

## Acronyms for Forms

AF	Agency Form
CFW	Child Find Worksheet
SPW	Summary of Performance Worksheet
DRM-2	Data Review Student File Sample Selection Form
DRSF	Data Review Student Form
SAM-2	Self-Assessment Student File Sample Selection Form
SASF	Self-Assessment Student Form
OSM-2	On-Site Student File Sample Selection Form
SF	Student Form
SCAF	Secure Care Agency Form
SCSF	Secure Care Student Form
SCCFW	Secure Care Child Find Worksheet
SCSAI	Secure Care Site Administrator Interview
SCSEAI	Secure Care Special Education Administrator Interview
SCSI	Secure Care Student Interview
SCGETI	Secure Care General Teacher Interview
SCSETI	Secure Care Special Education Teacher Interview
SCPS	Secure Care Parent Survey
SCSI	Secure Care Student 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’s) compliance status. The larger PEAs—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 DRM-2; for Self-Assessment, see SAM-2; for an On-Site Monitoring, see OSM-2.

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.

	<b>General Instructions</b>
Step 1	<p>Record the demographic information requested. All demographic information <b>must</b> be entered on the student form. If a student does not have an SID number, use the student’s birth date and initials. Use the AzEDS 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 SID number and eligibility category as “Not Special Education” (NSE).</p>
Step 2	<p>Determine the primary language spoken by the parent (to ensure that the PEA has met the parent notification requirements).</p> <p><b>Student File Review Method:</b> Review the file for the language of the home as indicated <b>by the parent</b>, and write the language in the space provided. Use any parent source (language survey, registration, developmental history), but do <b>not</b> use a secondary source, such as the evaluation report summary.</p>
Step 3	<p>Determine the language proficiency of the student (to ensure that the PEA has properly evaluated and is appropriately educating the student).</p> <p><b>Student File Review Method:</b> 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, the Arizona English Language Learner Assessment (AZELLA). This may not be located in the special education file; you may have to access it in the cumulative or English language learner file. Specify the language proficiency in the space provided.</p>
Step 4	<p>Conduct the file review and record the information using the following codes:</p> <ul style="list-style-type: none"> <li>I = In compliance</li> <li>O = Out of compliance</li> <li>U = Unreported</li> </ul>

## SECTION I: Child Find

### ***I.A.1 Child Find Requirements***

<p>300.111(a)(1)(i) AF, SCAF</p>	<p>Determine if the PEA has special education policies and procedures to ensure that all children with disabilities who are in need of special education and related services are identified, located, and evaluated.</p> <p><b>Agency Review Method:</b> Verify that child find is included in the PEA’s current board-approved policies and procedures.</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><b>Agency Review Method:</b> Review available documentation such as a letter, flyer, web page, link, or other means of documentation. If parents have been made aware of procedures via the available documentation, mark this item <b>I</b>.</p>
<p>300.134 300.135 R7-2-401.C.3 R7-2-401.L AF, SCAF</p>	<p>Determine if the PEA maintains an invitation list and agenda of the child find meeting with the private school staff and families (home-school involvement). <b>All references to private school students also include students who are home-schooled.</b></p> <p><b>Agency Review Method:</b></p> <ul style="list-style-type: none"> <li>• 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 and home-school involvement in child find efforts, mark this item <b>I</b>.</li> <li>• If there is no documentation of a meeting invitation list and agenda, mark this item <b>O</b>.</li> <li>• If the agency is a school district, this item cannot be marked <b>U</b>.</li> <li>• If the agency is a charter school, mark this item <b>U</b>.</li> </ul>

<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 <b>45 calendar days</b> 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><b>Child Find Worksheet Method:</b> Compare the date of enrollment and the date of screening <b>OR</b> the date of the documented review of records.</p> <ul style="list-style-type: none"> <li>• If the student was screened in all seven areas within 45 calendar days, mark this item <b>I</b>.</li> <li>• If any area was not screened, mark this item <b>O</b>.</li> <li>• If the student was screened, but not within the required 45 calendar days, mark this item <b>O</b>.</li> <li>• If the student was not screened, mark this item <b>O</b>.</li> </ul>
<p>R7-2-401.D.8 CFW, SCCFW</p>	<p>Determine if the students were referred for follow-up and/or evaluation when concerns were noted on the 45-day screening.</p> <p><b>Child Find Worksheet Method:</b> If concerns were noted about any of the students who were screened, the school must document follow-up actions. 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"> <li>• If concerns were noted, look for documentation of follow-up that may include: documentation of attempts to collect additional records, collection of additional records, implementation of classroom interventions, or referral to a child study team or for a special education evaluation. If this documentation is evident, mark this item <b>I</b>.</li> <li>• If concerns were noted and there is no documentation of follow-up, mark this item <b>O</b>.</li> <li>• If no concerns are noted, mark <b>U</b>.</li> </ul>

## SECTION II: Evaluation/Reevaluation

For initial evaluation of a student who did not qualify, make a compliance call on II.A.5 ONLY.

For a student who has been phased out of special education, make a compliance call on II.A.1, II.A.2, II.A.3, and II.A.4.

### II.A.1 Completion of Evaluation/Reevaluation

300.301(a)  
300.303(b)  
300.305(e)(1)  
300.306  
SF, SASF, SCSF  
  
▪ 60-Day  
Correction

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

**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 a reevaluation nor an agreement 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) SF, SASF, SCPS, SCSF, SCSI</p>	<p>The parent provided <b>current</b> information <b>during</b> the review of existing data timeframe and before the decision of the need for additional data.</p> <p><b>Student File Review Method:</b> Determine if there is evidence that the parent provided information to the team <b>OR</b> 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. For students 18 years or older whose rights have transferred, look for evidence of current information provided by the adult student and/or the parent.</p> <p>If the parent was not a member of the team, mark this item <b>O</b> unless during a reevaluation, the PEA documented their efforts to gather parental input.</p>
<p>300.305(a)(1)(ii) SF, SASF, SCSF</p>	<p>Current classroom-based assessments were reviewed before the decision of the need for additional data.</p> <p><b>Student File Review Method:</b> 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.</p> <p>For a student being evaluated for a possible learning disability based on an MTSS process, comparative reports of progress monitoring from each tier of instruction/intervention were reviewed.</p> <p>For children birth to 3, assessment and performance information from early intervention programs were reviewed. For reevaluations of preschool students the team may include specific assessment information from Teaching Strategies GOLD/My Teaching Strategies.</p> <p>If it is clear that the child’s teacher was not included in the review of existing data process, mark this item <b>O</b>.</p> <p>If the student has not attended school or an early intervention program, mark this item <b>U</b>.</p>

<p>300.305(a)(1)(iii) SF, SASF, SCSF</p>	<p>Teacher and related service provider input/observations were reviewed before the decision of the need for additional data.</p> <p><b>Student File Review Method:</b> Determine if the team considered information that was shared by <b>any</b> teacher and/or related service provider, community-based personnel, service provider for children birth to 3, or other provider, 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.</p> <p>For a student being evaluated for a possible learning disability based on an MTSS 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 <b>U</b>.</p> <p><b>For reevaluations</b>, 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, SASF, SCSF</p>	<p>Formal assessments were reviewed prior to the decision of the need for additional data.</p> <p><b>Student File Review Method:</b> Determine if the team considered performance on assessments conducted within the PEA environment, such as the AzMERIT, the MSAA (Multi-State Alternative Assessment), Stanford 10, or AZELLA.</p> <p>If the team did review this data, mark this item <b>I</b>.</p> <p>If the student is a <b>transfer</b> and the <b>PEA was unable to obtain any assessment data OR</b> if the <b>student is not the appropriate age</b> for this type of formalized assessment, mark this item <b>U</b>.</p>

**II.A.3 Team Determination of Need for Additional Data**

<p>300.305(a)(2) SF, SASF, SCSF, SCSETI</p>	<p>A <b>team</b> determined that existing data were sufficient or that additional data were needed.</p> <p><b>Student File Review Method:</b> Determine if a team discussed and made a determination about the need for additional data following the review of existing data (<b>before parent consent was obtained and before the collection of additional data and/or before eligibility was determined</b>).</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Based on the review of existing data, the team determined that additional data were not needed. = <b>I</b></li> <li>• The team determined concerns about the student could not be addressed without collecting additional data. = <b>I</b></li> <li>• There is no documentation that the <b>team</b> made the determination regarding the need for additional data. = <b>O</b></li> </ul>
<p>300.305(d) SF, SASF, SCSF</p>	<p><b>For reevaluations only</b>, 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><b>Student File Review Method: For reevaluations only</b>, 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 <b>U</b> for initial evaluations and reevaluations that required additional data.</p>
<p>300.9 300.300(a)(1) 300.300(c) (1)(i) 300.300(c)(2) SF, SASF, 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><b>Student File Review Method:</b> Determine if informed written parental consent is documented. <b>For students 18 years or older whose rights have transferred, look for written consent from the student.</b></p> <p>If there is no documentation of informed parental consent, mark this item <b>O</b>.</p> <p>In the case of a reevaluation, if the PEA attempted to obtain consent but the parent did not respond <b>and</b> the PEA adequately documented those efforts, mark this item <b>I</b>.</p>

	<p><b>If no additional data are needed, mark this item U.</b></p> <p>If the student transferred in with a current evaluation and parent consent was not included in records received, mark this item <b>U</b>.</p>
<p><b>II.A.4 Eligibility Considerations</b></p>	
<p>300.304(c)(4) SF, SASF, SCSF</p> <p><b>▪ 60-Day Correction</b></p>	<p>The student was assessed in all areas related to the suspected disability.</p> <p><b>Student File Review Method:</b> 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.</p> <p><b>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.</b></p> <p><b>Note:</b> 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.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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. = <b>O</b></li> <li>• The evaluation of a preschool child did not include assessment data from all five areas. = <b>O</b></li> <li>• The evaluation of an unintelligible student with cerebral palsy who demonstrated average intelligence and receptive language did not include an assessment of assistive technology needs in the area of expressive communication. = <b>O</b></li> </ul> <p>This item <u>cannot</u> be marked <b>U</b>.</p>

300.304(b)(1)(ii)  
SF, SASF, SCSF,  
SCSEAI

**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.

**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.

**This information must be student specific and must not contain boilerplate statements.**

Examples:

- Student's reading comprehension disability will make it difficult for the student to acquire information through written text. = I
- Student's emotional disability causes student to be excessively fearful of failure before peers, which impacts the student's ability to participate in group work and presentations. = I
- Preschool 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>300.304(b)(1) 300.304(c)(6) SF, SASF, SCSF, SCSEAI</p>	<p><b>Upon review of all data</b>, the educational needs to access the general curriculum are identified.</p> <p><b>Student File Review Method:</b> In interpreting evaluation data to determine the educational needs of a student, locate documentation that the team considered information from a variety of sources including aptitude and achievement tests, and parent input and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Because of the student's auditory processing disability, all instructional material should be presented in print media. = I</li> <li>• Student is weak in auditory memory. = O</li> <li>• Although student achievement in math does not evidence a significant discrepancy, given his AzMERIT scores and teacher input, the team has determined that using manipulative aids will help the student to improve math calculation skills. = I</li> <li>• Student needs help in math. = O</li> <li>• Student needs assistance in using positive behaviors as an alternative to reacting in an aggressive physical or verbal manner. = I</li> <li>• Student needs behavioral support. = O</li> <li>• Student needs generalization and practice in daily living skills. = I</li> <li>• Student is overly dependent on aide. = O</li> <li>• Because of the student's reading comprehension disability, the student should be provided with assistive technology (e.g., Kurzweil) to access grade-level text. = I</li> <li>• Because of the student's reading disability, the student needs specialized instruction. = O</li> </ul>
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<p>300.305(a)(2) (B)(iv) SF, SASF, SCSF</p>	<p><b><u>Upon review of all data, for reevaluations only</u></b>, 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><b>Student File Review Method:</b> Determine if the team <b>considered</b> 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"> <li>• 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 the use of manipulatives be incorporated into math instruction. = <b>I</b></li> <li>• No changes = <b>O</b></li> <li>• Student’s AzMERIT scores in math show that she has moved from “minimally proficient” to “partially proficient” on the grade-level standard. The current level of special education support she has been receiving is meeting her needs. = <b>I</b></li> <li>• Student has continued to make adequate progress on all annual goals and is becoming more social in classes through his active participation. = <b>I</b></li> <li>• N/A or not addressed = <b>O</b></li> <li>• Mark this item <b>U</b> for initial evaluations.</li> </ul>
<p>300.306(b) (1)(i) 300.306(b) (1)(ii) ARS 15- 761(2)(b)(i) ARS 15- 761(2)(b)(ii) SF, SASF, SCSF</p>	<p><b><u>Upon review of all data</u></b>, a student must not be determined to be a student with a disability if the determinant factor is lack of appropriate instruction in reading and/or math.</p> <p><b>Student File Review Method:</b> Determine if the team considered the lack of learning opportunities. There should be a clear statement of the consideration within the evaluation documentation. A rule-out statement is sufficient <b>ONLY</b> if there is <b>no</b> evidence of a lack of learning opportunities.</p> <p><b>For preschool students, lack of formal schooling/child care is not considered a lack of appropriate instruction in reading and/or math.</b></p> <p>The lack of learning opportunities may include:</p> <ul style="list-style-type: none"> <li>• Frequent school changes.</li> <li>• Poor attendance.</li> <li>• Multiple teachers in the same year.</li> <li>• Questionable home-school curriculum.</li> </ul>

<p>300.306(b)(iii) ARS15-761(2)(b)(iii) SF, SASF, SCSF, SCSEAI</p>	<p><b>Upon review of all data</b>, if the student is not a native English speaker, the impact of limited English proficiency on progress in the general curriculum must be addressed.</p> <p><b>Student File Review Method:</b> Determine if the team documented their consideration of language proficiency (AZELLA). There should be a clear statement of the consideration within the team documentation. A rule-out statement is sufficient <b>ONLY</b> if there is <b>no</b> evidence of limited English proficiency (refer to primary home language other than English (PHLOTE) survey).</p> <p>Examples of the impact could include:</p> <ul style="list-style-type: none"> <li>• The student is making slow progress in his acquisition of English and instruction should be provided in both languages.</li> <li>• The student is becoming more proficient in English. Instruction should be provided in English with additional directions given in Spanish, if necessary.</li> <li>• The student’s learning disability has more impact on the acquisition and use of vocabulary than the level of the student’s language proficiency.</li> </ul> <p>Mark this item <b>U</b> if the student is a native English speaker.</p>
<p>300.306(a)(1) SF, SASF, SCSF</p> <p>▪ <b>60-Day Correction</b></p>	<p><b>Upon review of all data</b>, a team determined that the student has a specific category of disability.</p> <p><b>Student File Review Method:</b> 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"> <li>• 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. = <b>I</b></li> <li>• There is no eligibility determination. = <b>O</b></li> <li>• Decision is made by one person, not a team. = <b>O</b></li> </ul>
<p>300.306(a)(1) ARS 15-761 (30) &amp; (32) SF, SASF, SCSF</p> <p>▪ <b>60-Day Correction</b></p>	<p><b>Upon review of all data</b>, a team determined the student needs special education and related services.</p> <p><b>Student File Review Method:</b> Locate documentation of the eligibility for special education that is based on the presence of a disability <b>and</b> 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</p>

	<p>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) &amp; (3) SF, SASF, SCSF</p> <p><b>▪ 60-Day Correction</b></p>	<p>Assessments and other evaluation materials were administered in a language and form most likely to yield accurate information.</p> <p><b>Student File Review Method:</b> Review assessments and other evaluation materials to ensure that they were selected and administered in a nondiscriminatory 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 <b>NOT</b> sufficient IF the evidence is clearly to the contrary.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• The child is monolingual Spanish and all tests were administered in English and required English language proficiency. = <b>O</b></li> <li>• The child is monolingual Urdu and tests were administered that are nonverbal or nonlanguage based. = <b>I</b></li> <li>• The child’s level of language proficiency was not determined and documented. = <b>O</b></li> <li>• The child is monolingual Navajo and the teacher aide (who is trained to assist in assessment) interpreted for the child during testing. = <b>I</b></li> <li>• The child has a hearing impairment and tests were administered that are nonverbal or nonlanguage based or were developed/normed for children who have a hearing impairment. = <b>I</b></li> </ul>

<p>300.8(c)(1) ARS 15-761(1) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Autism (A):</b> a developmental disability that significantly affects verbal and nonverbal communication and social interaction and adversely affects educational performance.</p>
<p>300.8(b) ARS 15-761(3) SF, SASF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Developmental Delay (DD):</b> 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"> <li>(a) Cognitive development.</li> <li>(b) Physical development.</li> <li>(c) Communication development.</li> <li>(d) Social or emotional development.</li> <li>(e) Adaptive development.</li> </ul> <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>300.8(c)(4) ARS 15-761(7) R7-2-401. E.6.a SF, SASF, SCSF</p> <p><b>▪ 60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Emotional Disability (ED):</b> 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.</p>
<p>300.8(c)(5) ARS 15-761(8) R7-2-401. E.6.b SF, SASF, SCSF</p> <p><b>▪ 60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Hearing Impairment (HI):</b> 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.</p>

<p>R7-2-401. E.6.b SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Hearing Impairment (HI):</b> 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.</p>
<p>ARS 15-761(14) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Mild Intellectual Disability (MIID):</b> 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>
<p>ARS 15-761(15) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Moderate Intellectual Disability (MOID):</b> 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.</p>
<p>300.8(c)(7) ARS 15-761(17) SF, SASF, SCSF  ▪ <b>60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Multiple Disabilities (MD):</b> multiple disabilities include two or more of the following: HI, OI, MOID, and/or VI or a student with one of the disabilities already listed in this section existing concurrently with MIID, ED, or SLD.</p>
<p>ARS 15-761(18) SF, SASF, SCSF  ▪ <b>60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Multiple Disabilities with Severe Sensory Impairment (MD-SSI):</b> multiple disabilities include: (1) severe visual impairment or hearing impairment, with another severe disability or (2) severe visual impairment and severe hearing impairment.</p>
<p>300.8(c)(9) ARS 15-761(20) R7-2-401. E.6.c SF, SASF, SCSF  ▪ <b>60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Other Health Impaired (OHI):</b> 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.</p>

<p>300.8(c)(8) ARS 15-761(19) R7-2-401. E.6.e SF, SASF, SCSF</p> <p><b>• 60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Orthopedic Impairment (OI):</b> 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.</p>
<p>ARS 15-761(24) SF, SASF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Preschool Severe Delay (PSD):</b> more than three SD below the mean in one or more of the following areas: cognitive, motor, communication, social/emotional, or adaptive development.</p> <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>300.8(c)(11) ARS 15-761(34) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Speech or Language Impairment (SLI):</b> 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>300.8(c)(10) 300.307 300.309 ARS 15-761(33) R7-2-401. E.6.d SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Specific Learning Disability (SLD):</b> 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; or a response to other alternative research-based procedures. 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(b) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Specific Learning Disability (SLD):</b> 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(a)(6) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Specific Learning Disability (SLD):</b> a determination of the effects of environmental, cultural, or economic disadvantage must be included.</p>
<p>ARS 15-761(29) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Severe Intellectual Disability (SID):</b> 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.</p>
<p>300.8(c)(12) ARS 15-761(38) R7-2-401. E.6.h SF, SASF, SCSF  ▪ <b>60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Traumatic Brain Injury (TBI):</b> 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.</p>
<p>300.8(c)(13) ARS 15-761(39) R7-2-401. E.6.i SF, SASF, SCSF  ▪ <b>60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Visual Impairment (VI):</b> 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.</p>

<p>300.324(a) (2)(iii)</p> <p>ARS 15-761(39)</p> <p>ARS 15-214 (A)(1)</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Visual Impairment (VI):</b> 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.</p> <ul style="list-style-type: none"> <li>• If a student with a visual impairment is not blind, mark this item <b>U</b>.</li> <li>• Mark this item <b>U</b> for phased-out students.</li> </ul>
<p><b>II.A.5 Initial Evaluations Completed within 60 Calendar Days of Receipt of Informed Written Consent of Parent</b></p>	
<p>300.301(c)(i)</p> <p>R7-2-401. E.3</p> <p>R7-2-401. E.4</p> <p>SF, SASF, DRSF, SCSF</p> <p><b>▪ 60-Day Correction</b></p>	<p>The initial evaluation of a student was completed within 60 calendar days of receipt of informed written consent from parent(s). <b>For students transitioning from the Arizona Early Intervention Program (AzEIP), consider the evaluation as an initial evaluation.</b></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><b>Student File Review Method:</b> 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 written informed consent and ends with the team determination of eligibility. If the parent requested the evaluation and the team concurred, the 60-day period began when the written parental request was received by the PEA.</p> <p>If the timeline for the evaluation was not met, mark this item <b>O</b>. <b>Enter the number of days beyond 60 AND the reason the timeline was not met on the Student Form.</b></p> <p>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 <b>U</b>.</p> <p><b>For initial evaluations of students who did not qualify, make a compliance call on this line item ONLY.</b></p>

## SECTION III: Individualized Education Program

**When considering the line items within the IEP section, be sure to review the IEP in its entirety. Compliance calls should be made based upon the IEP content as a whole.**

### **III.A.1 Current IEP**

<p>300.323(a)</p> <p>300.323(b)</p> <p>SF, SASF, DRSF, SCSF</p> <p>▪ <b>60-Day Correction</b></p>	<p>There is a current IEP.</p> <p><b>Student File Review Method:</b> Record the meeting date when 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 (<b>O</b>).</p> <p><b>This item cannot be marked U.</b></p> <p><b>If there is no current IEP, mark this item O and mark line items III.A.2 through III.A.8 with a U.</b></p>
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### **III.A.2 IEP Review/Revision and Participants**

<p>300.320(a)</p> <p>300.323(a)</p> <p>300.324(b)</p> <p>R7-2-401.G.6</p> <p>SF, SASF, SCSF</p>	<p>Each IEP is reviewed/revised at least annually.</p> <p><b>Student File Review Method:</b> If the IEP being reviewed is an initial IEP, mark this item <b>U</b>. If another IEP exists, enter the meeting date the previous IEP was developed in the space. Compare that date with meeting date of the current IEP to determine if an IEP review was conducted within the last 365 days.</p> <p>Examples: 12/4/17 to 12/3/18 = <b>I</b>  12/4/17 to 12/4/18 = <b>I</b>  12/4/17 to 12/5/18 = <b>O</b></p>
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<p>300.321(a)(1-7)  300.321(b)(1)  300.324(a)(4)(i)  300.325(a)(2)  300.321(e)  (1) &amp; (2)  SF, SASF, SCSF</p>	<p>The IEP team meeting included the required participants.</p> <p><b>Student File Review Method:</b> Review the file for evidence of the following participants:</p> <ul style="list-style-type: none"> <li>• One or both of the student’s parents;</li> <li>• 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;</li> <li>• Not less than one special education teacher or special education provider;</li> <li>• 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);</li> <li>• An individual who can interpret instructional implications of evaluations.</li> </ul> <p><b>Note:</b> For a student being placed in an approved private day school, look for evidence that a representative of the approved private day school participated in the IEP meeting.</p> <p>The people listed above must have been in attendance at the meeting unless the statutory stipulations below are fulfilled:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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 <ul style="list-style-type: none"> <li>• the parent and the local educational agency consent to the excusal; and</li> <li>• the member submits <b>in writing to the parent and the IEP team</b> input into the development of the IEP prior to the meeting.</li> </ul> </li> </ol> <p>A parent’s agreement under # 1 and # 2 above <b>must be in writing.</b></p>
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### III.A.3 General Required Components of the IEP Are Included

300.320(a)(1)  
300.324(a)(1)  
SF, SASF, SCSF

The IEP includes the student's present level of academic achievement and functional performance (PLAAFP), which should include strengths and needs and how the disability affects the student's involvement and progress in the general curriculum. Information should relate to the most recent evaluation data, as well as include 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. Areas pertinent to the student's needs must be addressed in the PLAAFP.**

This requirement includes preschool students at the functional or readiness levels. In annual IEP reviews of preschool students, assessment data from Teaching Strategies GOLD/My Teaching Strategies may be included.

Examples of the present levels can be aligned with measurable annual goals, special education services, and progress reports. (See Appendix A.)

**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**

	<p>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. = <b>O</b></p> <p>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. = <b>O</b></p> <p>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. = <b>O</b></p> <p>8. Student shows little interest in interacting with his preschool peers. When cued to stop and give another child a turn, the student verbally protests and becomes agitated. = I Student does not have age-appropriate behavior. = <b>O</b></p>
<p>300.320(a) (2)(i) SF, SASF, SCSF</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><b>Student File Review Method:</b> Review the IEP to determine if there are annual goals that are measurable and that reflect student needs. <b>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.</b></p> <p>Examples can be associated with the PLAAFP, special education services, and progress reports:</p> <ol style="list-style-type: none"> <li>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. = <b>O</b></li> <li>2. Given picture-clue instructions, student will follow three-step directions five times per week. Baseline: 0/5 Mastery: 5/5 Measurement tool: Teacher data sheet = I Student will follow directions 100% of the time as measured by teacher data sheets = <b>O</b></li> </ol>

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 as measured by the parapro's tracking sheet. = I

Student will improve expressive language. = O

6. Student will reduce aggressive behavior toward others (hitting, kicking, throwing) 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

8. When provided a visual cue, the student will complete three reciprocal turn-taking behaviors with a peer without verbal protest in four targeted activities during the preschool day. Currently the student completes one reciprocal turn-taking behavior with a peer given six visual and verbal cues while verbally protesting an average of ten times per activity. = I

Student will take turns appropriately 100% of the time. = O

<p>300.320(a) (6)(ii)</p> <p>SF, SASF, SCSF</p> <p>▪ <b>60-Day Correction</b></p>	<p>The IEP documents the student’s eligibility for alternate assessments.</p> <p><b>Student File Review Method:</b> If the IEP designates participation in Arizona’s alternate assessment(s), then the Alternate Assessment Eligibility Determination Form should be in the student’s file as a component of the annual IEP review.</p> <p><b>Note:</b> Alternate assessment is given in grades 3–11.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Form is in the file and is completed to show participation in the alternate assessments. = <b>I</b></li> <li>• Form is in the file, but is not completed. = <b>O</b></li> <li>• Form is not in the file. = <b>O</b></li> <li>• Mark this item <b>U</b> if the student is not eligible for alternate assessments.</li> </ul>
<p>300.320(a) (2)(ii)</p> <p>SF, SASF, SCSF</p>	<p>For a student taking alternate assessments only, the IEP shall include short-term instructional objectives or benchmarks for each goal stated.</p> <p><b>Student File Review Method:</b> Determine if the IEP of a child who takes alternate assessments aligned to alternate achievement standards includes a description of benchmarks or short-term objectives.</p> <ul style="list-style-type: none"> <li>• Mark this item <b>I</b> if benchmarks/short-term objectives are present.</li> <li>• Mark this item <b>O</b> if there are none.</li> <li>• Mark this item <b>U</b> if the student is not eligible for alternate assessments.</li> </ul>
<p>300.320(a) (3)(ii)</p> <p>SF, SASF, SCSF</p>	<p>The current IEP includes a description of when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p> <p>The current progress report was provided to the parents as outlined in the IEP and included a measurement of progress toward IEP goals.</p> <p><b>Student File Review Method:</b> Review the current IEP to determine if there is a description of when progress reports will be provided to parents. Review the most recent progress report to determine if it was provided in accordance with the timeline described in the IEP and included 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.</p> <p>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.</p>

If there is not a description of when progress reports will be provided, mark this item **O**.

If the current progress report was not provided in accordance with the timeline described in the IEP 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 three times per week. = **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**

8. Over four targeted activities, the student currently completes one turn-taking behavior with an average of four visual cues and six verbal protests per activity. = **I**

Skill not yet introduced. = **O**

### III.A.4 Special Education and Related Services

300.18 (b)

300.39

300.320(a)(4)

R7-2-401.G.4

SF, SASF, SCFS

The IEP describes the specially designed instruction (special education services) to be provided.

Specially designed instruction means “adapting, as appropriate to the needs of a student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability and to ensure access to the general curriculum.”

**Student File Review Method: Review the entire IEP** for a clear description of the specially designed instruction that adapts, as appropriate to the needs of a student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability and to ensure access to the general curriculum.

Examples: Reading Comprehension

Clarification: Student receives small group instruction in pre-teaching vocabulary. = I

- Social interaction instruction in pragmatics in the general education classroom on turn-taking with peers = I
- Pre-teaching for comprehension in content areas = I
- Phonics instruction in reading decoding = I
- Kinesthetic strategies for math calculation (operations) = I
- Instruction in self-regulation strategies = I
- Articulation, voice, or fluency therapy = I
- Time management skills on the worksite = I
- Expressive/receptive language therapy = I
- Individualized instruction in study and organizational skills = I

The following examples would be considered noncompliant **if there is no evidence anywhere in the IEP of how this is individualized to the student’s needs.**

- SLD resource = O
- Inclusion = O
- Preschool = O
- Speech/Language Therapy = O
- Reading comprehension = O
- Behavior supports = O
- Tutoring = O (while this service may be a part of the educational program, it is not a specialized service)

<p>300.34(a) 300.320(a)(4) R7-2-401.G.4 SF, SASF, SCSF</p>	<p>The IEP includes the consideration of related services to be provided.</p> <p><b>Student File Review Method:</b> 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 may 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"> <li>• Door-to-door transportation = I</li> <li>• Educational interpreter = I</li> <li>• Occupational therapy (sensory integration) = I</li> <li>• Occupational therapy = O</li> <li>• Counseling on stress management strategies = I</li> <li>• Speech therapy (expressive language) = I</li> <li>• Speech = O</li> <li>• Parental counseling and training = I</li> <li>• Team considered related services: none were needed = I</li> <li>• N/A = O</li> </ul>
<p>300.320(a)(4) 300.324(a) (3)(ii) 300.34(a) 300.42 R7-2-401.B. 1–2, 18 SF, SASF, SCSF, SCSEAI</p>	<p>The IEP includes any supplementary aids, services, and program modifications to be provided.</p> <p><b>Student File Review Method:</b> <u>Review the entire IEP</u> to determine if supplementary aids and services are to be provided or if program modifications are to be made</p> <p><u>Supplementary 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 modifications</u> are defined as “substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.”</p>

	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Instruction in using Dragon for writing assignments = I</li> <li>• Student will use a pencil grip whenever she is working on a written assignment. = I</li> <li>• Student may use a calculator for math problems. = I</li> <li>• 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</li> <li>• To promote student’s continued independence, leisure books with page turning adaptations will be available during noninstructional time. = I</li> <li>• Student will require an aide for toileting assistance. = I</li> <li>• A social skills coach will meet with student twice a week during P.E. = I</li> <li>• Student will have a sign language interpreter during classroom discussions. = I</li> <li>• Considered and not required at this time = I</li> <li>• N/A = O</li> <li>• Left blank and not addressed elsewhere in the IEP = O</li> </ul>
<p>300.320(a)(7) SF, SASF, SCSF</p>	<p>The location of each special education service, related service, supplementary aid and service, and support for school personnel 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 (special education classroom, general math class). <b>This item cannot be marked U.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Resource Room/Special Education Classroom = I</li> <li>• General Education Classroom = I</li> <li>• Campus = O</li> <li>• Mr. Wilson = O</li> </ul>
<p>300.320(4) 300.324(a) (3)(ii) SF, SASF,</p>	<p>The IEP includes a statement of supports that will be provided to school personnel.</p> <p><b>Student File Review Method:</b> Determine if appropriate supports were considered. This area of the IEP should not be left blank but may be</p>

SCSF, SCSEAI	<p>incorporated in various locations in the document.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Considered, but not needed at this time. = I</li> <li>• In-service training on tube feeding. = I</li> <li>• Staff and parent in-service on use of assistive technology device. = I</li> <li>• Special education consultation on modifications for weekly tests in spelling. = I</li> <li>• Paraprofessional training on positive behavioral supports. = I</li> <li>• Special education consultation. = O</li> <li>• N/A = O</li> <li>• Teacher training. = O</li> <li>• Providing copy of IEP. = O</li> </ul>
<p>300.106 R7-2-408 SF, SASF, SCSF</p>	<p>The IEP includes consideration of the need for extended school year services (ESY).</p> <p><b>Student File Review Method:</b> 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. 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><b>This item cannot be marked U.</b></p> <p>If there is an indication that ESY services were considered, mark this item I.</p>
<p>300.320(a)(5) SF, SASF, SCSF</p>	<p>The extent the student will <u>not</u> participate with nondisabled peers is explained.</p> <p><b>Student File Review Method:</b> Determine if the IEP contains an <b>explanation</b> 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. The explanation must be individualized.</p> <p><b>This item cannot be marked U.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Given the student’s needs in math reasoning and a high level of distractibility, the team determined that the instruction should be provided in the special education setting where he will not be participating with nondisabled peers during math instruction. = I</li> </ul>

	<ul style="list-style-type: none"> <li>• Because of the significant modifications needed for the student to progress in the general curriculum, the student will not be participating with nondisabled peers while receiving phonics instruction in the special education classroom. = I</li> <li>• Student receives speech articulation therapy once a week for 30 minutes and will not be participating with nondisabled peers during that time. Because of the need for a quieter environment and the student’s perceived social stigma, it was determined that the general education classroom would not be conducive to speech therapy. = I</li> <li>• Student is in a special education classroom four hours a day because of the student’s aggressive behaviors and a need for lower staff to student ratio; the student will not participate with nondisabled peers during that time. = I</li> <li>• Student is in special education classroom for one class period a day. = O</li> <li>• Student will not be with nondisabled peers when student is with special education teacher for instruction. = O</li> </ul>
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**III.A.5 Other Considerations**

<p>300.324(a) (2)(i) SF, SASF, SCSF, SCSEAI, SCSEAI</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><b>Student File Review Method:</b> Determine if the IEP team considered whether or not the student needs behavioral interventions. If there is documentation that a student has displayed behavior that has impeded the student’s learning or that of others, this area must be addressed in the IEP. The term “behavior” includes actions such as consistent tardiness, failure to complete homework, and self-destructive but nonconfrontational actions.</p> <p>Evidence may be located throughout the IEP, such as in the annual goals, PLAAFP, accommodations and/or modifications, services to be provided, and behavior plans.</p> <p><b>This item cannot be marked U.</b></p>
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<p>300.320(a) (6)(i) SF, SASF, SCSF, SCSAI, SCSEAI</p>	<p>The IEP includes documentation of any accommodations in the administration of state- or PEA-wide assessments.</p> <p><b>Student File Review Method:</b> 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</p>
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	with the student during instruction.
<p>300.324(a) (2)(iv)</p> <p>SF, SASF, SCSF</p>	<p>The communication needs of the student were considered.</p> <p><b>Student File Review Method:</b> Determine if the communication needs of the student have been considered within the IEP.</p> <p><b>This item cannot be marked U.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Student uses simple signs to convey basic needs such as toileting and hunger. = I</li> <li>• Student has no needs in the area of communication. = I</li> <li>• N/A = O</li> </ul>
<p>300.324(a) (2)(v)</p> <p>SF, SASF, SCSF, SCSAI, SCSEAI</p>	<p>The assistive technology needs of the student were considered.</p> <p><b>Student File Review Method:</b> Determine if consideration was given to the student’s need for assistive technology, regardless of the student’s disability. An <u>AT device</u> can be “any item that increases, maintains, or improves the functional capabilities of a student.” <u>AT service</u> 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).</p> <p><b>This item cannot be marked U.</b></p>

<p>300.324(a) (2)(ii) SF, SASF, SCSF</p>	<p>For students who are English language learners (ELLs), language needs were considered.</p> <p><b>Student File Review Method:</b> Mark the item only for a student who is an English language learner; otherwise, mark it with a <b>U</b>.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• 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. = <b>I</b></li> <li>• 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. = <b>I</b></li> <li>• Student is identified as an ELL and the language needs were not considered. = <b>O</b></li> </ul>
<p>300.324(a) (2)(iv) SF, SASF, SCSF</p>	<p>For students who have a <b>hearing impairment</b>, the IEP includes consideration of the student’s language and communication needs (including opportunities for direct communication with peers and professional personnel and direct instruction in the student’s language or mode of communication).</p> <p><b>Student File Review Method:</b> If a student does not have an HI, mark this item <b>U</b>. If student does have a HI, determine if the IEP team took into account the language levels and communication mode of the student when developing the IEP.</p>

**III.A.6 For students 16 years of age or older, documentation of required postsecondary transition components. Review the entire IEP for documentation of these components.**

300.320(b)(1)  
SF, SASF, DRSF,  
SCSF

Documentation of measurable postsecondary goals (**MPGs**) 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, occur post-high school, and be able to be measured. These areas may be combined into one goal or be contained in separate goals. 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.

If the postsecondary goals are stated in such a way that one **could** measure the achievement of the goal after leaving high school, mark this item **I**.

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**.

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

Examples:

- **Training/Education Goals:** Student will enroll in an apprenticeship program. = **I**
- Student will complete work adjustment skills training. = **I**
- Student will attend a teacher prep program. = **I**
- Student will audit a choir class at a local community college. = **I**
- Student wants to graduate from high school. = **O**
- Student is interested in plumbing. = **O**

**Employment Goals:**

- Student will work for a construction company. = **I**
- Student likes fixing things and earning money. = **O**

**Education/Training, and Employment Goals (combined):**

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

	<p><b>Independent Living Skills Goals:</b></p> <ul style="list-style-type: none"> <li>• James will use an organizational tool to manage medical appointments. = <b>I</b></li> <li>• Frank will access public transportation. = <b>I</b></li> <li>• Trevor will use a communication device to access the community. = <b>I</b></li> <li>• Student will live with a roommate. = <b>I</b></li> <li>• Student wants to move away from home. = <b>O</b></li> </ul>
<p>300.320(b) SF, SASF, DRSF, SCSF</p>	<p>Documentation that measurable postsecondary goals are updated annually.</p> <p><b>Student File Review Method:</b> 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 <b>I</b>.</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 <b>O</b>.</p>
<p>300.320(b)(1) SF, SASF, DRSF, SCSF</p>	<p>Documentation that the measurable postsecondary goal(s) (<b>MPGs</b>) were based upon age-appropriate transition assessment(s).</p> <p><b>Student File Review Method:</b> Look for documentation that at least one age-appropriate transition assessment was used to provide information on the student’s needs, strengths, preferences, and interests regarding the postsecondary goal(s). The information may be located in multiple places within the IEP including the PLAAFP or the transition services page. No specific number of assessments is required, and they may be formal or informal. Formal or informal transition assessment(s) should be selected based on the <b>individual needs</b> of the student.</p> <p>Examples (this is not an exhaustive list):</p> <ul style="list-style-type: none"> <li>• Interest inventories</li> <li>• Assessments within Arizona Career Information System (AzCIS)</li> <li>• Armed Services Vocational Assessment Battery—ASVAB</li> <li>• Progress towards postsecondary goals and/or outcomes of completed secondary transition activities</li> <li>• 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.</li> <li>• 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)</li> </ul>

	<ul style="list-style-type: none"> <li>• Aptitude inventories, skills inventories, e.g., ASVAB, OASIS III, Valpar</li> <li>• Supports Intensity Scale (intellectual functioning)</li> <li>• Adaptive behavior scales</li> <li>• Self-determination scales</li> <li>• Prevocational/employment scales</li> <li>• Achievement assessments</li> <li>• Assistive technology needs assessment (observation from related service provider)</li> <li>• Learning styles assessment</li> <li>• Community college placement instrument</li> <li>• College/university entrance instrument</li> <li>• Narrative of (core and elective) course content completion from any class related to the MPG(s)</li> </ul> <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 <b>I</b>.</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 <b>O</b>.</p>
<p>300.320(b)(2) SF, SASF, DRSF, SCSF</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>For each postsecondary goal, there must be documentation of a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s) and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal(s). 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><b>Student File Review Method:</b> 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><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• Receive instruction related to applying to school of choice and researching scholarship opportunities. = <b>I</b></li> </ul>

- Intensive reading instruction to prepare for postsecondary education. = I
- Receive instruction to use assistive technology device. = I
- Teach self-monitoring skills related to on-task behavior. = I
- Required courses for graduation. = O

**Community Experiences:**

- 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
- Use Community Information and Referral to identify three strategies to resolve a transportation concern. = I
- Field trips. = O

**Related Services:**

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

**Employment:**

- Participate in two job shadow experiences. = I
- Work in unpaid position on campus. = I
- Obtain part-time or summer employment (in a position related to the measurable postsecondary goals). = I
- Complete VR referral and coordinate with DDD to ensure supports are in place to assist with future employment goals. = I
- Consumer Math; Job Service Skills. = O

**Post-school Adult Living:**

- Learn about expectations for eating in a restaurant; apply for housing assistance; visit adult service providers in the community. = I
- Meet with SSI representative to determine possible financial benefits. = I
- Visit three group/supported living programs for postsecondary independent living needs. = I
- Apartment. = O

**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
- Demonstrate safety skills in the community. = I
- Hygiene. = O

**Functional Vocational (if appropriate):**

	<ul style="list-style-type: none"> <li>• Develop a vocational profile based upon functional information; participate in situational work assessments at employment sites related to student’s interest. = <b>I</b></li> <li>• Research job expectations for identified employment postsecondary goal. = <b>I</b></li> <li>• Complete nonverbal modified assessment of adaptive behaviors, career interests, and career skills. = <b>I</b></li> <li>• Retake the ASVAB to improve scores to be eligible to participate in the electronics program in the military. = <b>I</b></li> <li>• Conduct a functional vocational evaluation. = <b>O</b></li> </ul>
<p>300.320(b)(2) SF, SASF, DRSF, SCSF</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><b>Student File Review Method:</b> Look for documentation that transition services include courses of study that align with the student’s postsecondary goal(s). This should include courses that lead to a diploma. A single course can support more than one MPG. Aligned courses should cover the duration of the current IEP.</p> <p>If the courses of study align with the student’s identified measurable postsecondary goals, mark this item <b>I</b>.</p> <p>If the courses of study do not align with the student’s identified measurable postsecondary goals, mark this item <b>O</b>.</p>
<p>20 U.S.C. 1416(a)(3)(B) SF, SASF, DRSF, SCSF</p>	<p>Documentation of annual IEP goals that will reasonably enable the student to meet the postsecondary goals.</p> <p><b>Student File Review Method:</b> Review the IEP for documentation of annual goal(s) that is/are related to the student’s transition service needs. At least one annual IEP goal that supports each measurable postsecondary goal is required. One annual IEP goal (whether measurable or not) can support multiple postsecondary goals.</p> <p>Examples:</p> <p><b>Education/Training Goals</b></p> <ul style="list-style-type: none"> <li>• <b>Measurable Postsecondary Goal:</b> John will complete on-the-job training for telemarketing.</li> </ul> <p><b>Annual Goal:</b> John will orally read 100 wpm with no more than an average of three errors. He currently reads 75 wpm with an average of five errors. = <b>I</b></p> <ul style="list-style-type: none"> <li>• <b>Measurable Postsecondary Goal:</b> Jane will participate in vocational training</li> </ul>

	<p>with medical and therapeutic supports.</p> <p><b>Annual Goal:</b> Jane 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. = <b>I</b></p> <p><b>Employment Goals</b></p> <ul style="list-style-type: none"> <li>• <b>Measurable Postsecondary Goal:</b> Jill will work as a veterinary assistant. <b>Annual Goal:</b> Jill will correctly define 90% of veterinary terms found in veterinary technical manuals with the aid of an automatic thesaurus. Currently Jill correctly defines veterinary terms with 30% accuracy. = <b>I</b></li> <li>• <b>Measurable Postsecondary Goal:</b> James will work on a production line. <b>Annual Goal:</b> James will follow three-step directions. Currently James is able to follow two-step directions. = <b>I</b></li> </ul> <p><b>Independent Living Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Measurable Postsecondary Goal:</b> Jaime will live independently in a semi-supervised apartment. <b>Annual Goal:</b> Jaime will order a school lunch by pointing at items on a communication board with her elbow. = <b>I</b></li> <li>• <b>Measurable Postsecondary Goal:</b> Jack will live independently in an apartment. <b>Annual Goal:</b> Jack will correctly solve 10/10 word problems related to money. Currently Jack is able to correctly solve 1/10 word problems related to money. = <b>I</b></li> </ul>
<p>300.321(b)(1) SF, SASF, DRSF, SCSF</p>	<p>Beginning not later than the first IEP to be in effect when the student turns 16, documentation that the student was invited to the IEP meeting when postsecondary transition services were being discussed.</p> <p><b>Student File Review Method:</b> Look for documentation that the student was invited to the meeting (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 <b>I</b>.</p> <p>If there is no documentation evident, mark this item <b>O</b>.</p>
<p>300.321(b)(3) SF, SASF, DRSF,</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 <b>after consent from the</b></p>

SCSF	<p><b>parent or the student who has reached the age of majority.</b></p> <p><b>Student File Review Method:</b> For the current year, is there evidence in the IEP that representatives of any of the following agencies (including but not limited to these listed) were invited to participate in the IEP development: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community? If so, was consent obtained from the parent (or student, for a student the age of majority) prior to the meeting invitation? This may be located in the meeting notice, formal letter, telephone log, or other documentation.</p> <p>There is evidence of consent of parent or adult student <b>AND</b> clear evidence that the agency was then invited after consent. = <b>I</b></p> <p>There is evidence of consent but outside agency was not invited. = <b>O</b></p> <p>There is an agency invited but no evidence of consent. = <b>O</b></p> <p>The IEP team determined that no outside agency was needed. = <b>U</b></p>
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**III.A.7 Additional Postsecondary Transition Components**

300.320(c) SF, SASF, SCSF	<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><b>Student File Review Method:</b> 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 prior written notice or a statement within the IEP.</p> <p>If the student is 17 and there is evidence that the student and parent have been informed that rights transfer, mark this item <b>I</b>.</p> <p>If the student is 17 and there is no evidence that the student and parent have been informed that rights transfer, mark this item <b>O</b>.</p> <p>This item may be marked <b>U</b> for any student not yet age 17 or for any student whose IEP was developed after his/her 18th birthday.</p>
300.305(e)(2) & (3) SPW	<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><b>Agency Review Method:</b> Look for documentation that includes <b>three components:</b> summary of academic achievement; summary of functional performance; and recommendations to assist the student in meeting postsecondary goal(s). <b>Documentation needs to be more extensive than test</b></p>

	<p><b>scores or grade-level equivalents. All areas pertinent to the student’s needs must be addressed.</b></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. <b>If the PEA has only one high school</b>, all summaries must be reviewed. <b>If there are multiple campuses</b>, use the PEA’s list of exited students to select a minimum of two summaries from each campus.</p> <p>If the PEA has documentation of summaries of academic achievement and functional performance and recommendations, mark this item <b>I</b>.</p> <p>If PEA has documentation of summaries of academic achievement and functional performance but not all three components are included, mark this item <b>O</b>.</p> <p>If the PEA had no students aged 16–21 graduating/aging out last year, mark this item <b>U</b>.</p>
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**III.A.8 Documentation That IEP Reflects Student Needs**

<p>300.320(a) (1–2)</p> <p>SF, SASF, SCSF, SCSI</p> <p><b>▪ 60-Day Correction</b></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><b>Student File Review Method:</b> There should be a clear alignment between the student needs (as articulated in the evaluation and PLAAFP) and the goals and services identified on the IEP.</p> <p>Consider all of the following:</p> <ul style="list-style-type: none"> <li>• Evaluation information (if conducted within the last year)</li> <li>• PLAAFP</li> <li>• IEP goals</li> <li>• Services</li> <li>• Secondary transition components</li> </ul> <p>Mark this item <b>O</b> if the IEP does not enable the student to receive a FAPE. Record the specific reason(s) for noncompliance on the Student Form.</p>
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## SECTION IV: Procedural Safeguards/Parental Participation

### ***IV.A.1 Notices Sent at Required Times and in a Language and Form That Is Understandable to Parents***

<p>300.504(a) R7-2-401.I.1</p> <p>SF, SASF, SCSF, SCSI</p> <p>▪ <b>60-Day Correction</b></p>	<p>Procedural safeguards notice provided to parents within the last 12 months.</p> <p><b>Student File Review Method:</b> 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.</p>
<p>300.503(c)</p> <p>SF, SASF, SCSF, SCSI</p> <p>▪ <b>60-Day Correction</b></p>	<p>Required notices are provided in the native language of the parent.</p> <p><b>Student File Review Method:</b> 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.</p>

### ***IV.A.2 PWN Sent at Required Times and Contains Required Components***

***When considering the line items within the PWN, be sure to review the PWN in its entirety. Compliance calls should be made based upon the PWN content as a whole.***

<p>300.503(a)</p> <p>SF, SASF, SCSF</p>	<p>Prior written notice provided to parents at required times.</p> <p><b>Student File Review Method:</b> Determine when the PWN should have been distributed <u>in the last twelve months</u> for the type of file being reviewed. Prior written notice (PWN) must be provided at the following times:</p> <ul style="list-style-type: none"> <li>• When a student is referred for an INITIAL evaluation.</li> <li>• Before obtaining consent for the collection of additional data in the evaluation process. This is the proposal to collect additional data for evaluation.</li> <li>• After the team has determined the eligibility of a student for special education. This completes the evaluation process.</li> <li>• 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• When there is a change or refusal to change the educational placement, including an initial placement.</li> <li>• 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 interim alternative educational setting (IAES), a PWN must be issued.</li> <li>• Prior to ceasing services when a parent revokes consent for the provision of special education services.</li> </ul> <p>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.</p> <p>If the PWN was given at the appropriate time, mark this item <b>I</b>.</p>
<p>300.503(b)(1) SF, SASF, SCSF</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><b>Student File Review Method:</b> Documentation must include a description of actions proposed or refused.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Team proposes to determine Jaime as eligible for special education as a student with a hearing impairment. Team also proposes to implement the IEP that was developed and provide special education prior to Jaime’s 3rd birthday (2 yrs. 9 mos.). = <b>I</b></li> <li>• The team proposes to implement the IEP that was reviewed and revised on 3/17/2017. = <b>I</b></li> <li>• Hannibal’s IEP was revised and additional services and behavior goals have been added. = <b>I</b></li> <li>• NA = <b>O</b></li> <li>• Andria doesn’t want to come to school. = <b>O</b></li> </ul>

<p>300.503(b)(2) SF, SASF, SCSF</p>	<p>The PWN includes an explanation of why the agency proposed or refused to take action.</p> <p><b>Student File Review Method:</b> The statement must be student specific.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Jaime met eligibility criteria and the team determined that he was in need of specially designed instruction. Providing Jaime with preschool services at 2 yrs. 9 months will support access to identified services in the IEP at the earliest allowable opportunity and increase instructional support opportunities. = I</li> <li>• Based on Liam’s progress on goals, the IEP has been reviewed and revised to reflect current level of need. = I</li> <li>• Based on recent behavioral incidents, the team determined that additional services and supports were needed. = I</li> <li>• NA = O</li> <li>• The law requires us to review IEPs annually. = O</li> </ul>
<p>300.503(b)(6) SF, SASF, SCSF</p>	<p>The PWN includes a description of any options considered and why those options were rejected.</p> <p><b>Student File Review Method:</b> Documentation must relate specifically to the student.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• The team considered finding Jaime eligible as a student with a speech/ language impairment, but determined that those needs would be best addressed as a related service. Not providing services until 3 yrs. limits the amount of time Jaime could benefit from instruction and inclusive settings with peers. = I</li> <li>• The team considered increasing support in math; however, he has exceeded expected progress and no additional services are necessary at this time. = I</li> <li>• Team considered placement in a more restrictive environment, but determined that with additional services and supports, the home school is still able to meet Hannibal’s needs. = I</li> <li>• We considered not revising the IEP, but it is mandated by law. = O</li> <li>• NA = O</li> <li>• The alternate school is full. = O</li> </ul>

<p>300.503(b)(3) SF, SASF, SCSF</p>	<p>The PWN includes a description of evaluation procedures, tests, records used as a basis for the decision.</p> <p><b>Student File Review Method:</b> Documentation must support the basis for the decision.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Eligibility was determined based on the information obtained from the comprehensive developmental assessment and audiological report. The IEP was developed based on the evaluation results, developmental milestones, IEP team input, and recommendations from the audiologist. = <b>I</b></li> <li>• The team’s decision was based on the classroom-based assessments and progress on math goals. Liam also exhibited improvement on the most recent district benchmark assessments. = <b>I</b></li> <li>• Team reviewed incident reports, suspension data, counselor reports, current evaluation, and performance in the classroom. = <b>I</b></li> <li>• NA = <b>O</b></li> <li>• Andria’s counselor said she has always had these problems with attendance. = <b>O</b></li> </ul>
<p>300.503(b)(7) SF, SASF, SCSF</p>	<p>The PWN includes a description of any other factors that are relevant to the agency’s proposal or refusal.</p> <p><b>Student File Review Method:</b> Documentation related to other factors must be evident.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Audiology report indicated that Jaime is scheduled for another audiological exam in 3 months. Parent will provide the team with updated information. = <b>I</b></li> <li>• He is doing well in school and has begun participation in extracurricular activities. = <b>I</b></li> <li>• The family disclosed that they are receiving in home supports from Jewish Family Services. PEA obtained parent’s consent for release of information and will contact Jewish Family Services. = <b>I</b></li> <li>• NA = <b>O</b></li> <li>• This school has a strict discipline and attendance policy. = <b>O</b></li> </ul>

<p>300.503(b)(4) SF, SASF, SCSF</p>	<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><b>Student File Review Method:</b> There must be a statement related to contact information within the district/at the school site so the PSN can be obtained.</p> <p>If the notice was for initial referral for evaluation, mark this item <b>U</b>.</p>
<p>300.503(b)(5) SF, SASF, SCSF</p>	<p>The PWN includes sources to obtain assistance in understanding the notice.</p> <p><b>Student File Review Method:</b> There must be contacts available including the 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, or Raising Special Kids. One of the sources could be the PEA, including the PEA’s phone number and contact name.</p>
<p><b>IV.A.3 Discipline Procedures and Requirements—<u>ONLY FOR SUSPENSIONS MORE THAN 10 DAYS</u></b></p>	
<p>300.530(h) SF, SASF</p>	<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><b>Student File Review Method:</b> 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.</p> <p>If such a record is found, mark this item <b>I</b>.</p> <p>If no record is found, mark this item <b>O</b>.</p>
<p>300.530(c) 300.530(e) SF, SASF</p>	<p>If a change in placement has occurred because of behavioral issues, the IEP team conducted a manifestation determination meeting within 10 school days to determine the relationship between the student’s disability and behavior.</p> <p><b>Student File Review Method:</b> If the team (PEA, parent, and relevant members of the IEP team as determined by the parent and the PEA) conducted a review and made a manifestation determination, mark this item <b>I</b>.</p> <p>If there is no documentation that a meeting occurred or if no determination was made, mark this item <b>O</b>.</p>

<p>300.530(f)(1)(i) SF, SASF</p> <p>▪ <b>60-Day Correction</b></p>	<p>If the behavior was determined to be a manifestation of the disability for a student who has been suspended for more than 10 days in the school year, a functional behavioral assessment (FBA) was conducted and a behavior intervention plan (BIP) implemented <b>OR</b> if already in place, the behavior intervention plan was reviewed and modified, as necessary.</p> <p><b>Student File Review Method:</b> If the behavior was determined to be a manifestation of the disability and a FBA was conducted or the BIP reviewed, mark this item <b>I</b>.</p> <p>If the behavior was <b>NOT</b> a manifestation of the disability, mark this item <b>U</b>.</p>
<p>300.530(f) &amp; (i) SF, SASF</p> <p>▪ <b>60-Day Correction</b></p>	<p>If, as a result of a disciplinary action, the IEP team determined that behavior <b>was a manifestation</b> 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><b>Student File Review Method:</b> 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 <b>I</b>.</p>
<p>300.530(d) SF, SASF</p> <p>▪ <b>60-Day Correction</b></p>	<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><b>Student File Review Method:</b> Determine if there is a description indicating how FAPE will occur. If a new IEP or addendum was not written, there should be meeting notes or other documentation (PWN) regarding the services that will be provided and how they will be provided.</p> <p>If one or the other is documented, mark this item <b>I</b>.</p>