



Secure Care Monitoring Guidesteps 2018-2019



Table of Contents

Table of Contents	2
Forms Acronyms.....	4
Guidesteps	5
General Instructions	5
<i>SECTION I—CHILD FIND</i>	6
I.A.1 Child Find Requirements	6
I.A.2 Child Find Requirements	6
<i>SECTION II—EVALUATION/REEVALUATION</i>	7
II.A.1 Completion of Evaluation/Reevaluation	7
II.A.2 Review of Existing Data.....	7
II.A.3 Team Determination of Need for Additional Data.....	9
II.A.4 Eligibility Consideration	10
II.A.5 Initial Evaluations Completed within 60 Calendar Days of Receipt of Informed Written Consent of Parent	16
<i>SECTION III—TRANSITION</i>	18
III.A.1 Measurable Postsecondary Goals.....	18
III.A.2 Postsecondary Goals Updated Annually	19
III.A.3 IEP Goals Related to Postsecondary Goals.....	19
III.A.4 Transition Activities.....	20
III.A.4 Age-Appropriate Assessments	22
III.A.5 Courses of Study	23
III.A.6 Student Participation	23
III.B.1 Additional Postsecondary Transition Components	24
III.B.2 Summary of Performance.....	24
<i>SECTION IV—INDIVIDUALIZED EDUCATION PROGRAM</i>	25
IV.A.1 Current IEP	25
IV.A.2 IEP Review/Revision and Participants	25
IV.A.3 General Required Components of the IEP Are Included.....	26
IV.A.4 Special Education and Related Services	29
IV.A.5 Other Considerations	33
IV.A.6 Documentation That IEP Reflects Student Needs	35
<i>SECTION V—PROCEDURAL SAFEGUARDS/PARENTAL PARTICIPATION</i>	35
V.A.1 Procedural Safeguards Notice Sent at Required Times	35
V.A.2 Notices Sent in a Language and Form That Is Understandable to Parents	35
V.B.1 Prior Written Notice Sent at Required Times	36

V.B.2 Description of Action	36
V.B.3 Explanation of Proposal	37
V.B.4 Description of Options	37
V.B.5 Description of Basis for Decision	38
V.B.6 Other Relevant Factors	38
V.B.7 Obtaining a Procedural Safeguards Notice	38
V.B.8 Assistance in Understanding PWN	39
<i>SECTION VI—CLIMATE</i>	39
VI.A.1	39
VI.A.2	39
VI.A.3	39
VI.A.4	40
<i>SECTION VII—FUNDING/BUDGETS</i>	41
VII.A.1	41
<i>SECTION VIII—HIGHLY QUALIFIED STAFF</i>	42
VIII.A.1	42
VIII.A.2	42
VIII.A.3	42
<i>SECTION IX—CURRICULUM</i>	43
IX.A.1	43
IX.A.2	43
IX.A.3	43
IX.A.4	43
IX.A.5	44
<i>SECTION X—RE-ENTRY/TRANSITION</i>	45
X.A.1	45
X.A.2	45
X.A.3	45

Forms Acronyms

SCAF	Secure Care Agency Form
SCSF	Secure Care Student Form
SCCFW	Secure Care Child Find Worksheet
SCSPW	Secure Care Summary of Performance Worksheet
SCSAI	Secure Care Site Administrator Interview
SCSEAI	Secure Care Special Education Administrator Interview
SCGETI	Secure Care General Education Teacher Interview
SCSETI	Secure Care Special Education Teacher Interview
SCPS	Secure Care Parent Survey
SCSIA	Secure Care Student Interview Adult
SCSIJ	Secure Care Student Interview Juvenile

Guidesteps

These guidesteps 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 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.

General Instructions

Enter all student-specific information on the Secure Care Student Form (SCSF)

Step 1	Record all demographic information requested at the top of the student form. If a student does not have a SSID number, use the student's birth date and initials. Use the SSID 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 SSID number and check "Not Special Education" (NSE).
Step 2	<p>Determine the primary language spoken by the parent (to ensure that the PEA has met the parent notification requirements).</p> <p>Student File Review Method: Review the file for the language of the home as indicated by the parent and write the language in the space provided. Use any parent source (language survey, registration, developmental history), but do not use a secondary source such as the evaluation report summary.</p>
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>Student File Review Method: If the primary language of the child is other than English, verify that the PEA has determined the language in which the child is most proficient. Look for the results of language proficiency testing. This may not be located in the special education file; you may have to access it in the cumulative or English learner (EL) file. Specify the language proficiency in the space provided.</p>
Step 4	<p>Conduct the file review and record the information using the following codes:</p> <p style="padding-left: 40px;">I = In compliance O = Out of compliance U = Unreported</p> <p>Begin the student file review with the Evaluation/Reevaluation section.</p>

SECTION I—CHILD FIND

I.A.1 Child Find Requirements

34 CFR 300.111(a)(1)(i) • SCAF	The PEA has <u>special education policies and procedures</u> to ensure that individuals with disabilities who are incarcerated and in need of special education and related services are identified, located, and evaluated. Agency Review Method: Verify that child find is included in the PEA's current policies and procedures.
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I.A.2 Child Find Requirements

R7-2-401.D.5 R7-2-401.D.6 • SCCFW	<p>The procedures for <u>screening</u> school-age students (through age 22) were completed within 45 calendar days of entry and the seven required areas for screening were addressed. Required areas are: vision, hearing, cognitive or academic, communication, motor, social or behavioral, and adaptive or self-help.</p> <p>Child Find Worksheet Method: Compare the date of enrollment and the date of screening OR the date of the review of records.</p> <p>Examples:</p> <ul style="list-style-type: none">• If a student was screened in all seven areas within 45 calendar days, mark this item I.• If any area was not screened, mark this item O.• If a student was screened, but not within the required 45 calendar days, mark this item O.• If a student was not screened, mark this item O.
R7-2-401.D.8 • SCCFW	<p>Students were referred for <u>follow-up and/or evaluation</u> when concerns were noted on the 45-day screening.</p> <p>Child Find Worksheet Method: If concerns were noted about any of the students who were screened, the school must document follow-up actions. 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">• Examples: If any effective actions to resolve the concern, including documentation of attempts to collect additional records, implementation of classroom interventions, or referral to a child study team, or for a special education evaluation are evident, mark this item I.• If the PEA has not followed child find procedures, mark this item O.• If no concerns are noted, mark the item U.

SECTION II—EVALUATION/REEVALUATION

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

For a **student who has been phased out** of special education, make a compliance call on evaluation components, II.A.1–II.A.4.

II.A.1 Completion of Evaluation/Reevaluation

34 CFR 300.301(a) 300.301(c) 300.303(b) 300.305(e)(1) 300.306 300.303(b)(2) • SCSF ▪ 60-Day Correction	<p>A <u>current evaluation</u> is in the file.</p> <p>Student File Review Method: Review the file for the current evaluation (dated within three years of the file review date) and the eligibility documentation. If a current evaluation is found, mark this item I.</p> <p>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.</p> <p>Examples:</p> <ul style="list-style-type: none">• If a parental and PEA agreement to waive the reevaluation is not documented and no reevaluation is conducted, 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. <p>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.</p> <ul style="list-style-type: none">• If no evaluation is found for a phased-out student, mark this item O and enter U on the remainder of the evaluation items.
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II.A.2 Review of Existing Data

For reevaluations, the team must include a review of prior special education evaluation results (300.305(a)(1). This data needs to be included within the review of existing data and prior to the team’s determining the need for additional data.	
300.305(a)(1)(i) • SCSF	<p>The parent provided current information during the <u>review of existing data</u> timeframe and before the decision of the need for additional data was made.</p> <p>Student File Review Method: Determine if there is evidence that the parent provided information to the team OR that the PEA made several, varied efforts to request information from the parent. This may be a review of information provided through a meeting, a questionnaire, a phone interview, or an e-mail to document developmental, medical, functional, and other pertinent information before the decision that additional data was needed. For students 18 years of age or older whose rights have transferred, look for evidence of current information provided by the student.</p>

	<p>Examples:</p> <ul style="list-style-type: none"> • If the parent provided any information during the data collection timeframe, mark this item I. • If the parent was not a member of the team, mark this item O unless during a reevaluation, the PEA documented its efforts to gather parental input.
<p>300.305(a)(1)(ii)</p> <ul style="list-style-type: none"> • SCSF 	<p><u>Current classroom-based assessments</u> were reviewed before the decision of the need for additional data was made.</p> <p>Student File Review Method: Determine if the team considered specific classroom-based quantitative information shared by the child’s teacher related to classroom assessments, such as quarterly grades, portfolio information, or anecdotal records. For a student being evaluated for a possible specific learning disability based on a response to intervention (RTI) process, comparative reports of progress monitoring from each tier of instruction and intervention were reviewed.</p> <p>Examples:</p> <ul style="list-style-type: none"> • If there is any academic information shared by the child’s teacher(s), mark this item I. • If it is clear that the child’s teacher was not included in the review of existing data process, mark this item O. • If the student has not attended school, mark this item U.
<p>300.305(a)(1)(iii)</p> <ul style="list-style-type: none"> • SCSF 	<p><u>Teacher and related service provider input / observations</u> that are routine classroom instruction were reviewed before the decision of the need for additional data was made.</p> <p>Student File Review Method: Determine if the team considered qualitative information that was shared by <u>any</u> teacher or related service provider, or other provider, as appropriate. Examples of qualitative information include pertinent data related to peer relationships, work habits, organizational skills, motivation, behavior and self-esteem issues, and any pre-referral intervention efforts for initial evaluations. For a student being evaluated for a possible specific learning disability based on a response to intervention (RTI) process, descriptions of research-based instruction and tiered interventions used and documentation that the interventions were implemented with fidelity and for sufficient periods of time were reviewed.</p> <ul style="list-style-type: none"> • If the student has not attended school, mark this item U.

<p>300.305(a)(1)(ii)</p> <ul style="list-style-type: none"> SCSF 	<p><u>Statewide assessments</u> were reviewed before the decision of the need for additional data was made.</p> <p>Student File Review Method: Determine if the team considered performance on assessments conducted within the PEA environment, including Arizona’s Measurement of Educational Readiness to Inform Teaching (AzMERIT), AIMS-A, Stanford 10, <u>and</u> Arizona English Language Learner Assessment (AZELLA) or other language proficiency assessments for students who are non-English speaking students.</p> <p>Examples:</p> <ul style="list-style-type: none"> If the team did review this data, mark this item I. If the PEA was unable to obtain any assessment data from a former school OR if the student was not the appropriate age for this type of formalized assessment, mark this item U.
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II.A.3 Team Determination of Need for Additional Data

<p>300.305(d) 300.305(a)(2)</p> <ul style="list-style-type: none"> SCSF SCSETI SCGETI 	<p>A team determined that <u>existing data were sufficient</u> or that <u>additional data were needed</u>.</p> <p>Student File Review Method: Determine if a team discussed and made a determination about the need for additional data following the review of existing data (before parent consent was obtained, before additional data was collected, and/or before eligibility was determined). At a minimum, this should include the requirements for the appropriate disability category.</p> <p>Examples:</p> <ul style="list-style-type: none"> Using the review of existing data, the team completed an eligibility determination that included the required disability components. = I The present levels of performance of the student as described in the text of the evaluation report included the required disability components. = I Some concerns about the student could not be addressed without collecting additional data. = I The team completed an eligibility determination form without reviewing the existing data or without sufficient data to address the criteria for the specific disability classification. = O
<p>300.305(d)(1)</p> <ul style="list-style-type: none"> SCSF 	<p>For reevaluations only, when the team decided NOT to collect additional data, the <u>parents were informed of the reasons for that decision</u> and of their <u>right to request additional data</u>.</p> <p>Student File Review Method: 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 (but can) be in the form of a prior written notice.</p> <ul style="list-style-type: none"> Mark this item U for initial evaluations and reevaluations that required additional data.

<p>300.300(a)(1) 300.9 (a) 300.9(b) 300.300(c) (1)(i) 300.300(c)(2)(i) 300.300(c)(2)(ii)</p> <ul style="list-style-type: none"> • SCSF 	<p>If the team determined additional data were needed, <u>informed parental consent</u> 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>Consent means that “the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication. The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought and the consent describes that activity.”</p> <p>Student File Review Method: Determine if informed written parental consent is documented. For students 18 years or older whose rights have transferred, look for written consent from the student.</p> <p>Examples:</p> <ul style="list-style-type: none"> • If the parent signature is missing on an initial evaluation, mark this item O. • In the case of a reevaluation, if the PEA attempted to obtain consent but the parent did not respond and the PEA adequately documented those efforts, mark this item I. • If no additional data are needed, mark this item U. • If the student entered the facility with a current evaluation and parent consent was not included in the records received, mark this item U.
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II.A.4 Eligibility Consideration

<p>300.304(c)(4)</p> <ul style="list-style-type: none"> • SCSF <p>▪ 60-Day Correction</p>	<p>The student was <u>assessed in all areas</u> related to the suspected disability.</p> <p>Student File Review Method: Determine if concerns that surfaced through the pre-referral 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, or hearing issue, or assistive technology needs.</p> <p>Examples:</p> <ul style="list-style-type: none"> • When testing a 9th grader with chronic middle ear infections who was being medically treated but was unresponsive to treatment, the evaluation team used assessment methods that minimized the impact of language and hearing status on test results. = I • The student was failing to make progress in math, and statewide test scores were significantly below expectations yet the evaluation did not address math as an area of concern. = O • This item cannot be marked U. <p>Note: If there were problems identified through the vision or hearing screening, the problems must be resolved prior to continuing with the evaluation UNLESS the nature of the problem is part of the evaluation process and the strategies or instruments used during the evaluation take into account the vision or hearing issues.</p>
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<p>300.304(b)(1)(ii)</p> <ul style="list-style-type: none"> • SCSF • SCSEAI 	<p>Upon review of all data, the team documented the <u>adverse impact(s) of the disability (ies)</u> that are related to the student’s performance in the educational setting and <u>how progress in the general curriculum is affected</u> by the student’s disability.</p> <p>Student File Review Method: Locate documentation of the effect that the disability has on the student’s education, including progress in the general curriculum. If the team determines eligibility for more than one category of disability, look for evidence of adverse impact for all eligibilities. The team must have made this determination after all data had been reviewed. This information must be specific to the student and must not contain boilerplate statements.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student’s reading comprehension disability will make it difficult for the student to acquire information through written text. = I • Student’s emotional disability causes the student to be excessively fearful of failure before peers and impacts the student’s ability to participate in group work and presentations. = I • Student’s speech-language and motor delays affect social interaction progress and cause the student to lash out when frustrated. = I • Results of the current evaluation suggest that the 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 student’s ability to access and progress in the general curriculum. = O
<p>300.304(b)(1)(ii)</p> <ul style="list-style-type: none"> • SCSF • SCSEAI • SCSEAI 	<p>Upon review of all data, the <u>educational needs</u> of the student to <u>access the general curriculum</u> were identified.</p> <p>Student File Review Method: In deciding whether the team interpreted 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, parent comments, 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"> • Because of the student’s auditory processing disability, all instructional material should be presented in print media. = I • Student is weak in auditory memory. = O • 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 • Student needs help in math. = O • Student needs assistance in using positive behaviors as an alternative to reacting in an aggressive physical or verbal manner. = I • Student needs behavioral support. = O

	<ul style="list-style-type: none"> • Student needs generalization and practice in daily living skills. = I • 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 • Because of the student’s reading disability, the student needs specialized instruction. = O
300.305(a)(2)(B)(iv) <ul style="list-style-type: none"> • SCSF 	<p>For reevaluations only, upon review of all data, the team considered and documented any <u>additions or modifications to the special education or related services</u> needed for the student to progress in the general curriculum.</p> <p>Student File Review Method: Determine if the team considered the rate of progress the student was making toward annual goals and in the general curriculum. If progress was deemed insufficient, determine if the team recommended additions, deletions, or revisions to the services. If no additions or modifications were needed, a statement to that effect should be included.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student is not making progress with math facts. Flash card drills and weekly testing have not improved his accuracy in completing math problems. It is recommended that he spend time every day practicing and that a self-paced computer program be used to measure accuracy and speed. = I • No changes = O • Student’s AzMERIT scores in math show that she has moved from “partially proficient” to “proficient” on the grade-level standard. The resource support she has been receiving is meeting her needs. = I • Student has continued to make adequate progress on all annual goals and is becoming more social in classes through his active participation. = I • N/A = O • Mark this item U for initial evaluations.
300.306(2)(b) ARS15-761(5) <ul style="list-style-type: none"> • SCSF 	<p>Upon review of all data, a student was not determined to be a student with a disability if the determinant factor was <u>lack of appropriate instruction in reading and/or math</u>.</p> <p>Student File Review Method: 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 ONLY if there is no evidence of a lack of learning opportunities.</p> <p>The lack of learning opportunities may include:</p> <ul style="list-style-type: none"> • Frequent school changes. • Poor attendance. • Multiple teachers in the same year. • Questionable home-school curriculum.
300.306(b)(iii) ARS15-761(2)(iii)	<p>Upon review of all data, if the student is <u>not a native English speaker</u>, the <u>impact of limited English proficiency</u> on progress in the general curriculum was addressed.</p>

<ul style="list-style-type: none"> • SCSF • SCSEAI 	<p>Student File Review Method: Determine if the team documented their consideration of language proficiency. There should be a clear statement of the consideration within the team documentation. A rule-out statement is sufficient ONLY if there is no evidence of limited English proficiency.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The student is making slow progress in his acquisition of English, and instruction should be provided in both languages. = I • The student is becoming more proficient in English. Instruction should be provided in English with additional directions given in Spanish, if it is necessary. = I • The student’s specific learning disability has more impact on the acquisition and use of vocabulary than the level of the student’s language proficiency. = I • Mark this item U if the student is a native English speaker.
<p>300.306(a)(1)</p> <ul style="list-style-type: none"> • SCSF <p>▪ 60-Day Correction</p>	<p>Upon review of all data, a team determined that the student has a <u>specific category of disability</u>.</p> <p>Student File Review Method: Locate documentation of the team’s decision regarding the specific disability category. All criteria for classifying any given disability should be reported and clearly demonstrated with supporting data.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The eligibility report documents that multiple people had a role in making the classification decision and that the decision was made using data from a variety of sources. = I • There is no eligibility determination. = O • Decision is made by one person, not a team. = O
<p>300.306(a)(1)</p> <ul style="list-style-type: none"> • SCSF <p>▪ 60-Day Correction</p>	<p>Upon review of all data, a team determined the student <u>needed special education and related services</u>.</p> <p>Student File Review Method: Locate documentation of the eligibility for special education that is based on the presence of a disability and the need for specialized instruction.</p> <p>Note: The date the team documents these decisions becomes the new eligibility determination date from which the timeline for future triennial reevaluation dates will be based. Determine if the written report includes salient information related to the eligibility determination, the category of disability, and the need for services supporting the eligibility determination.</p>
<p>300.304(c)(1)(ii)</p> <ul style="list-style-type: none"> • SCSF <p>▪ 60-Day Correction</p>	<p><u>Assessments</u> and other evaluation materials were <u>administered in a language and form</u> most likely to yield <u>accurate information</u>.</p> <p>Student File Review Method: 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 student knows and can do academically,</p>

	<p>developmentally, and functionally unless it was not feasible to do so. A simple statement to this effect is NOT sufficient IF the evidence is clearly to the contrary.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The child is monolingual Spanish and all tests were administered in English and required English language proficiency. = O • The child is monolingual Urdu and tests were administered that are nonverbal or non-language based. = I • The child's level of language proficiency was not determined and documented. = O • The child is monolingual Navajo and the teacher aide (who is trained to assist in assessment) interpreted for the child during testing. = I • The child is hearing impaired and tests were administered that are nonverbal or non-language based or were developed/normed for children who are hearing impaired. = I
<p>300.8(c)(1) ARS15-761(1)</p> <ul style="list-style-type: none"> • SCSF 	<p>Documentation supports the category and substantiates eligibility for: Autism (A): A developmental disability that significantly affects verbal and nonverbal communication and social interaction and adversely affects educational performance.</p>
<p>300.8(c)(4) ARS15-761(7) R7-2-401(E)(6)(a)</p> <ul style="list-style-type: none"> • SCSF <p>▪ 60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for: Emotional Disability (ED): Verification by a qualified professional 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.</p>
<p>300.8(c)(5) ARS15-761(8) R7-2-401(E)(6)(b)</p> <ul style="list-style-type: none"> • SCSF <p>▪ 60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for: Hearing Impairment (HI): Verification by a qualified professional 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)</p> <ul style="list-style-type: none"> • SCSF 	<p>Documentation supports the category and substantiates eligibility for: Hearing Impairment (HI): Evaluation of the language proficiency of the student, including documentation of the student's mode of communication and its effectiveness for the student in accessing the general curriculum.</p>
<p>ARS15-761(14)</p> <ul style="list-style-type: none"> • SCSF 	<p>Documentation supports the category and substantiates eligibility for: Mild Intellectual Disability (MID): Performance on standard measures of intellectual functioning <u>and adaptive behavior</u> between two and three standard deviations (SD) below the mean for students of the same age.</p>

<p>ARS15-761(15)</p> <ul style="list-style-type: none"> • SCSF 	<p>Documentation supports the category and substantiates eligibility for: Moderate Intellectual Disability (MOID): Performance on standard measures of intellectual functioning <u>and adaptive behavior</u> between three and four standard deviations (SD) below the mean for students of the same age.</p>
<p>300.8(c)(7) ARS15-761(17)</p> <ul style="list-style-type: none"> • SCSF <p>▪ 60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for: Multiple Disabilities (MD): Multiple disabilities include two or more of the following: HI, OI, MOID, or VI or a student with one of the disabilities already listed in this section existing concurrently with MIID, ED, or SLD.</p>
<p>ARS15-761(18)</p> <ul style="list-style-type: none"> • SCSF <p>▪ 60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for: Multiple Disabilities with Severe Sensory Impairment (MD-SSI): Multiple disabilities include: (1) severe visual impairment or hearing impairment, with another severe disability or (2) severe visual impairment and severe hearing impairment.</p>
<p>300.8(c)(8) ARS15-761(19) R7-2-401(E)(6)(e)</p> <ul style="list-style-type: none"> • SCSF <p>▪ 60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for: Orthopedic Impairment (OI): Verification by a qualified professional 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>300.8(c)(9) ARS15-761(20) R7-2-401(E)(6)(c)</p> <ul style="list-style-type: none"> • SCSF <p>▪ 60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for: Other Health Impaired (OHI): Verification by a qualified professional of limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that is due to chronic or acute health problems (such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome) 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>ARS15-761(29)</p> <ul style="list-style-type: none"> • SCSF 	<p>Documentation supports the category and substantiates eligibility for: Severe Intellectual Disability (SID): Performance on a standard measure of intellectual functioning and adaptive behavior at least four standard deviations (SD) below the mean for a student of the same age.</p>
<p>300.8(c)(10) 300.307 300.309 ARS15-761(33) R7-2-401(E)(6)(d)</p> <ul style="list-style-type: none"> • SCSF 	<p>Documentation supports the category and substantiates eligibility for: Specific Learning Disability (SLD): A response to scientific, research-based intervention (with documentation of a statement of assurance); or a significant discrepancy that documents a pattern of strengths and weaknesses between achievement and ability in one or more areas: oral or written expression, reading or listening comprehension, basic reading skills, reading 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. Based on the standards above, each PEA should establish its own criteria for the determination of SLD.</p>

300.311(7)(b) <ul style="list-style-type: none"> SCSF 	Documentation supports the category and substantiates eligibility for: Specific Learning Disability (SLD): A certification of each team member's agreement or disagreement must be included. Each group member must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions. This certification may be contained in the report or may be located on a separate eligibility statement.
300.311(6) <ul style="list-style-type: none"> SCSF 	Documentation supports the category and substantiates eligibility for: Specific Learning Disability (SLD): A determination of the effects of environmental, cultural, or economic disadvantage must be included.
300.8(c)(11) ARS15-761(34) <ul style="list-style-type: none"> SCSF 	Documentation supports the category and substantiates eligibility for: Speech or Language Impairment (SLI): A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
300.8(c)(12) ARS15-761(38) R7-2-401(E)(6) (h) <ul style="list-style-type: none"> SCSF ▪ 60-Day Correction	Documentation supports the category and substantiates eligibility for: Traumatic Brain Injury (TBI): Verification by a qualified professional of an acquired injury to the brain that is caused by an external physical force and that results in total or partial functional disabilities, psychosocial impairment, or both, that adversely affects educational performance. If there is evidence that a student's condition has changed, look for documentation that the team discussed the need for an updated medical verification.
300.8(c)(13) ARS-15-761(39) R7-2-401(E)(6)(i) <ul style="list-style-type: none"> SCSF ▪ 60-Day Correction	Documentation supports the category and substantiates eligibility for: Visual Impairment (VI): Verification by a qualified professional of a visual impairment that interferes with the student's educational performance and that requires the provision of special education and related services. If there is evidence that a student's condition has changed, look for documentation that the team discussed the need for an updated medical verification.
300.324(a)(2)(iii) ARS15-761(39) ARS15-214 <ul style="list-style-type: none"> SCSF 	Documentation supports the category and substantiates eligibility for: Visual Impairment (VI): Individualized Braille literacy assessment completed for students who are blind. This assessment should address the effect that the visual impairment has on reading and writing performance that is commensurate with the student's ability. <ul style="list-style-type: none"> If a student with a visual impairment is not blind, mark this item U. Mark this item U for phased-out students.

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

300.301(c)(i) R7-2-401(E)(3) R7-2-401(E)(4) <ul style="list-style-type: none"> SCSF 	The <u>initial evaluation</u> of a student was completed <u>within 60 calendar days</u> of receipt of informed written consent from parent(s). The 60-day evaluation period <u>may be extended for an additional 30 days</u> , provided it is in the best interest of the child and the parents and PEA agree in writing to such an extension.
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<p>▪ 60-Day Correction</p>	<p>Student File Review Method: Determine if the PEA conducted the initial evaluation within 60 calendar days of receipt of informed parental consent. The 60-day period begins with written parental permission to evaluate and ends with the team determination of eligibility. If the parent requested the evaluation, the PEA has 15 school days to respond to request to evaluate. Upon reviewing all data with the Multidisciplinary Evaluation Team and the team agreed to evaluate, parental consent to evaluate is obtained and the 60-day period begins.</p> <p>For initial evaluations of students who did not qualify, make a compliance call on this line item ONLY.</p> <p>Examples:</p> <ul style="list-style-type: none"> • If the timeline for the evaluation was not met, mark this item O. Enter the number of days beyond 60 AND the reason the timeline was not met on the Secure Care Student Form. • If this evaluation was conducted by another PEA or if the parent repeatedly failed or refused to make the child available, the timeline does not apply. Mark this item U.
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SECTION III—TRANSITION

For students 16 years of age or older, documentation of required postsecondary transition components that include appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

III.A.1 Measurable Postsecondary Goals

<p>300.320(b)(1)</p> <ul style="list-style-type: none">• SCSF• SCSIA• SCSIJ	<p><u>Measurable postsecondary goals (MPG)</u> in the areas of <u>education/training</u> and <u>employment</u>, and when appropriate, <u>independent living skills were included</u>. Measurable postsecondary goals do not require completion within one year of the student's exit from high school.</p> <p>Student File Review Method: Review the IEP to determine if it includes measurable postsecondary goals in the following areas: education/training, employment, and when appropriate, independent living skills. Goals must reflect the student's strengths, interests, and preferences, clearly occur post-high school, and be measurable. These areas may be combined into one goal or be contained in separate goals. The training/education and employment goals are required. The measurable postsecondary goal related to independent living is the only optional goal, and the IEP team determines if it is appropriate to include a goal in this area. Note: Check the specific reason(s) for noncompliance on the Secure Care Student Form.</p> <p>Examples:</p> <ul style="list-style-type: none">• If the measurable postsecondary goals are stated in such a way that they can be counted, will occur after the student leaves high school, and seem appropriate for this student based on the other information regarding present levels of academic achievement and functional performance and on the student's strengths, preferences, and interests, 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. <p>Training/Education Goals:</p> <ul style="list-style-type: none">• 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 <p>Employment Goals:</p> <ul style="list-style-type: none">• Student will work for a construction company. = I• Student will be employed as a grocery clerk. = I• Student likes fixing things and earning money. = O
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	<p>Education/Training, and Employment Goals (combined):</p> <ul style="list-style-type: none"> • After high school, student will enroll at a community college to receive training in order to become an engineer. = I • Student will work on a construction crew to gain on-the-job training to develop skills as a framer. = I • After graduation, student wants to move to Ohio to work for an uncle. = O <p>Independent Living Skills Goals:</p> <ul style="list-style-type: none"> • After exiting school, student will live with a roommate in an adult supervised setting. = I • Student wants to move away from home. = O
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III.A.2 Postsecondary Goals Updated Annually

<p>300.320(b)</p> <ul style="list-style-type: none"> • SCSF 	<p>Measurable postsecondary goals were <u>updated annually</u>.</p> <p>Student File Review Method: Review the IEP to determine if postsecondary goals were addressed/updated in conjunction with the development of the current IEP.</p> <p>Examples:</p> <ul style="list-style-type: none"> • If postsecondary goal(s) for education/training, employment (and independent living, as needed) are documented in the student's current IEP, mark the item I. • If postsecondary goal(s) for education/training, employment (and independent living, as needed) are not documented in the student's current IEP, mark the item O. • If this is the student's first IEP that addresses secondary transition services because the student just turned 16, it is considered an update for purposes of this checklist, mark the item U.
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III.A.3 IEP Goals Related to Postsecondary Goals

<p>20 U.S.C. 1416(a)(3)(B)</p> <ul style="list-style-type: none"> • SCSF 	<p>Annual <u>IEP goal(s)</u> that would reasonably <u>enable the student to meet the postsecondary goals</u> and that are related to the student's transition service needs were present.</p> <p>Student File Review Method: Review the IEP for evidence of at least one annual IEP goal or short-term objective related to the student's transition service needs for each measurable postsecondary goal. One annual goal can support multiple postsecondary goal areas.</p> <p>If a postsecondary goal area was addressed, but was not measurable, and an annual goal is included in the IEP related to the student's transition service needs, mark the item I.</p> <p>Education/Training Goals:</p> <ul style="list-style-type: none"> • Measurable Postsecondary Goal: Upon completion of school, student will complete on-the-job training for telemarketing. • Annual Goal: Using grade-level social studies textbook and current reading assignment, student will orally read 100 wpm with no more than an average of three
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	<p>errors over four trials. Student currently reads 75 wpm with an average of five errors over four trials.= I</p> <ul style="list-style-type: none"> • Measurable Postsecondary Goal: Upon graduation from high school, student will participate in a center-based program designed to provide vocational training in the automotive industry. • Annual Goal: Student will increase knowledge of automotive related vocabulary by scoring 8/10 in 5 trials as measured by teacher created tests. = I <p>Employment Goals:</p> <ul style="list-style-type: none"> • Measurable Postsecondary Goal: Student will work as a veterinary assistant after graduation. • Annual Goal: Student will correctly define 90% of veterinary terms found in veterinary technical manuals with the aid of an automatic thesaurus. = I <ul style="list-style-type: none"> • Measurable Postsecondary Goal: After graduation student will work on a production line packaging parts for a cell phone company. • Annual Goal: Given picture-clue instruction, student will follow three-step directions accurately on two trials daily five times per week for four consecutive weeks. = I <ul style="list-style-type: none"> • Measurable Postsecondary Goal: Upon completion of high school, student will live independently in an apartment near Schucks Construction. • Annual Goal: Student will complete three different budgets within income expectation that could support the costs related to an apartment near Schucks Construction by end of IEP. = I
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III.A.4 Transition Activities

<p>300.320(b)(2)</p> <ul style="list-style-type: none"> • SCSF • SCSIA • SCSIJ 	<p>At least one <u>transition service/activity</u> that would reasonably <u>enable the student to meet his or her postsecondary goals is present</u>. Transition services to be addressed include the areas of instruction, community experiences, related services, employment, and other post-school adult living, and, if appropriate, daily living skills and functional vocational evaluation. Strategies may address activities performed on the school campus and during school hours, as well as off-site and during non-school hours.</p> <p>Student File Review Method: Review the IEP for evidence of at least one transition service/activity that would reasonably enable the student to meet his or her postsecondary goals. A transition service/activity may support multiple measurable postsecondary goals. 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 and that have been identified as areas of need either through transition assessments or in the PLAAFP.</p> <p>Examples:</p>
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- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a transition service that will enable the student to meet that postsecondary goal, mark the item **I**.

Instruction:

- Receive instruction related to applying to school of choice and researching scholarship opportunities. = **I**
- Intensive reading instruction to prepare for postsecondary education. = **I**
- Required courses for graduation. = **O** (not individualized)
- Receive instruction to use assistive technology device. = **I**
- Teach self-monitoring skills related to on-task behavior. = **I**

Community Experiences:

- Field trips. = **O** (too general)
- Use Community Information and Referral to identify three strategies to resolve a transportation concern. = **I**
- Investigate three supported employment programs and choose one for postsecondary services with parental assistance and input. = **I**

Related Services:

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

Employment:

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

Post-School Adult Living:

- Apartment. = **O** (too vague)
- Meet with SSI representative to determine possible financial benefits. = **I**
- Investigate three group/supported living programs for postsecondary independent living needs. = **I**
- Complete the eligibility process to enter into the supported employment and independent living program upon exiting secure care setting. = **I**

Daily Living Skills (if appropriate):

- Learn to prepare meals, develop and follow monthly budget, and select a primary care physician and/or dentist. = **I**

	<ul style="list-style-type: none"> • Hygiene. = O • Demonstrate safety skills in the community. = I <p>Functional Vocational (if appropriate):</p> <ul style="list-style-type: none"> • Develop a vocational profile based upon functional information; participate in situational work assessments at employment sites related to student's interest.= I • Conduct a functional vocational evaluation.= O • Complete a job analysis and current skills inventory to identify achievable employment opportunities.= I • Complete nonverbal modified assessment of adaptive behaviors, career interests, and career skills.= I • Update the Brigance and Supports Intensity Scale Assessment to update information for Summary of Performance upon exit from school. = I
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III.A.4 Age-Appropriate Assessments

300.321(b)(3) <ul style="list-style-type: none"> • SCSF 	<p>Measurable postsecondary goals were based upon <u>age-appropriate transition assessment(s)</u>.</p> <p>Student File Review Method: Review the IEP for supporting information and locate evidence of age-appropriate transition assessment(s). The information may be located in multiple places within the IEP, including the PLAAFP and the transition services page. There must be evidence that assessment information was used to create each measurable postsecondary goal based on the student's needs, strengths, preferences, and interests.</p> <p>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 individual needs of the student.</p> <p>Examples: (This is not an exhaustive list.)</p> <ul style="list-style-type: none"> ○ Interest inventories ○ Arizona Career Information System (AzCIS) assessments, such as work preferences and other areas within the system ○ Armed Services Vocational Assessment Battery—ASVAB ○ Situational assessment(s) —a narrative of informal activities that clearly align to MPGs and show the student can/cannot perform requirements for the determined goal ○ Interviews (student, parent, general education teachers, special education teachers, career technical education teacher(s), extracurricular facilitators, coaches, counselors, related service providers, outside support agencies, and others as appropriate) ○ Aptitude inventories, skills inventories, e.g., OASIS III, Valpar ○ Supports Intensity Scale (intellectual functioning) ○ Adaptive behavior scales ○ Self-determination scales
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	<ul style="list-style-type: none"> ○ Prevocational/employment scales ○ Achievement assessments ○ Assistive technology needs assessment (observation from related service provider) ○ Learning styles assessment ○ Community college placement instrument ○ College/university entrance instrument ○ Narrative of (core and elective) course content completion from any class related to the MPG(s) <ul style="list-style-type: none"> • If the IEP contains documentation of how assessment information was used in the development of the postsecondary goal(s) based on the student's needs, strengths, preferences, and interests, mark this item I. • If a postsecondary goal area was addressed, but was not measurable and if there is age-appropriate transition assessment information from one or more sources regarding the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], mark the item I. • If there is simply a boilerplate statement or if there is no documentation of any age-appropriate transition assessment(s), mark this item O.
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III.A.5 Courses of Study

300.320(b)(2) <ul style="list-style-type: none"> • SCSF 	<p>Transition services include <u>courses of study</u> that will reasonably enable the student to meet his or her postsecondary goals.</p> <p>Student File Review Method: Review the IEP to determine if there is documentation of courses of study that are a multi-year description of coursework that cover the life of the IEP and that are designed to help the student achieve post-school goals.</p> <p>Examples:</p> <ul style="list-style-type: none"> • If the courses of study align with the student's identified measurable postsecondary goals, mark this item I. • If the courses of study do not align with the student's identified measurable postsecondary goals, mark this item O
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III.A.6 Student Participation

300.321(b)(1) <ul style="list-style-type: none"> • SCSF • SCSIA • SCSIJ 	<p>The <u>student</u> who is at least 16 years of age was <u>invited to the IEP meeting</u> when postsecondary transition services were being discussed.</p> <p>Student File Review Method: For the current year, there is documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP meeting where transition services were discussed (IEP with student signature, meeting notice, telephone log, or other clear documentation that the student was invited).</p> <p>Examples:</p>
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	<ul style="list-style-type: none"> • If the student was in attendance or there was clear evidence that the student was invited, mark this item I. • If there is no documentation evident, mark this item O.
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III.B.1 Additional Postsecondary Transition Components

300.320(c) <ul style="list-style-type: none"> • SCSF 	<p><u>By age 17, the student's IEP contains a statement that the student has been informed of his or her rights that will transfer to the student at age 18.</u></p> <p>Student File Review Method: Look for a statement in the IEP that the parent and student have been informed of the rights that will transfer to the student upon reaching the age of majority. Documentation may consist of items such as a procedural safeguards notice provided to student and parents, a prior written notice, or a statement within the IEP.</p> <p>Examples:</p> <ul style="list-style-type: none"> • If the student is turning 17 in the current IEP year and there is evidence that the student and parent have been informed that rights transfer, mark this item I. • If the student is turning 17 in the current IEP year and there is no evidence that the student and parent have been informed that rights transfer, mark this item O. • This item may be marked U for any student not yet age 17 and who will not be turning 17 during the current IEP year or for any student whose IEP was developed after his or her 18th birthday.
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III.B.2 Summary of Performance

300.305(e)(3) <ul style="list-style-type: none"> • SCSPW 	<p>For students who have graduated or aged out, a <u>summary of academic achievement and functional performance</u> including <u>recommendations</u> to assist the exiting student in meeting her/his postsecondary goals was given.</p> <p>Review Method: 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. Look for documentation that includes three components: summary of academic achievement; summary of functional performance; and recommendations to assist the student in meeting postsecondary goal(s). Documentation needs to be more extensive than test scores or grade-level equivalents. All areas pertinent to the student's needs must be addressed.</p> <ul style="list-style-type: none"> • If the PEA has documentation of summaries of academic achievement and functional performance and recommendations, mark this item I. If PEA has documentation of summaries of academic achievement and functional performance, but not all three components are included, mark this item O. <p>If the PEA had no students aged 16–21 graduating/aging out last year, mark this item U</p>
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SECTION IV—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**.

IV.A.1 Current IEP

34 CFR 300.323(a) 300.323(b) • SCSF ▪ 60-Day Correction	<p>There is a <u>current IEP</u>.</p> <p>Student File Review Method: Record the date the most recent IEP was developed. If the IEP was developed or revised less than 365 days prior to the date of the file review, the IEP is current. IEPs dated 366 or more days from the date of the file review are noncompliant.</p> <p>Examples:</p> <ul style="list-style-type: none">• This item cannot be marked U.• If there is no current IEP, mark this item O. (Then mark line items IV.A.2 through IV.A.6 with a U.)
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IV.A.2 IEP Review/Revision and Participants

300.320(a) 300.323(a) 300.324(b) R7-2-401.G.6 • SCSF	<p>Each IEP is <u>reviewed/revised at least annually</u>.</p> <p>Student File Review Method: If the IEP being reviewed is an initial IEP, mark this item U. If another IEP exists, enter the date the previous IEP was developed in the space. Compare that date with “Date of current IEP” to determine if an IEP review was conducted within the last 365 days.</p> <p>Examples:</p> <ul style="list-style-type: none">• 12/4/17 to 12/3/18 = I• 12/4/17 to 12/4/18 = I• 12/4/17 to 12/5/18 = O
300.321(a)(1–7) 300.321(b)(1) 300.321(e)(1–2) 300.324(a)(4)(i) 300.325(a)(2) • SCSF	<p>The IEP team meeting included the <u>required participants</u>.</p> <p>Student File Review Method: Review the file for evidence of the following participants:</p> <ul style="list-style-type: none">• One or both of the student’s parents;• Not less than one regular education teacher of the student;• Not less than one special education teacher or special education provider;• A representative of the PEA who is qualified to provide or supervise the provision of special education and who is knowledgeable of the general curriculum and the availability of resources (must have authority to commit the resources needed to implement the IEP); and• An individual who can interpret instructional implications of evaluations. This person may be participating as a school psychologist, speech therapist, or other person specifically designated to fill this role.

	<p>The people listed above must have been in attendance at the meeting unless one of the statutory stipulations below applies:</p> <ol style="list-style-type: none"> 1. A member of the IEP team is not required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the PEA agree that the member's attendance is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. 2. A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both <ul style="list-style-type: none"> • the parent and the local educational agency consent to the excusal • the member submits in writing to the parent and the IEP team input into the development of the IEP prior to the meeting. <p>A parent's agreement under #1 and #2 above must be in writing.</p>
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IV.A.3 General Required Components of the IEP Are Included

<p>300.320(a)(1)</p> <ul style="list-style-type: none"> • SCSF <p>300.324 (a) (1)</p>	<p>The IEP includes the student's <u>present level of academic achievement and functional performance</u> (PLAAFP), including strengths and needs and how the disability affects the student's involvement and progress in the general curriculum.</p> <p>Beginning at <u>age 16</u>, the student's current <u>functioning in relation to identified post-school outcomes</u> should be described in the PLAAFP (or in another section of the IEP related to transition).</p> <p>Student File Review Method: Review the IEP for a description of the student's classroom academic, developmental, and functional needs. This information is based on the team consideration of:</p> <ul style="list-style-type: none"> • The strengths of the child • Parent input pertaining to the education of their child. If student is an adult, current input from student. • Results of the initial or most recent evaluation of the child <p>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.</p>
<p>300.320(a)(2)(i)</p> <ul style="list-style-type: none"> • SCSF 	<p>The IEP includes <u>measurable annual goals</u>, including academic and functional goals that reflect the needs identified in the PLAAFP and current assessment data, meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum, and meet each of the student's other educational needs that result from the student's disability. How the goals will be measured must be clearly documented.</p> <p>Student File Review Method: Review the IEP to determine if there are annual goals that are measurable and that reflect student needs. The components of a measurable goal include what the student will do, to what extent the student will do it, the specific measurement tool, and a baseline related to this skill. Baseline measurement must be documented either in the PLAAFP or in the goal statement for progress toward the goal to be measurable. Both the measurability AND means to measure progress MUST be evident for this line item to be in compliance.</p>

	<p>Examples:</p> <p>1)</p> <ul style="list-style-type: none"> • Student will correctly define an average of 85% of veterinary terms found in veterinary technical manuals as measured by vocabulary quizzes. = I • Student will demonstrate understanding of 85% of veterinary terms found in veterinary technical manuals as measured by teacher observation. = O <p>2)</p> <ul style="list-style-type: none"> • Given picture-clue instructions, student will follow three-step directions five times per week for four consecutive weeks. <ul style="list-style-type: none"> ○ Baseline: 0/5 – (student attempted skill but was unable to complete) ○ Mastery: 5/5 for four consecutive weeks ○ Measurement tool: Teacher data sheet = I • Student will follow directions 100% of the time as measured by teacher data sheets. = O <p>3)</p> <ul style="list-style-type: none"> • 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 <p>4)</p> <ul style="list-style-type: none"> • Given teacher-made worksheets with 20 multiplication facts 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 <p>5)</p> <ul style="list-style-type: none"> • Student will reduce aggressive behavior toward others as evidenced by a reduction in referral for aggressive behavior from six to none for a nine-week grading period. Measured by written referrals and DO tracking sheet. = I • When frustrated, student will respond with nonaggressive behavior in four out of five opportunities as measured by behavior tracking. = O <p>6)</p> <ul style="list-style-type: none"> • 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
<p>300.320(a)(6)(ii)</p> <ul style="list-style-type: none"> • SCSF 	<p>The IEP documents the student’s eligibility for <u>alternate assessments</u>.</p> <p>Student File Review Method: If the IEP designates participation in Arizona’s alternate assessments, then the Alternate Assessment Eligibility Criteria, Part I, should</p>

<p>▪ 60-Day Correction</p>	<p>be in the student's file as a component of the IEP. Part I should be completed annually.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Part I is in the file and is completed to show participation in the alternate assessments. = I • Part I is in the file, but is not completed. = O • Part I is not in the file. = O • If the student is eligible for the alternate assessment, but Part I is not completed annually, mark this item O. • Mark this item U if the student is not eligible for alternate assessments.
<p>300.320(a)(2)(ii)</p> <ul style="list-style-type: none"> • SCSF 	<p>For students <u>eligible for alternate assessments</u> only, the IEP includes <u>short-term instructional objectives or benchmarks</u> for each goal(s) stated.</p> <p>Student File Review Method: Determine if the IEP for a student who meets the criteria to take alternate assessments aligned to alternate achievement standards has a description of benchmarks or short-term objectives documented.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Mark this item I if benchmarks/short-term objectives are present for every goal. • Mark this item O if benchmarks/short-term objectives are not present for each goal. • Mark this item U if the student is not eligible for alternate assessments.
<p>300.320(a)(3)(ii)</p> <ul style="list-style-type: none"> • SCSF 	<p>The <u>current progress report</u> provided a measurement of progress toward IEP goals.</p> <p>Student File Review Method: Review the most recent progress report to determine if it provides sufficient information for the parents/staff to project whether or not the student will achieve his/her goal(s) by the end of the IEP year. Information should be provided for each goal and the rate of progress should be reported in a manner consistent with the PLAAFP and/or the associated goals. Examples:</p> <p>1)</p> <ul style="list-style-type: none"> • 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 <p>2)</p> <ul style="list-style-type: none"> • Student has demonstrated ability to follow three-step directions five times per week for two consecutive weeks. = I • Student is doing much better at following directions. = O <p>3)</p> <ul style="list-style-type: none"> • At the end of the third grading period, student has averaged 87 words per minute with three errors over the last four trials. = I

	<ul style="list-style-type: none"> • Student's fluency skills have greatly improved. = O
4)	<ul style="list-style-type: none"> • Student can answer an average of 9 of the 20 problems correctly. = I • Student's math progress: AP (Adequate Progress) = O
5)	<ul style="list-style-type: none"> • During this grading period, student had two referrals for aggressive behavior. = I • Student continues to have problems with aggression at school. = O
6)	<ul style="list-style-type: none"> • 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
7)	<ul style="list-style-type: none"> • Over four targeted activities, the student completes one turn-taking behavior with an average of four visual cues and six verbal protests per activity. = I • Skill not yet introduced. = O

IV.A.4 Special Education and Related Services

<ul style="list-style-type: none"> • SCSAI • SCSEAI 	<p>PEA must ensure that a <u>continuum of service options</u> is available for students with disabilities.</p> <p>Interview Method: The special education administrator and site administrator must explain what a continuum of placement and service options is and the capacity of the PEA to meet the needs of students with low incidence disabilities. The administrator must show evidence of current IEPs that reflect different service delivery models or policies and procedures describing the PEA's ability to provide a continuum of services.</p>
<p>300.320(a)(4) R7-2-401.G.4</p> <ul style="list-style-type: none"> • SCFS • SCSAI • SCSEAI 	<p>The IEP describes the <u>specially designed instruction</u> (special education services) to be provided.</p> <p><i>Specially designed instruction</i> 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."</p> <p>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.</p>

Review the following items **when general education or other non-special education certified providers are noted in a student's individualized education program (IEP) as the service provider for the specially designed instruction:**

- An explanation of why the use of a general education teacher or other non-special education certificated provider is appropriate to meet the needs of that specific student and ensure access to the general education curriculum.
- An explanation of how certificated special education personnel will be involved in the planning, progress monitoring, or delivery of SDI.
- Verify the certification of the special education teacher of the child present at the IEP meeting through the Arizona Department of Education's Online Arizona Certification Information System (OACIS)
- Verify the certification of the individual who is providing SDI (if different from the special education teacher of the child)

Examples:

- Student receives 450 minutes of math computation instruction in the general education program as well as access to special area classes such as PE or library. Student will receive academic services for reading, written expression, math, and behavior support in a small group self-contained setting. = **I**
- Reading Comprehension

Clarification: Student receives small group instruction for reading comprehension in the resource room because he needs a highly structured environment to limit distractions. = **I**

- Social interaction–turn-taking with peers = **I**
- Pre-teaching for comprehension in content areas = **I**
- Reading instruction utilizing kinesthetic and visual strategies for decoding skills = **I**
- Kinesthetic strategies for math calculation (operations) = **I**
- In-class support for behavior change = **I**
- Targeted instruction in replacement behaviors = **I**
- Generalization and practice in life skills (daily living skills, personal management skills) = **I**
- Life skills taught in a small group with cues, modeling, and repetition = **I**
- Articulation, voice, or fluency therapy = **I**
- Expressive/receptive language therapy = **I**
- Individualized support in developing study and organizational skills = **I**
- Multiple instructional methods and repetitive teaching strategies to acquire and maintain reading comprehension skills = **I**

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**
- Speech/Language Therapy = **O**
- Reading comprehension = **O**

	<ul style="list-style-type: none"> • Behavior supports = O • Tutoring = O (while this service may be a part of the educational program, it is not a specialized service)
300.34(a) 300.320(a)(4) R7-2-401(G)(4) <ul style="list-style-type: none"> • SCSF • SCSAI • SCSEAI 	<p>The IEP includes the consideration of <u>related services</u> to be provided.</p> <p>Student File Review Method: Determine if the IEP team considered the need for related services. If there are no related services indicated on the IEP, there must be some notation that the team considered and rejected the need. If the team determined that related services were needed, the services must be clearly specified in the IEP. Transition services can be considered as a related service if they are required to assist a child with a disability to benefit from special education.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Occupational therapy (sensory integration) = I • Occupational therapy = O • Counseling = I • Social work services = I • Speech therapy (expressive language) = I • Speech = O • Team considered related services: none were needed = I • N/A = O
300.320(a)(4) 300.324(a)(3)(ii) 300.34(a) <ul style="list-style-type: none"> • SCSF • SCSAI 	<p>The IEP includes <u>any supplementary aids, services, and program modifications</u> to be provided.</p> <p>Student File Review Method: Review the entire IEP to determine if supplementary aids and services are to be provided or if program modifications are to be made.</p> <p><i>Supplementary aids and services</i> 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, assistive technology devices or services, and instructional aides.”</p> <p>If the IEP delineates supplementary aids and services and program modifications that address the needs of the student, mark this item. = I</p> <p><i>Program modifications</i> 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"> • Student will use a pencil grip whenever she is working on a written assignment. = I • Student may use a calculator for math problems. = I • A social skills coach will meet with student twice a week during PE. = I

	<ul style="list-style-type: none"> • Student will have a sign language interpreter during classroom discussions. = I • Student will complete 50% of all math drill homework. = I • None required at this time. = I • Considered and not needed at this time. = I • N/A = O • Left blank and not addressed anywhere in IEP. = O
300.320(a)(7) <ul style="list-style-type: none"> • SCSF 	<p>The <u>location</u> of each service or adaptation is included.</p> <p>Student File Review Method: The location of services generally refers to the type of environment that is the appropriate place for the provision of the service. The location should not be a specific room, (e.g., Mrs. Smith's class) but should reflect the type of location (resource room, general math class). This item cannot be marked U.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Resource room = I • General education classroom = I • Campus-wide (with an explanation) = I • Campus = O • Mr. Wilson = O
300.324(a)(3)(ii) <ul style="list-style-type: none"> • SCSF • SCSAI 	<p>The IEP includes a statement of <u>supports</u> that will be provided to <u>school personnel</u>.</p> <p>Student File Review Method: Determine if appropriate supports were considered. This area of the IEP should not be left blank, but the supports may be incorporated in various locations in the document.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Considered, but not needed at this time. = I • In-service training on positive behavior supports. = I • Staff in-service on appropriate use of assistive technology device. = I • Special education consultation on appropriate modifications for weekly tests in spelling. = I • Special education consultation. = O • Paraprofessional training on positive behavioral supports. = I • N/A = O • Teacher training. = O • Providing copy of IEP. = O
300.106 R7-2-408 <ul style="list-style-type: none"> • SCSF 	<p>The IEP includes consideration of the need for <u>extended school year services (ESY)</u>.</p> <p>Student File Review Method: Determine if the decision about the need for ESY was made on an individual basis at the IEP meeting. ESY cannot be excluded on the basis of a particular category of disability, the age of the student, or the availability of PEA</p>

	<p>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. This item cannot be marked U.</p> <ul style="list-style-type: none"> If there is an indication that ESY services were considered, mark this item I.
<p>300.320(a)(5)</p> <ul style="list-style-type: none"> SCSF 	<p>An explanation of the <u>extent the student will not participate with nondisabled peers</u> is explained.</p> <p>Student File Review Method: Determine if the IEP contains an explanation and justification 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 and boilerplate statements are not acceptable. This item cannot be marked U.</p> <p>Examples:</p> <ul style="list-style-type: none"> Given the student's needs in math reasoning and his high level of distractibility, the team determined that the instruction should be provided in the resource setting where he will not be participating with nondisabled peers during math instruction. = I Because of significant modifications needed in order for the student to progress in the general curriculum, the student will not be participating with nondisabled peers while receiving basic reading instruction in the special education language arts classroom. = I Student receives speech articulation therapy once a week for 30 minutes and will not be participating with nondisabled peers during that time. = I Student is in self-contained ED classroom four hours a day for individualized behavior support because of the student's aggressive behaviors and will not participate with nondisabled peers during that time. = I Student is in resource for one class period a day. = O Student will not be with nondisabled peers when student is with special education teacher for instruction. = O

IV.A.5 Other Considerations

<p>300.324(a)(2)(i)</p> <ul style="list-style-type: none"> SCSF SCSAI SCSEAI 	<p>In the case of a student whose <u>behavior impedes the student's learning or that of others</u>, consider the use of <u>positive behavioral interventions and supports and other strategies</u> to address that behavior.</p> <p>Student File Review Method: Determine if the IEP team considered whether or not the student needs behavioral interventions in the secure care setting. If there is any evidence that the student has a problem with acceptable behavior, this area must be addressed in the IEP. This item cannot be marked U.</p> <p>The term <i>behavior</i> includes actions such as failure to complete homework and other self-destructive, but non-confrontational actions. Documentation of behavioral</p>
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	supports may be located throughout the document, such as in the annual goals, PLAAFP, accommodations and/or modifications, counseling services to be provided, and behavior plans.
300.320(a)(6)(i) <ul style="list-style-type: none"> • SCSF • SCSAI • SCSEAI 	<p>The IEP includes documentation of any <u>accommodations</u> in the administration of state- or PEA-wide <u>assessments</u>.</p> <p>Student File Review Method: Determine if the IEP contains documentation of the accommodations used for state and district assessments. Standard and/or universal accommodations must have a relationship to the accommodations used with the student during instruction.</p>
300.324(a)(2)(iv) <ul style="list-style-type: none"> • SCSF 	<p>The <u>communication needs</u> of the student were considered.</p> <p>Student File Review Method: Determine if the communication needs of the student have been considered within the IEP. This item cannot be marked U.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student’s stuttering increases when he speaks 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 • N/A = O • Student has no communication deficits. = I
300.324(a)(2)(v) <ul style="list-style-type: none"> • SCSF • SCSAI • SCSEAI 	<p>The <u>assistive technology needs</u> of the student were considered.</p> <p>Student File Review Method: Determine if consideration was given to the student’s need for assistive technology, regardless of the student’s disability. This item cannot be marked U.</p> <p>An <i>AT device</i> can be “any item that increases, maintains, or improves the functional capabilities of a student.” Devices can range from low to high tech.</p> <p><i>AT service</i> is the “direct assistance needed in the evaluation of the need for and the selection, acquisition, or use of an AT device.” AT services may include training for staff in the use of the device(s).</p>
300.324(a)(2)(ii) <ul style="list-style-type: none"> • SCSF 	<p>For students who are <u>English language learners (ELL)</u>, language needs were considered.</p> <p>Student File Review Method: Mark the item only for a student who is an English language learner. If the student is not an English language learner, mark it with a U.</p> <p>Examples:</p> <ul style="list-style-type: none"> • This is the student’s first year in the USA and the primary language is Italian. Student should be taught using simple grammar with picture/graphic assists as much as possible. = I • Student has studied English for several years and has a good command of written language. However, he needs spoken information presented in short

	segments in order to check his understanding until oral proficiency is achieved. = I
300.324(a)(2)(iv) • SCSF	For students who are <u>hearing impaired (HI)</u> , the IEP includes consideration of the student's <u>language and communication needs</u> (including opportunities for direct instruction in the student's language or mode of communication). Student File Review Method: If the student is HI, determine if the IEP team took into account the language levels and communication mode of the student when developing the IEP and making a placement decision. If the student is not HI, mark this item U.

IV.A.6 Documentation That IEP Reflects Student Needs

300.320(a)(b) • SCSF • SCSIA • SCSIJ ▪ 60-Day Correction	The <u>IEP reflects individual student needs</u> . This item is looking at the cohesiveness of the IEP as a whole and requires that the IEP reflect the student's individual needs. Student File Review Method: Consider all of the following: <ul style="list-style-type: none"> • Evaluation information (if conducted within the last year) • PLAAFP • IEP goals • Secondary transition plan There should be a clear alignment between the student needs (as articulated in the evaluation and the PLAAFP) and the goals and services identified on the IEP. <ul style="list-style-type: none"> • Mark this item O if the IEP prohibits the student from receiving FAPE. • If there is no link between the evaluation and the IEP, the PLAAFP does not address the student's needs, IEP goals are not aligned with individual needs, or secondary transition components are not addressed, mark this item O. Record the specific reason(s) for noncompliance on the Secure Care Student Form.
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SECTION V—PROCEDURAL SAFEGUARDS/PARENTAL PARTICIPATION

V.A.1 Procedural Safeguards Notice Sent at Required Times

34 CFR 300.504(a)R7-2-401(I)(1) • SCSF ▪ 60-Day Correction	<u>Procedural safeguards notice</u> (PSN) was provided to parents within the last 12 months. Student File Review Method: <ul style="list-style-type: none"> • 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.
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V.A.2 Notices Sent in a Language and Form That Is Understandable to Parents

300.503(c)	Required notices are provided in the <u>native language of the parent</u> .
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<ul style="list-style-type: none"> • SCSF <p>▪ 60-Day Correction</p>	<p>Student File Review Method: Review the file for copies of the most recent notices (invitations to meetings, procedural safeguards notices, and prior written notices) sent to the parents. Compare the language of the notices to the primary language indicated on the student file form. If the notices were provided in a language other than the parent’s native language, there must be documentation of the parent’s request for notices to be provided in English. The language of the <u>student</u> must be considered when the student is invited to the IEP meeting.</p>
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V.B.1 Prior Written Notice Sent at Required Times

300.503(a)	<p>Prior written notice (PWN) was provided to parents at required times.</p>
<ul style="list-style-type: none"> • SCSF 	<p>Student File Review Method: Determine when the PWN should have been distributed in the <u>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"> • When a student is referred for an INITIAL evaluation. • Before obtaining consent for the collection of additional data in the evaluation process. This is the proposal to collect additional data for evaluation. • After the team has determined the eligibility of a student for special education. This completes the evaluation process. • When there is a change or refusal to change the provision of FAPE: before implementation of an initial IEP or before a revised IEP can be implemented. In the case of a phase out or graduation with a regular diploma, a parent should know that all special education services will cease. • When there is a change or refusal to change the educational placement, including an initial placement. • Prior to the 11th day of suspension and/or before an accumulation of suspensions constituting a pattern and/or at the beginning of an expulsion, all of which require a change in services and the provision of FAPE. Prior to placement in an interim alternative education setting (IAES). • Prior to ceasing services when a parent revokes consent for the provision of special education services. <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> <ul style="list-style-type: none"> • If the PWN was given at the appropriate time, mark this item I.

V.B.2 Description of Action

300.503(b)(1)	<p>The <u>PWN</u> includes a <u>description of action(s) proposed or refused</u> by the PEA. All actions and refusals must be identified, should be student-specific, and should accurately reflect decisions made.</p>
<ul style="list-style-type: none"> • SCSF 	<p>Student File Review Method: Documentation must include a description of actions proposed or refused by the team.</p> <p>Mark this item I if the PWN contains the required component.</p>

	<p>Examples:</p> <ul style="list-style-type: none"> • NA = O • Student doesn't want to come to school. = O • The district proposes that services will be provided to the student in accordance with the IEP developed on 05/23/13. The team declined to place the student in a more restrictive math placement as requested by the math teacher. = I • The evaluation team proposes to collect additional information on the student's behavioral functioning with standardized assessments. = I
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V.B.3 Explanation of Proposal

<p>300.503(b)(2)</p> <ul style="list-style-type: none"> • SCSF 	<p>The <u>PWN</u> includes an <u>explanation of why the agency proposed or refused</u> to take action.</p> <p>Student File Review Method: The statement must be student specific. Mark this item I if the PWN contains the required component.</p> <p>Examples:</p> <ul style="list-style-type: none"> • NA = O • Student's IEP has been reviewed and services have been adjusted according to the present levels of performance and goals in math. Student is currently receiving a grade of C- in the regular education math class without modifications in grade level or change in performance criteria. = I • Student's performance in the classroom seems to be hindered by behavior and the team needs the data to accurately assess eligibility and develop appropriate behavioral strategies. = I
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V.B.4 Description of Options

<p>300.503(b)(6)</p> <ul style="list-style-type: none"> • SCSF 	<p>The <u>PWN</u> includes a <u>description of any options considered</u> and why those options were rejected.</p> <p>Student File Review Method: Documentation must relate specifically to the student. Mark this item I if it contains the required component.</p> <p>Examples:</p> <ul style="list-style-type: none"> • NA = O • While the team discussed increasing the special education services provided for the student, it was decided that he continues to require resource room assistance in reading and written expression and paraprofessional support in a regular education math class. Because of his success in math, a resource math placement was not seen as appropriate. = I • The team believes that observations alone will not provide enough information about the student's current behaviors. = I
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	<ul style="list-style-type: none"> We considered not revising the IEP, but it is mandated by law. = O
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V.B.5 Description of Basis for Decision

300.503(b)(3) <ul style="list-style-type: none"> SCSF 	<p>The <u>PWN</u> includes a <u>description of evaluation procedures, tests, records used</u> as a basis for the decision.</p> <p>Student File Review Method: Documentation must support the basis for the decision. Mark this item I if the PWN contains the required component.</p> <p>Examples:</p> <ul style="list-style-type: none"> NA = O Student’s counselor said she had always had these problems with attendance. = O The team considered the student’s quarterly progress reports, weekly test grades, scores on the district assessment, and work completion data. = I There has been no standardized assessment of the student’s behavior in the past, and the parents report that he has never had any behavioral difficulty before. They further report that there has been nothing in the family life that might account for the sudden problematic behaviors. = I
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V.B.6 Other Relevant Factors

300.503(b)(7) <ul style="list-style-type: none"> SCSF 	<p>The <u>PWN</u> includes a <u>description of any other factors</u> that are relevant to the agency’s proposal or refusal.</p> <p>Student File Review Method: Documentation related to other factors must be evident. Mark this item I if the PWN contains the required component.</p> <p>Examples:</p> <ul style="list-style-type: none"> NA = O This school has a strict discipline and attendance policy. = O Student continues to need additional direction from the paraprofessional in order to complete assigned work. Student has demonstrated ability in working with the peer tutor and cooperative learning groups that are used in math. = I Because of the recent behavioral concerns, the evaluation team has chosen not to wait until next April when the student’s reevaluation is due. Parents signed consent for assessment on this date. = I
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V.B.7 Obtaining a Procedural Safeguards Notice

300.503(b)(4) <ul style="list-style-type: none"> SCSF 	<p>If the <u>PWN</u> is for any reason other than an initial referral for evaluation, it includes a <u>statement of how a copy of the procedural safeguards notice (PSN) can be obtained</u>.</p> <p>Student File Review Method: There must be a statement related to contact information within the district/at the school site so the PSN can be obtained.</p>
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	<p>If the PWN contains the required information, mark this item I. If the notice was for initial referral for evaluation, mark this item U.</p>
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V.B.8 Assistance in Understanding PWN

300.503(b)(5) <ul style="list-style-type: none"> SCSF 	<p>The <u>PWN</u> includes <u>sources to obtain assistance</u> in understanding the notice.</p> <p>Student File Review Method: There must be contacts available including address and telephone numbers for a number of parent resources, which may include: Arizona Department of Education/Exceptional Student Services, Arizona Center for Disability Law, or Raising Special Kids. One of the sources could be the PEA, including the PEA's phone number and contact name.</p> <p>Mark this item I if the PWN contains the required component.</p>
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SECTION VI—CLIMATE

Guiding Principle I—A safe, healthy, facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.

VI.A.1

<ul style="list-style-type: none"> SCSAI SCSEAI SCPS SCSIA SCSIJ 	<p>Establish a <u>school- and facility-wide climate</u> with a focus on family engagement in which youths are <u>free from threats</u> of or <u>actual physical or emotional harm</u>.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care Parent Survey, and Secure Care Student Interview Adult, Secure Care Student Interview Juvenile.
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VI.A.2

<ul style="list-style-type: none"> SCSAI SCSEAI 	<p>Create and/or revise <u>policies, procedures, and progress measures</u> that <u>prioritize education and student educational achievement</u>.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> Review policies and procedures, Secure Care Site Administrator Interview, and Secure Care Special Education Administrator Interview.
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VI.A.3

<ul style="list-style-type: none"> SCSAI SCSEAI 	<p>Develop a <u>continuum of academic and behavioral supports and services</u> to promote long-term educational outcomes for youths who are system involved, potentially through a tiered framework.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> Review policies and procedures, Secure Care Site Administrator Interview, and Secure Care Special Education Administrator Interview.
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VI.A.4

<ul style="list-style-type: none">• SCSAI• SCSEAI• SCSIA• SCSIJ	<p>Ensure <u>fairness and equity</u> in the provision of educational services and the promotion of a <u>facility-wide climate</u> that supports learning consistent with federal law.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review policies and procedures, Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care Student Interview Adult, and Secure Care Student Interview Juvenile.
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SECTION VII—FUNDING/BUDGETS

Guiding Principle II— Necessary funding to support educational opportunities for all youths within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.

VII.A.1

<ul style="list-style-type: none">• SCSAI• SCSEAI	<p>Plan and develop dedicated and appropriate <u>education budgets</u> at the agency and facility levels.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, and previous fiscal year grants/budgets/completion reports.
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SECTION VIII—HIGHLY QUALIFIED STAFF

Guiding Principle III—Recruitment, employment, and retention of qualified education staff with skills relevant to juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.

VIII.A.1

	<p>Require that education <u>staff</u>, including special education, LEP, and related service providers, <u>hold valid education credentials</u> consistent with federal requirements and state law.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Verify that teachers/related service providers hold proper certificates via OACIS.
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VIII.A.2

<ul style="list-style-type: none">• SCSAI• SCSEAI	<p>Provide or otherwise facilitate <u>access to professional development opportunities</u> for education staff so they can develop the skills to address the unique needs of students in juvenile justice settings more effectively.</p> <p>Agency Review Method: Review agendas/sign-in sheets from professional development that encourages skill acquisition needed to work with students in secure care settings.</p> <ul style="list-style-type: none">• If PEA has offered in-house training for teachers in this area, mark this item I.• If PEA has sent teachers for outside training in this area, mark this item I.• If the PEA has not offered any professional development in this area, mark this item O.
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VIII.A.3

<p>ARS15-537 ARS15-203 (A)(38)</p> <ul style="list-style-type: none">• SCSAI• SCSEAI	<p>Use a teacher evaluation <u>process</u> that <u>continuously assesses teacher performance</u> based on accepted state standards for highly effective instruction.</p> <p>Agency Review Method: Review the PEA teacher evaluation system.</p> <ul style="list-style-type: none">• If PEA has a teacher evaluation system which includes teaching performance (including formal and informal evaluations) and professional practice measures and academic progress measures, mark this item I.• If the PEA has not established a teacher evaluation system that includes teaching performance and professional practice measures and academic progress measures, mark this item O.
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SECTION IX—CURRICULUM

Guiding Principle IV—Rigorous and relevant curricula aligned with state academic and career and technical education standards that utilize instructional methods, tools, materials and practices that promote college- and career- readiness.

IX.A.1

<ul style="list-style-type: none">• SCGETI• SCSETI	<p>Employ current <u>instructional methods and materials appropriate</u> to each student's age, grade placement, development, and culture.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care General Education Interview, Secure Care Special Education Teacher Interview, data charts, pre-/post test results, lesson plans, RDA documentation, and observations.
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IX.A.2

<ul style="list-style-type: none">• SCSAI• SCSEAI• SCGETI• SCSETI• SCSIA• SCSIJ	<p>Promote <u>student engagement</u> through <u>high educational expectations</u> for all students in the juvenile justice system.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, Secure Care Student Interview Adult, Secure Care Student Interview Juvenile, lesson plans, RDA documentation, observations, and mission statement.
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IX.A.3

<ul style="list-style-type: none">• SCSAI• SCSEAI• SCGETI• SCSETI• SCSIA• SCSIJ	<p>Require that students in juvenile justice residential facilities participate in the <u>same curriculum and state accountability systems</u> as students in traditional schools, and provide <u>instruction and assessments with appropriate services and accommodations</u> for students with disabilities and English learners.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, Secure Care Student Interview Adult, Secure Care Student Interview Juvenile, lesson plans, RDA documentation, observations, mission statement, pre-/post test data, ECAPs, and AzCIS.
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IX.A.4

<ul style="list-style-type: none">• SCSAI• SCSEAI• SCGETI• SCSETI	<p>Collect and use data to <u>monitor student academic progress</u>, make <u>data-informed decisions</u>, and continuously evaluate and improve the education program.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care
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	Special Education Teacher Interview, lesson plans, RDA documentation, observations, and pre-/post test data.
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IX.A.5

<ul style="list-style-type: none"> • SCSAI • SCSEAI • SCGETI • SCSETI • SCSIA • SCSIJ 	<p>Provide <u>access to postsecondary programming</u>, including college and career and technical education that prepares students for successful transitions to adulthood.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> • Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, Secure Care Student Interview Adult, Secure Care Student Interview Juvenile, transition lesson plans, and transition curriculum.
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SECTION X—RE-ENTRY/TRANSITION

Guiding Principle V—Formal processes and procedures—through statute, memoranda of understanding, and practice—that ensure successful navigation across child-serving systems and smooth reentry into communities.

X.A.1

<ul style="list-style-type: none">• SCSAI• SCSEAI• SCGETI• SCSETI• SCSIA• SCSIJ	<p>Immediately upon entry of a youth into a juvenile justice residential facility, <u>create individualized prerelease plans</u> in partnership with the youth and his or her family that identify <u>action steps</u> and <u>support services</u> to ensure reenrollment in a community school and reduce the likelihood of re-arrest or reoffending.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, Secure Care Student Interview Adult, Secure Care Student Interview Juvenile, and written re-entry plans.
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X.A.2

<ul style="list-style-type: none">• SCSAI• SCSEAI• SCGETI• SCSETI	<p>Prior to release, offer additional <u>formal learning opportunities</u> for the youth that are <u>grounded in evidence- and practice-based service models</u> and <u>focused on social, emotional, and behavioral skill development</u>, especially for youths with mental health conditions.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, re-entry plans, portfolios, IEPs, transition work, and documentation of agency involvement.
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X.A.3

<ul style="list-style-type: none">• SCSAI• SCSEAI• SCGETI• SCSETI• SCSIA• SCSIJ	<p>Establish <u>policies and procedures</u> that promote school assignments best suited for students' <u>educational success</u> and the <u>timely transfer</u> of their accurate <u>education and related records</u>.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, Secure Care Student Interview Adult, Secure Care Student Interview Juvenile, 45-day screenings, and records requests.
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Appendix A

Secure Care Student Form (SCSF)

SSID No: _____ DOB: _____ Student: _____ Eligibility: _____
Ethnicity: _____ Facility: _____ Teacher: _____ Monitor: _____
Primary home language indicated by the parent: _____ Language in which the student is most proficient: _____

EVALUATION/REEVALUATION

Line Item	I-O-U	Description
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- | | | |
|--------|-------|--|
| II.A.1 | _____ | Current evaluation. 60-Day |
| II.A.2 | _____ | Review of existing data <ul style="list-style-type: none"><input type="checkbox"/> Current information provided by the parents<input type="checkbox"/> Current classroom-based assessments<input type="checkbox"/> Teachers and related service providers observation(s), including pre-referral interventions<input type="checkbox"/> Formal assessments |
| II.A.3 | _____ | Team determination of need for additional data <ul style="list-style-type: none"><input type="checkbox"/> Team determined that existing data were sufficient or determined that additional data were needed<input type="checkbox"/> For reevaluation only, parents were informed of reason and right to request data<input type="checkbox"/> Obtained informed parental consent or for reevaluation only, documented efforts to obtain consent |

Line Item	I-O-U	Description
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- | | | |
|--------|-------|--|
| II.A.4 | _____ | Eligibility considerations <ul style="list-style-type: none"><input type="checkbox"/> Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) (Indicate areas that have not been assessed) 60-Day<ul style="list-style-type: none"><input type="checkbox"/> Vision <input type="checkbox"/> Social/behavioral<input type="checkbox"/> Hearing <input type="checkbox"/> Communications<input type="checkbox"/> Academics <input type="checkbox"/> Assistive tech.<input type="checkbox"/> Cognitive <input type="checkbox"/> Motor skills<input type="checkbox"/> Adaptive <input type="checkbox"/> Other _____<input type="checkbox"/> Performance in educational setting and progress in general curriculum<input type="checkbox"/> Educational needs to access the general curriculum, including assistive technology<input type="checkbox"/> For reevaluations, if any additions or modifications to the special education services are needed for the student to progress in the general curriculum<input type="checkbox"/> The impact of any educational disadvantage<input type="checkbox"/> The impact of English language learning on progress in general curriculum |
|--------|-------|--|

COMMENTS:

Secure Care Student Form (SCSF)

Line Item	I-O-U	Description
II.A.4	<input type="checkbox"/>	Team determined the student has a specific category of disability 60-Day
Contd.	<input type="checkbox"/>	Team determined the student needs special education and related services 60-Day
	<input type="checkbox"/>	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information 60-Day
	<input type="checkbox"/>	A—documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction
	<input type="checkbox"/>	ED— verification by a qualified professional 60-Day
	<input type="checkbox"/>	HI—verification by a qualified professional 60-Day
	<input type="checkbox"/>	HI—documents the language proficiency of the student
	<input type="checkbox"/>	MIID—documents performance on standard measures between 2 and 3 SD below the mean
	<input type="checkbox"/>	MOID – documents performance on standard measures between 3 and 4 SD below the mean
	<input type="checkbox"/>	MD—documents a learning and developmental problem resulting from multiple disabilities 60-Day
	<input type="checkbox"/>	MDSSI—documents multiple disabilities that include at least one of the following:VI or HI 60-Day
	<input type="checkbox"/>	OHI—verification by a qualified professional 60-Day
	<input type="checkbox"/>	OI— verification by a qualified professional 60-Day
	<input type="checkbox"/>	SLI—documents a communication disorder

Line Item	I-O-U	Description
II.A.4	<input type="checkbox"/>	SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI)
Contd.	<input type="checkbox"/>	SLD—certifies that each team member agrees or disagrees
	<input type="checkbox"/>	SLD—documents determination of effects of environmental, cultural, or economic disadvantage
	<input type="checkbox"/>	SID—documents performance at least 4 SD below the mean
	<input type="checkbox"/>	TBI—verification by a qualified professional 60-Day
	<input type="checkbox"/>	VI—verification by a qualified professional 60-Day
	<input type="checkbox"/>	VI –documents the results of an individualized Braille assessment for a student who is considered blind
II.A.5	_____	For initial evaluation, the student was evaluated within 60 calendar days. # of days over: _____ Reason: _____ 60-Day

COMMENTS:

Secure Care Student Form (SCSF)

SECONDARY TRANSITION LINE ITEMS (III.A.6 & III.A.7)

For students 16 years of age or older, documentation of required postsecondary components

Line Item	I-O-U	Description
III.A.1 (III.A.6)*	_____	Measurable postsecondary goals <input type="checkbox"/> No evidence of goals <input type="checkbox"/> Goal content not postsecondary <input type="checkbox"/> Not measurable <input type="checkbox"/> Required goal areas not addressed <input type="checkbox"/> Measurable postsecondary goals updated annually <input type="checkbox"/> Documentation that the postsecondary goals were derived from age-appropriate assessment(s) <input type="checkbox"/> Documentation of one or more transition services/activities that support the postsecondary goal(s) <input type="checkbox"/> The student's course of study supports the identified postsecondary goal(s) <input type="checkbox"/> Documentation that the student was invited to meeting <input type="checkbox"/> Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained
III.B.1 (III.A.7)*	_____	Documentation of additional postsecondary transition components <input type="checkbox"/> By age 17, a statement of rights to transfer at age 18

Line Item	I-O-U	Description
III.B.2	_____	Summary of Performance <input type="checkbox"/> No Summary <input type="checkbox"/> Academic Achievement <input type="checkbox"/> Functional Performance <input type="checkbox"/> Recommendations

COMMENTS:

Secure Care Student Form (SCSF)

INDIVIDUALIZED EDUCATION PROGRAM

Line Item	I-O-U	Description
IV.A.1	_____	Current IEP (date: _____) 60-Day
IV.A.2	_____	IEP review/revision and participants
	<input type="checkbox"/>	IEP reviewed/revised annually (previous date: _____)
	<input type="checkbox"/>	IEP team meeting included required participants (if “no” indicate missing members)
	<input type="checkbox"/>	Parent
	<input type="checkbox"/>	PEA representative
	<input type="checkbox"/>	Gen ed. teacher
	<input type="checkbox"/>	Test Results
	<input type="checkbox"/>	Special ed. teacher
	<input type="checkbox"/>	Interpreter
IV.A.3	_____	General required components of IEP are included
	<input type="checkbox"/>	IEP has PLAAFP (refer to guide steps)
	<input type="checkbox"/>	Measurable annual goals related to PLAAFP
	<input type="checkbox"/>	Documentation of eligibility for alternate assessment, if appropriate 60-Day
	<input type="checkbox"/>	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
	<input type="checkbox"/>	Current progress report includes progress toward goals

Line Item	I-O-U	Description
IV.A.4	_____	Individualized services to be provided
	<input type="checkbox"/>	Special education services to be provided (If “out”, indicate the missing requirement)
	<input type="checkbox"/>	Not specially designed instruction (SDI)
	<input type="checkbox"/>	No documentation of why SDI is provided by other personnel
	<input type="checkbox"/>	No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI
	<input type="checkbox"/>	Special education teacher not certified
	<input type="checkbox"/>	Other provider not certified (district only)
	<input type="checkbox"/>	Consideration of related services
	<input type="checkbox"/>	Consideration of supplementary aids, services, program adaptations
	<input type="checkbox"/>	Location of services and adaptations
	<input type="checkbox"/>	Consideration of supports for school personnel
	<input type="checkbox"/>	Consideration of the need for extended school year
	<input type="checkbox"/>	Extent to which student will not participate with nondisabled peers

COMMENTS:

Secure Care Student Form (SCSF)

Line Item	I-O-U	Description	Line Item	I-O-U	Description
IV.A.5	_____	Other considerations	IV.A.6	_____	IEP reflects student educational needs 60-Day
	<input type="checkbox"/>	Consideration of strategies/supports to address behavior that impedes student’s learning or that of others	(III.A.8)*		Reason for “O” call
	<input type="checkbox"/>	Consideration of individual accommodations in testing, if appropriate		<input type="checkbox"/>	No link between evaluation and IEP
	<input type="checkbox"/>	Consideration of communication needs of the student		<input type="checkbox"/>	PLAAFP—all student needs not addressed
	<input type="checkbox"/>	Consideration of assistive technology devices and service needs		<input type="checkbox"/>	IEP goals not aligned with needs
	<input type="checkbox"/>	For ELL students, consideration of language needs related to the IEP		<input type="checkbox"/>	Postsecondary transition components not addressed
	<input type="checkbox"/>	For HI students, consideration of the child’s language and communication needs			

COMMENTS:

Secure Care Student Form (SCSF)

PROCEDURAL SAFEGUARDS/PARENTAL PARTICIPATION

Notices provided at required times and in a language and form that is understandable to the parent

Line Item I-O-U Description

- V.A.1 _____ Notices provided at required times and in a language and form that is understandable to the parent
- ☐ Procedural safeguards notice provided to parents within the last 12 months **60-Day**
 - ☐ All required notices provided in a language that is:
 1. the native language of the parent
 2. understandable to public **60-Day**

- V.B.1 _____ PWN provided to parents at required times in the last 12 months **60-Day**
- ☐ For PWN, description of action proposed or refused by PEA
 - ☐ For PWN, explanation of why the agency proposed or refused to take the action
 - ☐ For PWN, description of any options considered and why options were rejected
 - ☐ For PWN, description of evaluation procedures, tests, records used as a basis for the decision
 - ☐ For PWN, description of any other relevant factors
 - ☐ For PWN, if the notice is not an initial referral for evaluation, a statement of how a copy of procedural safeguards can be obtained
 - ☐ For PWN, sources to obtain assistance in understanding notice

Referral	Additional Data	Eligibility	Initial Placement	IEP/FAPE	Suspension/Expulsion

COMMENTS: