

Colorado Continuous Improvement Process: Self-Audit for Compliance Data Collection Protocol

All AUs will provide these data to the ESSU Data Management System. The ESSU Data Management System will be accessed via CDE's Single Sign-On Identity Management System.

An electronically-generated random list of 3% of an AUs' students will be provided to each AU, with a minimum number of 10 file reviews and a maximum of 50 file reviews will be required per year.

The required elements for submission in each record review for each student in the randomly generated list will be completed by the AU in the ESSU Data Management System. If a student is not able to be located or has deceased or has returned to school, a replacement student will be randomly generated (following the documentation of the student's non-participation).

A complete record review for compliance (i.e., required and optional elements for submission) will be available to each AU. The AU Director may choose to complete all items of a record review (required and optional) as a means to inform new staff or provide data for evaluation reviews. However, only the items marked as required for submission will be reported to the ESSU for the self-audit.

COMPREHENSIVE STUDENT RECORD REVIEW

		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
Student Information:	SASID	X		
	DoB	X		
	IEP date	X		
	Eligibility Category	X		
	School/District	X		
	Race/Ethnicity	X		
	ELL Status/Language	X		
	IEP Type	X		
	Early Childhood (Appendix A)	X		X
	Eval/Reeval (Appendix B)			X
	Manifest (Appendix C)			X
	PWN (Appendix D)			X
	Sensory (Appendix E)			X
	Transfer (Appendix F)			X
	Transition (Section 8)	X		X

Section 1: Type of Meeting				
<ul style="list-style-type: none"> If an ANNUAL review, proceed with this form. If an initial or reevaluation, complete an Evaluation Addendum prior to completing this form. 				
Section 2: Dates of Meetings				
<ul style="list-style-type: none"> Confirm dates with evidence in file. 				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
Evidence that IEP was written within 365 days of prior IEP 300.324(b)(1)(i); 4.03(3)	IEP Section 2: Dates of Meetings Date of last IEP	X		X
Reevaluation conducted at least every 3 years, unless: 300.303(a)(1) and (2) 4.02(5)	IEP Section 2: Dates of Meetings Date of last evaluation	X		X
Section 3: Student and Family Information				
<ul style="list-style-type: none"> Be sure to record student demographics and note information regarding ELL status, ACCESS scores, etc. in the Student Information section on page 1. 				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
Interpreter was provided if required 300.322(e); 4.03(7)(a)	IEP Section 3: Student and Family Information Yes No N/A		X	
Surrogate parent was assigned if required 300.519; 2.13; 2.33; 6.02(8)	IEP Section 3: Student and Family Information Yes No N/A		X	
Section 4: Procedural Safeguards				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
Parents were given copies of procedural safeguards:	IEP Section 4: Procedural Safeguards Prior Notice & Consent		X	

300.504; 6.02	for Evaluation File <i>NOTE: If an initial, parents may have already received at time of consent for evaluation.</i> Yes No			
Section 5: IEP Participants				
<ul style="list-style-type: none"> Reference the Notice of Meeting as well as the attendance page. Be sure attendees match invitees. Ensure that all required team members were present. If not, look for an Excusal Form. 				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
Meeting was scheduled at a mutually agreed-upon time and place 300.322(a)(2); 4.03(7) 4.03(8)	Notice of Meeting IEP Section 5: IEP Participants Date of Notice of meeting		X	
Purpose, time, and location of the meeting was defined 300.322(b)(1)(i); 4.03(7)(a)	Notice of Meeting Yes No		X	
Meeting participants were listed; WHO WILL ATTEND. (Meeting participants match roles on Notice of Meeting.) 300.322(b)(1)(i); 4.03(7)(a)	Notice of Meeting Meeting Attendees Yes No If no match, specify:		X	
The following individuals were in attendance at the meeting:				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
<ul style="list-style-type: none"> Parent 300.321(a)(1); 4.03(5)	IEP Section 5: IEP Participants Yes No		X	
Where parents did not attend, documentation of the methods used to ensure participation is evident (e.g., phone calls, correspondence,	Yes No N/A Note methods used to ensure participation		X	

record of visits) 300.322(c) and (d); 4.03(7)(a)				
General education teacher of the child, if the child is or may be participating in the gen ed environment 300.321(a)(2); 4.03(5)	IEP Section 5: IEP Participants Yes No		X	
Special education provider of the child 300.321(a)(3); 4.03(5)	IEP Section 5: IEP Participants Yes No		X	
Special education director/designee 300.321(a)(4); 4.03(5)(a)	IEP Section 5: IEP Participants Yes No		X	
An individual who can interpret the <u>instructional implications</u> of evaluation results 300.321(a)(5); 4.03(5)	IEP Section 5: IEP Participants <i>NOTE: This can be SpEd teacher, SLP</i> Yes No		X	
• Child with a disability, when appropriate 300.321(a)(7); 4.03(5)	IEP Section 5: IEP Participants Yes No		X	
If <u>any required</u> member of the IEP Team did not attend,				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
• Parent and LEA agreed in writing 300.321(e)(1) and (2)(i); 4.03(5)	IEP Team Member Excusal Yes No N/A		X	
• Member submitted, in writing, input into the IEP prior to the meeting 300.321(e) (2)(ii); 4.03(5)	IEP Team Member Excusal Yes No N/A		X	

<u>Section 6: Present Levels of Academic Achievement and Functional Performance</u>				
<ul style="list-style-type: none"> Information in this section should align with data and information in the Evaluation Report. Information should include current formal and informal evaluation information. 				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
Strengths of the child 300.324(a)(1)(i); 4.03	IEP Section 6: Present Levels of Academic Achievement and Functional Performance Yes No	X		X
The IEP team considered the most recent evaluation of the child 300.324(a)(iii); 4.03	IEP Section 6: Present Levels of Academic Achievement and Functional Performance <i>NOTE: Consider benchmark testing, curriculum-based assessments, progress monitoring data of interventions, etc. Data should be a summarized discussion or triangulation of data presented in order to develop measurable goals.</i> <i>For CLD students, look for input pertinent to second language (e.g., ACCESS scores, ELA input, parental input)</i> Yes No	X		X
Statement of the child's present levels of academic achievement and functional performance 300.320(a)(1); 4.03	IEP Section 6: Present Levels of Academic Achievement and Functional Performance Yes No	X		X
Academic, developmental, and functional needs of the child 300.324(a)(1)(iv); 4.03	IEP Section 6: Present Levels of Academic Achievement and Functional Performance Yes No	X		X

How the child's disability affects the child's involvement and progress in the general education curriculum 300.320(a)(1)(i) and (ii); 4.03	IEP Section 6: Present Levels of Academic Achievement and Functional Performance Yes No If no, explain:	X		X
Concerns of/input from the parent 300.324(a)(1)(ii); 4.03	IEP Section 6: Present Levels of Academic Achievement and Functional Performance Yes No	X		X
<u>Section 7: Consideration of Special Factors</u>				
<ul style="list-style-type: none"> • Ensure that appropriate plans are written to meet student needs. • Review plan, if available. For Sensory Disabilities, use a Sensory Disability Addendum. 				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
<ul style="list-style-type: none"> • Behavior plan 300.324(a)(2)(i); 4.03	IEP Section 7: Consideration of Special Factors Yes No		X	
<ul style="list-style-type: none"> • Learning Media plan 300.324(a)(2)(iii); 4.03(6)(b)	IEP Section 7: Consideration of Special Factors Yes No		X	
<ul style="list-style-type: none"> • Communication plan 300.324(a)(2)(iv); 4.03(6)(a)	IEP Section 7: Consideration of Special Factors Yes No		X	
<ul style="list-style-type: none"> • In the case of a child with limited English proficiency, the language needs of the child were considered 300.324(a)(2)(ii); 4.03	IEP Section 7: Consideration of Special Factors Yes No		X	
<ul style="list-style-type: none"> • Assistive technology 300.324(a)(1)(v); 2.03 2.04; 4.03	IEP Section 7: Yes No		X	

<u>Section 8: Post-School Considerations</u>				
<ul style="list-style-type: none"> For Secondary Transition use a Transition Addendum. 				
Beginning with the first IEP to be in effect when the child turns 15, or no later than the end of 9 th grade, (or earlier if deemed appropriate by the team) the IEP includes: 300.320(b); 4.03(6)(d)	IEP Section 8: Post-School Considerations	X		X
Appropriate measurable postsecondary goals in education/training ("will" not "want")	Y N	X		X
Appropriate measurable postsecondary goals in career/employment ("will" not "want")	Y N	X		X
Appropriate measurable postsecondary goals in independent living skills ("Will" not "want") (N/A is OK)	Y N N/A	X		X
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).	Y N N/A	X		X
Each PSG is based upon current (within the calendar year) age appropriate transition assessments 300.320(b); 4.03(6)(d)	Y N	X		X
All annual goals are <u>measurable</u> and directly and genuinely link to transition services and/or PSGs 300.320(b); 4.03(6)(d)	Y N	X		X
Transition services are a coordinated set of activities that are individualized, specific, linked to the PSGs, and	Y N	X		X

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); 4.03(6)(d)				
Course of study (class schedule) is multiyear from the current age of the student to exit, is specific, individualized, and linked to the PSGs 300.320(b); 4.03(6)(d)	Y N	X		X
Beginning not later than one year before the child reaches the age of majority under State law (21 in CO), the IEP must include a statement that the child has been informed of the transfer of rights 300.320(c); 4.03(6)(e); 6.02(9)	Y N		X	
For a child whose eligibility has terminated due to graduation or exceeding the age eligibility, a summary of performance has been written 300.305(e)(3); 4.02(6)(c)(ii)	Y N		X	
TRANSITION NOTICE				
Invitation indicates that a purpose of the meeting will be postsecondary goals and transition planning 300.322(b)(2)(i)(A); 4.03(7)(b)(i)(A)	Y N	X		X
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); 4.03(7)(b)(i)(B)	Notice of Meeting Student Notice of meeting (file) Y N	X		X

<p>If the parental notice of meeting indicates invitation of an outside agency, the student's file must contain written parental consent to invite the agency, dated prior to the documented agency invitation (n/a is OK)</p> <p>300.322(b)(2)(ii); 300.321(b)(3); 300.622(a)(2); 4.03(7)(b)(i)(C)</p>	<p>File (evidence of actual invitation to agency)</p> <p>Y N</p>	<p>X</p>		<p>X</p>
<p><u>Section 9: Annual Goals/Objectives</u></p> <ul style="list-style-type: none"> • Record the number of goals, and the number of goals that are measurable. • Goals should be aligned with information in the Evaluation Report and the PLAAFP. • Students eligible for alternate State assessments, short term objectives are required. 				
<p>Goals are measurable</p>	<p>Y N</p>	<p>X</p>		<p>X</p>
<p>Goals are rigorous</p>	<p>Y N</p>	<p>X</p>		<p>X</p>
<p>Goal measurements are appropriately aligned with targets</p>	<p>Y N</p>	<p>X</p>		<p>X</p>
<p>Goals are designed to meet the child's needs that result from the child's disability</p> <p>300.320(a)(2)(i); 4.03</p>	<p>Y N</p>	<p>X</p>		<p>X</p>
<p>Goals enable the child to be involved in and make progress in the general education curriculum</p> <p>300.320(a)(2)(i); 4.03</p>	<p>Y N</p>	<p>X</p>		<p>X</p>
<p>For children with disabilities who take alternate assessments, short-term objectives are written in the area in which the student is taking the alternate</p> <p>300.320(a)(2)(ii); 4.03(6)(f)</p>	<p>Y N</p>	<p>X</p>		<p>X</p>
<p>A description of how the child's progress toward meeting the annual goals will be measured, and when periodic reports on the</p>			<p>X</p>	

child's progress will be provided 300.320(a)(3)(i)and (ii); 4.03				
Section 10: Accommodations and Modifications				
<ul style="list-style-type: none"> Review to ensure that accommodations and modifications align with student needs. Accommodations and modifications are needed for district, State and alternate assessments. 				
Program accommodations and/or modifications or supports for school personnel 300.320(a)(4); 300.320(a)(6)(i); 4.03			X	
Supplementary aids and services 300.320(a)(4); 2.50; 4.03			X	
Statement describing whether the child will achieve local or individualized standards 4.03(6)(c)		X		X
Section 11: Extended School Year Determination				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
ESY was considered 300.106; 4.03	IEP Section 11: Extended School Year Determination Yes No		X	
Section 12: State/District Assessments				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
A statement of participation on district assessments 300.320(a)(6)(i); 4.03	IEP Section 12: State/District Assessments Yes No N/A		X	

A statement of any necessary accommodations for district assessments 300.320(a)(6)(i); 4.03	IEP Section 12: State/District Assessments Yes No N/A		X	
A statement of participation on State assessments 300.320(a)(6)(i); 4.03	IEP Section 12: State/District Assessments Yes No N/A		X	
A statement of any necessary accommodations on State assessments 300.320(a)(6)(i); 4.03	IEP Section 12: State/District Assessments Yes No N/A		X	
For a child who takes an alternate assessment, a statement why the child cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate for the child 300.320(a)(6)(ii)(A) and (B); 4.03	IEP Section 12: State/District Assessments Yes No N/A		X	
Section 13: Service Delivery Statement				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
<ul style="list-style-type: none"> Special education services 300.320(a)(4); 2.43; 4.03	IEP Section 13: Service Delivery Statement Yes No		X	
<ul style="list-style-type: none"> Related services 300.320(a)(4); 2.37; 4.03	IEP Section 13: Service Delivery Statement Yes No		X	
Services are designed to enable the child to <ul style="list-style-type: none"> advance appropriately toward attaining the annual goals, and to be involved in and make progress in the 	IEP Section 13: Service Delivery Statement IEP Section 10: Accommodations and Modifications Yes No N/A Describe alignment of	X		X

<p>general education, and</p> <ul style="list-style-type: none"> to participate in extracurricular and other nonacademic activities, and to participate with other children with and without disabilities <p>300.320(a)(4)(i) through (iii); 2.50; 4.03</p>	<p>services to identified needs and goals</p>			
<p>Projected date for the beginning of the services and modifications</p> <p>300.320(a)(7); 4.03</p>	<p>IEP Section 13: Service Delivery Statement</p> <p>Yes No</p>		X	
<p>Anticipated frequency, location and duration of services and modifications</p> <p>300.320(a)(7); 4.03</p>	<p>IEP Section 13: Service Delivery Statement</p> <p>Yes No</p>		X	
<p>IEP was implemented as soon as possible following IEP meeting</p> <p>300.103(c)</p>	<p>IEP Section 13: Service Delivery Statement</p> <p>Service provider logs</p> <p>Yes No</p> <p>If no, note date of beginning of services:</p>		X	
<p>IEP was in effect at the beginning of the school year</p> <p>300.323(a); 4.03(1)(a)</p>	<p>IEP Section 13: Special Education and Related Services</p> <p>Yes No</p>		X	
<p><u>Section 14: Recommended Placement in the LRE</u></p>				
		<p>Required for submission in each record review</p>	<p>Optional for submission in each record review; may be used for staff evaluations, to support training procedures</p>	<p>May be required for submission in a targeted record review</p>
<p>Placement decision was made by a group of persons including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the</p>	<p>IEP Section 5: IEP Participants</p> <p>Yes No</p>		X	

<p>placement options 300.116(a)(1); 2.28; 2.50 4.03(8); 5.01(2)(c);</p>				
<ul style="list-style-type: none"> Is based on the child's IEP <p>300.116(b)(2); 4.03(3); 5.01(2)(c)</p>	<p>IEP Section 14: Recommended Placement in the Least Restrictive Environment</p> <p>IEP Section 6: Present Levels of Academic Achievement and Functional Performance</p> <p>Yes No</p> <p>If no, describe misalignment of placement to need, goals, services:</p>	<p>X</p>		<p>X</p>
<p>In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; the child:</p> <p>300.116(d); 5.01(2)(c)</p>	<p>IEP Section 14: Recommended Placement in the Least Restrictive Environment</p> <p>PWN</p> <p>IEP Section 13:Services</p> <p>Yes No</p> <p>If no, describe</p>	<p>X</p>		<p>X</p>
<p>Is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.</p> <p>Is removed from regular education environment only when the nature or severity of the disability cannot be achieved satisfactorily even with supplementary aids and services</p> <ul style="list-style-type: none"> Child participates with nondisabled children to the maximum extent appropriate to identified needs <p>300.116(d); 300.116(e); 300.114(2)(i) and (ii);</p>	<p>IEP Section 14: Recommended Placement in the Least Restrictive Environment</p> <p>Yes No</p> <p>If no, describe misalignment of LRE to needs, goals, services, placement:</p>	<p>X</p>		<p>X</p>

5.01(2)(c)				
An explanation of the extent, if any, to which the child will not participate with children without disabilities 300.320(a)(5); 4.03	IEP Section 14: Recommended Placement in the Least Restrictive Environment <i>Note: Percent of time is acceptable response. NOT looking for rationale</i> Yes No If no, describe misalignment:	X		X
Parents provided copy of the IEP at no cost to the parent 300.322(f); 4.03	IEP Section 14 Yes No		X	
<u>Section 15: Prior Written Notice</u> <ul style="list-style-type: none"> Section 15 should be completed AFTER the IEP meeting. If that is done, there is no need to complete a <u>separate</u> PWN form. If there is no Section 15 in the AU's IEP, then a separate PWN must be completed. (Ask Wendy if this needs to be done or if the AU can document this information within the Service Delivery Statement, PLAAFP, etc.) Section 15 refers parents to specific sections of the IEP that provide a description of the action proposed (services) and the information on which that proposal was based (PLAAFP.) All other areas in Section 15 must be completed. While it may be appropriate to state "none", "N/A" or a blank section is never appropriate. 				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
PWN was provided when the AU proposed or refused to initiate or change ... 300.503; 6.02(3)	IEP Section 15: Prior Written Notice		X	
<ul style="list-style-type: none"> An explanation of why the AU proposed or refused that action 	Prior Notice of Special Education Action form <i>NOTE: If an AU does not have an IEP with Section 15, look for the information in Meeting Notes or other sections of the IEP, i.e. LRE, Statement of Service Delivery, PLAAFP, etc.</i>		X	
<ul style="list-style-type: none"> Sources for the parent to contact 			X	
<ul style="list-style-type: none"> Description of other options considered, and why they were rejected 	Yes No		X	

<ul style="list-style-type: none"> • Description of other relevant factors 			X	
<ul style="list-style-type: none"> • Provided in the parent's native language or other mode of communication 			X	
Appendix A: EARLY CHILDHOOD ADDENDUM				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
<p>For a child transitioning from Part C to Part B, an IEP was developed by the child's third birthday</p> <p>300.124; 4.03(1)(c); 5.01(6)</p>	<p>Date of 3rd birthday:</p> <p>Date IEP was developed:</p>		X	
<p>An IEP was implemented by the child's third birthday; or, if the child's third birthday occurs during the summer, the child's IEP Team determined the date when services under the IEP or IFSP will begin.</p> <p>300.101(b)(i) and (ii); 300.124(a) and (b); 4.03(1)(c); 5.01(6)</p>	<p>Date services began:</p>	X		X
<p>The AU participated in a transition planning conference held to ensure a smooth transition from Part C to Part B services</p> <p>300.124(c); 4.03(1)(c)</p>	<p>IFSP Transition Conference Page document</p> <p>Yes No N/A</p>		X	
<p>At the request of the parents, an invitation to the IEP meeting was sent to Part C service provider</p> <p>300.321(f); 5.01(6)</p>	<p>Notice of Meeting</p> <p>Yes No N/A</p>		X	
<p>Services are delivered by an Early Childhood Special Educator (ECSE)</p>	<p>Service Delivery Statement</p> <p>Staff licensure list</p>	X		X

300.124; 3.03(2); 3.04; 4.03(1)(c); 5.01(6)	Yes No N/A			
Appendix B: Evaluation/Reevaluation				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
PWN was provided to parents, describing evaluation procedures proposed 300.503(b)(3) 300.304(a) 4.02(3)(b)	Prior Notice & Consent for Evaluation Note: look for separate PWN if not using combined PWN and Consent for Eval form Y N		X	
PWN contains the required elements: 300.503; 6.02(3)	Y N		X	
● description of the action proposed or refused	Y N		X	
● an explanation of why the AU proposed or refused that action	Y N		X	
● procedural safeguards were provided	Y N		X	
● sources for the parent to contact	Y N		X	
● description of the information used as a basis for the proposed or refused action	Y N		X	
● description of other options considered, and why they were rejected	Y N		X	
● description of other relevant factors	Y N		X	

<ul style="list-style-type: none"> provided in the parent's native language or other mode of communication 	Y N		X	
Parental consent for <u>initial</u> evaluation was obtained prior to evaluation 300.300(a)(1)(i) 2.10 4.01 4.02(4)(a)	Y N Date consent received:	X		X
Parental consent for <u>reevaluation</u> was obtained prior to evaluation 300.300(c)(1)(i) 2.10 4.02(4)(a) 4.02(5)	Y N Date consent received:		X	
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:	X		X
If no additional assessments were determined to be necessary			X	
<ul style="list-style-type: none"> Parent was informed of that decision and the reason for it 300.305(d)(1)(i) 4.02(4)	Yes No N/A		X	
<ul style="list-style-type: none"> Parent was informed of their right to request an assessment 300.305(d)(1)(ii) 4.02(4)	Yes No N/A		X	
Parents were provided procedural safeguards at request for <u>initial</u>	Y N		X	

<u>consent for evaluation</u> 300.504(a)(1) through (4) 4.02(3)(b)				
Parental consent for <u>initial provision of services</u> was obtained prior to onset of services 300.503 4.01	Yes No N/A	X		X
PWN and Consent for Provision of Services contains the required elements: 300.503; 6.02(3)			X	
<ul style="list-style-type: none"> description of the action proposed or refused 	Y N		X	
<ul style="list-style-type: none"> an explanation of why the AU proposed or refused that action 	Y N		X	
<ul style="list-style-type: none"> procedural safeguards were provided 	Y N		X	
<ul style="list-style-type: none"> sources for the parent to contact 	Y N		X	
<ul style="list-style-type: none"> description of the information used as a basis for the proposed or refused action 	Y N		X	
<ul style="list-style-type: none"> description of other options considered, and why they were rejected 	Y N		X	
<ul style="list-style-type: none"> description of other relevant factors 	Y N		X	
<ul style="list-style-type: none"> provided in the parent's native language or other mode of communication 	Y N		X	
Follow up to vision and hearing screening (preschool, kindergarten, grades 1,	Yes No N/A			

<p>2, 3, 5, 7 and 9 yearly)</p> <ul style="list-style-type: none"> • Appropriate educational referrals were made if the child was suspected of having an educationally significant vision or hearing loss and • Parents were informed of any need for further medical evaluation <p>4.02(2)(c)(iii)</p>			X	
<p>Assessments were administered by trained and knowledgeable personnel</p> <p>300.304(c)(1)(iv); 4.02(4) and (5)</p>			X	
<p>A variety of technically sound assessment tools and strategies were used to gather relevant information about the child, including information provided by the parent</p> <p>300.304(b); 4.02(4) and (5)</p>		X		X
<p>Evaluation materials are selected and administered so as not to be discriminatory on a racial or cultural basis</p> <p>300.304(c)(1)(i); 4.02(4) and (5)</p> <p>AND</p> <p>Evaluation materials are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do</p> <p>300.304(c)(1)(ii); 4.02(4) and (5)</p>			X	
<p>Child was assessed in all areas of suspected disability</p>		X		X

300.304(c)(4); 4.02(4) and (5)				
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)		X		X
Meeting to discuss initial evaluation was held within a reasonable period of time 4.02(6)(a)			X	
A group of qualified professionals (including the child's regular teacher and at least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher) and the parent of the child determined whether the child is a child with a disability 300.306(a)(1); 2.20 ; 3.04; 4.02(4) through (6)			X	
Eligibility questions were considered by the IEP team:			X	
<ul style="list-style-type: none"> Can the child receive reasonable educational benefit from general education alone? 300.306(b)(1)(i); 2.08		X		X
<ul style="list-style-type: none"> Is the child's performance due to the lack of instruction in reading and/or math? 300.306(b)(1)(ii); 2.08		X		X

<ul style="list-style-type: none"> For the child whose primary language is other than English, is limited English acquisition the primary cause of the child's learning problems? <p>300.306(b)(1)(iii); 2.08</p>		X		X
Is the information above in contradiction with any information in the eval report or the IEP?		X		X
Pertinent and specific information regarding determination of eligibility was considered for suspected disability			X	
A copy of the Evaluation Report and Determination of Disability was provided to the parent			X	
Reevaluation and eligibility meeting held to determine change of disability, including exit from special education			X	
Reevaluation conducted at least every 3 years, unless:		X		X
<ul style="list-style-type: none"> Evidence exists that the parent and the AU determine that a reevaluation is unnecessary <p>300.305(d)(1); 4.02(5)</p>			X	

<p><i>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.</i></p> <p>4.03(1)(d)</p>		X		X
Appendix C: Manifestation Determination				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
Dates of disciplinary removals			X	
<p>The AU notifies the parent of the decision to make a removal that constitutes a change of placement because of a violation of a code of student conduct, on the date that decision is made</p> <p>300.530(h); 300.504(a)(3); 6.02(10)</p>			X	
<p>Manifestation determination was held after child was removed for 10 consecutive days, or for 10 cumulative days, when those removals constitute a pattern</p> <p>300.530(e); 300.530(b); 6.02(10)</p>		X		X
<p>Manifestation determination is held within 10 school days of the disciplinary removal</p> <p>300.530(e); 6.02(10)</p>		X		X
All relevant information in the student's file was				

reviewed 300.530(e); 6.02(10)			X	
Services were provided to the child after disciplinary removal beyond 10 school days 300.530(b)(2) and (d)(1); 6.02(10)		X		X
Functional behavioral assessment was conducted (if manifestation found) 300.530(f)(1)(i); 6.02(10)			X	
Review/develop behavioral intervention plan (if manifestation found) 300.530(f)(1)(ii); 6.02(10)			X	
Parents were given procedural safeguards 300.530(g); 6.02(10)			X	
Evidence that school personnel removed student who violated a code of conduct was removed to an appropriate interim alternative educational setting: 300.530(g); 6.02(10)			X	
<ul style="list-style-type: none"> for not more than 45 school days without regard to whether the behavior was determined to be a manifestation of the child's disability, if the child: 			X	
<ul style="list-style-type: none"> Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA; Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a 			X	

<p>controlled substance, while at school, on school premises, or at a school function, or</p> <ul style="list-style-type: none"> Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function 				
<p>Student was returned to the placement from which he/she was removed, unless the parent and the LEA agreed to a change of placement</p> <p>300.530(f)(2); 6.02(10)</p>		X		X
<p>Parents were provided with prior written notice</p> <p>300.503; 6.02(10)</p>			X	
<p>Evidence that PWN was provided when the AU proposed or refused to initiate or change ...</p> <p>300.503; 6.02(3)</p> <p><i>Identify reason PWN required</i></p>			X	
<p>PWN contains the required components:</p>			X	
<ul style="list-style-type: none"> description of the action proposed or refused 			X	
<ul style="list-style-type: none"> an explanation of why the AU proposed or refused that action 			X	
<ul style="list-style-type: none"> procedural safeguards were provided 			X	
<ul style="list-style-type: none"> sources for the parent to contact 			X	

<ul style="list-style-type: none"> description of the information used as a basis for the proposed or refused action 			X	
<ul style="list-style-type: none"> description of other options considered, and why they were rejected 			X	
<ul style="list-style-type: none"> description of other relevant factors 			X	
<ul style="list-style-type: none"> provided in the parent's native language or other mode of communication 			X	
Appendix D: Prior Written Notice				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
Evidence that PWN was provided when the AU proposed or refused to initiate or change ... 300.503; 6.02(3) <i>Identify reason PWN required</i>		X		X
PWN contains the required components:			X	
<ul style="list-style-type: none"> description of the action proposed or refused 			X	
<ul style="list-style-type: none"> an explanation of why the AU proposed or refused that action 			X	
<ul style="list-style-type: none"> procedural safeguards were provided 			X	
<ul style="list-style-type: none"> sources for the parent to contact 			X	

<ul style="list-style-type: none"> description of the information used as a basis for the proposed or refused action 			X	
<ul style="list-style-type: none"> description of other options considered, and why they were rejected 			X	
<ul style="list-style-type: none"> description of other relevant factors 			X	
<ul style="list-style-type: none"> provided in the parent's native language or other mode of communication 			X	
Appendix E: Sensory Disabilities				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
<p>A teacher in the student's area of sensory disability was part of the assessment and IEP development</p> <p>300.321; 4.03(5)</p>			X	
<p>A Learning Media Plan is on file for <u>students with vision disability, including deaf-blind</u>, which includes:</p> <p>300.324(a)(2)(iii); 4.03(6)(b)</p>		X		X
<ul style="list-style-type: none"> A statement of how the selected literacy mode/modes will be implemented as the student's primary or secondary mode for achieving literacy, and why such mode/modes were selected A statement of how the student's instruction in the selected literacy 			X	

<p>mode/modes will be integrated into educational activities</p> <ul style="list-style-type: none"> • The date on which the student's instruction in the selected mode(s) will begin, the amount of instructional time to be dedicated to each literacy mode, and the service provider responsible for each area of instruction • A statement of the level of competency in each selected literacy mode which the student should achieve by the end of the period covered by the IEP <p>300.324(a)(2)(iii); 4.03(6)(b)</p>				
<ul style="list-style-type: none"> • If Braille is listed as the primary or secondary learning media, the Learning Media Plan notes that the teacher of instruction is Braille competent <p>300.324(a)(2)(iii); 4.03(6)(b)</p>			X	
<p>A Communication Plan is on file for <u>students who are deaf/hearing impaired or deaf-blind</u>, which includes:</p>		X		X
<ul style="list-style-type: none"> • A statement identifying the child's primary mode of communication as one or more of the following: Aural, Oral, Speech-based, English-based Manual or Sign System, or American Sign Language. (The statement 			X	

<p>should reflect how the child communicates, rather than what the program provides or how the adults communicate.)</p> <ul style="list-style-type: none"> • A statement documenting that an explanation was given to the team of all educational options provided by the school district and available to the child. • A statement recording that the IEP team considered the availability of deaf/hard of hearing adult role models and a deaf/hard of hearing peer group of the child's communication mode or language while considering the child's needs • A statement documenting that the teachers, interpreters, and other specialists delivering the communication plan to the student must have demonstrated proficiency in, and be able to accommodate for, the child's primary communication mode or language. • A statement or list of the communication-accessible academic instruction, school services, and extracurricular 				
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<p>activities the student will receive or engage in</p> <ul style="list-style-type: none"> If sign language is listed as the primary or secondary communication mode, the Communication Plan notes that the interpreter is qualified (CDE/Authorization: Educational Interpreter) <p>300.324(a)(2)(iv); 2.09; 4.03(6)(a); 3.04(1)(f)</p>				
Appendix F: Transfer				
		Required for submission in each record review	Optional for submission in each record review; may be used for staff evaluations, to support training procedures	May be required for submission in a targeted record review
<p>Amendment to IEP mutually agreed to by parent and AU/SOP</p> <p>300.324(a)(4) and (6); 4.03(2)(d)</p>			X	
<p>For student placed out of district by the AU:</p>			X	
<ul style="list-style-type: none"> Facility representative participated in the IEP, either in person or by some other means <p>4.03(5)(c)</p>			X	
<p>Reevaluation has occurred, and the IEP has been reviewed and/or modified to support significant changes in placement</p> <p>300.114(a)(2); 4.03(8)(b)(ii) 8.01(2)(e)</p>			X	
<ul style="list-style-type: none"> indicates that the IEP has been reviewed and/or 			X	

modified to support the out of district program				
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: 300.323(e); 4.03(1)(f)		X		X
<ul style="list-style-type: none"> provided the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency), OR 		X		X
<ul style="list-style-type: none"> conducted an evaluation to determine eligibility, AND/OR 			X	
<ul style="list-style-type: none"> Developed, adopted, and implemented a new IEP, if appropriate, that met the applicable requirements 			X	
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: 300.323(f); 4.03(1)(g)		X		X
<ul style="list-style-type: none"> provided the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency), OR 		X		X
<ul style="list-style-type: none"> conducted an evaluation to determine eligibility, AND/OR 			X	

<ul style="list-style-type: none">Developed, adopted, and implemented a new IEP, if appropriate, that met the applicable requirements			X	
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