

2019-2020 Standard Record Review Including Early Childhood and Transition Age Students

Present Levels of Academic Achievement and Functional Performance

In developing each child's IEP, the IEP Team must consider the results of the initial or most recent evaluation of the child 300.320(a)(1)(iii) and the academic, developmental, and functional needs of the child. 300.320(a)(1)(iv)

1. Strengths of the child. 300.324(a)(1)(i); 4.03

- Yes
- No

2. The IEP team must consider the results of the initial or most recent evaluation of the child. 300.324(a)(1)(iii); 4.03

NOTE: Consider benchmark testing, curriculum-based assessments, progress monitoring data of interventions, etc. Data should be a summarized discussion or triangulation of data presented in order to develop measurable goals.

For CLD students, look for input pertinent to second language (e.g., ACCESS scores, ELA input, parental input)

- Yes
- No

3. Statement of the child's present levels of academic achievement and functional performance. 300.320(a)(1); 4.03

- Yes
- No

4. Academic, developmental, and functional needs of the child. 300.324(a)(1)(iv); 4.03

- Yes
- No

5. How the child's disability affects the child's involvement and progress in the general education curriculum. 300.320(a)(1)(i); 4.03

For preschool, as appropriate, how the disability affects the child's participation in appropriate activities 300.320(a)(1)(ii); 4.03

- Yes
- No



6. **Concerns of the parents for enhancing the education of their child. 300.324(a)(1)(ii); 4.03**

- Yes
 No

Notes:

EARLY CHILDHOOD/KINDERGARTEN

(age less than 6 before December 1)

For students 3 through 5 years of age the IEP includes:

7. **For a child transitioning from Part C to Part B, an IEP was developed by the child's third birthday. 300.124(b); 4.03(1)(c); 5.01(6)**

- Yes
 No
 N/A

8. **An IEP was implemented by the child's third birthday; or, if the child's third birthday occurs during the summer, the child's IEP Team determined the date when services under the IEP or IFSP will begin. 300.101(b)(i) and (ii); 300.124(a) and (b); 4.03(1)(c); 5.01(6)**

- Yes
 No
 N/A

9. **The AU participated in a transition planning conference held to ensure a smooth transition from Part C to Part B services. 300.124(c); 4.03(1)(c)**

- Yes
 No
 N/A

10. **At the request of the parents, an invitation to the IEP meeting was sent to Part C service coordinator or other representative of the Part C system to assist with the smooth transition of services. 300.321(f); 5.01(6)**

- Yes
 No
 N/A



**11. Services are delivered by an Early Childhood Special Educator.
3.03(2); 3.04(1)(a)(i)**

- Yes
- No
- N/A

12. The child has access to FAPE in the LRE and the Early Childhood LRE setting code matches the service provision for the student.

- Yes
- No **Note:** The LRE setting codes apply to Kindergartners who are 5 years old (less than 6 prior to the December Collection)
- N/A

The student attends a "regular early childhood program" (defined by OSEP as a classroom that includes at least 50 percent of nondisabled children), for at least 10 hours a week, and the majority of specialized instruction and related services occur within the classroom.

When a child is placed in another setting or the majority of services are outside of a "regular" classroom, a clear and appropriate justification has been provided.

300.17 and 300.114(a)(2)

Notes:

Post-School Considerations

Beginning with the first IEP developed when the child is age **15, but no later than the end of 9th grade**, or earlier if deemed appropriate by the IEP Team, and **updated annually**.
ECEA 4.03(6)(d)(i)

**13. Appropriate measurable postsecondary goals in education/training.
300.320(b)(1); 4.03(6)(d)(ii)**

- Yes
- No

**14. Appropriate measurable postsecondary goals in employment.
300.320(b)(1); 4.03(6)(d)(ii)**

- Yes
- No

15. Appropriate measurable postsecondary goals in independent living skills where appropriate. 300.320(b)(1); 4.03(6)(d)(ii)

- Yes
- No
- N/A



16. For transition IEPs the transition services, including courses of study needed to assist the child in reaching the postsecondary goals. 300.320(b)(2)

- Yes
- No

17. Appropriate measurable postsecondary goals must be updated annually. 300.320(b); 4.03(6)(d)(i)

- Yes
- No

18. Age appropriate transition assessments needed to assist the child in reaching the postsecondary goals. 300.320(b)(1); 4.03(6)(d)(ii)

- Yes
- No

19. *Transition services means a coordinated set of activities focused on improving the academic and functional achievement of the child to facilitate the child's movement from school to post-school activities.* 300.43(a)(1); 2.51(1)(a)

- Yes
- No

Notes:

Transition Notice of Meeting

20. The public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under 300.320(b). 300.321(b)(1)

- Yes
- No

21. The notice of meeting indicates the purpose of the meeting will be the consideration of the postsecondary goals and transition services. 300.322(b)(2)(i)(A); 4.03(7)(b)(i)(A)

- Yes
- No

22. To the extent appropriate, with the consent of the parents, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. 300.322(b)(2)(ii); 300.321(b)(3)

- Yes
- No
- N/A

Notes:



Accommodations/Modifications

Accommodations

23. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments. 300.320(a)(6)(i)

- Yes
- No
- N/A

Modifications

24. A statement of the special education and related services and supplementary aides and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education curriculum and to participate in extracurricular and other non-academic activities. 300.320(a)(4)(i)-(ii)

- Yes
- No
- N/A

Annual Goal(s)/Objective(s)

Goals should be aligned with information in the Evaluation Report and the PLAAFP.

For students eligible for alternate State assessments, short-term objectives are required.

25. There is an annual goal or short term objective related to each of the postsecondary goals in the IEP. 300.320(a)(2)(i)

- Yes
- No

26. A statement of measurable annual goals. 300.320(a)(2)(i)

- Yes
- No

27. A description of how the child's progress toward meeting the annual goals will be measured. 300.320(a)(3)(i)

- Yes
- No

28. Goals enable the child to be involved in and make progress in the general education curriculum. 300.320(a)(2)(i)(A)

- Yes
- No

29. Goals are designed to meet the child's needs that result from the child's disability. 300.320(a)(2)(i)(A)

- Yes
- No

30. For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives are included. 300.320(a)(2)(ii); 4.03(6)(f)(i)

- Yes
- No
- N/A

Notes:



Service Delivery Statement

A statement of the special education and related services and supplementary aides and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child.

31. Services are designed to enable the child to advance appropriately toward attaining the annual goals. 300.320(a)(4)(i)

- Yes
- No

32. Services are designed to enable the child to be involved in and make progress in general education. 300.320(a)(4)(ii)

- Yes
- No

33. Services are designed to enable the child to participate in extracurricular and other nonacademic activities, as appropriate. 300.320(a)(4)(ii)

- Yes
- No
- N/A

34. Services are designed to enable the child to participate with other children with and without disabilities. 300.320(a)(4)(iii)

- Yes
- No

Notes:



Recommended Placement in the Least Restrictive Environment (LRE)

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children without disabilities.300.114(a)(2)(i)

- 35. Placement decision was made by a group of persons including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. 300.116(a)(1)**

Yes
 No

- 36. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services the child needs. 300.116(d)**

Yes
 No

- 37. Student participates with children without disabilities to the maximum extent appropriate. 300.114(a)(2)(i)**

Yes
 No

- 38. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and relevant activities. 300.320(a)(5)**

Yes
 No

Prior Written Notice

Written notice that must be given to the parents of a child with a disability within a reasonable time **before** the public agency proposes to initiate or refuse to change the identification, evaluation, or educational placement or provision of FAPE to the child.
300.503(a)(1)-(2)

39. Evidence that PWN was provided when the AU proposed or refused to initiate or change the identification of the child. 300.503; 6.02(3)

- Yes
- No

40. Evidence that PWN was provided when the AU proposed or refused to initiate or change an evaluation of the child. 300.503; 6.02(3)

- Yes
- No

41. Evidence that PWN was provided when the AU proposed or refused to initiate or change the educational placement of the child. 300.503; 6.02(3)

- Yes
- No

42. Evidence that PWN was provided when the AU proposed or refused to initiate or change the provision of FAPE to the child. 300.503; 6.02(3)

- Yes
- No

43. A description of the action proposed or refused. 300.503(b)(1); 6.02 (3)

- Yes
- No

44. An explanation of why the agency proposes or refuses to take the action. 300.503(b)(2); 6.02 (3)

- Yes
- No



45. A description of each evaluation procedure assessment record or report used as a basis for the proposed or refused action. 300.503(b)(3); 6.02 (3)

- Yes
- No

46. The parents of a child with a disability were provided their procedural safeguards notice. 300.503(b)(4); 6.02 (3)

- Yes
- No

47. Sources for the parent to contact in the event they have questions. 300.503(b)(5); 6.02 (3)

- Yes
- No

48. A description of other options that the IEP Team considered and the reasons why those options were rejected. 300.503(b)(6); 6.02 (3)

- Yes
- No

49. A description of other factors that are relevant to the agencies proposal or refusal. 300.503(b)(7); 6.02 (3)

- Yes
- No

Notes:



Appendix A: Evaluation/Reevaluation

- 1. Parental consent for initial evaluation OR re-evaluation was obtained prior to evaluation. Initial 300.300(a)(1)(i) 2.10
Re-Evaluation 300.300(c)(1)(i) 4.02(5)**

- Yes
 No

Date consent received

____/____/____

- 2. If parental consent was not obtained, reasonable efforts were made and documented to obtain consent (re-evaluation only).
300.300(c)(2)(i)-(ii) 4.02(4)(a) 4.02(5)**

- Yes
 No
 N/A

- 3. A variety of technically sound assessment tools and strategies were used to gather relevant information about the child, including information provided by the parent. 300.304(b)(1); 4.02(4) and (5)**

- Yes
 No

- 4. Child was assessed in all areas of suspected disability.
300.304(c)(4); 402(4) and (5)**

- Yes
 No

- 5. Evaluation was sufficiently comprehensive to identify all of the child's special education and related service's needs.
300.304(c)(6); 4.02(4) and (5)**

- Yes
 No

- 6. Did the team consider the question: "Can the child receive reasonable educational benefit from general education alone?"
300.306(b)(1)(i); 2.08**

- Yes
 No



7. **Did the team consider the question: “Is the child’s performance due to the lack of instruction in reading and/or math?”**

300.306(b)(1)(i)-(ii); 2.08

- Yes
- No

8. **Did the team consider the question: “For the child whose primary language is other than English, is limited English acquisition the primary cause of the child’s learning problems?”**

300.306(b)(1)(iii); 2.08

- Yes
- No
- N/A

9. **Was there a documented body of evidence?**

- Yes
- No

10. **Reevaluation conducted at least every 3 years, unless evidence exists that the parent and the AU determine that a reevaluation is unnecessary. 300.303(b)(1) and (2); 4.02(5)**

- Yes
- No

11. **Per ECEA, once a written special education referral has been initiated, the initial IEP is completed within 90 calendar days from the point of initiation of the special education referral.**

4.03(1)(d)(i)

- Yes
- No
- N/A



Appendix B: Manifestation Determination

The IEP Team may need to consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct. 300.530(a)

1. Manifestation determination was held after child was removed for 10 consecutive days, or for 10 cumulative days, when those removals constitute a pattern. 300.530(e); 6.02(10)

- Yes
- No

2. Manifestation determination is held within 10 school days of the disciplinary removal. 300.530(e); 6.02(10)

- Yes
- No

3. Services were provided to the child after disciplinary removal beyond 10 school days.300.530(b)(2) and (d)(1); 6.02(10)

- Yes
- No

Notes:



Appendix C: Consideration of Special Factors

All areas of special factors that may interfere with a child's learning must be considered by the IEP Team. Documentation of how these special factors will be addressed/supported throughout the IEP should be included.

- 1. In the case of a child whose behavior impedes the child's learning or that of others, were the use of positive behavioral interventions and supports, and other strategies, considered to address the behavior? 300.324(a)(2)(i)**

Yes
 No
 N/A
- 2. A Learning Media Plan is on file for child with vision disability, including deaf-blind. 300.324(a)(2)(iii); 4.03(6)(b)**

Yes
 No
 N/A
- 3. A Communication Plan is on file for child who is deaf/hearing impaired or deaf-blind. 300.324(a)(2)(iv); 4.03(6)(a)**

Yes
 No
 N/A
- 4. For a child who is limited English proficient, were the language needs of the child considered as those needs relate to the child's IEP? 300.324(a)(2)(ii)**

Yes
 No
 N/A
- 5. Is there documentation whether the child needs assistive technology devices or services? 300.324(a)(2)(v)**

Yes
 No
 N/A

Notes:



Appendix D: Transfer

1. For a child with a disability who transfers from within state to a public agency in Colorado within the same school year, evidence exists that the AU provided the child with FAPE (including services comparable to those described in the child’s IEP from the previous public agency). 300.323(e); 4.03(1)(f)

Yes

No

2. For a child with a disability who transfers from out of state to a public agency in Colorado within the same school year, evidence exists that the AU provided the child with FAPE (including services comparable to those described in the child’s IEP from the previous public agency). 300.323(f); 4.03(1)(g)

Yes

No

Notes:

