behavior toward others as evidenced by a reduction in referrals to the office for aggressive behavior from six to none for a nine-week grading period. Measured by written referrals. = I When frustrated, student will respond with nonaggressive behavior in four out of five opportunities as measured by behavior tracking. = O 7. Given homework at student's academic level, she will complete and submit 90% of required assignments for each content area class by the end of the fourth quarter, as measured by the teacher grade book = I. Student will turn in her homework. = O
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<p>300.320(a)(6)(ii) SF</p> <p>▪ 60- Day Correction</p>	<p>The IEP documents the student's eligibility for alternate assessments.</p> <p>Student File Review Method: If the IEP designates participation in Arizona's alternate assessments (AIMS A) then the Alternate Assessment Eligibility Criteria, Part 1, should be in the student's file as a component of the IEP.</p> <ul style="list-style-type: none"> • Part 1 is in the file and is completed to show participation in the alternate assessments. = I • Part 1 is in the file, but is not completed. = O • Part 1 is not in the file. = O <p>Mark this item U if the student is not eligible for Alternate Assessments.</p>
<p>300.320(a)(2)(ii) SF</p>	<p>For students taking alternate assessments only (AIMS A), the IEP shall include appropriate short-term instructional objectives or benchmarks for each goal stated.</p> <p>Student File Review Method: Determine if the IEPs of children with disabilities who take alternate assessments aligned to alternate achievement standards have a description of benchmarks or short-term objectives documented.</p> <p>Mark this item I if benchmarks/short-term objectives are present and O if there are none. Mark this item U if the student is not eligible for alternate assessments.</p>

300.320(a)(3)(ii)
SF, SCSF, PS,
S-1-J

The current progress report provided a measurement of progress toward IEP goals.

Student File Review Method: Review the most recent progress report to determine if it provides sufficient information for the parents/staff to project whether or not the student will achieve his/her goal(s) by the end of the IEP year. Information should be provided for each goal and the rate of progress should be reported in a manner consistent with the PLAAFP and/or the associated goals.

If the goals are not measurable, mark this item O.

Examples:

1. At the end of the first grading period, student is now able to define 40% of technical terms. = **I**

Student is doing well on this goal. = **O**

2. Student has demonstrated ability to follow three-step directions five times per week for two consecutive weeks. = **I**

Student is doing much better at following directions. = **O**

3. At the end of the third grading period, student has averaged 87 words per minute with three errors over the last four trials. = **I**

Student's fluency skills have greatly improved. = **O**

4. Student can answer an average of 9 of the 20 problems correctly. = **I**
Student's math progress: AP (Adequate Progress) = **O**

5. At the end of the first grading period, student independently ordered a dessert each day. With verbal encouragement from the aide, student also ordered an additional different item each day. = **I**

Student eats two things for lunch each day. = **O**

6. During this grading period, student had two referrals for aggressive behavior. = **I**

Student continues to have problems with aggression at school. = **O**

7. Student's homework assignments completed and turned in this quarter: science 93%, social studies 50%, math 50%, and language arts 12%. = **I**

Student is doing much better with assignments. = **O**

III.A.4 Special Education and Related Services

300.115
R7-2-401.G.2

SETS, SAI,
SPEDI, SCSAI,
SCSPEDI


PEA must ensure that a continuum of service options is available for students with disabilities.




Interview Method: The special education administrator and site administrator must explain what a continuum of placement and service options is and the capacity of the PEA to meet the needs of students with low incidence disabilities. The administrator must show evidence of current IEPs that reflect different service delivery models and/or policies and procedures describing the PEA's ability to provide a continuum of options. If the administrator can both tell and show, mark this item **I**.

<p>300.320(a)(4) R7-2-401.F.4 SF, SAI, SPEDI, SCFS, SCSAI, SCSPEDI</p>	<p>The IEP includes the specific special education services to be provided.</p> <p>Student File Review Method: Review the IEP for a clear description of the special education services provided. This statement may be considered with other requirements in the IEP but should give a clear picture of the individualized special education services.</p> <p>Specialized services should indicate how the student's program will be different from those in the general education program and should relate directly to the goals as the IEP team has defined them.</p> <p>Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Inclusion = O • SLD resource = O • Tutoring = O (while this service may be a part of the educational program, it is not a specialized service) • Preschool = O • Reading comprehension = O (if there is no evidence anywhere in IEP of how this is individualized to the student's needs) • Behavior supports = O • Individualized instruction in written expression (conventions) = I • Instruction in assistive technology for writing = I • Preteaching for comprehension in content areas = I • Direct instruction in reading decoding = I • Kinesthetic strategies for math calculation (operations) = I • In-class consultation with student for behavioral support = I • Instruction in five preschool areas (communication, social, behavioral, adaptive, and cognitive) = I • Generalization and practice in life skills (daily living skills, personal management skills) = I • Articulation, voice, or fluency therapy = I • Time management skills on the worksite = I • Individually coached work study = I • Expressive/receptive language therapy = I • Individualized support in developing study and organizational skills = I • Multiple instructional methods and repetitive teaching strategies to acquire and maintain reading comprehension skills = I
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<p>300.320(a)(4) R7-2-401.F.4 SF, SAI, SPEDI, SCSF, SCSAI, SCSPEDI</p>	<p>The IEP includes the consideration of related services to be provided.</p> <p>Student File Review Method: Determine if the IEP team considered the need for related services. If there are no related services indicated on the IEP, there must be some notation that the team considered and rejected the need. If the team determined that related services were needed, the services must be clearly specified in the IEP. Transition services can be considered as a related service if they are required to assist a child with a disability to benefit from special education.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Late bus schedule, door to door, basketball season = I • Sign interpretation during Monday intramurals = I • Transportation assistance = I • Occupational therapy (sensory integration) = I • Occupational therapy = O • Counseling = I • Social work services = I • Speech therapy (expressive language) = I • Speech = O • Parental counseling and training = I • Team considered related services: none were needed = I • N/A = O
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<p>300.320(a)(4)</p> <p>300.34(a)</p> <p>SF, SCSF, SAI, SCSAI</p>	<p>The IEP includes any supplementary aids, services, and program adaptations (accommodations and/or modifications) to be provided.</p> <p>Student File Review Method: Determine if supplementary aids and services are to be provided or program adaptations are to be made.</p> <p><u>Supplemental aids and services</u> are defined as “aids, services, and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.” Examples include, but are not limited to, orientation and mobility training, interpreter assistance, assistive technology devices or services, and instructional aides.</p> <p><u>Program adaptations</u> are defined as “changes to the learning environment or curriculum that enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate.” Examples include job coach, pictorial inventory checklist, highlighted text, reduced assignments, preferential seating, and modified unit tests. Program adaptations must be provided on a regular basis if they are to be used for testing.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student will use a pencil grip whenever she is working on a written assignment. = I • Student may use a calculator for math problems. = I • Student will utilize a daily communication book (or homework assignment notebook) that will move between home and school with relevant notes for the parent/teacher. = I • To promote student’s continued independence, leisure books with page turning adaptations will be available during noninstructional time. = I • Student will require an aide for toileting assistance. = I • A social skills coach will meet with student twice a week during P.E. = I • Student will have a sign language interpreter during classroom discussions. = I • Student will complete 50% of all math drill homework. = I • None required at this time. = I • N/A = O <p>If the IEP delineates supplementary aids and services and program adaptations that address the needs of the student, mark this item. = I</p> <p style="text-align: center;"></p> <p>Interview Method: The special education administrator and site administrator must explain how the IEP team considers the unique needs of the student, present levels, strengths, student preferences, etc. The administrator must show IEPs that are clearly individualized in the provision of accommodations and modifications. If the administrator can both tell and show, mark this item I.</p>
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<p>300.320(a)(7) SF,SCSF</p>	<p>The location of each service or adaptation is included.</p> <p>Student File Review Method: The location of services generally refers to the type of environment that is the appropriate place for provision of the service. The location should not be a specific room (e.g., Mrs. Smith's class) but should reflect the type of location (resource room, general math class). This item cannot be marked U.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Campus = O • Mr. Wilson's Room = O • Resource Room = I • General Education Classroom = I
<p>300.324(a)(3)(ii) SF, SCSF, SAI, SPEDI, SCSAI, SCSPEDI</p>	<p>The IEP includes a statement of supports that will be provided to school personnel.</p> <p>Student File Review Method: Determine if appropriate supports were considered. This area of the IEP should not be left blank but may be incorporated in various locations in the document.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Considered, but not needed at this time. = I • In-service training on tube feeding. = I • Staff and parent in-service on appropriate use of assistive technology device. = I • Special education consultation on appropriate modifications for weekly tests in spelling. = I • Special education consultation. = O • Paraprofessional training on positive behavioral supports. = I • N/A = O • Teacher training. = O • Providing copy of IEP. = O <p style="text-align: center;"></p> <p>Interview Method: The site administrator must explain how the IEP team considers the needs of staff as they relate to individual student needs. The administrator must show IEPs containing descriptions of specific supports that align to individual student needs. If the administrator can both tell and show, mark this item I.</p>

<p>300.106(a) R7-2-408 SF, SCSF</p>	<p>The IEP includes consideration of the need for extended school year services (ESY).</p> <p>Student File Review Method: Determine if the decision about the need for ESY was made on an individual basis at the IEP meeting. ESY cannot be excluded on the basis of a particular category of disability, the age of the student, or the availability of PEA resources.</p> <p>This item cannot be marked U. If there is an indication that ESY services were considered, mark this item I. If the IEP indicates that ESY eligibility will be determined at a later date, a decision for services during the summer must be made no later than 45 days prior to the last day of school.</p>
<p>300.320(a)(5) SF, SCSF</p>	<p>The extent the student will <u>not</u> participate with nondisabled peers is explained.</p> <p>Student File Review Method: Determine if the IEP contains an explanation of the extent to which the student will not be involved with nondisabled students. This could be documented in a variety of ways or places within the IEP. Documentation must be individualized and boilerplate statements are not acceptable. This item cannot be marked U.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student will not participate with nondisabled peers while receiving services for reading comprehension in the resource room for one hour daily. = I • Student receives speech articulation therapy once a week for 30 minutes and will not be participating with nondisabled peers during that time. = I • Student is in resource for one class period a day. = O • Student is in self-contained ED classroom four hours a day for individualized behavior support and will not participate with nondisabled peers during that time. = I • Student will not be with nondisabled peers when student is with special education teacher for instruction. = O

III.A.5 Other Considerations

<p>300.324(a)(2)(i) SF,SCSF,SAI, SPEDI, SCSAI, SCSPEDI</p>	<p>The IEP team considered the use of positive behavioral interventions and supports and other strategies to address behaviors that impede the student's learning or the learning of other students.</p> <p>Student File Review Method: Determine if the IEP team considered whether or not the student needs behavioral interventions. If there is any evidence that the student has a problem with acceptable behavior, this area must be addressed in the IEP. The term "behavior" includes actions such as consistent tardiness, failure to complete homework, and other self-destructive but nonconfrontational actions.</p> <p>Evidence may be located throughout the document, such as in the annual goals, PLAAFP, accommodations and/or modifications, counseling services to be provided, and behavior plans. This item cannot be marked U.</p> <p style="text-align: center;"></p> <p>Interview Method: The special education administrator and site administrator must explain the IEP team's efforts to support the student in the classroom and in the school environment. The administrator must show IEPs with specific behavioral needs addressed. If the administrator can tell and show, mark this item I.</p>
<p>300.320(a)(6)(i) SF, SCSF, SAI, SPEDI, SCSAI, SCSPEDI</p>	<p>The IEP includes documentation of any accommodations in the administration of state- or PEA-wide assessments.</p> <p>Student File Review Method: Determine if the IEP contains documentation of the accommodations used for state and district assessments. Standard and/or universal accommodations must have a relationship to the accommodations used with the student during instruction.</p>
<p>300.324(a)(2)(iv) SF, SCSF</p>	<p>The communication needs of the student were considered.</p> <p>Student File Review Method: Determine if the communication needs of the student have been considered within the IEP. This item cannot be marked U.</p> <p>Examples:</p> <ul style="list-style-type: none">• Student's stuttering increases when speaking before a group without notes. Student should be allowed to read classroom reports at the beginning of the year and gradually reduce dependency on reading as the year goes on. = I• Student uses simple signs to convey basic needs such as toileting and hunger. = I• N/A = O• Student has no communication deficits. = I

<p>300.324(a)(2)(v) SF, SCSF, SPEDI, SAI, SCSAI, SCSPEDI</p>	<p>The assistive technology needs of the student were considered.</p> <p>Student File Review Method: Determine if consideration was given to the student's need for assistive technology, regardless of the student's disability. An AT device can be "any item that increases, maintains, or improves the functional capabilities of a student." AT service is the "direct assistance needed in the evaluation of the need for and the selection, acquisition, or use of an AT device." Devices can range from low to high tech. AT services may include training for staff in the use of the device(s). This item cannot be marked U.</p> <p style="text-align: center;"></p> <p>Interview Method: The special education administrator and site administrator must explain how the IEP team considers the unique needs of individual students where AT was used to increase, maintain, or improve the functional capabilities of the student. The administrator must show IEPs documenting AT. If the administrator can both tell and show, mark this item I.</p>
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300.324(a)(2)(ii) SF, SCSF	<p>For students who are English language learners (ELL), language needs were considered.</p> <p>Student File Review Method: Mark the item only for a student who is an English language learner; otherwise, mark it with a U.</p> <p>Examples:</p> <ul style="list-style-type: none"> • This is the student's first year in the USA and the primary language is Italian. Student should be taught using simple grammar with picture/graphic assists as much as possible. = I • Student has studied English for several years and has a good command of written language. However, he needs spoken information presented in short segments in order to check his understanding until oral proficiency is achieved. = I
300.324(a)(2)(iii) SF, SCSF	<p>For students who are visually impaired, or students with multiple disabilities that include visual impairment, the need for Braille was considered. Instruction in Braille is provided for students who are considered to be blind unless there is 100% agreement by the IEP team that instruction in Braille is not necessary.</p> <p>Student File Review Method: If student is not VI, mark this item U. Arizona statute is more specific on this topic than is federal statute. If Braille is NOT to be provided to a blind student, the IEP team must document their consensus decision that the visual impairment does not affect reading and writing performance commensurate with ability.</p>
300.324(a)(2)(iv) SF, SCSF	<p>For students who are hearing impaired, the IEP includes consideration of the student's language and communication needs (including opportunities for direct instruction in the student's language or mode of communication).</p> <p>Student File Review Method: If a student is not HI, mark this item U. If student is HI, determine if the IEP team took into account the language levels and communication mode of the student when developing the IEP and making a placement decision.</p>

III.A.6 For Students 16 Years of Age or Older, Documentation of Required Postsecondary Transition Components

300.320(b)(1)
SF, SCSF, S-1-A, S-1-J

▪ 60- Day Correction

Documentation of measurable postsecondary goals (**MPG**) in the areas of education/training and employment, and when appropriate, independent living skills.

Student File Review Method: Review the IEP to determine if it includes measurable postsecondary goals in the following areas: education/training, employment, and **when appropriate**, independent living skills. Goals must reflect the student's strengths, interests, and preferences, clearly occur post-high school, and be measurable. These areas may be combined into one goal or be contained in separate goals.

If the measurable postsecondary goals are stated in such a way that one **could** measure the extent to which the student achieved what he/she set out to do and clearly occur after leaving high school, mark this item **I**. Measurable postsecondary goals do not require completion within one year after exiting high school.

If there is **no evidence of postsecondary goals; if the postsecondary goals are not measurable; if the required areas are not addressed; or if the goals are not postsecondary**, mark this item **O**. The training/education and employment goals are required. The measurable postsecondary goal related to independent living is the only optional goal, and the IEP team determines if it is appropriate to include a goal in this area.

NOTE: Record the specific reason(s) for noncompliance on the Student Form.

Examples:

Training Goals:

- Student will enroll in a plumbing apprenticeship program. = **I**
- Student will complete work adjustment skills training at XYZ sheltered industry. = **I**
- Student is interested in plumbing. = **O**

Education Goals:

- Student will enroll full-time in a teacher prep program after graduation. = **I**
- Student will audit a choir class at GCC. = **I**
- Student wants to graduate from high school. = **O**

Employment Goals:

- Student will work full time as a laborer for a construction company after receiving his diploma. = **I**
- Student will work in Trident Industries group supported employment. = **I**
- Student likes fixing things and earning money. = **O**

Education/Training, and Employment Goals (combined):

- After graduation, student will enroll at a community college to receive training in order to become an engineer. = **I**
- Student will work on a construction crew to gain on the job training to develop skills as a framer after graduation = **I**
- After graduation, student wants to move to Ohio to work for an uncle. = **O**

	<p>Independent Living Skills Goals:</p> <ul style="list-style-type: none"> • After exiting school, student will live with a roommate in an adult supervised setting. = I • Student wants to move away from home. = O
<p>300.320(b) SF, SCSF</p> <p>▪ 60- Day Correction</p>	<p>Documentation that measurable postsecondary goals are updated annually.</p> <p>Student File Review Method: Review the IEP to determine if postsecondary goals were addressed/updated in conjunction with the development of the current IEP.</p> <p>If postsecondary goal(s) for education/training, employment (and independent living, as needed) are documented in the student's current IEP, mark the item I.</p> <p>If postsecondary goal(s) for education/training, employment (and independent living, as needed) are not documented in the student's current IEP, mark the item O.</p>

<p>20 U.S.C. 1416(a)(3)(B) SF, SCSF</p> <p>▪ 60- Day Correction</p>	<p>Documentation of annual IEP goals that will reasonably enable the student to meet the postsecondary goals.</p> <p>Student File Review Method: Review the IEP for evidence of at least one annual IEP goal for each measurable postsecondary goal. One annual goal (whether measurable or not) can support multiple postsecondary goal areas.</p> <p>Examples:</p> <p>Education/Training Goals</p> <ul style="list-style-type: none"> • Measurable Postsecondary Goal: Upon completion of school, student will complete on-the-job training for telemarketing. Annual Goal: Using grade-level social studies textbook and current reading assignment, student will orally read 100 wpm with no more than an average of three errors over four trials. Student currently reads 75 wpm with an average of five errors over four trials. = I • Measurable Postsecondary Goal: Upon graduation from high school, student will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports with hand-over-hand assistance. Annual Goal: Student will increase tolerance of hand-over-hand assistance from thirty minutes to forty-five minutes during three out of five sessions per week with the occupational therapist. = I <p>Employment Goals</p> <ul style="list-style-type: none"> • Measurable Postsecondary Goal: Student will work as a veterinary assistant full time after graduation. Annual Goal: Student will correctly define 90% of veterinary terms found in veterinary technical manuals with the aid of an automatic thesaurus. = I • Measurable Postsecondary Goal: After graduation student will work on a production line packaging parts for a cell phone company. Annual Goal: Given picture-clue instruction, student will follow three-step directions accurately on two trials daily five times per week for four consecutive weeks. = I <p>Independent Living Goals:</p> <ul style="list-style-type: none"> • Measurable Postsecondary Goal: With the assistance of a personal care attendant, student will live independently in a semisupervised apartment. Annual Goal: In the school cafeteria, student will order a school lunch that will include at least two different food selections by pointing at items on a communication board with her elbow daily for four consecutive weeks. = I • Measurable Postsecondary Goal: Upon completion of high school, student will live independently in an apartment near Schucks Construction. Annual Goal: Student will complete three different budgets within income expectation that could support the costs related to an apartment near Schucks Construction by May 2012. = I
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<p>300.320(b)(2) SF, SCSF, S-1-A, S-1-J</p> <p>▪ 60- Day Correction</p>	<p>Documentation of at least one transition service/activity that focuses on improvement of the academic and functional achievement of the student to facilitate movement from school to post-school as identified in the measurable postsecondary goals.</p> <p>Transition services to be addressed include the areas of instruction, community experiences, related services, employment, and other post-school adult living, and, if appropriate, daily living skills and functional vocational evaluation. Strategies may address activities performed on the school campus and during school hours as well as off-site and during nonschool hours. The IEP team does not need to include all components if they are not appropriate for the student. Services/activities are only needed in areas that will reasonably enable the student to meet the measurable postsecondary goals.</p> <p>Student File Review Method: Review the IEP for evidence of at least one transition service/activity to assist the student in meeting his/her measurable postsecondary goals. One transition service/activity may support multiple measurable postsecondary goals.</p> <p>Examples:</p> <p>Instruction:</p> <ul style="list-style-type: none"> • Receive instruction related to applying to school of choice and researching scholarship opportunities. = I • Intensive reading instruction to prepare for postsecondary education. = I • Required courses for graduation. = O (not individualized) • Receive instruction to use assistive technology device. = I • Teach self-monitoring skills related to on-task behavior. = I <p>Community Experiences:</p> <ul style="list-style-type: none"> • Investigate youth volunteer programs; open a bank account; visit the mall and food court with a provider to identify stores and meals of choice. = I • Field trips. = O (too general) • Use Community Information and Referral to identify three strategies to resolve a transportation concern. = I • Visit three supported employment programs and choose one for postsecondary services with parental assistance and input. = I
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Related Services:

- At beginning of senior year, visit potential post-school providers of physical therapy; explore city transportation options. = **I**
- Related services will be provided as needed. = **O**
- Participate in speech/language services to improve expressive language skills. = **I**
- Identify adult services to support orientation and mobility needs after graduation. = **I**

Employment:

- Participate in two job shadow experiences. = **I**
- Work in unpaid position on campus.= **I**
- Consumer Math; Job Service Skills. = **O**
- Obtain part-time or summer employment (in a position related to the measurable postsecondary goals). = **I**
- Identify a postsecondary supported-employment option with DDD support service coordinator. = **I**

Post- school Adult Living:

- Learn about expectations for eating in a restaurant; apply for housing assistance; visit adult service providers in the community. = **I**
- Apartment. = **O** (too vague)
- Meet with SSI representative to determine possible financial benefits. = **I**
- Visit three group/supported living programs for postsecondary independent living needs. = **I**
- Complete the eligibility process to enter into the supported employment and independent living program upon exiting secondary education. = **I**

Daily Living Skills (if appropriate):

- Learn to prepare meals, develop and follow monthly budget, and (with parental support) select a primary care physician and/or dentist. = **I**
- Hygiene. = **O**
- Demonstrate safety skills in the community. = **I**

Functional Vocational (if appropriate):

- Develop a vocational profile based upon functional information; participate in situational work assessments at employment sites related to student's interest.= **I**
- Conduct a functional vocational evaluation.= **O**
- Complete a job analysis and current skills inventory to identify achievable employment opportunities.= **I**
- Complete nonverbal modified assessment of adaptive behaviors, career interests, and career skills.= **I**
- Retake the ASVAB to improve scores to be eligible to participate in the electronics program in the military.= **I**
- Update the Brigance and Supports Intensity Scale Assessment to update information for Summary of Performance upon exit from school. = **I**

<p>300.321(b)(3)</p> <p>SF, SCSF</p> <p>▪ 60- Day Correction</p>	<p>Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting after consent from the parent or student who has reached the age of majority.</p> <p>Student File Review Method: If there is parent or adult student consent, then look for evidence that the invitation to participating agency occurred after consent was obtained. This may include multiple agencies. This may be located in the meeting notice, formal letter, telephone log, or other documentation.</p> <p>If there is evidence of consent of parent or adult student AND clear evidence that the agency was then invited after consent. = I</p> <p>If there is evidence of consent but outside agency was not invited. = O</p> <p>If the IEP team determined that no outside agency was needed. = U</p>
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<p>300.320(b)(1) SF, SCSF</p> <p>▪ 60- Day Correction</p>	<p>Documentation that the measurable postsecondary goals were based upon age-appropriate transition assessment(s).</p> <p>Student File Review Method: Review the IEP for supporting information and locate evidence of age-appropriate transition assessment(s). The information may be located in multiple places within the IEP including the PLAAFP or transition services page. There must be evidence that assessment information was used to create each measurable postsecondary goal. No specific number of assessments is required and they may be formal or informal, but they must clearly identify the needs, strengths, interests, and preferences of the student regarding postsecondary goals.</p> <p>Formal or informal transition assessment(s) should be selected based on the individual needs of the student.</p> <p>Examples (this is not an exhaustive list):</p> <ul style="list-style-type: none"> • Interest inventories • Arizona Career Information System (AZCIS) • Armed Services Vocational Assessment Battery—ASVAB • Situational assessment(s) —a narrative of informal activities that clearly align to MPGs and show the student can/cannot perform requirements for the determined goal. • Interviews (student, parent, general education teachers, special education teachers, career technical education teacher(s), employers, extracurricular facilitators, coaches, counselors, related service providers, outside support agencies, and others as appropriate) • Aptitude inventories, skills inventories, e.g., ASVAB, OASIS III, Valpar • Supports Intensity Scale (intellectual functioning) • Adaptive behavior scales • Self-determination scales • Prevocational/employment scales • Achievement assessments • Assistive technology needs assessment (observation from related service provider) • Learning styles assessment • Community college placement instrument • College/university entrance instrument • Narrative of (core and elective) course content completion from any class related to the MPG(s) <p>If the IEP contains documentation of how assessment information was used in the development of the postsecondary goal(s) (whether measurable or not), mark this item I.</p> <p>If there is simply a boilerplate statement or if there is no documentation of any age-appropriate transition assessment(s), mark this item O.</p>
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<p>300.320(b)(2) SF, SCSF</p> <p>▪ 60- Day Correction</p>	<p>Transition services include courses of study that focus on improving the academic and functional achievement of the student to facilitate the movement from school to post-school.</p> <p>Student File Review Method: Review the IEP to determine if there is documentation of courses of study; that the courses of study are individualized; AND that they support all measurable postsecondary goals. This should include courses that lead to a diploma. A single course can support more than one MPG.</p> <p>If the courses of study align with the student's identified measurable postsecondary goals, mark this item I.</p> <p>If the courses of study do not align with the student's identified measurable postsecondary goals, mark this item O.</p>
<p>300.321(b)(1) SF, SCSF, S-1-A, S-1-J</p> <p>▪ 60- Day Correction</p>	<p>Documentation that the student who is at least 16 years of age was invited to the IEP meeting when postsecondary transition services were being discussed.</p> <p>Student File Review Method: Beginning not later than the first IEP to be in effect when the student turns 16, look for documentation that the student was invited (IEP with student signature, meeting notice, telephone log, or other clear documentation that the student was invited).</p> <p>If the student was in attendance or there was clear evidence that the student was invited, mark this item I.</p> <p>If there is no documentation evident, mark this item O.</p>
<p>III.A.7 Additional Postsecondary Transition Components</p>	
<p>300.320(c) SF, SCSF</p>	<p>By age 17, the student's IEP must contain a statement that the student has been informed of his/ her rights that will transfer to the student at age 18.</p> <p>Student File Review Method: Look for a statement in the IEP that the parent and student have been informed of the rights that will transfer to the student upon reaching the age of majority. Documentation may consist of items such as procedural safeguards notice provided to student and parents, prior written notice, or statement within the IEP.</p> <p>If the student is turning 17 in the current IEP year and there is evidence that the student and parent have been informed that rights transfer, mark this item I.</p> <p>If the student is turning 17 in the current IEP year and there is no evidence that the student and parent have been informed that rights transfer, mark this item O.</p> <p>This item may be marked U for any student not yet age 17 and will not be turning 17 during the current IEP year or for any student whose IEP was developed after his/her 18th birthday.</p>

<p>300.43 300.305(e)(3) SPW</p>	<p>There is documentation of a summary of academic achievement and functional performance including recommendations to assist an exiting student in meeting her/his postsecondary goals.</p> <p>Agency Review Method: Look for documentation that includes three components: summary of academic achievement; summary of functional performance; and recommendations to assist the student in meeting postsecondary goal(s). Documentation needs to be more extensive than test scores or grade level equivalents. All areas pertinent to the student's needs must be addressed.</p> <p>Ask the PEA for copies of the summary of academic achievement and functional performance developed for students who have graduated/aged out at the end of the previous school year.</p> <p>If the PEA has documentation of summaries of academic achievement and functional performance and recommendations, mark this item I.</p> <p>If PEA has documentation of summaries of academic achievement and functional performance but not all three components are included, mark this item O.</p> <p>If the PEA had no students aged 16–21 graduating/aging out last year, mark this item U.</p> <p>If the PEA has only one high school, all summaries must be reviewed.</p> <p>If there are multiple campuses, use the PEA's list of exited students to select a minimum of two summaries from each campus.</p>
III.A.8 Documentation That IEP Reflects Student Needs	
<p>300.320(a) (1–2)</p> <p>PS, SF, SCSF SETS, GETS, RSPS, S–1–A, S–1–J</p> <p>▪ 60- Day Correction</p>	<p>Documentation that IEP reflects individual student needs.</p> <p>This item is looking at the cohesiveness of the IEP as a whole and requires that the IEP reflect the student's individual needs.</p> <p>Student File Review Method: Consider all of the following:</p> <ul style="list-style-type: none"> • Evaluation information (if conducted within the last year) • PLAAFP • IEP goals • Secondary transition components <p>There should be a clear alignment between the student needs (as articulated in the evaluation and PLAAFP) and the goals identified on the IEP.</p> <p>Mark this item O if the IEP prohibits the student from receiving FAPE.</p> <p>If there is no link between the evaluation and the IEP, PLAAFP does not adequately address the student's needs, IEP goals are not aligned with individual needs, or secondary transition components are not addressed, mark this item O.</p> <p>Record the specific reason(s) for noncompliance on the Student Form.</p>

SECTION IV—PROCEDURAL SAFEGUARDS/PARENTAL PARTICIPATION

IV.A.1 Confidentiality

300.623(c) SETS, SCGETS, GETS, SCRSPS, RSPS	Documentation that all school-based staff understand confidentiality. Survey Method: Review the responses given by each staff member. If he/she was able to list three things, mark this item I .
R7-2-401.I.1 AF, PS, SCAF	Review documentation that notice of confidentiality (FERPA, IDEA) was disseminated to all parents annually. Agency Review Method: Verify dissemination through a review of parent/student handbook, individual mailing, etc.

IV.A.2 Notices Sent at Required Times and in a Language and Form That Is Understandable to Parents

300.504(a) R7-2-401.H.1 SF, SCSF, S-1-A, S-1-J ▪ 60- Day Correction	Procedural safeguards notice provided to parents within the last 12 months. Student File Review Method: If documentation is evident that the parent was given a copy of a procedural safeguards notice at least one time during the current year, mark this line item I .
300.503(c) SF, SCSF, S-1-A, S-1-J ▪ 60- Day Correction	Required notices are provided in the native language of the parent. Student File Review Method: Review the file for copies of the most recent notices (invitations to meetings, procedural safeguards notices, and prior written notices) sent to the parents. Compare the language of the notices to the primary language indicated on the student file form. If the notices were provided in a language other than the parent's native language, there must be documentation of the parent's request for notices to be provided in English. The language of the <u>student</u> must be considered when the student is invited to the IEP.

IV.A.3 PWN Sent at Required Times and Contains Required Components

300.503.(a)
SF, SCSF

Prior written notice provided to parents at required times.

Student File Review Method: Determine when the PWN should have been distributed in the last twelve months for the type of file being reviewed. Prior written notice (PWN) must be provided at the following times:

- When a student is referred for an INITIAL evaluation.
- Before obtaining consent for the collection of additional data in the evaluation process. This is the proposal to collect additional data for evaluation.
- After the team has determined the eligibility of a student for special education. This completes the evaluation process.
- When there is a change or refusal to change the provision of FAPE: before implementation of an initial IEP or before a revised IEP can be implemented. In the case of a phase out or graduation with a regular diploma, a parent should know that all special education services will cease.
- When there is a change or refusal to change the educational placement, including an initial placement.
- Prior to the 11th day of suspension and/or before an accumulation of suspensions constituting a pattern and/or at the beginning of an expulsion, all of which require a change in services and the provision of FAPE. Prior to placement in an IAES, a PWN must be issued.
- Prior to ceasing services when a parent revokes consent for the provision of special education services.

Verify the purpose of each PWN provided for specified events. Use this information to determine compliance. If a single notice covered multiple purposes, determine process compliance (notice given at the correct time) for all that are appropriate. If the PWN was given at the appropriate time, mark this item **I**.

<p>300.503(b)(1) SF, SCS</p>	<p>The PWN includes a description of action(s) proposed or refused by the PEA. All actions and refusals must be identified, should be student-specific and should accurately reflect decisions made.</p> <p>Student File Review Method: Documentation must include a description of actions proposed or refused by the team.</p> <p>Examples:</p> <ul style="list-style-type: none"> • NA = O • Student doesn't want to come to school. = O • The district proposes that services will be provided to the student in accordance with the IEP developed on 05/23/11. The team declined to place the student in a more restrictive math placement as requested by the math teacher. = I • The evaluation team proposes to collect additional information on the student's behavioral functioning with standardized assessments. = I <p>Mark this item I if the PWN contains the required component.</p>
<p>300.503(b)(2) SF, SCS</p>	<p>The PWN includes an explanation of why the agency proposed or refused to take action.</p> <p>Student File Review Method: The statement must be student-specific.</p> <p>Examples:</p> <ul style="list-style-type: none"> • NA = O • Student's IEP has been reviewed and services have been adjusted according to the present levels of performance and goals in math. Student is currently receiving a grade of C- in the regular education math class without modification in grade level or change in performance criteria. = I • Student's performance in the classroom seems to be hindered by behavior and the team needs the data to accurately assess eligibility and develop appropriate behavioral strategies. = I <p>Mark this item I if the PWN contains the required component.</p>

<p>300.503(b)(6) SF, SCSF</p>	<p>The PWN includes a description of any options considered and why those options were rejected.</p> <p>Student File Review Method: Documentation must relate specifically to the student.</p> <p>Example:</p> <ul style="list-style-type: none"> • NA = O • The alternate school is full. = O • While the team discussed increasing the special education services provided for the student, it was decided that he continues to require resource room assistance in reading and written expression and paraprofessional support in a regular education math class. Because of his success in math, a resource math placement was not seen as appropriate. = I • The team believes that observations alone will not provide enough information about the student's current behaviors. = I • We considered not revising the IEP, but it is mandated by law. = O <p>Mark this item I if it contains the required component.</p>
<p>300.503(b)(3) SF, SCSF</p>	<p>The PWN includes a description of evaluation procedures, tests, records used as a basis for the decision.</p> <p>Student File Review Method: Documentation must support the basis for the decision.</p> <p>Example:</p> <ul style="list-style-type: none"> • NA = O • Student's counselor said she had always had these problems with attendance. = O • The team considered the student's quarterly progress reports, weekly test grades, scores on the district assessment, and work completion data. = I • There has been no standardized assessment of the student's behavior in the past and the parents report that he has never had any behavioral difficulty before. They further report that there has been nothing in the family life that might account for the sudden problematic behaviors. = I <p>Mark this item I if the PWN contains the required component.</p>

300.503(b)(7) SF, SCS	<p>The PWN includes a description of any other factors that are relevant to the agency's proposal or refusal.</p> <p>Student File Review Method: Documentation related to other factors must be evident.</p> <p>Example:</p> <ul style="list-style-type: none"> • NA = O • This school has a strict discipline and attendance policy. = O • Student continues to need additional direction from the paraprofessional in order to complete assigned work. Student has demonstrated ability in working with the peer tutor and cooperative learning groups that are used in regular education math. = I • Because of the recent behavioral concerns, the evaluation team has chosen not to wait until next April when the student's reevaluation is due. Parents signed consent for assessment on this date. = I <p>Mark this item I if the PWN contains the required component.</p>
300.503(b)(4) SF, SCSF	<p>If the PWN is for any reason other than an initial referral for evaluation, it includes a statement of how a copy of procedural safeguards notice (PSN) can be obtained.</p> <p>Student File Review Method: There must be a statement related to contact information within the district/at the school site so the PSN can be obtained. If the PWN contains the required information, mark this item I. If the notice was for initial referral for evaluation, mark this item U.</p>
300.503(b)(5) SF, SCSF	<p>The PWN includes sources to obtain assistance in understanding the notice.</p> <p>Student File Review Method: There must be contacts available including address and telephone numbers for a number of parent resources which may include: Arizona Department of Education/Exceptional Student Services, Arizona Center for Disability Law, Raising Special Kids, and Pilot Parents. One of the sources could be the PEA, including the PEA's phone number and contact name.</p> <p>Mark this item I if the PWN contains the required component.</p>

IV.A.4 Discipline Procedures and Requirements Followed

300.530(h) SF	<p>For a student who has been suspended for more than 10 days in the school year, the parent was notified on the day the decision was made.</p> <p>Student File Review Method: Review the student's file to determine if there is documentation that the parents were contacted in person or by telephone. This contact must be made on the same day as the decision to take the action. If such a record is found, mark this item I. If no record is found, mark this item O.</p>
300.530(d)(ii) 300.530(f)(1)(i) SF ▪ 60- Day Correction	<p>For a student who has been suspended for more than 10 days in the school year, a functional behavioral assessment (FBA) was conducted or reviewed if the behavior was determined to be a manifestation of the disability.</p> <p>Student File Review Method: If the behavior was determined to be a manifestation of the disability and an FBA was conducted or reviewed, mark this item I. If the behavior was NOT a manifestation of the disability, mark this item U.</p>
300.530(d)(ii) 300.530(f)(1)(ii) SF, SAI, SPEDI ▪ 60- Day Correction	<p>For a student who has been suspended for more than 10 days in the school year, behavior interventions were implemented, or reviewed when already in place.</p> <p>Student File Review Method: If behavior interventions were implemented or reviewed, mark this item I.</p>

300.530(c) 300.530(e) SF, SAI	<p>If a change in placement has occurred because of behavioral issues, the IEP team conducted a review within 10 school days to determine the relationship between the student's disability and behavior.</p> <p>Student File Review Method: If the IEP team conducted a review and made a manifestation determination (however flawed), mark this item I. If there is no documentation that a meeting occurred or if no determination was made, mark this item O.</p>
300.530(f) SF ▪ 60- Day Correction	<p>If, as a result of a disciplinary action, the IEP team determined that behavior was a manifestation of the student's disability, the student was returned to the placement from which the student was removed unless the removal was for possession of a weapon, drugs, or infliction of serious bodily injury or parents and PEA agree to the change of placement.</p> <p>Student File Review Method: If the student was returned to the placement from which the student was removed, unless the parent and the PEA agreed to a change of placement, mark this item I.</p>
300.530(d)(4) SF, SPEDI ▪ 60- Day Correction	<p>Review the file to determine if the student who has been suspended or expelled continued to be provided FAPE, including services and adaptations described in the IEP.</p> <p>Student File Review Method: Determine if a new IEP was written indicating how FAPE will occur. If a new IEP was not written, there should be meeting notes or other documentation regarding the services that will be provided and how they will be provided. If one or the other is documented, mark this item I.</p> <p style="text-align: center;">✍</p> <p>Interview Method: The special education administrator and site administrator must explain how services are provided if a student is suspended or expelled beyond ten days. The administrator must show documentation that describes the services and method of delivery. If the administrator can explain and show the steps, then mark this item I.</p>