2018 Standard Record Review Including Early Childhood and Transition Age Students

Present Levels of Academic Achievement and Functional Performance
Information in this section should align with data and information in the Evaluation Report. Information should include current formal and informal evaluation information.

Strengths of the child 300.324(a)(1)(i); 4.03	❍ Yes ❍ No
The IEP team considered the most recent evaluation of the child 300.324(a)(iii); 4.03 <u>NOTE</u>: *Consider benchmark testing, curriculum-based assessments, progress monitoring data of interventions, etc. Data should be a summarized discussion or triangulation of data presented in order to develop measurable goals.* **For CLD students, look for input pertinent to second language (e.g., ACCESS scores, ELA input, parental input)**	❍ Yes ❍ No
Statement of the child's present levels of academic achievement and functional performance 300.320(a)(1); 4.03	❍ Yes ❍ No
Academic, developmental, and functional needs of the child 300.324(a)(1)(iv); 4.03	❍ Yes ❍ No
How the child's disability affects the child's involvement and progress in the general education curriculum 300.320(a)(1)(i) ; 4.03 For preschool children as appropriate, how the disability affects the child's participation in appropriate activities 300.320 (a)(1)(ii); 4.03	❍ Yes ❍ No
Concerns of/input from the parent 300.324(a)(1)(ii); 4.03	❍ Yes ❍ No
Notes:	

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

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

For a child transitioning from Part C to Part B, an IEP was developed by the child's third birthday 300.124; 4.03(1)(c); 5.01(6)	❍ Yes ❍ No ❍ N/A
An IEP was implemented by the child's third birthday; or, if the child's third birthday occurs during the summer, the child's IEP Team determined the date when services under the IEP or IFSP will begin. 300.101(b)(i) and (ii); 300.124(a) and (b); 4.03(1)(c); 5.01(6)	❍ Yes ❍ No ❍ N/A
The AU participated in a transition planning conference held to ensure a smooth transition from Part C to Part B services 300.124(c); 4.03(1)(c)	❍ Yes ❍ No ❍ N/A
At the request of the parents, an invitation to the IEP meeting was sent to Part C service provider 300.321(f); 5.01(6)	❍ Yes ❍ No ❍ N/A
Services are delivered by an Early Childhood Special Educator (ECSE) 300.124; 3.03(2); 3.04; 4.03(1)(c); 5.01(6)	❍ Yes ❍ No ❍ N/A
The child has access to FAPE in the LRE and the Early Childhood LRE setting code matches the service provision for the student. The student attends a "regular early childhood program" (defined by OSEP as a classroom that includes at least 50 percent of nondisabled children), for at least 10 hours a week, and the majority of specialized instruction and related services occur within the classroom. When a child is placed in another setting or the majority of services are outside of a "regular" classroom, a clear and appropriate justification has been provided. 300.17 and 300.114 (a)(2)(i)(ii)	❍ Yes ❍ No ❍ N/A Note: The LRE setting codes apply to Kindergartners who are 5 years old (less than 6 prior to the December Collection)
Notes**:**	

Post-School Considerations

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

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

Transition Notice

Documentation of the student invitation (ideally a separate, "student-friendly" form, but may be co-addressed with parents on parental notice of meeting 300.322(b)(2)(i)(B); 300.321(b)(1);4.03(7)(b)(i)(B)	○ Yes ○ No
The notice of meeting must indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services. 300.322(b)(2)(i)(A); 4.03(7)(b)(i)(A);4.03 (6)(d)	○ Yes ○ No
If the parental notice of meeting indicates invitation of an outside agency, the student's file must contain written parental consent to invite the agency, dated prior to the documented agency invitation (**n/a is OK**) 300.322(b)(2)(ii); 300.321(b)(3); 4.03(7)(b)(i)(C)	○ Yes ○ No ○ N/A
Notes:

Annual Goals/Objectives

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

- *Students eligible for **alternate** State assessments, **short term objectives** are required.*

For transition IEPs, all annual goals directly and genuinely link to transition services and/or postsecondary goals 300.320(b)(2)	❍ Yes ❍ No ❍ N/A for students younger than 15 or less than 9th grade
Goals are **measurable** 300.320(a)(2)(i)	❍ Yes ❍ No
Measurement strategies are appropriately **aligned with the metric identified in the measureable targets within the goal statement.** 300.320 (a)(3)(i)	❍ Yes ❍ No
Goals are designed to meet the child's needs that result from the child's disability 300.320(a)(2)(i)	❍ Yes ❍ No
Goals enable the child to be involved in and make progress in the general education curriculum 300.320(a)(2)(i)(A)	❍ Yes ❍ No
For children with disabilities who take alternate assessments, short-term objectives are written. 300.320(a)(2)(ii); 4.03(6)(f)	❍ Yes ❍ No ❍ N/A
Notes:	

Service Delivery Statement

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

Recommended Placement in the LRE

Placement decision was made by a group of persons including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options 300.116(a)(1);	❍ Yes ❍ No
In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs 300.116(d);	❍ Yes ❍ No
Student participates with children without disabilities to the maximum extent appropriate to identified needs 300.114(2)(i)	❍ Yes ❍ No
An explanation of the extent, if any, to which the child will not participate with children without disabilities 300.320(a)(5)	❍ Yes ❍ No

Prior Written Notice

Evidence that PWN was provided when the AU proposed or refused to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child 300.503; 6.02(3)	❍ Yes ❍ No
Notes:	

Appendix B: Evaluation/Reevaluation

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

A variety of technically sound assessment tools and strategies were used to gather relevant information about the child, including information provided by the parent 300.304(b)(1); 4.02(4) and (5)	❍ Yes ❍ No
Child was assessed in all areas of suspected disability 300.304(c)(4); 4.02(4) and (5)	❍ Yes ❍ No
Evaluation was sufficiently comprehensive to identify all of the child's special education and related services needs 300.304(c)(6); 4.02(4) and (5)	❍ Yes ❍ No
Did the team consider the question: "Can the child receive reasonable educational benefit from general education alone?" 300.306(b)(1)(i); 2.08	Evidence this was **considered?** ❍ Yes ❍ No
Did the team consider the question: "Is the child's performance due to the lack of instruction in reading and/or math?" 300.306(b)(1)(ii); 2.08	Evidence this was **considered**? ❍ Yes ❍ No
Did the team consider the question: "For the child whose primary language is other than English is limited English acquisition the primary cause of the child's learning problems?" 300.306(b)(1)(iii); 2.08 If "Yes" explain:	Evidence this was **considered**? ❍ Yes ❍ No
Reevaluation conducted at least every 3 years, unless evidence exists that the parent and the AU determine that a reevaluation is unnecessary. 300.303(b)(1) and (2) 4.02(5)	❍ Yes ❍ No
Per ECEA, once a written special education referral has been initiated, the initial IEP is completed within 90 calendar days from the point of initiation of the special education referral. 4.03(1)(d)	❍ Yes ❍ No ❍ N/A

Evidence that PWN was provided when the AU proposed or refused to initiate or change the identification of the child 300.503; 6.02(3)	❍ Yes ❍ No
Evidence that PWN was provided when the AU proposed or refused to initiate or change an evaluation of the child 300.503; 6.02(3)	❍ Yes ❍ No
Evidence that PWN was provided when the AU proposed or refused to initiate or change the educational placement of the child. 300.503; 6.02(3)	❍ Yes ❍ No
Evidence that PWN was provided when the AU proposed or refused to initiate or change the provision of FAPE to the child 300.503; 6.02(3)	❍ Yes ❍ No
Notes:	

Appendix C: Manifestation Determination

Manifestation determination was held after child was removed for 10 consecutive days, or for 10 cumulative days, when those removals constitute a pattern 300.530(e); 300.530(b); 6.02(10)	○ Yes ○ No
Manifestation determination is held within 10 school days of the disciplinary removal 300.530(e); 6.02(10)	○ Yes ○ No
Services were provided to the child after disciplinary removal beyond 10 school days 300.530(b)(2) and (d)(1); 6.02(10)	○ Yes ○ No
Student was returned to the placement from which he/she was removed, unless the parent and the LEA agreed to a change of placement 300.530(f)(2); 6.02(10)	○ Yes ○ No
Notes:	

Appendix E: Sensory Disabilities

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

Appendix F: Transfer

For a child with a disability who transfers from within state to a public agency in Colorado within the same school year, evidence exists that the AU provided the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency). 300.323(e); 4.03(1)(f)	○ Yes ○ No
For a child with a disability who transfers from out of state to a public agency in Colorado within the same school year, evidence exists that the AU provided the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency). 300.323(f); 4.03(1)(g)	○ Yes ○ No
Notes:	