

## Standard Record Review Instructions

Present Levels of Academic Achievement and Functional Performance (PLAAFP)		
Information in this section should align with data and information in the Evaluation Report. Information should include current formal and informal evaluation information.		
Data Element	Source	Instructions
<ul style="list-style-type: none"> <li>Strengths of the child §300.324(a)(1)(i);4.03</li> <li>The IEP Team considered the most recent evaluation(s) of the child §300.324(a)(iii); 4.03</li> </ul>	IEP Section: Present Levels of Academic Achievement and Functional Performance (PLAAFP)	<ul style="list-style-type: none"> <li><i>The student's strengths and personal interests, as well as concerns regarding the student's educational performance, physical development, social and emotional development, independent functioning (including vocational considerations, if appropriate) and participation in the home and community are discussed</i></li> <li><i>Results of the most recent formal and informal evaluation are included.</i></li> <li><i>The Team considered benchmark testing, curriculum-based assessments. Progress monitoring data of interventions, etc. Data is summarized and triangulated in order to develop measurable goals.</i></li> <li><i><b>For EL students,</b> documentation of the impact learning English has on accessing the general curriculum. e.g., ACCESS scores and interpretation, ELD staff and parent input</i></li> <li><i><b>Preschool/619:</b> Parent input includes extensive information about all languages that may be spoken in the home. When it is established that a young child is a dual language learner (DLL), best practice is to determine the language dominance of the child. An assessment of the child's language proficiency in both languages should be completed whenever possible. The use of a trained interpreter may be needed. In order</i></li> </ul>

<ul style="list-style-type: none"> <li>• Statement of the child’s present levels of academic achievement and functional performance §300.320(a)(1);4.03</li> <li>• Academic, developmental, and functional needs of the child §300.324(a)(1)(iv);4.03</li> <li>• 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</li> <li>• For preschool children as appropriate, how the disability affects the child’s participation in appropriate activities 300.320 (a)(1)(ii); 4.03</li> </ul>		<p>to be sufficiently comprehensive, all relevant languages must be assessed.</p> <ul style="list-style-type: none"> <li>• <b>Preschool/619:</b> ELD and ACCESS are not required at the preschool level</li> <li>• Review evaluation report against the PLAAF to identify needs and evaluations that address the areas of need.</li> <li>• The IEP Team (Team) describes the student’s need for instructional accommodations as well as the students’ progress toward any goals in the past school year.</li> <li>• The Team includes information about how the student’s disability affects his/her involvement and progress in the general education curriculum.</li> <li>• <b>Preschool/619:</b> their participation in appropriate activities and daily routines</li> <li>• The IEP must specifically address the impact of the student’s disability on his/her ability to participate and progress in general education curriculum expected at the student’s age level (“because of the student’s disability in reading, s/he has difficulty reading and understanding content material in science classes”...something this direct)</li> <li>• <b>Preschool/619:</b> Preschool children referred for special education may not have participated in formal learning settings yet, indicate clearly whether they have or not. Often professionals must predict, in an individualized way, how the child’s disability</li> </ul>
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<ul style="list-style-type: none"> <li>Concerns of/parent input §300.324(a)(i); 4.03</li> </ul>		<p><i>will likely affect the child’s involvement and progress in the general education curriculum. Children who have been enrolled in child care and/or preschool settings, specific information should be included from those settings to describe the impact of the disability on access to general education.</i></p> <ul style="list-style-type: none"> <li><i>The Team shares their expectations and vision of the student’s future, including short-term and long-term issues. The parents and the student for whom the IEP is being developed contribute their perspectives on interests, strengths and needs, a future vision and goals, and any other pertinent considerations.to general education.</i></li> </ul>
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		<b>EARLY CHILDHOOD</b>
		For students 3 through 5 years of age and in preschool the IEP includes:
<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	IEP: Early Childhood	<ul style="list-style-type: none"> <li><i>For children who are not yet enrolled in school, a projected date of when services are to begin is documented, not the IEP date.</i></li> </ul>
<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>Services are delivered by an Early Childhood Special Educator (ECSE) §300.124;3.03(2);3.04;4.03 (1)(c);5.01(6)</li> </ul>		<ul style="list-style-type: none"> <li><i>Documentation the AU Team participated in a transition planning meeting</i></li> <li><i>Initial IEP Notice of meeting includes the name and title of the Part C representative</i></li> <li><i>Credentials are documented on IEP and then verified through CDE licensure</i></li> </ul>

<ul style="list-style-type: none"> <li>The child has access to FAPE in the LRE and the Early Childhood LRE setting code matches the service provision for the student.</li> </ul>		<ul style="list-style-type: none"> <li><i>The student attends a “regular early childhood program.” (Defined by OSEP as a classroom that includes at least 50% of non-disabled 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 for 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).</i></li> </ul> <p><i>Note: The LRE setting codes apply to Kindergartners who are 5 years old (less than 6 prior to the December 1 count).</i></p>
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		<b>Secondary Transition</b>
		IEP Includes students 15 through 21 years of age
		Beginning with the first IEP to be in effect when the child turns 15, or no later than the end of 9 <sup>th</sup> grade, (or earlier if deemed appropriate by the team) the IEP includes: §300.320(b); 4.03(6)(d)(i)
<ul style="list-style-type: none"> <li>• Appropriate measurable postsecondary goals in <b>education/training</b> (“will” not “want”) §300.320 (b)(1); 4.03 (6)(d)(ii)</li> <li>• Appropriate measurable postsecondary goals in <b>career/employment</b> (“will” not “want”) §300.320 (b)(1); 4.03 (6)(d)(ii)</li> <li>• Appropriate measurable postsecondary goals in <b>independent living skills</b> (“Will” not “want”) (N/A is OK) §300.320(b)(1); 4.03 (6)(d)(ii)</li> <li>• 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)</li> <li>• Each postsecondary goal is based upon current age appropriate transition assessments §300.320(b)(1); 4.03(6)(d)(ii)</li> </ul>	IEP: Secondary Transition	<p><i>The IEP contains appropriate, measurable postsecondary goals in the areas of:</i></p> <ul style="list-style-type: none"> <li>• <i>Education/Training</i></li> <li>• <i>Career/Employment</i></li> <li>• <i>Independent Living Skills, if appropriate. N/A is acceptable</i></li> </ul> <p><i>Note: The PSG are measurable outcomes (“will,” not “want,”) and must identify goals <u>after</u> the student exits public school, including receiving 18-21 services.</i></p> <ul style="list-style-type: none"> <li>• <i>Appropriate measurable postsecondary goals are updated annually. A statement in the PLAAFP indicates the PSGs were considered, reviewed and then updated if necessary based on assessment information.</i></li> <li>• <i>The IEP contains evidence of current assessments that provided information on which to base the measurable postsecondary goals.</i></li> </ul>

<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul>		<ul style="list-style-type: none"> <li>• <i>IEP includes documentation of multiyear courses of study that will reasonably enable the student to meet his or her postsecondary goals. (Specific and individualized and linked to the PSGs)</i></li> <li>• <i>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)</i></li> <li>• <i>Evidence that the student was invited to the IEP meeting dated prior to the IEP.</i></li> <li>• <i>Evidence that a purpose of the meeting is identified as transition.</i></li> </ul>
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<ul style="list-style-type: none"> <li>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)</li> </ul>		<ul style="list-style-type: none"> <li><i>Documentation of parental consent to invite community agencies is dated prior to IEP meeting invitation date</i></li> </ul>
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	<h3 style="text-align: center;">Annual Goals/Objectives</h3> <p>Goals are aligned with information in the Evaluation Report and the PLAAFP.</p> <p>Students eligible for <b>alternate</b> State assessments, <b>short-term objectives</b> are required.</p>	
<ul style="list-style-type: none"> <li>For transition IEPs, all annual goals directly and genuinely link to transition services and/or postsecondary goals 300.320(b)(2)</li> <li>Goals are <b>measurable</b>. § 300.320(a)(2)(i)</li> <li>Measurement strategies are appropriately <b>aligned with the metric identified in the measureable targets within the goal statement</b>. § 300.320 (a)(3)(1)</li> <li>Goals are designed to meet the child's needs that result from the child's disability. §300.320(a)(2)(i)</li> </ul>	<p>IEP: Annual Goals and/or Objectives</p>	<ul style="list-style-type: none"> <li><i>Annual goals are measurable and directly and genuinely link to transition services and/or PSGs (Each PSG must have at least one annual goal that is direct specific and genuinely linked to the PSG.)</i></li> </ul>

<ul style="list-style-type: none"> <li>Goals enable the child to be involved in and make progress in the general education curriculum §300.320(a)(2)(i)(A)</li> <li>For children with disabilities who take alternate assessments, short-term objectives are written. §300.320(a)(2)(ii); 4.03(6)(f)</li> </ul>		<ul style="list-style-type: none"> <li>Students eligible for <b>alternate</b> State assessments, <b>short term objectives</b> are required</li> </ul>
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	<p style="text-align: center;"><b>Service Delivery Statement</b></p> <p>Statement of types and anticipated location of all special education services to be provided to and on behalf of the student.</p>	
<ul style="list-style-type: none"> <li>Services are designed to enable the child to advance appropriately toward attaining the annual goals §300.320(a)(4)(i)</li> <li>Services are designed to enable the child to be involved in and make progress in the general education §300.320(a)(4)(ii)</li> <li>Services are designed to enable the child to participate in extracurricular and other nonacademic activities §300.320(a)(4)(ii)</li> </ul>	<p>IEP: Service Delivery Statement</p>	<ul style="list-style-type: none"> <li>Services are clearly linked to statements in the PLAAFP, and reasonably assist the student in meeting the measurable annual goals.</li> <li>Services, related services and supplementary aids and services, as well as accommodations and modifications are clearly linked to statements in the PLAAFP, and designed to reasonably assist the student in meeting the measurable annual goals.</li> <li>Documentation as to how the student will participate in extracurricular and other nonacademic activities</li> </ul>

<ul style="list-style-type: none"> <li>Services are designed to enable the child to participate with other children with and without disabilities §300.320(a)(4) (iii)</li> </ul>		<ul style="list-style-type: none"> <li>Statement as to how the child will participate with other children with and without disabilities</li> </ul>
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<p style="text-align: center;"><b>Recommended Placement in the LRE</b></p> <p style="text-align: center;"><i>The continuum of services a student receives in his/her educational environment</i></p>		
<ul style="list-style-type: none"> <li>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); 2.28; 2.50 4.03(8); 5.01(2)(c); 300.116(b)(2); 4.03(3); 5.01(2)(c)</li> <li>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); 5.01(2)(c)</li> </ul>	<p>IEP: Recommended Placement in the Least Restrictive Environment</p>	<ul style="list-style-type: none"> <li><i>Qualitative review: are there clear links between the services needed, the child's placement, and the plan being provided by the AU?</i></li> <li><b>Rationale for placement must be clearly articulated only when the student is removed from typical peers.</b> Information may not be solely articulated in the LRE section, but may need to be extrapolated from the body of the IEP, and may be found in PWN. There are boxes to check in this section of the IEP to indicate that the team considered advantages and disadvantages of the placement and that the child participates with nondisabled peers to the maximum extent appropriate.</li> </ul>

<ul style="list-style-type: none"> <li>• Child participates with children without disabilities to the maximum extent appropriate to identified needs §300.116(d); 300.116(e); 300.114(2)(i) and (ii); 5.01(2)(c)</li>   <li>• An explanation of the extent, if any, to which the child will not participate with children without disabilities §300.320(a)(5); 4.03</li> </ul>		<ul style="list-style-type: none"> <li>• <i>The student is removed from the regular education environment only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily even with supplementary aids and services</i></li>   <li>• <i>Note evidence that students have opportunities to participate in activities with students who are not disabled. Percentage of time in gen education is acceptable</i></li>   <li>○ <b>Preschool/619:</b> <i>Educational environments codes for children ages 3 – 5 are not based on percentage of time, but rather the number of hours of general education AND where services are provided. The number of hours listed in this box aligned with education environments code. If gen education hours are less than 10 hours per week, additional information will be needed to determine why.</i></li> </ul>
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	<p><b>Prior Written Notice -Embedded</b></p> <p><i>For the most part, anticipate that PWN will be provided following an annual review; initial services; change in services; student no longer qualifies; manifestation resulting in removal from school; and refusal by the AU to evaluate for special education and in the event the parents revoke their consent to special education services.</i></p>	
<ul style="list-style-type: none"> <li>Evidence that PWN was provided when the AU proposed or refused to initiate or change the <b>identification, evaluation, educational placement</b> or the <b>provision of FAPE</b> to the child §300.503; 6.02(3)</li> </ul>	<p>IEP: Prior Written Notice</p>	<ul style="list-style-type: none"> <li>A description of other options considered, and why they were rejected-for all options considered, there is a rationale for the decision to reject the option; this field may note, “none considered at this time;” N/A is not an appropriate response ; blank is not acceptable</li> <li>A description of other relevant factors- information may be available here, or the AU may indicate “none considered;” N/A is not an appropriate response; blank is not acceptable</li> <li>Procedural safeguards were provided</li> <li>Sources for the parent to contact</li> </ul>

	<p><b>Appendix B: Evaluation/Reevaluation/Long Form PWN</b></p> <p><i>For the most part, anticipate that PWN will be provided following an annual review; initial services; change in services; student no longer qualifies; manifestation resulting in removal from school; and refusal by the AU to evaluate for special education and in the event the parents revoke their consent to special education services.</i></p>	
<ul style="list-style-type: none"> <li>Parental consent for <u>initial</u> evaluation/re-evaluation was obtained prior to evaluation <b>Initial Evaluation</b> §300.300(a)(1)(i);2.10;4.01; 4.02(4)(a) <b>Re-evaluation</b> §300.300(c)(1)(i);4.02(5)</li> </ul>		<p><b>All required content</b> is included (as listed on SRR). <b>Blank or N/A</b> are not appropriate responses to any question; “None at this time” may be acceptable PWN/Consent for evaluation/re-evaluation are documented in the IEP</p> <ul style="list-style-type: none"> <li>Specific assessments need not be listed, but domains to be evaluated are included</li> </ul>

<ul style="list-style-type: none"> <li>• 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)</li> <li>• Parental consent for <b>initial provision of services</b> was obtained prior to onset of services §300.503;4.01</li> <li>• 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); 4.02(4) and (5)</li> <li>• Child was assessed in all areas of suspected disability §300.304(c)(4); 4.02(4) and (5)</li> <li>• 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)</li> </ul>		<ul style="list-style-type: none"> <li>• <i>If <b>NO</b>, describe actions and data source</i></li> <li>• <i>Consent for initial provision of services is documented in the IEP (not required at annual or re-evaluation)</i></li> <li>• <i>Formal/informal assessments, observations, classroom and parental reports and a BoE is documented to substantiate the student’s areas of need</i></li> <li>• <i>Determined by the BoE/RtI progress monitoring data</i></li> <li>• <i>Triangulation of multiple formal and informal data interpreted by the Team with the parents as part of the team</i></li> </ul>
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<ul style="list-style-type: none"> <li>• Did the team consider the question: “Can the child receive reasonable educational benefit from general education alone?” §300.306(b)(1)(i); 2.08</li> <li>• 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</li> <li>• 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</li> <li>• 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)</li> <li>• 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)</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Documentation this was considered, “yes or no”</i></li> <li>• <i>Documentation this was considered, “yes or no”</i></li> <li>• <i>Documentation in this was considered, “yes or no”</i></li> <li>• <i>If yes, provide details on how this was considered</i></li> <li>• <i>Documentation in this was considered, “yes or no”</i></li> <li>• <i>Documentation of all assessments completed by 60 calendar days following receipt of signed consent to evaluation from the parent(s)/guardian(s).</i></li> </ul>
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<ul style="list-style-type: none"> <li>• Evidence that PWN was provided when the AU proposed or refused to initiate a change or <b>identification</b> of the child §300.503:6.02(3)</li> <li>• Evidence that PWN was provided when the AU proposed or refused to initiate or change an <b>evaluation</b> of the child §300.503:6.02(3)</li> <li>• Evidence that PWN was provided when the AU proposed or refused to initiate or change <b>the educational placement</b> of the child §300.503:6.02(3)</li> <li>• Evidence that PWN was provided when the AU proposed or refused to initiate or change <b>the provision of FAPE to the child</b> §300.503:6.02(3)</li> </ul>		<p><b>All required content</b> is included (as listed on SRR). <b>Blank or N/A</b> are not appropriate responses to any question; “None at this time” may be acceptable</p> <ul style="list-style-type: none"> <li>• A description of the action proposed or refused- Clearly describes what will be done</li> <li>• An explanation of why the AU proposed or refused that action- Clearly describes why the action will (or will not) be taken</li> <li>• A description of the information used as a basis for the proposed or refused action- description includes specific quantitative data as well as qualitative data</li> <li>• Specific assessments need not be listed, but domains to be evaluated are included</li> <li>• A description of other options considered, and why they were rejected-for all options considered, there is a rationale for the decision to reject the option; this field may note, “none considered at this time;” N/A is not an appropriate response ; blank is not acceptable</li> <li>• A description of other relevant factors- information is available here, or the AU may indicate “none considered;” N/A is not an appropriate response; blank is not acceptable</li> <li>• Procedural safeguards were provided</li> <li>• Sources for the parent to contact</li> </ul>
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## Appendix C: Manifestation Determination

	<b>Appendix C: Manifestation Determination</b>	
<ul style="list-style-type: none"> <li>• 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)</li>   <li>• Manifestation determination is held within 10 school days of the disciplinary removal §300.530(e); 6.02(10)</li>   <li>• Services were provided to the child after disciplinary removal beyond 10 school days §300.530(b)(2) and (d)(1); 6.02(10)</li>   <li>• 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)</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Note date of decision to make a disciplinary removal, and date that parent was notified.</i></li> <li>• <i>Determine cumulative number of days of removal for school year, and/or number of consecutive days of removal.</i></li> <li>• <i>Note sources of information discussed (Is included in meeting minutes/notes). Note any information provided by parent.</i></li>   <li>• <i>Note date of most recent removal and date of manifestation.</i></li>   <li>• <i>Evidence that services were provided beyond 10 school days. Record type(s) of services provided.</i></li>   <li>• <i>Documentation and dates</i></li> </ul>

## Appendix E: Sensory Disabilities

<ul style="list-style-type: none"> <li>• A Learning Media Plan is on file for students with <b>vision disability, including deaf-blind</b> §300.324(a)(2)(iii); 4.03(6)(b)</li> <li>• A Communication Plan is on file for students who are <b>deaf/hearing impaired or deaf-blind</b> §300.324(a)(2)(iv); 4.03(6)(a)</li> </ul>	<p>IEP: Consideration of Special Factors/eligibility determination</p>	<ul style="list-style-type: none"> <li>• <i>Documentation of need, “yes/no”. A media plan is included in the IEP. If yes, the evaluation of Learning Media Plan is also included in this review</i></li> <li>• <i>Documentation of need, “yes/no”. A communication plan is included in the IEP. If yes, the evaluation of the Communication Plan is included in this review</i></li> </ul>
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## Appendix F: Transfer

IDEA contains provisions specifically designed to ensure continuity of services for students with disabilities moving from one jurisdiction to another.

<ul style="list-style-type: none"> <li>For a child with a disability (who had an IEP that was in effect from a previous public agency in the <b>same state</b> and enrolls in a new school within the same school year, the new public agency (in consultation with the parents must provide FAPE to the child) including services comparable to those described in the child's IEP from the previous public agency, (until the new public agency:             <ol style="list-style-type: none"> <li>Adopts the child's IEP from the previous public agency: or</li> <li>Develops, adopts and implements a new IEP if appropriate §300.323(e); 4.03(1)(f)</li> </ol> </li> <li>For a child with a disability (who had an IEP that was in effect from a previous public agency in <b>another state</b>) and enrolls in a new school within the same school year, the new public agency (in consultation with the parents must provide the child FAPE) (including services comparable to those described in the child's IEP from the previous</li> </ul>	<p>IEP: Documentation from in-state/out-state transfer forms</p>	<ul style="list-style-type: none"> <li><i>The child is provided FAPE (including comparable services. Additional assessments may not have been conducted, but is at least a review of current data to support placement)</i></li> <li><i>Evidence exists that the child is provided FAPE including services comparable to those described in the child's IEP from the previous public agency. A re-evaluation may be conducted to ensure that the student meets Colorado's eligibility criteria(s) for special education.</i></li> </ul>
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<p>agency), until the new public agency: 1) conducts an evaluation and 2) Develops, adopts, and implements a new IEP if appropriate §300.323(f); 4.03(1)(g)</p>		
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