

## Acronyms for Forms

AF	Agency Form
CFW	Child Find Worksheet
SPW	Summary of Performance Worksheet
IB3W	In-by-Three Worksheet
DRM-2	Data Review Student File Sample Selection Form
DRSF	Data Review Student Form
SAM-2	Self-Assessment Student File Sample Selection Form
SASF	Self-Assessment Student Form
OSM-2	On-Site Student File Sample Selection Form
SF	Student Form
SCAF	Secure Care Agency Form
SCSF	Secure Care Student Form
SCCFW	Secure Care Child Find Worksheet
SCSAI	Secure Care Site Administrator Interview
SCSEAI	Secure Care Special Education Administrator Interview
SCSI	Secure Care Student Interview
SCGETI	Secure Care General Teacher Interview
SCSETI	Secure Care Special Education Teacher Interview
SCPS	Secure Care Parent Survey
SCSI	Secure Care Student Interview

## Guide Steps

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

For a guide to the minimum number of files to review for a Data Review, see DRM-2; for Self-Assessment, see SAM-2; for an On-Site Monitoring, see OSM-2.

The following instructions include all of the compliance items within the Arizona monitoring system. It is incumbent upon the PEA to meet each of these requirements, as well as all other requirements of IDEA, state statute, and board rule.

<b>General Instructions</b>	
Step 1	Record the demographic information requested. All demographic information <b>must</b> be entered on the student form. If a student does not have an SSID number, use the student's birth date and initials. Use the AzEDS category from the most recent census submitted to the Arizona Department of Education (ADE). When reviewing the evaluation timeline for a student who was found to be ineligible for special education, record the SSID number and mark the eligibility category as "Not Special Education" (NSE).
Step 2	Determine the primary language spoken by the parent (to ensure that the PEA has met the parent notification requirements).  <b>Student File Review Method:</b> Review the file for the language of the home, as indicated <b>by the parent</b> , and write the language in the space provided. Use any parent source (home language survey (HLS), registration, developmental history), but <b>do not</b> use a secondary source, such as the evaluation report summary.
Step 3	Determine which language and form the team has indicated will yield the most accurate testing results to ensure that the PEA has properly evaluated and is appropriately educating the student.  <b>Student File Review Method:</b> If the primary language of the child is anything other than English, verify that the PEA has determined the language in which the child will be assessed. Look for the results of language proficiency testing, the Arizona English Language Learner Assessment (AZELLA), etc. These results might not be located in the special education file; you may have to access them in the cumulative or English language learner file. Specify the language proficiency in the space provided.
Step 4	Conduct the file review and record the information using the following codes: <div style="margin-left: 40px;"> <b>I</b> = In compliance  <b>O</b> = Out of compliance  <b>U</b> = Unreported         </div>

## SECTION I: Child Find

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

300.111(a)(1)(i)  AF, SCAF	<p>Determine whether the PEA has board-approved special education policies and procedures to ensure that all children with disabilities who are in need of special education and related services are identified, located, and evaluated.</p> <p>PEA board-approved policies and procedures must include information related to equitable participation and accurate child count for parentally, privately placed and home-school children.</p> <p>PEA board-approved policies and procedures should be unique and individualized to the PEA and should not be a replication of the applicable statutes. PEA board-approved policies and procedures should be comprehensive and include all requirements under the Individuals with Disabilities Act (IDEA).</p> <p><b>Agency Review Method:</b> Verify that the current PEA’s board-approved policies and procedures are current and reflect the requirements in IDEA, state statute, and board rule.</p> <p><i>Policies</i> are an outline of the requirements in accordance with federal and state requirements.</p> <p><i>Procedures</i> explain how the PEA will carry out the policies and delineates who is responsible.</p> <p><b>Note:</b> Both policies and procedures must be present and show evidence of board approval in order for this item to be considered in compliance. Checklists to assist in ensuring a policy for all requirements are included can be found under Resources on the Program Support and Monitoring webpage.</p>
R7-2-401.D.1 R7-2-401.B.3  AF, SCAF	<p>Determine whether child find procedures have been made available, either electronically or in writing, to parents within the PEA’s boundaries of responsibility, including parents of children with disabilities who attend private schools and home schools. <b>This is a requirement for all PEAs.</b></p> <p><b>Agency Review Method:</b> Review available documentation such as a letter, flyer, web page, link, or other means of documentation. If parents have been made aware of procedures via the available documentation, mark this item I.</p>
R7-2-401.C.1 R7-2-401.B.3 R7-2-401.D  AF, SCAF	<p>Determine whether the required child find procedures for birth to 2.9 years were followed. <b>This is a requirement for all PEAs.</b></p> <p>Required procedures include:</p> <ul style="list-style-type: none"><li>A. Use of the mandatory AzEIP (child find) referral form and timelines (can be found on the AZ Find webpage and/or Appendix C).</li><li>B. Documentation of appropriate follow-up on any referral to AzEIP or the school district.</li><li>C. Alert forwarded to ADE/ESS Early Childhood Special Education (ECSE) when no follow-up on a referral can be documented.</li></ul>

	<p>Agency Review Method:</p> <ul style="list-style-type: none"> <li>• If the system for referral to AzEIP is in place, and the timelines have been followed, mark this item <b>I</b>.</li> <li>• If the system for referral is in place, but no child has accessed the system, mark this item <b>I</b>.</li> <li>• If the system for referral to AzEIP is in place, but procedures or timelines have not been followed, mark this item <b>O</b>.</li> <li>• If a system for referral to AzEIP is not in place, mark this item <b>O</b>.</li> </ul>
<p>R7-2-401.C.1 R7-2-401.J.2 AF, SCAF</p>	<p>Determine whether the required child find procedures for ages 2.9–5 years were followed. <b>These procedures are required for all PEAs.</b> See below for more specific information.</p> <p>Agency Review Method:</p> <p><b>For charter schools and union high school districts:</b></p> <ul style="list-style-type: none"> <li>• If the system for referral to the responsible district is in place, and the timelines have been followed, mark this item <b>I</b>.</li> <li>• If the system for referral is in place, but no child has accessed the system, mark this item <b>I</b>.</li> <li>• If the system for referral to the responsible district is in place, but procedures or timelines have not been followed, mark this item <b>O</b>.</li> <li>• If a system for referral to the responsible district is not in place, mark this item <b>O</b>.</li> </ul> <p><b>For elementary and unified districts:</b></p> <ul style="list-style-type: none"> <li>• If the district has procedures to ensure that children are screened within 45 days of initial expression of concern, mark this item <b>I</b>.</li> <li>• If the system for screening and referral is in place, but no child has accessed the system, mark this item <b>I</b>.</li> <li>• If the district conducts an adequate number of screenings during the year (as determined by the population within their boundaries), mark this item <b>I</b>.</li> <li>• If the district does not conduct screenings or fails to conduct screenings within the required timelines, mark this item <b>O</b>.</li> </ul>
<p>300.134 300.135 R7-2-401.C.3 R7-2-401.L AF, SCAF</p>	<p>Determine whether the PEA maintains an invitation list and agenda of the child find meeting with private school(s) staff and families of children who are home-schooled. <b>All references to private school students include students who are home-schooled.</b></p> <p><b>Agency Review Method:</b></p> <ul style="list-style-type: none"> <li>• Locate the invitation list to the meeting between private schools and the district. Locate the agenda for this meeting. If private schools are listed as invited, and if the meeting agenda covers private school and home-school involvement in child find efforts, mark this item <b>I</b>.</li> <li>• If there is no documentation of a meeting invitation list and/or agenda, mark this item <b>O</b>.</li> <li>• If the agency is a school district, this item cannot be marked <b>U</b>.</li> <li>• If the agency is a charter school, mark this item <b>U</b>.</li> </ul>

<b>I.A.2 Child Find Procedures</b>	
R7-2-401.D.5 R7-2-401.D.6  CFW, SCCFW	<p>Determine whether the procedures for screening appropriate, school-aged students were completed within <b>45 calendar days</b> of entry and that the seven required areas were addressed.</p> <p>The required areas are vision, hearing, cognitive or academic, communication, motor, social or behavioral, and adaptive or self-help.</p> <p><b>Child Find Worksheet Method:</b> Compare the date of enrollment and the date of screening <b>or</b> the date of the documented review of records.</p> <ul style="list-style-type: none"> <li>• If the student was screened in all seven areas within 45 calendar days, mark this item <b>I</b>.</li> <li>• If any area was not screened, mark this item <b>O</b>.</li> <li>• If the student was screened, but not within the required 45 calendar days, mark this item <b>O</b>.</li> <li>• If the student was not screened, mark this item <b>O</b>.</li> </ul>
R7-2-401.D.8  CFW, SCCFW	<p>Determine whether the students were referred for follow-up and/or evaluation when concerns were noted on the 45-day screening.</p> <p><b>Child Find Worksheet Method:</b> If concerns were noted about any of the students who were screened, the school must document follow-up actions. Follow-up may consist of a variety of actions, and the appropriateness of the follow-up is dependent upon the nature of the concern.</p> <ul style="list-style-type: none"> <li>• If concerns were noted, look for documentation of follow-up that may include any attempts to collect additional records, collection of additional records, implementation of classroom interventions, a referral to a child study team, or a referral for a special education evaluation. If this documentation is evident, mark this item <b>I</b>.</li> <li>• If concerns were noted and there is no documentation of follow-up, mark this item <b>O</b>.</li> <li>• If no concerns are noted, mark this item <b>U</b>.</li> </ul>
<b>I.A.3 Early Childhood Transition (In by 3) This does not apply to Public Charter Schools or Union High School Districts</b>	
300.111.(a)  IB3W	<p>Determine whether students previously served by AZEIP were evaluated by the student's 3<sup>rd</sup> birthday.</p> <p>There must be evidence that an evaluation was completed and eligibility determined by the student's 3<sup>rd</sup> birthday.</p> <p><b>In by 3 Worksheet Method:</b> Compare the student's date of birth to the date that eligibility was determined.</p> <ul style="list-style-type: none"> <li>• If the date eligibility was determined on or before the student's 3<sup>rd</sup> birthday, mark this item <b>I</b>.</li> <li>• If the date eligibility was determined is after the student's 3<sup>rd</sup> birthday, mark this item <b>O</b>.</li> </ul>

<p>300.111.(a) IB3W</p>	<p>For students previously served by AZEIP who were evaluated and found to be eligible, an IEP was developed, implemented, and FAPE was offered by the student's 3<sup>rd</sup> birthday. <i>For students served by AzEIP who were found not eligible, mark this item U.</i></p> <p>There must be evidence that the IEP was developed, implemented, and that FAPE offered by the student's 3<sup>rd</sup> birthday.</p> <p><b>In by 3 Worksheet Method:</b> Compare the student's date of birth to the date that the IEP was developed, implemented, and that FAPE was offered.</p> <ul style="list-style-type: none"> <li>• If the development/implementation of the IEP was done on or before the student's 3<sup>rd</sup> birthday, mark this item <b>I</b>.</li> <li>• If the date the IEP was developed/implemented is after the student's 3<sup>rd</sup> birthday, mark this item <b>O</b>.</li> </ul>

## SECTION II: Evaluation/Reevaluation

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

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

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

300.301(a)  
300.303(b)  
300.305(e)(1)  
300.306

SF, SASF,  
SCSF

**60-Day  
Correction**

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

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

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

#### For Reevaluations Only:

If no current reevaluation documentation is found, then look for evidence of the agreement between the parent and PEA that the reevaluation was unnecessary. This agreement must be based upon a discussion of the advantages and disadvantages of conducting a reevaluation as well as the effect a reevaluation might have on a child's educational program.

- If **neither** a reevaluation nor an agreement, as described above, is found, mark this item **O** and enter **U** on the remainder of the evaluation items.
- If evidence of the agreement that a reevaluation was unnecessary is present, then mark this and all remaining items in the evaluation as **U**.

**If a student has been phased out of special education**, the team must have conducted a reevaluation **prior to the decision** to dismiss the student from special education. The decision of the team may be based on existing information or on newly administered tests or assessments. There is no requirement that new data be gathered to phase out a student, but all components pertinent to the student's category of eligibility must be addressed and documented.

- If no evaluation is found for a phased-out student, mark this item **O** and enter **U** on the remainder of the evaluation items.

**Note:** A PWN for initial referral is needed **prior** to the review of existing data. (Refer to line item IV.A.2)

<b>II.A.2 Review of Existing Data</b>	
<p>300.301(c)(i) R7-2-401. E.4</p> <p>SF, SASF, SCPS, SCSF, SCSI</p>	<p>Review of existing data occurred within 15 school days of a parent’s written request for evaluation.</p> <p><b>Student File Review Method:</b> Determine whether there is evidence of a written parent request for evaluation. If so, ensure that the PEA documented a review of existing data or issued a PWN, refusing to evaluate, within 15 school days.</p> <ul style="list-style-type: none"> <li>• If there is evidence of a parent request for evaluation and the timeline is met, mark this item <b>I</b>.</li> <li>• If there is evidence of a parent request for evaluation and the timeline is not met, mark this item <b>O</b>.</li> <li>• If there is no evidence of a parent request for evaluation, mark this item <b>U</b>.</li> </ul>
<p>300.305(a)(1)(i)</p> <p>SF, SASF, SCPS, SCSF, SCSI</p>	<p>The parent provided <b>current</b> information <b>during</b> the review of existing data timeframe and before the decision of the need for additional data.</p> <p><b>Student File Review Method:</b> Determine whether there is evidence that the parent provided information to the team <b>or</b> that the PEA made several, varied efforts to request information from the parent. This documentation may be a review of information provided through a meeting, questionnaire, phone interview, or e-mail to document developmental, medical, functional, and other pertinent information before the decision that additional data was needed. For students 18 years or older whose rights have transferred, look for evidence of current information provided by the adult student and/or the parent.</p> <ul style="list-style-type: none"> <li>• If it is evident that a parent was not a member of the review of data team or it is evident that input is <b>only</b> from prior evaluations, mark this item <b>O</b>.</li> </ul>
<p>300.305(a)(1)(ii)</p> <p>SF, SASF, SCSF</p>	<p>Current classroom-based assessments were reviewed before the decision of the need for additional data.</p> <p><b>Student File Review Method:</b> Determine whether the team considered specific, classroom-based information (quantitative data) shared by the child’s teacher and related to classroom assessments, such as quarterly grades, portfolio information, and/or anecdotal records such as behavior tracking records.</p> <p>For a student being evaluated for a possible learning disability based on an MTSS process, comparative reports of progress monitoring from each tier of instruction/intervention were reviewed.</p> <p>For children birth to 3, assessment and performance information from early intervention programs were reviewed. For reevaluations of preschool students, the team may include specific assessment information from Teaching Strategies GOLD/My Teaching Strategies.</p> <ul style="list-style-type: none"> <li>• If it is clear that the child’s teacher was not included in the review of existing data process, mark this item <b>O</b>.</li> </ul>



	<ul style="list-style-type: none"> <li>If the student has not attended school or an early intervention program, mark this item <b>U</b>.</li> </ul>
<p>300.305(a)(1)(iii) SF, SASF, SCSF</p>	<p>Teacher and related service provider input/observations were reviewed before the decision of the need for additional data.</p> <p><b>Student File Review Method:</b> Determine whether the team considered current information (qualitative data) that was shared by <b>any</b> teacher and/or related service provider, community-based personnel, service provider for children aged birth to 3, or other provider, as appropriate. Examples of information include pertinent data related to peer relationships, work habits, organizational skills, motivation, behavior and/or self-esteem, and any pre-referral intervention efforts for initial evaluations.</p> <p>For a student being evaluated for a possible learning disability based on an MTSS process, descriptions of research-based instruction and tiered interventions and documentation that the interventions were implemented with fidelity and for sufficient periods of time were reviewed.</p> <ul style="list-style-type: none"> <li>If the student has not attended school, mark this item <b>U</b>.</li> </ul>
<p>300.305(a)(1)(ii) SF, SASF, SCSF</p>	<p>Formal assessments were reviewed prior to the decision of the need for additional data.</p> <p><b>Student File Review Method:</b> Determine whether the team considered the most current performance on state assessments (which includes language proficiency assessments), as well as any PEA administered benchmark assessments.</p> <ul style="list-style-type: none"> <li>The team reviewed state assessment data, to include PEA benchmark assessment data, mark this item <b>I</b>.</li> <li>If the student is a recent <b>transfer</b> student and the PEA documented that they were unable to obtain any assessment data <b>and</b> the PEA does not conduct any benchmark assessments, mark this item <b>U</b>.</li> <li>If the <b>student is not the appropriate age</b> for state assessment <b>and</b> the PEA does not conduct any benchmark assessments, mark this item <b>U</b>.</li> </ul>
<p><b><i>II.A.3 Team Determination of Need for Additional Data</i></b></p>	
<p>300.305(a)(2) SF, SASF, SCSF, SCSETI</p>	<p>A <b>team</b> determined that existing data were sufficient or that additional data were needed.</p> <p><b>Student File Review Method:</b> Determine whether a team discussed and made a determination about the need for additional data following the review of existing data (<b>before</b> parent consent was obtained, <b>before</b> the collection of additional data, <b>and/or before</b> eligibility was determined).</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Based on the review of existing data, the team determined that additional data were not needed = <b>I</b></li> </ul>

	<ul style="list-style-type: none"> <li>• The team determined that concerns about the student could not be addressed without collecting additional data = <b>I</b></li> <li>• There is no documentation that the <b>team</b> made the determination regarding the need for additional data = <b>O</b></li> </ul> <p><b>Note:</b> If the evaluation being reviewed originated from another district and there is no evidence of a team making this decision, mark this item <b>U</b>.</p>
<p>300.305(d) SF, SASF, SCSF</p>	<p><b>For reevaluations only</b>, when the team decided <b>not</b> to collect additional data, the parents were informed of the reasons for that decision and of their right to request additional data.</p> <p><b>Student File Review Method: For reevaluations only</b>, look for evidence that the parents were informed of the reason that the school did not plan to gather further information and of the parents’ right to request additional data. Verify through documentation of a conversation or letter or in the body of the evaluation report. It does not have to be (but may be) in the form of a prior written notice.</p> <p><b>Mark this item U for initial evaluations and reevaluations that did require additional data.</b></p>
<p>300.9 300.300(a)(1) 300.300(c)(1)(i) 300.300(c)(2) SF, SASF, SCSF</p>	<p>If the team determined that additional data were needed, informed parental consent was obtained following the review of existing data (or for reevaluations, efforts were made to obtain consent) and before the collection of additional data.</p> <p>Consent means:  <u>(a)</u> The parent has been fully informed of all information relevant to the activity for which consent is sought, <b>in his or her native language</b>, or through another mode of communication;  <u>(b)</u> The parent understands and <b>agrees in writing</b> to the carrying out of the activity for which his or her consent is sought, and <b>the consent describes that activity</b>.</p> <p><b>Student File Review Method:</b> Determine whether informed, written parental consent, as described above, is documented. Written parental consent has to be in the native language, or includes evidence of an interpreter, and has to include information relevant to the activity. <b>For students 18 years or older whose rights have transferred, look for written consent from the student.</b></p> <ul style="list-style-type: none"> <li>• If additional assessments are needed and informed consent is obtained (see above), mark this item <b>I</b>.</li> <li>• If there is no documentation of informed parental consent, mark this item <b>O</b>.</li> <li>• If a parent did not provide informed written consent for all activities and there is documentation in the evaluation of an additional assessment(s), mark this item <b>O</b>.</li> <li>• If no additional data is needed, mark this item <b>U</b>.</li> <li>• If the student transferred in with a current evaluation and parent consent was not included in records received, mark this item <b>U</b>.</li> </ul>

**\*Note:** Prior written notice (PWN) is needed as part of informed consent before gathering additional data (refer to line item IV.A.2). For information related to acceptable electronic signatures, see the [Hot Topic regarding the use of electronic signatures](#), dated July 2020.

**II.A.4 Eligibility Considerations**

300.304(c)4  
 ARS 15-761(24)  
 and (34)  
 SF, SASF, SCSF  
**60-Day  
 Correction**

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

**Student File Review Method:** Look for documentation of any of the following:

- concerns brought forward in the pre-referral process, including pre-school screenings/roundups
- concerns brought forward through developmental and/or medical history
- review of existing data
- parent/teacher input
- any area where informed parental consent was obtained
- any area related to the student’s suspected disability
- may include, but is not limited to, any academic, social, behavioral, vision and hearing issues, or assistive technology needs

For a preschool child determined eligible as SLI, DD, or PSD, all of the developmental domains (cognition, language, motor, personal/social, and adaptive) were addressed in the evaluation. A CDA (comprehensive developmental assessment in all 5 domains) may be accomplished through a review of existing data, criterion-referenced assessments, norm-referenced assessments, observation, and parent input; for the purpose of determining eligibility, at least one norm-referenced assessment to obtain standard deviation information must be used to determine whether eligibility criteria are met.

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

Examples:

- When testing a 2nd grader who failed hearing screenings and parents have indicated a concern with the student’s hearing, the evaluation team documented a hearing report provided by the parents from the pediatrician that indicated typical hearing impacted by seasonal allergies and ear infections. = **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**

<p>300.304(b)(1)(ii) SF, SASF, SCSF, SCSEAI</p>	<p><b>Upon review of all data</b>, the team documented issues related to the student’s performance in the educational setting and how progress in the general curriculum is affected by the student’s disability.</p> <p><b>Student File Review Method:</b> Locate documentation of the overall impact that the disability has on the student’s education, including progress in the general curriculum. For a preschool child, this means the general developmental progress of the child.</p> <p><b>This information must be student-specific and must not contain boilerplate statements.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Student’s difficulty understanding information provided in text results in the student becoming frustrated and giving up easily which impacts his progress in core content areas. Although student is not disruptive, it is evident that the student is not engaged. = I</li> <li>• The student has a disability in reading comprehension so they will struggle with identifying the main idea. = O</li> <li>• The student’s learning disability in reading may/will make it difficult for him to understand what he reads. = O</li> <li>• Student has a disability in math calculation which makes it difficult to solve math problems. = O</li> <li>• Student has a disability in math calculation and student is unable to complete addition and subtraction at the same rate as their peers. = O</li> <li>• Student’s emotional disability causes student to be excessively fearful of failure before peers, which impacts the student’s ability to participate in group work and presentations. = I</li> <li>• Preschool student’s speech-language and motor delays affect social interaction progress and cause student to lash out when frustrated. = I</li> <li>• Results of the current evaluation suggest that student needs special education services to benefit from instruction. = O</li> <li>• The student meets the criteria under the educational classification of specific learning disability and that will impact the ability to access and progress in the general curriculum. = O</li> </ul> <p><b>Mark this item U for a student who is phased out of special education.</b></p>
<p>300.304(b)(1) 300.304(c)(6) SF, SASF, SCSF, SCSEAI</p>	<p><b>Upon review of all data</b>, the educational needs to access the general curriculum are identified.</p> <p><b>Student File Review Method:</b> In interpreting evaluation data to determine the educational needs of a student, locate documentation that the team considered information from a variety of sources, including aptitude and achievement tests,</p>

	<p>parent input, and teacher recommendations as well as information about the student’s physical condition, social or cultural background, and adaptive behavior.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Because of the student’s auditory processing disability, all instructional material should be presented in print media. = I</li> <li>• Student is weak in auditory memory. = O</li> <li>• Although student achievement in math does not evidence a significant discrepancy, given his state assessment scores and teacher input, the team has determined that using manipulative aids will help the student to improve math calculation skills. = I</li> <li>• Student needs help in math. = O</li> <li>• Student needs assistance in using positive behaviors as an alternative to reacting in an aggressive physical or verbal manner. = I</li> <li>• Student needs behavioral support. = O</li> <li>• Student needs generalization and practice in daily living skills. = I</li> <li>• Student is overly dependent on aide. = O</li> <li>• Because of the student’s reading comprehension disability, the student should be provided with assistive technology (e.g., Kurzweil) to access grade-level text. = I</li> <li>• Because of the student’s reading disability, the student needs specialized instruction. = O</li> </ul> <p><b>Mark this item U for a student who is phased out of special education.</b></p>
<p>300.305(a)(2) (B)(iv) SF, SASF, SCSF</p>	<p><b>Upon review of all data, for reevaluations only,</b> the team considered and documented any additions or modifications to the special education or related services needed for the student to progress in the general curriculum.</p> <p><b>Student File Review Method:</b> Determine whether the team <b>considered</b> the needs of the student in making progress toward annual goals and in the general curriculum. If progress was deemed insufficient, determine whether the team recommended additions, deletions, or revisions to the services. If no additions or modifications were needed, a statement to that effect should be included.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Student is not making progress with math facts. Flash card drills and weekly testing have not improved his accuracy when he completes math problems. It is recommended that the use of manipulatives be incorporated into math instruction. = I</li> <li>• Based on student progress, no additions or modifications are needed. = I</li> <li>• Student’s state assessment scores in math show that she has moved from “minimally proficient” to “partially proficient” on the grade-level standard. The current level of special education support she has been receiving is meeting her needs. = I</li> <li>• Student has continued to make adequate progress on all annual goals and is</li> </ul>

	<p>becoming more social in classes through his active participation, so there are no changes needed at this time. = I</p> <ul style="list-style-type: none"> <li>• N/A or not addressed = O</li> </ul> <p><b>Mark this item U for initial evaluations and students phased out of special education.</b></p>
<p>300.306(b) (1)(i) 300.306(b) (1)(ii)</p> <p>ARS 15-761(2)(b)(i) ARS 15-761(2)(b)(ii)</p> <p>SF, SASF, SCSF</p>	<p>A student must not be determined to be a student with a disability if the determinant factor is lack of appropriate instruction in reading and/or math.</p> <p><b>Student File Review Method:</b> Determine whether 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 <b>no</b> evidence of a lack of learning opportunities.</p> <p><b>For preschool students, lack of formal schooling/childcare is not considered a lack of appropriate instruction in reading and/or math.</b></p> <p>The lack of learning opportunities may include:</p> <ul style="list-style-type: none"> <li>• Frequent school changes</li> <li>• Poor attendance</li> <li>• Multiple teachers in the same year</li> <li>• Questionable home-school curriculum</li> </ul>
<p>300.306(b)(iii)</p> <p>ARS15-761(2)(b)(iii)</p> <p>SF, SASF, SCSF, SCSEAI</p>	<p>If the student is not a native English speaker, the impact of limited English proficiency on progress in the general curriculum must be addressed.</p> <p><b>Student File Review Method:</b> Determine whether the team documented their consideration of language proficiency (AZELLA or other formal/informal assessments). There should be a clear statement within the team documentation. A rule-out statement is sufficient only if there is <b>no evidence</b> of limited English proficiency (refer to Home Language Survey (HLS) and additional narrative throughout the student's documentation). Students being <b>previously withdrawn from EL</b> (parent withdrawal or due to SPED) does not equate to EL proficiency and still requires documentation of impact of language. If there is no evidence of language proficiency, there must be an explanation of language impact.</p> <p>Examples of the impact could include:</p> <ul style="list-style-type: none"> <li>• The student is making slow progress in his acquisition of English and instruction should be provided in both languages.</li> <li>• The student is becoming more proficient in English. Instruction should be provided in English with additional directions given in Spanish, if necessary.</li> <li>• The student's learning disability has more impact on the acquisition and use of vocabulary than the level of the student's language proficiency.</li> </ul> <p><b>Mark this item U if the student is a native English speaker or for a student phased out of special education.</b></p>

<p>300.306(a)(1) SF, SASF, SCSF</p> <p><b>60-Day Correction</b></p>	<p><b>Upon review of all data</b>, a team determined that the student has a specific category of disability.</p> <p><b>Student File Review Method:</b> Locate documentation of the team’s decision regarding the specific disability category. All criteria for classifying any given disability should be reported and clearly demonstrated with supporting data.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• The eligibility report documents that multiple people had a role in making the classification decision and that the decision was made using data from a variety of sources. = <b>I</b></li> <li>• There is no eligibility determination. = <b>O</b></li> <li>• Decision was made by one person, not a team. = <b>O</b></li> </ul>
<p>300.306 (a)(1) ARS 15-761 (30) &amp; (32) SF, SASF, SCSF</p> <p><b>60-Day Correction</b></p>	<p><b>Upon review of all data</b>, a team determined the student needs special education and related services.</p> <p><b>Student File Review Method:</b> Locate documentation of the eligibility for special education that is based on the presence of a disability <b>and</b> the need for specialized instruction.</p> <p>The date the team documents these decisions becomes the new eligibility determination date from which the timeline for future triennial reevaluation dates will be based. Determine whether the written report includes salient information related to the eligibility determination, the category of disability, and the need for services supporting the eligibility determination.</p>
<p>300.304 (c)(1) &amp; (3) SF, SASF, SCSF</p> <p><b>60-Day Correction</b></p>	<p>Assessments and other evaluation materials were administered in a language and form most likely to yield accurate information.</p> <p><b>Student File Review Method:</b> Review assessments and other evaluation materials to ensure that they were selected and administered in a nondiscriminatory racial or cultural manner and that they were administered in a form and language most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it was not feasible to do so. A simple statement to this effect is <b>not</b> sufficient if the evidence is clearly to the contrary. Students who were previously withdrawn (WD) from EL (parent WD or due to SPED) still require consideration of language through data-based decisions. For additional information specific to students previously WD due to SPED please refer to the <a href="#">English Learners Hot Topic</a> dated July 2019. <b>If there is no evidence of language proficiency, there must be a data-based explanation of assessments chosen and validity of those assessment results.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• There is evidence that the child is not proficient in English (Home Language Survey or through the narrative) and all tests were administered in English and required English language proficiency. = <b>O</b></li> <li>• Evidence shows that the child is not proficient in English and tests were administered in the native language. = <b>I</b></li> </ul>

	<ul style="list-style-type: none"> <li>• The child is monolingual Urdu and all tests were administered that are nonverbal or nonlanguage based. = <b>I</b></li> <li>• The child’s level of language proficiency was not determined and documented. = <b>O</b></li> <li>• The child is monolingual Navajo and the teacher aide (who is trained to assist in assessment) interpreted for the child during testing. = <b>I</b></li> <li>• The child has a hearing impairment and tests were administered that are nonverbal or nonlanguage based or were developed/normed for children who have a hearing impairment. = <b>I</b></li> </ul>
<p>ARS 15-943(2)(b) ARS 15-1042</p>	<p>Student eligibility category reported matches student’s current evaluation.</p> <p><b>Student File Review Method:</b> Compare the current eligibility reported on the SPED 72 to ensure data matches current eligibility documented in the most recent evaluation. If the student has more than one eligibility category, all should be included in the reporting.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• SPED 72 reports student as SLD and current evaluation determined eligibility as SLD. = <b>I</b></li> <li>• SPED 72 reports federal primary as SLD and secondary as SLI and it appears to be the opposite on the eligibility determination form the evaluation team. = <b>I</b> (TA provided to ensure the most accurate reporting)</li> <li>• SPED 72 reports student as DD, but the most recent evaluation changed eligibility from SLI to SLD. = <b>O</b></li> <li>• SPED 72 reports student as SLD, but the current evaluation has the child eligible as SLD and SLI. = <b>O</b></li> <li>• Initial evaluation determined student eligible under SLI on 8/21/22 but SPED 72 does not show student. = <b>O</b></li> <li>• Current evaluation shows that student was phased out (no longer eligible) on 5/15/22 but is still being reported as eligible on the SPED 72. = <b>O</b></li> </ul>
<p>300.8(c)(1) ARS 15-761(1) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Autism (A):</b> a developmental disability that significantly affects verbal and nonverbal communication and social interaction and adversely affects educational performance.</p>
<p>300.8(b) ARS 15-761(3) SF, SASF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Developmental Delay (DD):</b> performance by a child who is at least three years of age, but under ten years of age, on a norm-referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas:</p> <ol style="list-style-type: none"> <li>(a) Cognitive development</li> <li>(b) Physical development</li> <li>(c) Communication development</li> <li>(d) Social or emotional development</li> </ol>



	<p>(e) Adaptive development</p> <p><b>For preschool only:</b> The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment-based assessment or survey. A CDA (comprehensive developmental assessment in all 5 domains) may be accomplished through a review of existing data, criterion-referenced assessments, norm-referenced assessments, observation, and parent input. For the purpose of determining eligibility, at least one norm-referenced assessment to obtain standard deviation information must be used to determine whether eligibility criteria are met. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.</p> <p><b>Note: Where there are multiple standard scores that are discrepant or may not fall into the range required, a synthesis of data is necessary to explain which standard scores were used by the team to determine eligibility and why those scores are most accurate.</b></p>
<p>300.8(c)(4)</p> <p>ARS 15-761(7)</p> <p>R7-2-401. E.7.a</p> <p>SF, SASF, SCSF</p> <p><b>60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Emotional Disability (ED):</b> verification by a 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, any of which adversely affects education performance.</p>
<p>300.8(c)(5)</p> <p>ARS 15-761(8)</p> <p>R7-2-401. E.7.b</p> <p>SF, SASF, SCSF</p> <p><b>60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Hearing Impairment (HI):</b> verification by 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.7.b</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Hearing Impairment (HI):</b> evaluation of the language proficiency of the student, including documentation of the student's mode of communication and its effectiveness for the student in accessing the general curriculum.</p>
<p>ARS 15-761(14)</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Mild Intellectual Disability (MIID):</b> performance on standard measures of intellectual functioning and adaptive behavior between two and three standard deviations (SD) below the mean for students of the same age.</p> <p><b>Note: Where there are multiple standard scores that are discrepant or may not fall into the range required, a synthesis of data is necessary to explain which standard scores were used by the team to determine eligibility and why those</b></p>

	<b>scores are most accurate.</b>
ARS 15-761(15) SF, SASF, SCSF	Documentation supports the category and substantiates eligibility for:  <b>Moderate Intellectual Disability (MOID):</b> performance on standard measures of intellectual functioning and adaptive behavior between three and four standard deviations (SD) below the mean for students of the same age.  <b>Note: Where there are multiple standard scores that are discrepant or may not fall into the range required, a synthesis of data is necessary to explain which standard scores were used by the team to determine eligibility and why those scores are most accurate.</b>
300.8(c)(7)  ARS15-761(17) SF, SASF, SCSF <b>60-Day Correction</b>	Documentation supports the category and substantiates eligibility for:  <b>Multiple Disabilities (MD):</b> multiple disabilities include two or more of the following: HI, OI, MOID, and/or VI or a student with one of the disabilities already listed in this section existing concurrently with MIID, ED, or SLD.  <b>Note: Where there are multiple standard scores that are discrepant or may not fall into the range required, a synthesis of data is necessary to explain which standard scores were used by the team to determine eligibility and why those scores are most accurate.</b>
ARS 15-761(18) SF, SASF, SCSF <b>60-Day Correction</b>	Documentation supports the category and substantiates eligibility for:  <b>Multiple Disabilities with Severe Sensory Impairment (MD-SSI):</b> multiple disabilities include: (1) severe visual impairment or hearing impairment with another severe disability or (2) severe visual impairment <b>and</b> severe hearing impairment.  <b>Note: Where there are multiple standard scores that are discrepant or may not fall into the range required, a synthesis of data is necessary to explain which standard scores were used by the team to determine eligibility and why those scores are most accurate.</b>
300.8(c)(9)  ARS 15-761(20) R7-2-401. E.7.c SF, SASF, SCSF <b>60-Day Correction</b>	Documentation supports the category and substantiates eligibility for:  <b>Other Health Impaired (OHI):</b> verification by a qualified professional of limited strength, vitality, or alertness, including heightened alertness to environmental stimuli (such as ADD or AD/HD), that is due to chronic or acute health problems and adversely affects student performance. If there is evidence that a student's condition has changed, look for documentation that the team discussed the need for an updated medical verification.

<p>300.8(c)(8)</p> <p>ARS 15-761(19)</p> <p>R7-2-401E.7.e</p> <p>SF, SASF, SCSF</p> <p><b>60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Orthopedic Impairment (OI):</b> verification by a 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>ARS 15-761(24)</p> <p>SF, SASF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Preschool Severe Delay (PSD):</b> more than three SD below the mean in one or more of the following areas: cognitive, motor, communication, social/emotional, or adaptive development. A CDA (comprehensive developmental assessment in all 5 domains) may be accomplished through a review of existing data, criterion-referenced assessments, norm-referenced assessments, observation, and parent input. For the purpose of determining eligibility, at least one norm-referenced assessment to obtain standard deviation information must be used to determine whether eligibility criteria are met.</p> <p>The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment-based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.</p> <p><b>Note: Where there are multiple standard scores that are discrepant or may not fall into the range required, a synthesis of data is necessary to explain which standard scores were used by the team to determine eligibility and why those scores are most accurate.</b></p>
<p>300.8(c)(11)</p> <p>ARS 15-761(34)(a)</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Speech or Language Impairment (SLI):</b> a communication disorder such as stuttering, impaired articulation, severe disorders of syntax, semantics, or vocabulary, or functional language skills, or a voice impairment to the extent that it calls attention to itself, interferes with communication, or causes a student to be maladjusted.</p> <p>For a preschool student, performance on norm-referenced language test that measures at least one and one-half standard deviations below the mean. The results of this norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input. A CDA (comprehensive developmental assessment in all 5 domains) may be accomplished through a review of existing data, criterion-referenced assessments, norm-referenced assessments, observation, and parent input. For the purpose of determining eligibility, at least one norm-referenced assessment to obtain standard deviation information must be used to determine whether eligibility criteria are met. Additionally, eligibility can only be determined if the child is not eligible under another preschool category or developmental delay.</p>

<p>300.8(c)(10) 300.307 300.309 ARS 15-761(33) R7-2-401. E.7.d SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Specific Learning Disability (SLD):</b> a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both that is relative to age; state-approved, grade-level standards; or intellectual development that meets the public education agency criteria through one of the following methods:</p> <ul style="list-style-type: none"> <li>• A discrepancy between achievement and ability;</li> <li>• The child’s response to scientific, research-based interventions; or</li> <li>• Other alternative research-based procedures.</li> </ul> <p>Each PEA must establish its own local school board approved criteria for SLD eligibility criteria. Documentation for determining a child eligible as having a specific learning disability should include <b>a synthesis of data and criteria used, and both should match the PEA’s board-approved policies and procedures.</b> For additional information related to SLD determination, refer to the <a href="#">Specific Learning Disability Eligibility Criteria Hot Topic</a> from October 2019.</p> <p><b>Note: Where there are multiple standard scores that are discrepant or may not fall into the range required, a synthesis of data is necessary to explain which standard scores were used by the team to determine eligibility and why those scores are most accurate.</b></p>
<p>300.311(b) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Specific Learning Disability (SLD):</b> a certification of each team member’s agreement or disagreement must be included. This certification may be contained in the report or may be located on a separate eligibility statement. For information related to acceptable electronic signatures see the <a href="#">Hot Topic regarding the use of electronic signatures</a>, dated July 2020.</p> <p><b>Note: If the evaluation being reviewed originated from another district and the team member agreement/disagreement was not documented, mark this item U.</b></p>
<p>300.311(a)(6) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Specific Learning Disability (SLD):</b> a determination of the effects of environmental, cultural, or economic disadvantage must be included. Documentation can be found anywhere throughout the evaluation.</p>
<p>ARS 15-761(29) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Severe Intellectual Disability (SID):</b> performance on a standard measure of intellectual functioning and adaptive behavior at least four SD below the mean for a student of the same age. This should include an explanation of scores that may have been unable to be measured based on the assessment scoring protocols as it relates to the student’s performance.</p> <p><b>Note: Where there are multiple standard scores that are discrepant or may not fall into the range required, a synthesis of data is necessary to explain which standard scores were used by the team to determine eligibility and why those scores are most accurate.</b></p>

<p>300.8(c)(12)</p> <p>ARS 15-761(38) R7-2-401.E.7.h SF, SASF, SCSF</p> <p><b>60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Traumatic Brain Injury (TBI):</b> verification by a 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 affect educational performance. If there is evidence that a student’s condition has changed, look for documentation that the team discussed the need for an updated medical verification.</p>
<p>300.8(c) (13)</p> <p>ARS 15-761(39) R7-2-401. E.7.i SF, SASF, SCSF</p> <p><b>60-Day Correction</b></p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Visual Impairment (VI):</b> verification by a qualified professional of a visual impairment that interferes with the student’s performance in the educational environment and that requires the provision of special education and related services. If there is evidence that a student’s condition has changed, look for documentation that the team discussed the need for an updated medical verification.</p>
<p>300.324(a)(2)(iii)</p> <p>ARS 15-761(39) ARS 15-214 (A)(1)</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p><b>Visual Impairment (VI):</b> individualized Braille literacy assessment completed for students who are blind. This assessment should address the effect that the visual impairment has on reading and writing performance that is commensurate with the student’s ability.</p> <ul style="list-style-type: none"> <li>• If a student with a visual impairment is not blind, mark this item <b>U</b>.</li> <li>• Mark this item <b>U</b> for phased-out students.</li> </ul>
<p><b><i>II.A.5 Initial Evaluations Completed within 60 Calendar Days of Receipt of Informed Written Consent of Parent</i></b></p>	
<p>300.301(c)(i)</p> <p>R7-2-401.E.3 R7-2-401.E.4 R7-2-401.E.5</p> <p>SF, SASF, DRSF, SCSF</p> <p><b>60-Day Correction</b></p>	<p>The initial evaluation of a student was completed within 60 calendar days of receipt of informed written consent from parent(s). <b>For students transitioning from the Arizona Early Intervention Program (AzEIP), consider the evaluation as an initial evaluation.</b></p> <p>The 60-day evaluation period may have been extended for an additional 30 days, provided that it was in the best interest of the child and that the parents and PEA agreed in writing to such an extension.</p> <p><b>Student File Review Method:</b> Determine whether the PEA conducted the initial evaluation within 60 calendar days of receipt of informed parental consent. The 60-day period begins with the written informed consent and ends with the team determination of eligibility. If the parent requested the evaluation and the team concurred, the 60-day period began when the written informed consent was received by the PEA.</p> <ul style="list-style-type: none"> <li>• If the timeline for the evaluation was not met, mark this item <b>O</b>. <b>Enter the number of days beyond 60 and the reason the timeline was not met on the Student Form.</b></li> </ul>

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|  | <ul style="list-style-type: none"><li>• If this evaluation was conducted by another PEA, or if the parent repeatedly failed or refused to make the child available, the timeline does not apply. Mark this item <b>U</b>.</li></ul> |
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**For initial evaluations of students who did not qualify, make the compliance call on this line item only.**

## SECTION III: Individualized Education Program

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

### III.A.1 Current IEP

<p>300.323(a) 300.323(b)</p> <p>SF, SASF, DRSF, SCSF</p> <p><b>60-Day Correction</b></p>	<p>There is a current IEP.</p> <p><b>Student File Review Method:</b> Record the meeting date when the most recent IEP was developed. If the IEP was developed or revised less than 365 days prior to the date of the file review, the IEP is current. Mark any other status in noncompliance (O).</p> <p><b>This item cannot be marked U.</b></p> <p><b>If there is no current IEP, mark this item O and mark line items III.A.2 through III.A.8 with a U.</b></p>
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### III.A.2 IEP Review/Revision and Participants

<p>300.320(a) 300.323(a) 300.324(b)</p> <p>R7-2-401.G.6</p> <p>SF, SASF, SCSF</p>	<p>Each IEP is reviewed/revised at least annually.</p> <p><b>Student File Review Method:</b> If the IEP being reviewed is an initial IEP, mark this item <b>U</b>. If another IEP exists, enter the meeting date the previous IEP was developed in the space. Compare that date with meeting date of the current IEP to determine whether an IEP review was conducted within the last 365 days.</p> <p>Examples: 12/4/21 to 12/3/22 = <b>I</b> 12/4/21 to 12/4/22 = <b>I</b> 12/4/21 to 12/5/22 = <b>O</b></p>
<p>300.321(a)(1–7) 300.321(b)(1) 300.324(a)(4)(i) 300.325(a)(2) 300.321(e) (1) &amp; (2)</p> <p>SF, SASF, SCSF</p>	<p>The IEP team meeting included the required participants.</p> <p><b>Student File Review Method:</b> Review the file for evidence of the following participants:</p> <ul style="list-style-type: none"> <li>• One or both of the student’s parents</li> <li>• Not less than one regular education teacher of the student; for preschool, this might be a day care provider, Head Start teacher, PEA preschool teacher, or a kindergarten teacher</li> <li>• Not less than one special education teacher or special education provider of the student</li> <li>• A representative of the PEA who is qualified to provide or supervise the provision of special education and who is knowledgeable of general curriculum and availability of resources (must have authority to commit the resources needed to implement the IEP)</li> <li>• An individual who can interpret instructional implications of evaluations</li> </ul> <p><b>Note:</b> For a student being placed in an approved private day school, look for evidence that a representative of the approved private day school participated in the IEP meeting.</p>

	<p>The people listed above must have been in attendance at the meeting unless the statutory stipulations below are fulfilled:</p> <ol style="list-style-type: none"> <li>1. A member of the IEP team is not required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the PEA agree that the member's attendance is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.</li> <li>2. A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if             <ol style="list-style-type: none"> <li>1. the parent and the local educational agency consent to the excusal</li> <li>2. the member submits <b>in writing to the parent and the IEP team</b> input into the development of the IEP prior to the meeting.</li> </ol> </li> </ol> <p>A parent's agreement under # 1 and # 2 above <b>must be in writing</b>. For information related to acceptable electronic signatures see the <a href="#">Hot Topic regarding the use of electronic signatures</a>, dated July 2020.</p>
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**III.A.3 General Required Components of the IEP Are Included**

<p>300.320(a)(1) 300.324(a)(1)  SF, SASF, SCSF</p>	<p>The IEP includes the student's present level of academic achievement and functional performance (PLAAFP), which should include strengths and needs and how the disability affects the student's involvement and progress in the general curriculum. Information should relate to the most recent evaluation data as well as include current classroom data.</p> <p>Beginning at age 16, the student's current functioning in relation to identified post-school outcomes should be described in the PLAAFP (or in another section of the IEP related to transition).</p> <p><b>Student File Review Method:</b> Review the IEP to determine whether there is a present level of academic achievement and functional performance. <b>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.</b></p> <p>This requirement includes preschool students at the functional or readiness level. In annual IEP reviews of preschool students, assessment data from Teaching Strategies GOLD/My Teaching Strategies/COS may be included.</p> <p>Examples of the present levels can be aligned with measurable annual goals, special education services, and progress reports. (See Appendix A.)</p> <p><b>Note:</b> The <b>O</b> examples below contain information that might be included in the PLAAFP; however, on their own, these examples would not contain enough information to be compliant.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Student can correctly define 10% of veterinary terms found in veterinary technical manuals. = I</li> </ol>
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	<p>Student needs help with vocabulary. = <b>O</b></p> <ol style="list-style-type: none"> <li>2. Given picture-clue instructions, student follows two-step directions. Given three-step directions, student was unable to complete any steps. = <b>I</b> Student has an IQ of 32 as measured by the WISC. = <b>O</b></li> <li>3. Using grade-level social studies textbook and current reading assignment, student will orally read 22 wpm with three errors, on average, over four trials. = <b>I</b> Student reading at 2.9. = <b>O</b></li> <li>4. Student can correctly multiply 2-digit by 2-digit whole numbers with no problem but struggles with 3-digit by 2-digit multiplication. = <b>I</b> Student struggles with math. = <b>O</b></li> <li>5. The OT reports that the student has the necessary muscular development, and this year, should be able to develop the necessary motor control to use the communication board for purposeful communication. = <b>I</b> Student needs to improve her motor skills. = <b>O</b></li> <li>6. Student often displays aggressive behavior toward peers. Student yells, pushes, and is sent to the office on a frequent basis. = <b>I</b> BASC scores indicate student has behavior problems. = <b>O</b></li> <li>7. Student's content area teachers (social studies, math, science, and language arts) report that the student never turns in any homework. = <b>I</b> Student is working below grade level in social studies, math, science, and language arts. = <b>O</b></li> <li>8. Student shows little interest in interacting with his preschool peers. When cued to stop and give another child a turn, the student verbally protests and becomes agitated. = <b>I</b> Student does not have age-appropriate behavior. = <b>O</b></li> </ol>
<p>300.320(a)(2)(i) SF, SASF, SCSF</p>	<p>The IEP includes measurable annual goals, including academic and functional goals that reflect the needs identified in the PLAAFP and current assessment data. How the goals will be measured must be clearly documented.</p> <p><b>Student File Review Method:</b> Review the IEP to determine whether there are annual goals that are measurable and that reflect student needs. Baseline measurement must be documented either in the PLAAFP or in the goal statement for progress toward the goal to be measurable. Both the measurability <b>and</b> means to measure progress <b>must be evident</b> for this line item to be in compliance.</p> <p>Examples can be associated with the PLAAFP, special education services, and progress reports (See Appendix A):</p> <ol style="list-style-type: none"> <li>1. Student will correctly define an average of 85% of veterinary terms found in veterinary technical manuals as measured by vocabulary quizzes. = <b>I</b></li> </ol> <p style="padding-left: 40px;">Student will demonstrate understanding of 85% of veterinary terms found in veterinary technical manuals as measured by teacher observation. = <b>O</b></p> <ol style="list-style-type: none"> <li>2. Given picture-clue instructions, student will follow three-step directions five</li> </ol>

times per week.

Baseline: 1/5

Mastery: 5/5 Measurement tool: Teacher data sheet = I

Student will follow directions 100% of the time as measured by teacher data sheets = O

3. Using grade-level social studies textbook and current reading assignment, student will orally read 100 wpm with no more than three errors, on average, over four trials. Measurement tool: Teacher record book. = I

Student will decode words. = O

4. Given teacher-made worksheets with 20 problems multiplying 3-digit by 2-digit whole numbers, student will increase his correct responses from an average of 8 to an average of 15 problems for five trials. = I

Student will demonstrate improved math skills in multiplication. = O

5. At the school cafeteria, student will independently order a school lunch, which will include at least two different food selections, by pointing at items on communication board with his elbow as measured by the paraprofessional's tracking sheet. = I

Student will improve expressive language. = O

6. Student will reduce aggressive behavior toward others (hitting, kicking, throwing), as evidenced by a reduction in referrals to the office for aggressive behavior from six to none for a nine-week grading period. Measured by written referrals. = I

When frustrated, student will respond with nonaggressive behavior in four out of five opportunities as measured by behavior tracking. = O

7. Given homework at student's academic level, she will complete and submit 90% of required assignments for each content area class by the end of the fourth quarter, as measured by the teacher grade book. = I

Student will turn in her homework. = O

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

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

<p>300.320(a) (6)(ii) SF, SASF, SCSF <b>60-Day Correction</b></p>	<p>The IEP documents the student’s eligibility for Alternate Assessments.</p> <p><b>Student File Review Method:</b> If the IEP team determines eligibility for the student to participate in Arizona’s Alternate Assessment(s), then the most current Arizona Alternate Assessment Eligibility Determination Form should be in the student’s file, to include Alternate ELPA. This includes agreement/ disagreement from all IEP team members. (Could be documented in a variety of ways; through signatures, PWN, etc.)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Current AZ Alternate Assessment Eligibility Form is in the file and is fully completed to show eligibility for the Alternate Assessments. = <b>I</b></li> <li>• Form is in the file but is not fully completed. = <b>O</b></li> <li>• Form is not in the file. = <b>O</b>.</li> </ul> <p><b>Mark this item U if the student is not eligible for Alternate Assessments (inclusive of the alternate ELPA).</b></p> <p>Note- IEP teams need to determine eligibility for participation in the Alternate assessment in accordance with timelines established by ADE assessment.</p>
<p>300.320(a)(2)(ii) SF, SASF, SCSF</p>	<p>For a student taking alternate assessments only (inclusive of the alternate ELPA), the IEP shall include short-term instructional objective(s) or benchmark(s) for each goal stated.</p> <p><b>Student File Review Method:</b> Determine whether the IEP of a child who takes alternate assessments includes a description of benchmarks or short-term objectives.</p> <ul style="list-style-type: none"> <li>• Mark this item <b>I</b> if benchmark(s)/short-term objective(s) are present for all goals.</li> <li>• Mark this item <b>O</b> if there are none.</li> <li>• Mark this item <b>O</b> if benchmark(s)/objective(s) are missing for any goals.</li> <li>• Mark this item <b>U</b> if the student is not eligible for alternate assessments.</li> </ul>
<p>300.320(a)(3)(ii) SF, SASF, SCSF</p>	<p>The current IEP includes a description of when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p> <p>The current progress report was provided to the parents as outlined in the IEP and included a measurement of progress toward IEP goals.</p> <p><b>Student File Review Method:</b> Review the current IEP to determine whether there is a description of when progress reports will be provided to parents. Review the most recent progress report to determine whether it was provided in accordance with the timeline described in the IEP.</p>

Timeline for progress reporting should be understandable to the parent. If multiple instances are documented in the IEP, then there should be evidence of the progress report for all instances.

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.

For recently implemented IEPs, progress reporting is still required for new goals even if the student's progress is still at baseline.

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

**If the current progress report was not provided in accordance with the timeline described in the IEP, mark this item O.**

**If annual measurable goals are out, mark this item O.**

Examples:

1. At the end of the first grading period, student is now able to define 40% of technical terms. = I  
Student is doing well on this goal. = O
2. Student has demonstrated ability to follow three-step directions three times per week. = I  
Student is doing much better at following directions. = O
3. At the end of the third grading period, student has averaged 87 words per minute with three errors over the last four trials. = I  
Student's fluency skills have greatly improved. = O
4. Student can answer an average of 9 of the 20 problems correctly over 5 trials. = I  
Student's math progress: AP (Adequate Progress) = O
5. At the end of the first grading period, student independently ordered a dessert each day. With verbal encouragement from the aide, student also ordered an additional different item each day. = I  
Student eats two things for lunch each day. = O
6. During this grading period, student had two referrals for aggressive behavior. = I  
Student continues to have problems with aggression at school. = O
7. Student's homework assignments completed and turned in this quarter: science 93%, social studies 50%, math 50%, and language arts 12%. = I  
Student is doing much better with assignments. = O

	<p>8. Over four targeted activities, the student currently completes one turn-taking behavior with an average of four visual cues and six verbal protests per activity. = <b>I</b> Skill not yet introduced. = <b>O</b></p>
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**III.A.4 Special Education and Related Services**

<p>300.18(b) 300.39 300.320(a)(4) ARS 15-763.A ARS 15-183(C)(5) &amp; (E)(5) R7-2-401.G.4 SF, SASF, SCFS</p>	<p>The IEP describes the specially designed instruction (special education services) to be provided.</p> <p><b>Specially designed instruction (SDI)</b> 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 as identified in the academic standards adopted by the state board of education.”</p> <p><b>Student File Review Method:</b> 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> <p>Review the following items <b>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:</b></p> <ul style="list-style-type: none"> <li>• 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 to ensure access to the general education curriculum</li> <li>• An explanation of how certificated special education personnel will be involved in the planning, progress monitoring, or delivery of SDI</li> <li>• 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)</li> <li>• Verify the certification of the individual who is providing SDI, if different from the special education teacher of the child (not applicable for Charter PEAs)</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Social interaction instruction in pragmatics in the general education classroom on turn-taking with peers = <b>I</b></li> <li>• Instruction on utilization of using manipulatives for math calculation (operations) = <b>I</b></li> <li>• Instruction in self-regulation strategies = <b>I</b></li> <li>• Articulation, voice, or fluency therapy = <b>I</b></li> <li>• Time management skills on the worksite = <b>I</b></li> <li>• Expressive/receptive language therapy = <b>I</b></li> </ul> <p>The following examples would be considered noncompliant <b>if there is no</b></p>
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	<p><b>evidence anywhere in the IEP of how this is individualized to the student's needs.</b></p> <ul style="list-style-type: none"> <li>• SLD resource = <input type="radio"/></li> <li>• Modeling = <input type="radio"/></li> <li>• Explicit, small group instruction in math = <input type="radio"/></li> <li>• Repetitive, small group instruction in writing = <input type="radio"/></li> <li>• Direct instruction in reading strategies = <input type="radio"/></li> <li>• Multiple teaching methods in math calculation = <input type="radio"/></li> <li>• Inclusion = <input type="radio"/></li> <li>• Preschool = <input type="radio"/></li> <li>• Multiple instructional methods in written expression = <input type="radio"/></li> <li>• Speech/Language Therapy = <input type="radio"/></li> <li>• Multiple teaching strategies to identify the main idea = <input type="radio"/></li> <li>• Manipulatives, extended time, in a small group setting = <input type="radio"/></li> </ul>
<p>300.34(a) 300.320(a)(4)  R7-2-401.G.4  SF, SASF, SCSF</p>	<p>The IEP includes the consideration of related services to be provided.</p> <p><b>Student File Review Method:</b> Determine whether the IEP team considered the need for related services. If there are no related services indicated on the IEP, there must be some notation that the team considered and rejected the need. If the team determined that related services were needed, the services must be clearly specified in the IEP. Transition services may be considered as a related service if they are required to assist a child with a disability to benefit from special education.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Door-to-door transportation = <input type="checkbox"/></li> <li>• Educational interpreter = <input type="checkbox"/></li> <li>• Occupational therapy (sensory integration) = <input type="checkbox"/></li> <li>• Occupational therapy = <input type="radio"/></li> <li>• Counseling on stress management strategies = <input type="checkbox"/></li> <li>• Speech therapy (expressive language) = <input type="checkbox"/></li> <li>• Speech = <input type="radio"/></li> <li>• Parental counseling and training = <input type="checkbox"/></li> <li>• Team considered related services: none were needed = <input type="checkbox"/></li> <li>• N/A = <input type="radio"/></li> </ul>
<p>300.320(a)(4) 300.324(a)(3)(ii) 300.34(a) 300.42  R7-2-401.B.1,13  SF, SASF, SCSF, SCSEAI</p>	<p>The IEP includes any supplementary aids, services, and program modifications to be provided.</p> <p><b>Student File Review Method: Review the entire IEP</b> to determine whether supplementary aids and services are to be provided or if program modifications are to be made.</p> <p>Supplementary aids and services 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</p>

	<p>are not limited to, orientation and mobility training, interpreter assistance, assistive technology devices or services, and instructional aides.</p> <p>Program modifications are defined as “substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content, or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.”</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Instruction in using speech to text for writing assignments = I</li> <li>• Student will use a pencil grip whenever she is working on a written assignment. = I</li> <li>• Student may use a calculator for math problems. = I</li> <li>• Student will utilize a daily communication book (or homework assignment notebook) that will move between home and school with relevant notes for the parent/teacher. = I</li> <li>• To promote student’s continued independence, leisure books with page turning adaptations will be available during non-instructional time. = I</li> <li>• Student will require an aide for toileting assistance. = I</li> <li>• A social skills coach will meet with student twice a week during P.E. = I</li> <li>• Student will have a sign language interpreter during classroom discussions. = I</li> <li>• Considered and not required at this time = I</li> <li>• N/A = O</li> <li>• Left blank and not addressed elsewhere in the IEP = O</li> </ul>
<p>300.320(4) 300.324(a)(3)(ii) SF, SASF, SCSF, SCSEAI</p>	<p>The IEP includes a statement of supports that will be provided to school personnel.</p> <p><b>Student File Review Method:</b> Determine whether appropriate supports were considered. This area of the IEP should not be left blank but may be incorporated in various locations in the document.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Considered, but not needed at this time = I</li> <li>• In-service training on tube feeding = I</li> <li>• Staff and parent in-service on use of assistive technology device = I</li> <li>• Special education consultation on modifications for weekly tests in spelling = I</li> <li>• Paraprofessional training on positive behavioral supports = I</li> <li>• Special education consultation = O</li> <li>• N/A = O</li> <li>• Teacher training = O</li> <li>• Providing copy of IEP = O</li> </ul>
<p>300.320(a)(7) SF, SASF, SCSF</p>	<p>The <b>location, frequency, and duration of each</b> special education service, related service, supplementary aid and service, support for school personnel, and modification is included.</p>

	<p><b>Student File Review Method:</b></p> <p><b>Location</b> of services generally refers to the type of environment that is the appropriate place for provision of the service. The location should not be a specific room (e.g., Mrs. Smith’s class) but should reflect the type of location (special education classroom, general math class).</p> <p><b>Frequency</b> generally refers to how often a child will receive a service (such as the number of times per day or per week).</p> <p><b>Duration</b> generally refers to how long each session will last (such as the number of minutes).</p> <p><b>This item cannot be marked U.</b></p> <p>Examples:</p> <p>Location:</p> <ul style="list-style-type: none"> <li>• Special Education Classroom = I</li> <li>• General Education Classroom = I</li> <li>• General Education Classroom/Special Education Classroom = O</li> <li>• Campus = O</li> <li>• Mr. Wilson = O</li> </ul> <p>Frequency and duration:</p> <ul style="list-style-type: none"> <li>• Pre-teaching vocabulary: Three 30-minute sessions per week = I</li> <li>• Pre-teaching vocabulary: 90 minutes per week = O</li> <li>• Receptive language therapy: Four 10-minute sessions per month = I</li> <li>• Receptive language therapy: 40 minutes/month = O</li> <li>• Counseling: Two 30-minute sessions per month = I</li> <li>• Counseling: 3500 minutes/yr. = O</li> <li>• Consultation for modifying assignments: Once weekly for 30 minutes = I</li> <li>• Consultation for modifying assignments: as needed = O</li> </ul> <p>For more information on location, frequency, and duration, refer to the <a href="#">Frequency and Duration Hot Topic</a> from March 2018.</p>
<p>300.106 ARS 15-881 R7-2-408 SF, SASF, SCSF</p>	<p>The IEP includes consideration of the need for extended school year services (ESY).</p> <p><b>Student File Review Method:</b> Determine whether the decision about the need for ESY was made on an individual basis at the IEP meeting. ESY cannot be excluded on the basis of a particular category of disability, the age of the student, or the availability of PEA resources. If the IEP indicates that ESY eligibility will be determined at a later date, a decision for services during the summer must be made no later than 45 days prior to the last day of school.</p> <p><b>This item cannot be marked U.</b></p> <p>If there is an indication that ESY services were considered on an individual basis,</p>



	mark this item <b>I</b> .
<p>300.320(a)(5) SF, SASF, SCSF</p>	<p>The extent to which the student <b>will not participate</b> with nondisabled peers is explained.</p> <p><b>Student File Review Method:</b> Determine whether the IEP contains an <b>explanation</b> of the extent to which the student will not be involved with nondisabled students <b>and why the instruction cannot be provided in a less restrictive environment</b>. This could be documented in a variety of ways or places within the IEP. The explanation must be individualized.</p> <p>The student's LRE must be determined on an individualized basis dictated by student's strengths/needs and <b>not</b> on a certain disability category, disability-driven program, or a PEA's staffing.</p> <p><b>This item cannot be marked U.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Given the student's high level of distractibility and the need to minimize external stimuli, the team determined that the instruction should be provided in the special education setting, where he will not be participating with nondisabled peers during math services. = <b>I</b></li> <li>• Student is in a special education classroom four hours a day because of the student's aggressive behaviors and a need for lower staff-to-student ratio; the student will not participate with nondisabled peers during that time. = <b>I</b></li> <li>• Student is in special education classroom for one class period a day. = <b>O</b></li> <li>• Student will not be with nondisabled peers when student is with special education teacher for instruction. = <b>O</b></li> <li>• Student needs significant modifications to the curriculum that can only be delivered in the special education classroom. They will only have access to typical peers during lunch, specials/electives, and recess. = <b>O</b></li> <li>• Due to the student's perceived stigma the student will not receive services in the general education classroom. = <b>O</b></li> </ul>
<p>ARS 15-943(2)(b) ARS 15-1042</p> <p>20 U.S.C. 1416(a)(3)(A)</p>	<p>Student's reported LRE matches current IEP placement.</p> <p><b>Student File Review Method:</b> Compare the current LRE Code reported on the SPED 72 to the current placement documented in the most recent IEP.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• SPED 72 reports student LRE Code as A and current IEP shows placement with nondisabled peers for more than 80% of the day. = <b>I</b></li> <li>• SPED 72 reports student as LRE Code A, but most recent IEP changed placement with nondisabled peers to less than 40% (LRE C) of the day. = <b>O</b></li> <li>• IEP documentation shows student placed in a self-contained environment with no exposure to nondisabled peers and SPED 72 reports student as</li> </ul>

	<p>LRE Code as C. = I</p> <ul style="list-style-type: none"> <li>IEP documentation shows student being educated in an environment where there is no exposure to nondisabled peers, but LRE Code is reported as A. = O</li> </ul>
<p><b>III.A.5 Other Considerations</b></p>	
<p>300.324(a)(2)(i)</p> <p>SF, SASF, SCSF, SCSAI, SCSEAI</p>	<p>The IEP team considered the use of positive behavioral interventions and supports and other strategies to address behaviors that impede the student’s learning or the learning of other students.</p> <p><b>Student File Review Method:</b> Determine whether the IEP team considered if the student needs behavioral interventions. If there is documentation that a student has displayed behavior that has impeded the student’s learning or that of others, this area must be addressed in the IEP. The term “behavior” includes actions such as consistent tardiness, failure to complete homework, and self- destructive but non-confrontational actions.</p> <p>Evidence may be located throughout the IEP, such as in the annual goals, PLAAFP, accommodations and/or modifications, services to be provided, and behavior plans.</p> <p><b>This item cannot be marked U.</b></p>
<p>300.320(a) (6)(i)</p> <p>SF, SASF, SCSF, SCSAI, SCSEAI</p>	<p>The IEP includes documentation of any accommodations in the administration of state- or PEA-wide assessments.</p> <p><b>Student File Review Method:</b> Determine whether the IEP contains documentation of the accommodations used for state (to include language proficiency) and district assessments. Accommodations must be included for each type of assessment in which the student will be participating during the duration of the IEP, to include AZELLA, ACT, etc. <b>Standard and/or universal accommodations must have a relationship to the accommodations used with the student during instruction.</b></p> <p><b>This item cannot be marked U.</b></p>
<p>300.324(a)(2)(iv)</p> <p>SF, SASF, SCSF</p>	<p>The communication needs of the student were considered.</p> <p><b>Student File Review Method:</b> Determine whether the communication needs of the student have been considered within the IEP.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Student’s stuttering increases when speaking before a group without notes. Student should be allowed to read classroom reports at the beginning of the year and gradually reduce dependency on reading as the year goes on. = I</li> <li>Student uses simple signs to convey basic needs such as toileting and hunger. = I</li> <li>Student has no needs in the area of communication. = I</li> </ul>

	<ul style="list-style-type: none"> <li>• N/A = <b>O</b></li> </ul> <p><b>This item cannot be marked U.</b></p>
<p>300.324(a)(2)(v)</p> <p>SF, SASF, SCSF, SCSAI, SCSEAI</p>	<p>The assistive technology needs of the student were considered.</p> <p><b>Student File Review Method:</b> Determine whether consideration was given to the student’s need for assistive technology, regardless of the student’s disability. An <b>AT device</b> can be “any item that increases, maintains, or improves the functional capabilities of a student.” <b>AT service</b> is the “direct assistance needed in the evaluation of the need for and the selection, acquisition, or use of an AT device.” Devices can range from low to high tech. AT services may include training for staff in the use of the device(s).</p> <p><b>This item cannot be marked U.</b></p>
<p>300.324(a)(2)(ii)</p> <p>SF, SASF, SCSF</p>	<p>For students who are English learners (ELs), language needs were considered.</p> <p><b>Student File Review Method:</b> Determine whether the team documented their consideration of language (AZELLA or other formal/informal assessments). A student being previously withdrawn from EL due to SPED would not equate to him or her not requiring EL supports, and documentation of impact of language would still be required. If there is evidence that the student is an EL, there must be documentation of the consideration of language needs. AZELLA testing accommodations could be included here if necessary.</p> <p>For students who are <b>not English learners</b>, mark this component <b>U</b>.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• This is the student’s first year in the USA and the primary language is Italian. Student should be taught using simple grammar with picture/graphic assists as much as possible. = <b>I</b></li> <li>• Student has studied English for several years and has a good command of written language. However, he needs spoken information to be presented in short segments in order to check his understanding until oral proficiency is achieved. = <b>I</b></li> <li>• Student is identified as an EL and the language needs were not considered. = <b>O</b></li> <li>• Student is identified as EL (HLS, narrative or other indications including WD due to SPED) and language needs are documented as considered and not needed. (There is no other documentation of needs elsewhere in the IEP.) = <b>O</b></li> </ul> <p>For additional information specific to students previously WD due to SPED, please refer to the <a href="#">English Learners Hot Topic</a> dated July 2019.</p>
<p>300.324(a)(2)(iv)</p> <p>SF, SASF, SCSF</p>	<p>For students who have a <b>hearing impairment</b>, the IEP includes consideration of the student’s language and communication needs (including opportunities for direct communication with peers and professional personnel and direct instruction in the student’s language or mode of communication).</p>

	<p><b>Student File Review Method:</b> If student does have a HI, determine whether the IEP team took into account the language levels and communication mode of the student when developing the IEP.</p> <p>If a student does not have an HI, mark this item <b>U</b>.</p>
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**III.A.6 Beginning not later than the first IEP to be in effect when the child turns 16, documentation of required postsecondary transition components. Review the entire IEP for documentation of these components.**

<p>300.320(b)(1)</p> <p>SF, SASF, DRSF, SCSF</p> <p><b>60-Day Correction</b></p>	<p>Documentation of measurable postsecondary goals (<b>MPGs</b>) in the areas of education/training and employment, and when appropriate, independent living skills.</p> <p><b>Student File Review Method:</b> Review the IEP to determine whether it includes measurable postsecondary goals in the following areas: education/training, employment, and, <b>when appropriate</b>, independent living skills. Goals must reflect the student’s strengths, interests, and preferences, occur after high school, and be able to be measured. These areas may be combined into one goal or be contained in separate goals. The training/education and employment goals are required. The measurable postsecondary goal related to independent living is the only optional goal, and the IEP team determines if it is appropriate to include a goal in this area.</p> <p>If the postsecondary goals are stated in such a way that one <b>could</b> measure the achievement of the goal after leaving high school, mark this item <b>I</b>.</p> <p>If there is <b>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</b>, mark this item <b>O</b>.</p> <p><b>Note: Record the specific reason(s) for noncompliance on the Student Form.</b></p> <p><b>Training/Education Goals:</b></p> <ul style="list-style-type: none"> <li>• Student wants to enroll in an apprenticeship program. = <b>I</b></li> <li>• Student will complete work adjustment skills training. = <b>I</b></li> <li>• Student will attend a teacher prep program. = <b>I</b></li> <li>• Student will audit a choir class at a local community college. = <b>I</b></li> <li>• Student will graduate from high school. = <b>O</b></li> <li>• Student is interested in landscaping. = <b>O</b></li> </ul> <p><b>Employment Goals:</b></p> <ul style="list-style-type: none"> <li>• Student will work for a construction company. = <b>I</b></li> <li>• Student will be employed as a grocery clerk. = <b>I</b></li> <li>• Student likes fixing things and earning money. = <b>O</b></li> </ul> <p><b>Education/Training and Employment Goals (combined):</b></p> <ul style="list-style-type: none"> <li>• Student will enroll at a community college to receive training in order to become an engineer. = <b>I</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• Student will receive on-the-job training to develop skills as a framer. = <b>I</b></li> <li>• After graduation, student wants to move to Ohio to work for an uncle. = <b>O</b></li> </ul> <p><b>Independent Living Skills Goals:</b></p> <ul style="list-style-type: none"> <li>• James will use an organizational tool to manage medical appointments. = <b>I</b></li> <li>• Frank will access public transportation. = <b>I</b></li> <li>• Trevor will use a communication device to access the community. = <b>I</b></li> <li>• Student will live with a roommate. = <b>I</b></li> <li>• Student wants to move away from home. = <b>O</b></li> </ul>
<p>300.320(b) SF, SASF, DRSF, SCSF</p>	<p>Documentation that measurable postsecondary goals are updated annually.</p> <p><b>Student File Review Method:</b> Review the IEP to determine whether postsecondary goals were addressed/updated in conjunction with the development of the current IEP.</p> <ul style="list-style-type: none"> <li>• If postsecondary goal(s) for education/training, employment, and independent living (as needed) are documented in the student’s current IEP, mark the item <b>I</b>.</li> <li>• If postsecondary goal(s) for education/training, employment, and independent living (as needed) are not documented in the student’s current IEP, mark the item <b>O</b>.</li> </ul>
<p>300.320(b)(1) SF, SASF, DRSF, SCSF</p>	<p>Documentation that the measurable postsecondary goal(s) (<b>MPGs</b>) were based upon age-appropriate transition assessment(s).</p> <p><b>Student File Review Method:</b> Look for documentation that at least one age-appropriate transition assessment was used to provide information on the student’s <b>strengths</b>, preferences, and interests regarding the postsecondary goal(s). The information may be located in multiple places within the IEP, including the PLAAFP or the transition services page. No specific number of assessments is required, and they may be formal or informal. Assessment data should clearly support student strengths, preferences, and interests as they relate to the MPGs. Formal or informal transition assessment(s) should be selected based on the <b>individual needs</b> of the student.</p> <p><b>Strengths:</b> Documentation that student possesses the skills needed to perform the job/career</p> <p><b>Preferences:</b> Requires action or effort from the student toward their goals, activities, or interests (which could include completion of aligned transition services or activities)</p> <p><b>Interests:</b> Expression of the student’s likes or wants (is not indicative of strengths or preferences)</p> <ul style="list-style-type: none"> <li>• If the IEP contains documentation of <b>how assessment information was used</b> in the development of the postsecondary goal(s) (whether measurable or not), mark this item <b>I</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>If there is simply a boilerplate statement, or if there is no documentation of any age-appropriate transition assessment(s), mark this item <b>O</b>.</li> </ul> <p>For additional information on secondary transition assessments view the secondary transition web page, specifically the transition assessment padlet.</p>
<p>300.320(b)(2) SF, SASF, DRSF, SCSF</p>	<p>Documentation of at least one transition service/activity that focuses on improvement of the academic and functional achievement of the student to facilitate movement from school to post-school, as identified in the measurable postsecondary goals.</p> <p>For each postsecondary goal, there must be documentation of a type of instruction, related service, community experience or development of employment, and other post-school adult living objectives, and, if appropriate, acquisition of daily living skill(s) and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal(s).</p> <p>Strategies may address activities performed on the school campus and during school hours as well as off-site and during non-school hours. The IEP team does not need to include all components if they are not appropriate for the student. Services/activities are only needed in areas that will reasonably enable the student in reaching the measurable postsecondary goals.</p> <p><b>Student File Review Method:</b> Review the IEP for evidence of at least one transition service/activity to assist the student in reaching their measurable postsecondary goals. One transition service/activity may support multiple measurable postsecondary goals.</p> <p>Examples:</p> <p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Receive instruction related to applying to school of choice and researching scholarship opportunities. = <b>I</b></li> <li>Intensive reading instruction to prepare for postsecondary education. = <b>I</b></li> <li>Receive instruction to use assistive technology device. = <b>I</b></li> <li>Teach self-monitoring skills related to on-task behavior. = <b>I</b></li> <li>Required courses for graduation. = <b>O</b></li> </ul> <p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>Investigate youth volunteer programs; open a bank account; visit the mall and food court with a provider to identify stores and meals of choice. = <b>I</b></li> <li>Use Community Information and Referral to identify three strategies to resolve a transportation concern. = <b>I</b></li> <li>Field trips. = <b>O</b></li> </ul> <p><b>Related Services:</b></p> <ul style="list-style-type: none"> <li>Visit potential post-school providers of physical therapy; explore city transportation options. = <b>I</b></li> <li>Participate in speech/language services to improve expressive language skills. = <b>I</b></li> <li>Identify adult services to support orientation and mobility needs after graduation. = <b>I</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Related services will be provided as needed. = <b>O</b></li> </ul> <p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>• Participate in two job shadow experiences. = <b>I</b></li> <li>• Work in unpaid position on campus. = <b>I</b></li> <li>• Obtain part-time or summer employment (in a position related to the measurable postsecondary goals). = <b>I</b></li> <li>• Complete Vocational Rehabilitation referral and coordinate with DDD to ensure supports are in place to assist with future employment goals. = <b>I</b></li> <li>• Consumer Math; Job Service Skills. = <b>O</b></li> </ul> <p><b>Post-School Adult Living:</b></p> <ul style="list-style-type: none"> <li>• Learn about expectations for eating in a restaurant; apply for housing assistance; visit adult service providers in the community. = <b>I</b></li> <li>• Meet with SSI representative to determine possible financial benefits. = <b>I</b></li> <li>• Visit three group/supported living programs for postsecondary independent living needs. = <b>I</b></li> <li>• Apartment. = <b>O</b></li> </ul> <p><b>Daily Living Skills (if appropriate):</b></p> <ul style="list-style-type: none"> <li>• Learn to prepare meals, develop and follow monthly budget, and (with parental support) select a primary care physician and/or dentist. = <b>I</b></li> <li>• Demonstrate safety skills in the community. = <b>I</b></li> <li>• Hygiene = <b>O</b></li> </ul> <p><b>Functional Vocational (if appropriate):</b></p> <ul style="list-style-type: none"> <li>• Develop a vocational profile based upon functional information; participate in situational work assessments at employment sites related to student's interest. = <b>I</b></li> <li>• Research job expectations for identified employment postsecondary goal. = <b>I</b></li> <li>• Complete nonverbal modified assessment of adaptive behaviors, career interests, and career skills. = <b>I</b></li> <li>• Retake the ASVAB to improve scores to be eligible to participate in the electronics program in the military. = <b>I</b></li> <li>• Conduct a functional vocational evaluation. = <b>O</b></li> </ul>
<p>300.320(b)(2) SF, SASF, DRSF, SCSF</p>	<p>Transition services include courses of study that focus on improving the academic and functional achievement of the student to facilitate the movement from school to post-school.</p> <p><b>Student File Review Method:</b> Look for documentation that transition services include course(s) of study that align with the student's postsecondary goal(s). This should include course(s) that lead to a diploma but should not be a generic or general graduation plan. A single course can support more than one MPG.</p> <ul style="list-style-type: none"> <li>• If there is evidence of a course title that clearly aligns with the student's</li> </ul>

	<p>MPGs (student MPG is to be a chef and “Culinary Arts” is listed as a course), mark this item <b>I</b>.</p> <ul style="list-style-type: none"> <li>• If the course of study only includes courses required for graduation and there is no documentation clarifying how the course(s) support the MPGs, mark this item <b>O</b>.</li> <li>• If the courses of study do not align with the student’s identified measurable postsecondary goals and/or there is no clarifying documentation as to how the course(s) support the student’s MPGs, mark this item <b>O</b>.</li> </ul>
<p>20 U.S.C. 1416(a)(3)(B)</p> <p>SF, SASF, DRSF, SCSF</p>	<p>Documentation of annual IEP goals that will reasonably enable the student to meet the postsecondary goals.</p> <p><b>Student File Review Method:</b> Review the IEP for documentation of annual goal(s) that is/are related to the student’s transition service needs. At least one annual IEP goal that supports each measurable postsecondary goal is required. One annual IEP goal (whether measurable or not) can support multiple postsecondary goals.</p> <p>Examples:</p> <p><b>Education/Training Goals</b></p> <ul style="list-style-type: none"> <li>• <b>Measurable Postsecondary Goal:</b> John will complete on-the-job training for telemarketing. <b>Annual Goal:</b> John will orally read 100 wpm with no more than an average of three errors. He currently reads 75 wpm with an average of five errors. = <b>I</b></li> <li>• <b>Measurable Postsecondary Goal:</b> Jane will participate in vocational training with medical and therapeutic supports. <b>Annual Goal:</b> Jane will increase tolerance of hand-over-hand assistance from thirty minutes to forty-five minutes during three out of five sessions per week with the occupational therapist. = <b>I</b></li> </ul> <p><b>Employment Goals</b></p> <ul style="list-style-type: none"> <li>• <b>Measurable Postsecondary Goal:</b> Jill will work as a veterinary assistant. <b>Annual Goal:</b> Jill will correctly define 90% of veterinary terms found in veterinary technical manuals with the aid of an automatic thesaurus. Currently, Jill correctly defines veterinary terms with 30% accuracy. = <b>I</b></li> <li>• <b>Measurable Postsecondary Goal:</b> James will work on a production line. <b>Annual Goal:</b> James will follow three-step directions. Currently James is able to follow two-step directions. = <b>I</b></li> </ul> <p><b>Independent Living Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Measurable Postsecondary Goal:</b> Jaime will live independently in a semi-supervised apartment. <b>Annual Goal:</b> Jaime will order a school lunch by pointing at items on a communication board with her elbow. = <b>I</b></li> <li>• <b>Measurable Postsecondary Goal:</b> Jack will live independently in an</li> </ul>



	<p>apartment.</p> <p><b>Annual Goal:</b> Jack will correctly solve 10/10 word problems related to money. Currently, Jack is able to correctly solve 1/10 word problems related to money. = <b>I</b></p>
<p>300.321(b)(1)</p> <p>SF, SASF, DRSF, SCSF</p>	<p>Documentation that the student was invited to the IEP meeting when postsecondary transition services were being discussed.</p> <p><b>Student File Review Method:</b> Look for documentation that the student was invited to the meeting.</p> <ul style="list-style-type: none"> <li>• If the student was in attendance or there is clear evidence that the student was invited, mark this item <b>I</b>.</li> <li>• If there is no documentation evident, mark this item <b>O</b>.</li> </ul>
<p>300.321(b)(3)</p> <p>SF, SASF, SCSF</p>	<p>Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting <b>after consent from the parent or the student who has reached the age of majority</b>.</p> <p><b>Student File Review Method:</b> For the current year, is there evidence in the IEP that representatives of any of the following agencies (including, but not limited to, these listed) were invited to participate in the IEP development: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community? If so, was consent obtained from the parent (or student, for a student at the age of majority) prior to the meeting invitation?</p> <ul style="list-style-type: none"> <li>• There is written evidence of consent of parent or adult student <b>and</b> clear evidence that the agency was then invited after consent. = <b>I</b></li> <li>• There is written evidence of consent but outside agency was not invited. = <b>O</b></li> <li>• There is an agency invited but no evidence of written consent. = <b>O</b></li> <li>• The IEP team determined that no outside agency was needed. = <b>U</b></li> </ul>
<p><b>III.A.7 Additional Postsecondary Transition Components</b></p>	
<p>WIOA Section 511</p> <p>Letter to Pugh</p> <p>SF, SASF, SCSF</p>	<p>Progress reports for a transition-aged student must address the student's progress toward meeting their postsecondary goals and must also include documentation of the transition service(s) provided to the student during the progress reporting period.</p> <p><b>Student File Review Method:</b> Look for documentation that indicates progress on transition service(s)/activity(ies) during the <b>most recent progress reporting period</b> that are explicitly stated in the IEP and/or are aligned to the student's MPGs.</p> <p><b>Documentation can be included along with the progress reporting for annual goals or as a separate report.</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Guidance counselor has assisted student in completing two college applications. = <b>I</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Student has not completed any college applications. = <b>I</b></li> <li>• Student has scheduled a ride-along with the Phoenix Police Department. = <b>I</b></li> <li>• Student went on a ride-along with Phoenix PD in July 2022. = <b>I</b></li> <li>• Student has not completed any activities. = <b>I (with TA)</b></li> <li>• Student has completed 2 out of 4 activities. = <b>O</b></li> <li>• No evidence of progress on activities in student file. = <b>O</b></li> </ul>
<p>300.320(c) SF, SASF, SCSF</p>	<p>By age 17, the student’s IEP must contain a statement that the student has been informed of the rights that will transfer to the student at age 18.</p> <p><b>Student File Review Method:</b> Look for a statement in the IEP that the parent and student have been informed of the rights that will transfer to the student upon reaching the age of majority. Documentation may consist of items such as prior written notice or a statement within the IEP.</p> <ul style="list-style-type: none"> <li>• If the student is 17 and there is evidence that the student and parent have been informed that rights transfer, mark this item <b>I</b>.</li> <li>• If the student is 17 and there is no evidence that the student and parent have been informed that rights transfer, mark this item <b>O</b>.</li> </ul> <p>This item may be marked <b>U</b> for any student not yet age 17 or for any student whose IEP was developed after their 18th birthday.</p> <p>For information related to acceptable electronic signatures see the <a href="#">Hot Topic regarding the use of electronic signatures</a>, dated July 2020.</p>
<p>300.305(e)(2)&amp;(3) SPW</p>	<p>There is documentation of a summary of academic achievement and functional performance including recommendations to assist an exiting student in meeting her/his postsecondary goals.</p> <p><b>Agency Review Method:</b> Look for documentation that includes <b>three components:</b> summary of academic achievement, summary of functional performance, and recommendations to assist the student in meeting postsecondary goal(s). <b>Documentation must be more extensive than scores or grade-level equivalents. All areas pertinent to the student’s needs must be addressed.</b></p> <p>Ask the PEA for copies of the summary of academic achievement and functional performance developed for students who have graduated/aged out at the end of the previous school year. <b>If the PEA has only one high school</b>, all summaries must be reviewed. <b>If there are multiple campuses</b>, use the PEA’s list of exited students to select a minimum of two summaries from each campus.</p> <ul style="list-style-type: none"> <li>• If the PEA has documentation of summaries of academic achievement and functional performance and recommendations, mark this item <b>I</b>.</li> <li>• If PEA has documentation of summaries of academic achievement and functional performance, but all three components are not included, mark this item <b>O</b>.</li> <li>• If the PEA had no students aged 16–21 graduating/aging out last year, mark</li> </ul>

	this item <b>U</b> .
<b>III.A.8 Documentation That IEP Reflects Student Needs</b>	
<p>300.320(a) (1-2) SF, SASF, SCSF, SCSI</p> <p><b>60-Day Correction</b></p>	<p>Documentation that IEP reflects individual student needs.</p> <p>This item is looking at the cohesiveness of the IEP as a whole and requires that the IEP reflect the student’s individual needs.</p> <p><b>Student File Review Method:</b> There should be a clear alignment between the student needs (as articulated in the evaluation and PLAAFP) and the goals and services identified on the IEP.</p> <p>Consider all of the following:</p> <ul style="list-style-type: none"> <li>• Evaluation information (if conducted within the last year)</li> <li>• PLAAFP</li> <li>• IEP goals</li> <li>• Services (including extreme changes in service delivery model from previous IEP)</li> <li>• Secondary transition components</li> </ul> <p>Mark this item <b>O</b> if the IEP does not enable the student to receive a FAPE. Record the specific reason(s) for noncompliance on the Student Form.</p>

## SECTION IV: Procedural Safeguards/Parental Participation

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

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

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

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

<p>300.503(a)</p> <p>SF, SASF, SCSF</p>	<p>PWN given to parents at required times.</p> <p><b>Student File Review Method:</b> Determine the required times when PWN should have been given <b>in the last twelve months</b> for the file being reviewed. Prior written notice (PWN) must be provided at the following times:</p> <ul style="list-style-type: none"> <li>• When a student is <b>referred</b> for an <b>initial</b> evaluation</li> <li>• <b>Before</b> obtaining consent for the collection of additional data in the evaluation process. This is the proposal to collect additional data for evaluation.</li> <li>• After the team has determined the eligibility of a student for special education. This determination completes the evaluation process.</li> <li>• When there is a change or refusal to change the provision of FAPE before implementation of an initial IEP or before a revised IEP can be implemented. In the case of a phase out or graduation with a regular diploma, a parent should know that all special education services will cease.</li> <li>• When there is a change or refusal to change the educational placement, including an <b>initial placement</b></li> <li>• Prior to the eleventh day of suspension and/or before an accumulation of suspensions constituting a pattern and/or at the beginning of an expulsion, all of which require a change in services and the provision of FAPE. Prior to placement in an interim alternative educational setting (IAES), a PWN must</li> </ul>
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	<p>be issued.</p> <ul style="list-style-type: none"> <li>• Prior to ceasing services when a parent revokes consent for the provision of special education services</li> </ul> <p>Verify the purpose of each PWN given for specified events. Use this information to determine compliance. If a single notice covered multiple purposes, determine process compliance (notice given at the correct time) for all that are appropriate.</p> <p>If the PWN was given at the appropriate time, mark this item <b>I</b>.</p>
<p>300.503(b)(1) SF, SASF, SCSF</p>	<p>The PWN includes a description of action(s) proposed or refused by the PEA. All actions and refusals must be identified, should be student-specific, and should accurately reflect decisions made.</p> <p><b>Student File Review Method:</b> Documentation must include a description of actions proposed or refused.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Team proposes to determine Jaime as eligible for special education as a student with a hearing impairment. Team also proposes to implement the IEP that was developed and provide special education prior to Jaime’s 3rd birthday (2 yrs. 9 mos.). = <b>I</b></li> <li>• The team proposes to implement the IEP that was reviewed and revised on 3/17/2022. = <b>I</b></li> <li>• Hannibal’s IEP was revised, and additional services and behavior goals have been added. = <b>I</b></li> <li>• NA = <b>O</b></li> <li>• Andria doesn’t want to come to school. = <b>O</b></li> </ul>
<p>300.503(b)(2) SF, SASF, SCSF</p>	<p>The PWN includes an explanation of why the agency proposed or refused to take action.</p> <p><b>Student File Review Method:</b> The statement must be student-specific (i.e., individualized to the student).</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Jaime met eligibility criteria and the team determined that he was in need of specially designed instruction. Providing Jaime with preschool services at 2 yrs. 9 months will support access to identified services in the IEP at the earliest allowable opportunity and increase instructional support opportunities. = <b>I</b></li> <li>• Based on Liam’s progress on goals, the IEP has been reviewed and revised to reflect current level of need. = <b>I</b></li> <li>• Based on Hannibal’s recent behavioral incidents, the team determined that additional services and supports were needed. = <b>I</b></li> <li>• NA = <b>O</b></li> <li>• The law requires us to review IEPs annually. = <b>O</b></li> </ul>
<p>300.503(b)(6)</p>	<p>The PWN includes a description of any options considered and why those options were rejected.</p>

<p>SF, SASF, SCSF</p>	<p><b>Student File Review Method:</b> Documentation must relate specifically to the student and must be individualized.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• The team considered finding Jaime eligible as a student with a speech-language impairment but determined that those needs would be best addressed as a related service. Not providing services until 3 yrs. limits the amount of time Jaime could benefit from instruction and inclusive settings with peers. = I</li> <li>• The team considered increasing support in math; however, he has exceeded expected progress and no additional services are necessary at this time. = I</li> <li>• Team considered placement in a more restrictive environment, but determined that with additional services and supports, the home school is still able to meet Hannibal’s needs. = I</li> <li>• We considered not revising the IEP, but it is mandated by law. = O</li> <li>• NA = O</li> <li>• The alternate school is full. = O</li> </ul>
<p>300.503(b)(3)</p> <p>SF, SASF, SCSF</p>	<p>The PWN includes a description of evaluation procedures, tests, and records used as a basis for the decision.</p> <p><b>Student File Review Method:</b> Documentation must support the individualized basis for the decision.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Eligibility was determined based on the information obtained from the comprehensive developmental assessment and audiological report. The IEP was developed based on the evaluation results, developmental milestones, IEP team input, and recommendations from the audiologist. = I</li> <li>• The team’s decision was based on the classroom-based assessments and progress on math goals. Liam also exhibited improvement on the most recent district benchmark assessments. = I</li> <li>• Team reviewed incident reports, suspension data, counselor reports, current evaluation, and performance in the classroom. = I</li> <li>• NA = O</li> <li>• Andria’s counselor said she has always had these problems with attendance. = O</li> </ul>
<p>300.503(b)(7)</p> <p>SF, SASF, SCSF</p>	<p>The PWN includes a description of any other factors that are relevant to the agency’s proposal or refusal.</p> <p><b>Student File Review Method:</b> Documentation related to other factors must be evident and individualized for the student.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Audiology report indicated that Jaime is scheduled for another audiological exam in 3 months. Parent will provide the team with updated information. = I</li> <li>• He is doing well in school and has begun participation in extracurricular</li> </ul>

	<p>activities. = I</p> <ul style="list-style-type: none"><li>• The family disclosed that they are receiving in home supports from Jewish Family Services. PEA obtained parent's consent for release of information and will contact Jewish Family Services. = I</li><li>• There are no other relevant factors. = O</li><li>• This school has a strict discipline and attendance policy. = O</li></ul>
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<p>300.503(b)(4)</p> <p>SF, SASF, SCSF</p>	<p>If the PWN is issued for any reason other than an initial referral for evaluation, it includes a statement of how a copy of the PSN can be obtained.</p> <p><b>Student File Review Method:</b> There must be a statement related to contact information (<i>name and number of whom to contact</i>) within the district/at the school site so the PSN can be obtained.</p> <p>If the notice was for initial referral for evaluation, mark this item <b>U</b>.</p>
<p>300.503(b)(5)</p> <p>SF, SASF, SCSF</p>	<p>The PWN includes sources to obtain assistance in understanding the notice.</p> <p><b>Student File Review Method:</b> There must be contacts available, including the address and telephone numbers for several 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 a contact name.</p>



**IV.A.3 Discipline Procedures and Requirements—ONLY FOR SUSPENSIONS MORE THAN 10 DAYS THAT OCCURRED WITHIN THE LAST 12 MONTHS**

<p>300.530(h)  SF, SASF</p>	<p>For a student who has been suspended for more than 10 days in the school year, the parent was notified on the day the decision was made.</p> <p><b>Student File Review Method:</b> Review the student’s file to determine whether there is documentation that the parents were contacted in person or by telephone. This contact must be made on the same day as the decision to take the action.</p> <ul style="list-style-type: none"> <li>• Documentation of parent notification exists. = <b>I</b></li> <li>• No documentation of parent notification exists. = <b>O</b></li> </ul>
<p>300.530(c) 300.530(e)  SF, SASF</p>	<p>If a change in placement has occurred because of behavioral issues, the IEP team conducted a manifestation determination meeting within 10 school days to determine the relationship between the student’s disability and behavior.</p> <p><b>Student File Review Method:</b> If a change in placement has occurred, review the file to determine whether a manifestation determination meeting was held within 10 school days.</p> <ul style="list-style-type: none"> <li>• The team (PEA, parent, and relevant members of the IEP team as determined by the parent and the PEA) conducted a review and made a manifestation determination. = <b>I</b></li> <li>• There is no documentation that a meeting occurred and/or no determination was made. = <b>O</b></li> </ul>
<p>300.530(f)(1)(i) SF, SASF <b>60-Day Correction</b></p>	<p>If the behavior was determined to be a manifestation of the disability for a student who has been suspended for more than 10 days in the school year, a functional behavioral assessment (FBA) was conducted and a behavior intervention plan (BIP) was implemented <b>or</b>, if already in place, the BIP was reviewed and modified, as necessary.</p> <p><b>Student File Review Method:</b> If the team determined that the behavior is a manifestation of the student’s disability, review the file to determine whether an FBA was conducted and whether a BIP was put in place or reviewed and revised as needed, if one was already in place.</p> <ul style="list-style-type: none"> <li>• The behavior was determined to be a manifestation of the disability an FBA was conducted and a BIP was put in place or reviewed. = <b>I</b></li> <li>• If the behavior was <b>not</b> a manifestation of the disability, mark this item <b>U</b>.</li> </ul>

<p>300.530(f) &amp; (i) SF, SASF <b>60-Day Correction</b></p>	<p>If, as a result of a disciplinary action, the IEP team determined that behavior <b>was a manifestation</b> of the student’s disability, the student was returned to the placement from which the student was removed, unless the removal was for possession of a weapon, of drugs, or for infliction of serious bodily injury or when the parents and PEA agree to the change of placement.</p> <p><b>Student File Review Method:</b> Look for evidence/documentation that the student was returned to the previous placement if the removal was not for the possession of a weapon, of drugs, or for infliction of serious bodily injury or if the parents and PEA agree to the change of placement,</p> <ul style="list-style-type: none"> <li>• If the student was returned to the placement from which the student was removed, unless the parent and the PEA agreed to a change of placement, mark this item <b>I</b>.</li> </ul>
<p>300.530(d) SF, SASF <b>60-Day Correction</b></p>	<p>Review the file to determine whether the student who has been suspended or expelled continued to be provided FAPE, including services and adaptations described in the IEP.</p> <p><b>Student File Review Method:</b> Determine whether there is a description indicating how FAPE will occur. If a new IEP or addendum was not written, there should be meeting notes or other documentation (PWN) regarding the services that will be provided and how they will be provided.</p> <ul style="list-style-type: none"> <li>• If one or the other is documented, mark this item <b>I</b>.</li> </ul>