

## 2018 Standard Record Review Including Early Childhood and Transition Age Students

### ***Present Levels of Academic Achievement and Functional Performance***

*Information in this section should align with data and information in the Evaluation Report. Information should include current formal and informal evaluation information.*

Strengths of the child 300.324(a)(1)(i); 4.03	<input type="radio"/> Yes <input type="radio"/> No
The IEP team considered the most recent evaluation of the child 300.324(a)(iii); 4.03 <i>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.</i> <b><i>For CLD students, look for input pertinent to second language (e.g., ACCESS scores, ELA input, parental input)</i></b>	<input type="radio"/> Yes <input type="radio"/> No
Statement of the child's present levels of academic achievement and functional performance 300.320(a)(1); 4.03	<input type="radio"/> Yes <input type="radio"/> No
Academic, developmental, and functional needs of the child 300.324(a)(1)(iv); 4.03	<input type="radio"/> Yes <input type="radio"/> No
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 children as appropriate, how the disability affects the child's participation in appropriate activities 300.320 (a)(1)(ii); 4.03	<input type="radio"/> Yes <input type="radio"/> No
Concerns of/input from the parent 300.324(a)(1)(ii); 4.03	<input type="radio"/> Yes <input type="radio"/> No
<i>Notes:</i>	

**EARLY CHILDHOOD/KINDERGARTEN (age less than 6 before December 1)**

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

<p>For a child transitioning from Part C to Part B, an IEP was developed by the child’s third birthday 300.124; 4.03(1)(c); 5.01(6)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p>
<p>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)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p>
<p>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)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p>
<p>At the request of the parents, an invitation to the IEP meeting was sent to Part C service provider 300.321(f); 5.01(6)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p>
<p>Services are delivered by an Early Childhood Special Educator (ECSE) 300.124; 3.03(2); 3.04; 4.03(1)(c); 5.01(6)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p>
<p>The child has access to FAPE in the LRE and the Early Childhood LRE setting code matches the service provision for the student.</p> <p>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.</p> <p>300.17 and 300.114 (a)(2)(i)(ii)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p> <p>Note: The LRE setting codes apply to Kindergartners who are 5 years old (less than 6 prior to the December Collection)</p>
<p>Notes:</p>	



## Post-School Considerations

Beginning with the first IEP to be in effect when the child turns 15, or no later than the end of 9<sup>th</sup> grade, (or earlier if deemed appropriate by the team) the IEP includes:  
300.320(b); 4.03(6)(d)(i)

<p>Appropriate measurable postsecondary goals in <b>education/training</b> (“will” not “want”) 300.320 (b)(1); 4.03 (6)(d)(ii)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9<sup>th</sup> grade</p>
<p>Appropriate measurable postsecondary goals in <b>career/employment</b> (“will” not “want”) 300.320 (b)(1); 4.03 (6)(d)(ii)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9<sup>th</sup> grade</p>
<p>Appropriate measurable postsecondary goals in <b>independent living skills</b> (“Will” not “want”) (N/A is OK) 300.320(b)(1); 4.03 (6)(d)(ii)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p>
<p>Appropriate measurable postsecondary goals must be updated annually (a statement in the PLAAFP indicates the PSGs were reviewed and updated, if appropriate and based on assessment information). 300.320 (b); 4.03(6)(d)(i)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9<sup>th</sup> grade</p>
<p>Each postsecondary goal is based upon current age appropriate transition assessments 300.320(b)(1); 4.03(6)(d)(ii)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9<sup>th</sup> grade</p>
<p>Courses of study are multiyear from the current age of the student to exit, is specific, individualized, and linked to the PSGs 300.320(b)(2); 4.03(6)(d)(iii)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9<sup>th</sup> grade</p>
<p>Transition services are a coordinated set of activities that are individualized, specific, linked to the PSGs, and directly stated as what the community of adults (not the student) will do – (at least one transition service must meet the above guidelines to meet compliance) 300.320(b)(2); 2.51(1)(a); 4.03(6)(d)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9<sup>th</sup> grade</p>
<p>Notes:</p>	



***Transition Notice***

<p>Documentation of the student invitation (ideally a separate, “student-friendly” form, but may be co-addressed with parents on parental notice of meeting 300.322(b)(2)(i)(B); 300.321(b)(1); 4.03(7)(b)(i)(B)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>The notice of meeting must indicate that a 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); 4.03 (6)(d)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>If the parental notice of meeting indicates invitation of an outside agency, the student’s file must contain written parental consent to invite the agency, dated prior to the documented agency invitation (<b>n/a is OK</b>) 300.322(b)(2)(ii); 300.321(b)(3); 4.03(7)(b)(i)(C)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p>
<p><i>Notes:</i></p>	



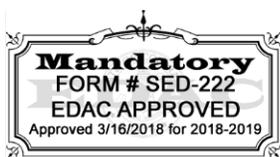


## ***Service Delivery Statement***

Services are designed to enable the child to advance appropriately toward attaining the annual goals 300.320(a)(4)(i)	<input type="radio"/> Yes <input type="radio"/> No
Services are designed to enable the child to be involved in and make progress in the general education 300.320(a)(4)(ii)	<input type="radio"/> Yes <input type="radio"/> No
Services are designed to enable the child to participate in extracurricular and other nonacademic activities 300.320(a)(4)(ii)	<input type="radio"/> Yes <input type="radio"/> No
Services are designed to enable the child to participate with other children with and without disabilities 300.320(a)(4) (iii)	<input type="radio"/> Yes <input type="radio"/> No
<i>Notes:</i>	

***Recommended Placement in the LRE***

<p>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);</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs 300.116(d);</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Student participates with children without disabilities to the maximum extent appropriate to identified needs 300.114(2)(i)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>An explanation of the extent, if any, to which the child will not participate with children without disabilities 300.320(a)(5)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>



**Prior Written Notice**

<p>Evidence that PWN was provided when the AU proposed or refused to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child 300.503; 6.02(3)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Notes:</p>	

**Appendix B: Evaluation/Reevaluation**

<p>Parental consent for <u>initial</u> evaluation/re-evaluation was obtained prior to evaluation</p> <p>Initial                      Re-Evaluation 300.300(a)(1)(i)      300.300 (c)(1)(i) 2.10                              4.02 (5)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p style="text-align: right;">Date consent received: _____/_____/_____</p>	
<p>If parental consent was not obtained, reasonable efforts were made and documented to obtain consent (re-eval only)</p> <p>300.300(c)(2)(i) and (ii) 4.02(4)(a) 4.02(5)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p>
<p><i>If YES, describe actions and data source:</i></p>	
<p>Parental consent for <u>initial provision of services</u> was obtained prior to onset of services</p> <p>300.503</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p>



<p>A variety of technically sound assessment tools and strategies were used to gather relevant information about the child, including information provided by the parent</p> <p>300.304(b)(1); 4.02(4) and (5)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Child was assessed in all areas of suspected disability</p> <p>300.304(c)(4); 4.02(4) and (5)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Evaluation was sufficiently comprehensive to identify all of the child’s special education and related services needs</p> <p>300.304(c)(6); 4.02(4) and (5)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Did the team consider the question: “Can the child receive reasonable educational benefit from general education alone?”</p> <p>300.306(b)(1)(i); 2.08</p>	<p>Evidence this was <b>considered?</b></p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Did the team consider the question: “Is the child’s performance due to the lack of instruction in reading and/or math?”</p> <p>300.306(b)(1)(ii); 2.08</p>	<p>Evidence this was <b>considered?</b></p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>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?”</p> <p>300.306(b)(1)(iii); 2.08</p> <p>If “Yes” explain:</p>	<p>Evidence this was <b>considered?</b></p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Reevaluation conducted at least every 3 years, unless evidence exists that the parent and the AU determine that a reevaluation is unnecessary.</p> <p>300.303(b)(1) and (2) 4.02(5)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>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.</p> <p>4.03(1)(d)</p>	<p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p>



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)	<input type="radio"/> Yes <input type="radio"/> No
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)	<input type="radio"/> Yes <input type="radio"/> No
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)	<input type="radio"/> Yes <input type="radio"/> No
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)	<input type="radio"/> Yes <input type="radio"/> No
<i>Notes:</i>	



### ***Appendix C: Manifestation Determination***

<p>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); 300.530(b); 6.02(10)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Manifestation determination is held within 10 school days of the disciplinary removal 300.530(e); 6.02(10)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Services were provided to the child after disciplinary removal beyond 10 school days 300.530(b)(2) and (d)(1); 6.02(10)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Student was returned to the placement from which he/she was removed, unless the parent and the LEA agreed to a change of placement 300.530(f)(2); 6.02(10)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p><i>Notes:</i></p>	

### ***Appendix E: Sensory Disabilities***

<p>A Learning Media Plan is on file for <u>students with vision disability, including deaf-blind</u> 300.324(a)(2)(iii); 4.03(6)(b)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>A Communication Plan is on file for <u>students who are deaf/hearing impaired or deaf-blind</u> 300.324(a)(2)(iv); 4.03(6)(a)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p><i>Notes:</i></p>	



**Appendix F: Transfer**

<p>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)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>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)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p><i>Notes:</i></p>	

