

## **Comparison of Special Education Compliance Program Review Standards & Indicators 2007 and 2004**

This document outlines the significant changes in the 2007 Special Education Compliance Program Review Standards and Indicators from the 2004 Compliance Program Review Standards and Indicators reflecting the changes in the 2007 Part B State Plan for Special Education

The following documents do not have content changes in the Special Education Compliance Program Review Standards and Indicator's manual and are not included in the side-by-side:

- 600-Autism
- 800-Emotional Disturbance
- 900- Hearing Impairment/Deafness,
- 1100-Multiple Disabilities
- 1200-Orthopedic Impairment
- 1700-Speech Fluency
- 1800- Speech Voice,
- 1900-Traumatic Brain Injury
- 2000-Visual Impairment/Blindness
- 2100-Young Child with a Developmental Delay.

The following documents contain changes in content in the 2007 Special Education Compliance Program Review Standards and Indicators and are included in this side-by-side:

100's Administrative Checklist  
200's Special Education Process  
300's Discipline  
400's Speech Implementer Model  
500's Transfer  
700's Deaf/Blind  
1000's Mental Retardation/Intellectual Disability  
1300's Other Health Impairment  
1400's Specific Learning Disability  
1500's Language Impairment  
1600's Sound System Disorder

# 100-Administrator Checklist

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New Standards Numbers (2007)	New Standards (change or addition)	Old Standards Numbers (2004)	Old Standards (change or deletion)
<b>PUBLIC AWARENESS ACTIVITIES:</b> Section 162.685 (1), RSMo; SP(III)			
		<b>102100</b> Program evaluation results: SP (VII)	<ul style="list-style-type: none"> <li>Results from the agency’s annual evaluation of its special education program are documented.</li> <li>The evaluation, at a minimum, addresses the agency’s performance on each of the State’s performance goals for children with a disability (For State Performance Goals see <i>Missouri State Plan for Special Education</i>)</li> </ul>
<b>100.300</b> Private school program planning: CFR 300.134; SP IV	<b>100.300.a.</b> Consultation occurs at least annually and is conducted prior to the district’s decision about the use of the proportionate share of funds described in IDEA.  <b>100.300.b.</b> A written affirmation signed by the representatives of participating private schools  <b>OR</b>  if representatives do not provide affirmation, a copy of documentation is forwarded to DESE of the consultation process.		
<b>100.310</b> Hearing aid(s) or external components of surgically implanted medical devices  300.113(a)(b)(1); SP(IV)	Documentation indicates the hearing aid(s) or external components of surgically implanted medical devices are:  <b>100.310.a.</b> Monitored to ensure proper functioning.  NOTE: If other assistive listening devices are used, such as an auditory training unit (ATU), their working order should also be verified.	This was indicator 106500 old – Doc B. The wording has been changed and is now in Admin. Checklist.	
<b>100.320</b> Response to Intervention Model	If the agency is using a Response to Intervention model for the identification of Specific Learning Disability, the agency has written procedures for implementation that, at a minimum, incorporate guidelines developed by the SEA.	Addition to Standards and Indicators	

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for the Identification of Specific Learning Disability			
		<b>104000 PRIOR WRITTEN NOTICE 300..503; SP (V)</b> This piece is now placed in sections of Standards and Indicators as appropriate. It has been deleted from this section.	
<b>INDEPENDENT EDUCATIONAL EVALUATION (IEE): 300.502; SP (V)</b>			
<b>100.430</b> Provided at public expense:	NOTE: A parent is entitled to only one independent evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.	<b>104500</b> Provided at public expense:	
<b>NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY CENTER (NIMAC)/NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARDS (NIMAS): 300.172; SP VII</b>			
<b>100.450</b> Assurance regarding adoption of NIMAS  20 U.S.C 1412(a)(23)(A)(D); SP VII	<b>100.450.a.</b> The agency has adopted the National Instructional Materials Accessibility Standards (NIMAS) for purposes of providing instructional materials to blind children and youth or other children and youth with print disabilities		
<b>100.460</b> Assurance regarding Agency coordination with NIMAC	<b>100.460.a.</b> The public agency has assured that it will coordinate with the National Instructional Materials Access Center (NIMAC)  <p style="text-align: center;"><b>OR</b></p> <b>100.460.b.</b> The agency has indicated that it will not coordinate with the National Instructional Materials Access Center. In this case, the agency assures that it will provide instructional materials to blind children and youth or other children and youth with print disabilities in a timely manner.		
<b>HIGHLY QUALIFIED TEACHERS (HQT): SP I</b>			
<b>100.470</b> Subject matter competency for HQT	Special Education teachers are credentialed in accordance with Highly Qualified Teacher Provisions of No Child Left Behind (NCLB) and IDEA (300.18)  Special Education teachers who do not directly instruct core academic subjects or provide only consultation to subject area teachers:  <b>100.470.a.</b> Hold a bachelor's degree		

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- 100.470.b.** Hold appropriate special education certification
- Special Education teachers who teach core academic subjects:
- 100.470.c.** Hold a bachelor's degree
- 100.470.d.** Hold appropriate special education certification
- 100.470.e.** Demonstrate subject-matter competency in every core subject taught either through
- Subject area certification (All teachers all levels)
  - Praxis/CBASE Elementary (K-8) or secondary teachers certificated after 1988
  - Elementary certificated special education teacher teaching any student or secondary special education teacher teaching Map-A students only
  - Subject area Praxis (All teachers, all levels) or
  - HOUSSE Rule (House Objective Uniform State Standard of Evaluation)
- NOTE: Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

### OTHER ADMINISTRATIVE ITEMS for Special School Districts and Component Districts of a Special School District: SP(IX)

**100.480**  
Component collects and shares needs assessment for PD activities as related to students with disabilities

**100.480.a.** Documentation is present that the component district of a Special School District has collected and shared the needs assessment information collected by their Professional Development Committee (PDC) as it relates to students with disabilities.

New Indicators  
**100.480-100.530** are additions to administrator checklist but refer to SSD and component districts only. There is no longer a Doc C for SSD. SSD references are written throughout the document in the applicable areas.

**100.490**  
Component has policies and procedures for staff participation in PD activities developed

**100.490.a.** The component district of a Special School District has policies and procedures in place that direct the participation of their general education personnel in activities developed by the special school district and the component district.

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by SSD			
<p><b>100.500</b> The SSD coordinates activities with the component PD plans</p>	<p>The Special School District's professional development plan includes a description of the process used by the Special School District to coordinate with the component district's professional development plan. This plan should include activities for the following personnel</p> <ul style="list-style-type: none"> <li>○ Administrators (including superintendents and principals)</li> <li>○ General and special educators</li> <li>○ Related services personnel</li> <li>○ Paraprofessionals</li> </ul>		
<b>INSTRUCTIONAL RESOURCES AND COMPARABLE FACILITY: SP(IX)</b>			
<p><b>100.510</b> Policies and practices that assure allocation of appropriate class room instructional space</p>	<p><b>100.510.a.</b> The amount of instructional space provided by each component district is proportionate to the number of students with disabilities identified as residents of the component district; students with disabilities who otherwise attend a private, parochial, parish or home school; and, for St. Louis County only, students with disabilities served by the component district pursuant to the voluntary desegregation plan.</p> <p><b>100.510.b.</b> Each special and component district has ensured that the facilities provided to students with disabilities are comparable to those available to nondisabled students within that building and/or district.</p> <p><b>100.510.c.</b> Relocation of instructional space for students with disabilities within the component district does not occur more frequently than the relocation of space for general education student services.</p>		
<p><b>100.520</b> Policies and practices that assure that availability and provision of instructional materials and technology to support the general education curriculum</p>	<p>Each special and component district shall assure the availability and provision of instructional materials to support the general education curriculum, including the following:</p> <ul style="list-style-type: none"> <li>○ Current textbooks</li> <li>○ Teacher manuals and supplements</li> <li>○ Instructional technology, including hardware, software, and multimedia that is accessible to students with disabilities either directly by features incorporated within the technology or by compatibility with add-on components</li> </ul>		

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	<ul style="list-style-type: none"> <li>○ Other materials that are routinely designated for the use of nondisabled students</li> </ul>		
<b>100.530</b> Policies and practices that assure the access for special education teachers to instructional supports available to all teachers	<b>100.530.a.</b> Each special and component district shall assure access of special education teachers to instructional supports generally available to all teaching staff (e.g., duplicating services, computer technology, library/media resources, etc.)		
<b>Districts that have been identified as having <u>disproportionate representation</u> of racial and ethnic groups in special education, which may include identification of children with a particular impairment: 300.600 (d) (3); SP VI</b>			
<b>100.540</b> Disproportionate representation	A review of monitoring data, including policies practices and procedures, indicated the disproportionality is not the result of inappropriate practices.		
<b>Districts that have been identified as having <u>significant disproportionality</u> based on race and ethnicity, which may include identification of children with a particular impairment, the placement in particular educational settings of these children, and the incidence, duration, and type of disciplinary actions, including suspensions and expulsions: 300.646; SP VI; SP VII</b>			
<b>100.550</b> Significant disproportionality	A review of the district's policies, procedures and practices used in the identification or placement of students with disabilities indicated there is not a need for the district to revise its policies, practices or procedures to comply with the requirements of IDEA.		
<b>100.560</b> Reservation of funds to provide comprehensive, coordinated early intervening services to serve children in the LEA	Any LEA identified as having significant disproportionality, regardless of the results of a review of policies, practices and procedures must reserve the maximum amount of funds under section 613(f) of the Act to provide comprehensive, coordinated early intervening services to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly overidentified under 300.646 (a).		
<b>100.570</b> Public reporting of policies, procedures or practices	LEAs required to revise policies, procedures or practices related to findings of significant disproportionality must publicly report on these revisions.		
		<b>104000</b>	Moved prior written notice to the 200's
		<b>105100</b>	Deleted homebound indicators

<b>200-Special Education Process</b>		<b>Doc B-old</b>	
<b>New Standards Numbers (2007)</b>	<b>New Standards (change or addition)</b>	<b>Old Standards Numbers (2004)</b>	<b>Old Standards (change or deletion)</b>
<b>200.05</b> Access sheet is present: 300.614 FERPA 99.32(a), (1,2): SP(II)	Access sheet includes the following: <b>200.05.b.</b> Date access was given <b>200.05.c.</b> Purpose(s) of review(s)	<b>100000</b>	<ul style="list-style-type: none"> <li>Date(s) file was reviewed</li> </ul>
<b>REFERRAL PROCESS</b>			
<b>200.10</b> Referral is present for an initial evaluation or a reevaluation at parent request:  (NA required triennial reevaluation)  SP(III)	NOTE (4): Referrals made by Parents as Teachers are considered parent referrals.	<b>100200</b>	
<b>INITIAL EVALUATION AND ELIGIBILITY DETERMINATION</b>			
<b>200.40</b> Identify what additional data, if any, are needed:  300.305; SP(III)	<b>200.40.a.(1)</b> Whether the child is a child with a disability and the educational needs of the child  <b>200.40.a.(2)</b> The present level of academic achievement and related developmental needs.	<b>100600</b>	Deleted – whether the child has a particular category of disability  The present level of performance and educational needs
<b>200.180</b> Eligibility staffing held within required timelines:  SP(III); 300.301(c)(1)(i)(ii); 300.301(d)(1); 300.301(d)(2)(e)	<b>200.180.c.</b> added summer break as acceptable reason for extension  <b>OR</b>  <b>200.180.d.</b> In determining eligibility for Specific Learning Disabilities (SLD), the parents and evaluation professionals extended the educational evaluation timeline by mutual written agreement.	<b>101300</b>	NOTE: removed
<b>200.190</b>	<b>200.190.a</b> A current written summary of the evaluation results and	<b>101400</b>	<ul style="list-style-type: none"> <li>An evaluation report is required</li> </ul>

<b>200-Special Education Process</b>		<b>Doc B-old</b>	
An evaluation report is present: SP(III); 300.306	eligibility determination is present in the child's file.		for all initial evaluations and for an re-evaluations where additional data was collected.  NOTE: The consent of the report is the same in both cases.
<b>200.200</b> Parent is provided a copy of the evaluation report: SP(III); 300.306	NOTE: (20 days)	<b>101500</b>	NOTE: (generally within 15-20 days)
<b>200.220</b> Relevant behavior noted during observation:  (Autism, Emotional Disturbance and Specific Learning Disability - NA for all other categorical disabilities) SP(III); 300.310	NOTE (4): If SLD is suspected, the observation may be conducted during routine classroom instruction and monitoring of performance that was done before the child was referred for an evaluation.	<b>101800</b>	
<b>200.260</b> A statement that the disability is not a result of lack of appropriate instruction in reading or math, or limited English proficiency: SP(III); 300.306	The evaluation report reflects that the child's eligibility determination was not based on any of the following factors:  <b>200.260.a.</b> A lack of appropriate instruction in reading including the essential components of reading instruction (as defined in Section 1208(3) of the ESEA):  <b>200.260.a.(1)</b> Phonemic Awareness <b>200.260.a.(2)</b> Phonics <b>200.260.a.(3)</b> Vocabulary Development <b>200.260.a.(4)</b> Reading Fluency including oral reading skills <b>200.260.a.(5)</b> Reading Comprehension Strategies  <b>200.260.b.</b> A lack of appropriate instruction in math  <b>200.260.c.</b> Limited English proficiency	<b>102300</b>	<ul style="list-style-type: none"> <li>• A lack of instruction in reading</li> <li>• A lack of instruction in math</li> <li>• Limited English proficiency</li> </ul>
<b>200.280</b>	<b>200.280.a.</b> Whether the child:		

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<p>Documentation for Specific Learning Disability SP(III); 300.311</p>	<p><b>200.280.a.(1)</b> does not achieve adequately for the child’s age or to meet State approved grade-level standards,</p> <p style="text-align: center;"><b>AND</b></p> <p><b>200.280.a.(2)</b> does not make sufficient progress to meet age or State approved grade-level standards, when using a process based on the child’s response to scientific research-based instruction,</p> <p style="text-align: center;"><b>OR</b></p> <p><b>200.280.a.(3)</b> exhibits a pattern of strength and weaknesses in performance, achievement, or both, relative to age, State approved grade level standards, or intellectual development.</p> <p><b>200.280.b.</b> If the child has participated in a process that assesses the child’s response to scientific, research-based intervention documentation is present of the:</p> <p><b>200.280.b.(1)</b> instructional strategies used,</p> <p style="text-align: center;"><b>AND</b></p> <p><b>200.280.b.(2)</b> student-centered data collected.</p> <p style="text-align: center;"><b>AND</b></p> <p><b>200.280.c.</b> a statement that the child’s parents were notified about:</p> <p><b>200. 280.c.(1)</b> the State’s policies regarding the amount and nature of student performance data that would be collected,</p> <p><b>200.280.c.(2)</b> the general education services that would be provided,</p> <p><b>200.280.c.(3)</b> the strategies for increasing the child’s rate of learning, and</p> <p><b>200.540.d.(4)</b> the parents right to request an evaluation.</p>
<p><b>200.320</b> Learning disabilities not primarily a result of specific factors: SP(III); 300.309(a)(3)(i-vi)</p>	<p>The evaluation report documents that the learning disability is not primarily the result of:</p> <p><b>200.320.a.</b> visual, hearing, or motor disability;</p> <p><b>200.320.b.</b> mental retardation/intellectual disability;</p> <p><b>200.320.c.</b> emotional disturbance;</p>
<p><b>102900</b></p>	<ul style="list-style-type: none"> <li>• Visual or auditory acuity deficits or motor deficits.</li> <li>• Mental Retardation</li> </ul>

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(NA for all disability categories other than SLD)	<p><b>200.320.d.</b> cultural factors;</p> <p><b>200.320.e.</b> environmental or economic disadvantage</p> <p>NOTE: Lack of instruction in reading, math, and limited English proficiency are covered under indicator 220.260a.</p>		<ul style="list-style-type: none"> <li>Environmental or economic disadvantages, or cultural differences</li> </ul>
<b>REEVALUATION AND CONTINUED ELIGIBILITY AND NEED FOR SERVICES</b>			
<p><b>200.340</b> Identify what additional data, if any, are needed:  300.305(a)(2); SP(III)</p>	<p><b>200.340.a.(2)</b> The present levels of academic achievement and related developmental needs.</p>	<b>103200</b>	<ul style="list-style-type: none"> <li>The present levels of performance and educational need.</li> </ul>
<p><b>200.350</b> If no additional data are needed, notify the child's parent of the decision:  300.305(2)(d); SP(III)</p>	<p><b>200.350.b.(2)</b> The parent's right to request additional assessments to determine whether the child continues to be a child with a disability and to determine the child's educational needs.</p>	<b>103300</b>	<ul style="list-style-type: none"> <li>The parent's right to request additional assessments to determine whether the child continues to be a child with a disability.</li> </ul>
<p><b>200.420</b> Attempts to obtain parental consent are documented:  300.300(c)(1)(i)(ii)(ii i); SP(V)</p>	<p>NOTE (3): Agency may, but is not required to pursue the reevaluation by using mediation or due process.</p>	<b>103500</b>	
<p><b>200.460</b> Parent is provided a copy of the evaluation report:  (NA if no assessments required)  300.306(a)(2) SP(III)</p>	<p>NOTE: (generally 20 days)</p>	<b>104100</b>	<p>NOTE: (usually 15-20 days)</p>
<p><b>200.590</b> Reevaluation is</p>	<b>OR</b>	<b>104200</b>	<p>Deleted – Initial evaluation timelines were followed for reevaluation other</p>

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<p>conducted every three (3) years or more frequently if conditions warrant:</p> <p>(NA initial evaluation)</p> <p>300.303(b)(2); SP(III)</p>	<p><b>200.590.d.</b> The agency conducted a reevaluation because it determined that the educational or related services needs including improved academic achievement and functional performance of the child warranted a reevaluation.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>200.590.e.</b> The child's parent or teacher requested a reevaluation, but not more frequently than once a year, unless the parent and LEA agreed otherwise.</p> <p>NOTE (3): Reevaluations may be conducted more frequently, if conditions warrant, or if child's parent or teacher requests an evaluation.</p>		<p>than the required triennial.</p>
<b>INDIVIDUALIZED EDUCATION PROGRAM (IEP)</b>			
<p><b>200.610</b></p> <p>Content of the notification (verbal or written) is documented:</p> <p>300.322(b)(1)(2); SP(IV)</p>	<p><b>200.610.g.</b> The parent of a child previously served in First Steps is informed of his/her right to request that a service coordinator or other representative of First Steps be invited to the initial IEP meeting to assist with a smooth transition of services.</p>	<b>104500</b>	
<p><b>200.620</b></p> <p>Initial IEP meeting held within required timelines:</p> <p>300.323(c)(1)300.124; SP(IV)</p> <p>(N/A for annual IEP)</p>	<p><b>200.620.c.</b> For children coming from First Steps, the IEP must be in place by the child's third birth date, if the referral was received more than 120 days before the 3<sup>rd</sup> birthday.</p>	<b>104600</b>	
<p><b>200.670</b></p> <p>Representative of the public agency:</p> <p>300.321(a)(4); SP(IV)</p>	<p><b>200.670.b.</b> Documentation is present that the member was excused, in whole or in part, because their area of curriculum or related services was not being modified or discussed in the meeting</p> <p style="text-align: center;"><b>200.670.b.(1)</b> The parent and the Public Agency agree in writing to the excusal</p> <p style="text-align: center;"><b>OR</b></p> <p><b>200.670.c.</b> Documentation is present that the member was excused, in whole or in part, when the meeting involved a modification to or discussion of the member's area of curriculum or related</p>	<b>105200</b>	<p>NOTE (3): An authorized representative of the Local Education Agency (LEA) may <b>not</b> be excused from an IEP meeting in whole or in part.</p>

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	<p>services.</p> <p><b>200.670.c.(1)</b> Public Agency consented to the excusal.</p> <p><b>200.670.c.(2)</b> The member submitted written input into the development of the IEP to the parent and the IEP team prior to the meeting.</p>		
<p><b>200.710</b> Child:  300.321(a)(7); 300.321(b)(1)(2); SP(IV)</p>	<p><b>200.710.b.</b> For IEP meetings addressing secondary transition services, the child is invited.</p>	<b>105600</b>	For IEP meetings addressing secondary transition services, the child age 16+ or younger, if appropriate, is included.
<p><b>200.740</b> A statement of the present levels of academic achievement and functional performance:  300.320(a)(1)(i)(ii); 300.324; SP(IV)</p>	<p><b>200.740.f.</b> Addresses the academic, developmental and functional needs of the child</p>	<b>106000</b>	Added 200.740.f. as new and deleted bullets #6 and #7 of 106000.
		<p><b>106500</b> – Was deleted from Doc B and is now in Administrative Checklist – but wording change.</p>	Maintenance of hearing aids
<p><b>200.800</b> A statement of the transition service needs:  300.320(b)(1)(2); 300.43(a)(1)(2)(b); 300.324; SP(IV)</p>	<p>The IEP for each student beginning not later than the first IEP to be in effect when the child reaches 16 years of age and updated annually includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals.</p> <p><b>200.800.a.</b> A measurable postsecondary goal (or goals) that covers education or training, employment, and, as needed, independent living.</p> <p><b>200.800.b.</b> Annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s).</p> <p><b>200.800.c.</b> Transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate</p>	<b>106700</b>	<p>The IEP for each student beginning not later than the first IEP to be in effect when the child's 16, and updated annually, includes:</p> <ul style="list-style-type: none"> <li>• A statement addressing the student's anticipated post-secondary goal(s) in each of the following: <ul style="list-style-type: none"> <li>• Training</li> <li>• Education</li> <li>• Employment</li> <li>• Independent living</li> </ul> </li> </ul>

<b>200-Special Education Process</b>		<b>Doc B-old</b>	
	<p>their movement from school to post-school.</p> <p>For each postsecondary goal, there is a service identified. Services may be in the areas:</p> <ul style="list-style-type: none"> <li>○ instruction</li> <li>○ related service(s)</li> <li>○ community experience</li> <li>○ development of employment and other post-school adult living objective</li> <li>○ if appropriate, acquisition of daily living skill(s)</li> <li>○ if appropriate, provision of a functional vocational evaluation</li> </ul> <p><b>200.800.d.</b> Representatives of other agencies who are likely to pay for or provide transition services are invited to the IEP meeting when transition planning is a purpose of the meeting.</p> <p><b>200.800.e.</b> The measurable postsecondary goals are based on age-appropriate transition assessment.</p> <p><b>200.800.f.</b> The transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school.</p> <p><b>200.800.f.(1)</b> The course of study (or courses) listed align with the student's identified postsecondary goal(s).</p> <p><b>200.800.f.(2)</b> The courses of study are multi-year description of coursework from the student's current grade to anticipated exit year that is designed to help achieve the student's desired post-school goal(s).</p> <p><b>200.800.g.</b> The transition services were developed considering the individual child's needs, preferences, and interests.</p> <p><b>200.800.h.</b> If a participating agency, other than the public agency, failed to provide the transition services described in the IEP, the public agency reconvened the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.</p>		<p>skills, where appropriate</p> <ul style="list-style-type: none"> <li>• Goals based upon results of age appropriate transition assessments related to the following areas <ul style="list-style-type: none"> <li>• Training</li> <li>• Education</li> <li>• Employment</li> <li>• Independent living skills, where appropriate</li> </ul> </li> <li>• A statement of the transition services including courses of study needed to assist the student in meeting their post-secondary goal(s).</li> <li>• The transition services are a coordinated set of activities designed within an outcome-oriented process to promote movement from school to post school activities.</li> <li>• The services were developed considering the individual student's needs, preferences, and interests.</li> </ul> <p>NOTE: For additional information regarding transition requirements, see Indicator 105800, Document B.</p>
<p><b>200.810</b> A statement of measurable annual</p>	<p><b>200.810.b.</b> Are written in terms that are:</p> <p><b>200.810.b.(1)</b> Specific to a particular skill or behavior to be</p>	<p><b>107000</b> A statement of measurable annual</p>	<p>The IEP includes:</p> <ul style="list-style-type: none"> <li>• Demonstrate consistency with</li> </ul>

<b>200-Special Education Process</b>		<b>Doc B-old</b>	
<p>goals, including academic and functional goals.</p> <p>300.320(a)(2)(A)(B); SP(IV)</p>	<p>achieved.</p> <p><b>200.810.b.(2)</b> Measurable.</p> <p><b>200.810.b.(3)</b> Attainable (can reasonably be accomplished within the duration of the IEP).</p> <p><b>200.810.b.(4)</b> Results oriented.</p> <p><b>200.810.b.(5)</b> Time-bound (generally happen within one year).</p> <p><b>200.810.c.</b> Enable the child to be involved in the general education curriculum, as appropriate (for preschool children, participation in appropriate activities).</p> <p><b>200.810.f.</b> For children taking alternate assessments, description of benchmarks or short-term objectives aligned to alternate achievement standards. This information may be shown under goals on the Present Level Of Academic Achievement And Functional Performance.</p> <p>NOTE: Measurable means written in terms that includes the skill or behavior and the level of attainment that will be achieved.</p>	<p>goals:</p> <p>300.347(a)(2); SP(IV)</p>	<p>the content of the present level of performance.</p> <ul style="list-style-type: none"> <li>• Can reasonably be accomplished within the duration of the IEP (generally one year).</li> <li>• Are written in measurable terms that include: <ul style="list-style-type: none"> <li>• A skill or behavior to be achieved.</li> <li>• A direction for that skill or behavior (e.g., increase, decrease, maintain).</li> <li>• A level of attainment for that skill or behavior.</li> </ul> </li> <li>• Demonstrate involvement in the general education curriculum, as appropriate (for preschool children, participation in appropriate activities).</li> <li>• Address the child's other educational needs resulting from her/his disability.</li> <li>• Are present for each special education and related service.</li> <li>• For children taking alternate assessments, description of benchmarks or short-term objectives aligned to alternate achievement standards, if they are not listed in the present level.</li> </ul>
<p><b>200.950</b></p> <p>Parent is provided a copy of the IEP:</p> <p>300.322(f); SP(IV)</p>	<p>NOTE: (generally 20 days)</p>	<p><b>108700</b></p>	<p>NOTE: (generally within 15-20 days)</p>

## 200-Special Education Process

## Doc B-old

### PLACEMENT

<p><b>200.1040</b> Placement decisions are based upon LRE:  300.115; 300.116; SP(II)</p>	<p>Documentation is present that:</p> <p><b>200.1040.c.</b> Placement is based upon the services identified in the child's IEP.</p> <p><b>200.1040.e.</b> A continuum of alternative placement options is available to meet the needs of all identified children with disabilities.</p>	<p><b>109200</b></p>	<ul style="list-style-type: none"> <li>Placement is based on a continuum of alternative placement options.</li> </ul>
<p><b>200.1050</b> Notice and Consent for Initial Services is provided/ obtained  300.503(a)(1); SP(V)</p>	<p style="text-align: center;"><b>AND</b></p> <p><b>200.1050.b.</b> Signed parental consent for the initial <b>services</b> is obtained prior to provision of <b>services</b>.</p>	<p><b>109300</b> Notice of Intent/Consent for Initial Placement is provided/obtained:  (NA Change of Placement)  300.503(a)(1), 300.505(a)(1)(ii); SP(V)</p>	<ul style="list-style-type: none"> <li>Signed parental consent for the initial <b>placement</b> is obtained prior to <b>placement</b>.</li> </ul>
<p>Notice of Change of Placement is provided, including Graduation:  (NA if Initial Placement)  300.503(a)(1); SP(V)</p>	<p><b>200.1180.a.</b> Documentation is present that a written notice is provided to the parent prior to any change in placement and prior to graduation.</p>		

### PROCEDURAL SAFEGUARDS STATEMENT

<p><b>200.1300</b> Part C transition  300.124;SP (IV)</p>	<p>NOTE: For further information regarding Part C to B transition, see the Missouri State Plan for Part C.</p>	<p><b>109600</b></p>	<p>Deleted last five bullets  NOTE: For further information regarding Part C to B transition, see the Missouri State Plan for either Part B or Part C.</p>
<p><b>200.1320</b></p>	<p>For a child whose eligibility terminates due to graduation with a regular</p>	<p><i>Addition to</i></p>	

<b>200-Special Education Process</b>		<b>Doc B-old</b>	
Provision of a summary of Academic Achievement and Functional Performance  300.305(e)(3); SP(III)	<p>diploma, or due to exceeding the age of eligibility (twenty-one) for FAPE, the public agency must provide a summary of the child's academic achievement and functional performance.</p> <p><b>200.1320.a.</b> The summary includes recommendations on how to assist the child in meeting the child's post-secondary goals.</p> <p><b>200.1320.b.</b> The summary was provided to the student:</p> <p><b>200.1320.c.</b> not more than 60 days before or 30 days after the child is graduating with a regular diploma.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>200.1320.d.</b> not more than 60 days before the child's 21st birthday, or not more than 30 days after the child's 21st birthday or 30 days after the child leaves the educational system after turning age 21.</p>	<i>Standards/Indicators</i>	

<b>300-Discipline</b>		<b>Doc D-old</b>	
<b>New Standards Numbers (2007)</b>	<b>New Standards (change or addition)</b>	<b>Old Standards Numbers (2004)</b>	<b>Old Standards (change or deletion)</b>

**SHORT TERM SUSPENSIONS: 300.530 (a)(2)**

<b>300.10</b>  Removal of ten (10) school days or less in a school year:	School personnel may consider any unique circumstances on case-by-case basis when determining whether a change of placement, consistent with other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.	<b>100100</b>	
<b>300.20</b>  <u>Any</u> subsequent <u>removals</u> of a student over ten (10) school days <u>cumulatively</u> in a school year when no change of placement is involved (no pattern of suspension has been created):	<p><b>300.20.a.</b> <b>Date</b> on which the decision was made regarding the extent to which services, if any, were required on the 11<sup>th</sup> school day and thereafter and the location in which the services, if any, would be provided</p> <p><b>300.20.b.</b> Listing of <b>participants</b> in the decision</p> <p><b>300.20.c.</b> <b>Results</b> of the decision</p> <p>NOTE (1): If the removal is for more than 10 days <u>consecutively</u> or if school district personnel determine a pattern of suspension has been created, see long-term suspension.</p> <p>NOTE (2): To determine whether a pattern is created, consider:</p>	<b>100200</b>	<ul style="list-style-type: none"> <li>• Date of decision</li> <li>• Listing of participants</li> <li>• Results</li> </ul>

300-Discipline	Doc D-old
<p>1) if the series of removals total more than ten (10) school days cumulatively in a school year;</p> <p>2) if the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and,</p> <p>3) such additional factors as length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.</p> <p>Note (3): Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.</p> <p>Note (4): If services are provided, they must be provided so as to enable the child to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. As appropriate, the child should have a functional behavior assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.</p>	<p>NOTE 1: To determine whether a pattern is created, consider the length of the removal, the total amount of time child is removed, and the proximity of the removals to one another.</p> <p>NOTE: If services are provided, they must be reasonably calculated to enable the child to appropriate progress in the general education curriculum and appropriately advance towards achieving the goals set out in the IEP.</p>
<b>LONG TERM SUSPENSIONS/EXPULSIONS (DISCIPLINARY CHANGE OF PLACEMENT): 300.530 (2)(c) (e)</b>	
<p><b>300.50</b></p> <p>Documentation is present that the IEP team:</p> <p><b>300.50.c.</b> Determined services that would enable the child to:</p> <p><b>300.50.c.(1)</b> Continue to receive educational services to continue to participate in the general education curriculum, <b>although in another setting.</b></p> <p><b>300.50.c.(2)</b> Progress toward meeting goals <b>set out</b> in the IEP.</p> <p><b>300.50.c.(3)</b> Receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services <b>and modifications</b>, that are designed to address the behavior violation so that it does not recur.</p> <p><b>300.50.d.</b> Determined placement.</p> <p>Documentation is present that the LEA:</p> <p><b>300.50.f.</b> Provided a copy of the Procedural Safeguards Notice</p> <p>Conduct is found not to be a manifestation of a disability:</p> <p>(N/A if conduct is found to be a manifestation of the disability)</p>	<p><b>101000</b></p> <p>NOTE (1): Deleted "in-school suspension"</p>
<p><b>300.60</b></p> <p><b>300.60.c.</b> Conducted a Functional Behavior Assessment (FBA), unless</p>	<p><b>101100</b></p> <ul style="list-style-type: none"> <li>• Conducted a FBA, either at the</li> </ul>

<b>300-Discipline</b>		<b>Doc D-old</b>	
<p>Conduct is found to be a manifestation of the disability.</p> <p>(N/A if conduct is found to be a manifestation of the disability)</p>	<p>the LEA had conducted a FBA assessment before the behavior that resulted in the change of placement occurred</p> <p style="text-align: center;"><b>AND</b></p> <p><b>300.60.d.</b> Implemented a Behavioral Intervention Plan (BIP) or if a BIP already has been developed, reviewed the BIP and modified it as necessary to address the behavior.</p>		<p>time of the Manifestation Determination or prior to this behavioral incident</p> <ul style="list-style-type: none"> <li>Developed a BIP or reviewed an existing BIP</li> </ul>

<b>400-Speech Implementer Model</b>		<b>Doc E-old</b>	
<b>New Standards Numbers (2007)</b>	<b>New Standards (change or addition)</b>	<b>Old Standards Numbers (2004)</b>	<b>Old Standards (change or deletion)</b>
<p><b>400.20</b> Speech pathologist has required credentials:</p>	<p><b>400.20.a.</b> Speech pathologist has a valid Speech Specialist Certificate from the State Board of Education</p>	<p><b>100100</b></p>	<ul style="list-style-type: none"> <li>Speech pathologist has a valid Missouri teacher certificate</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Speech pathologist has a Certificate of Clinical Competence (CCC) from the American Speech, Hearing and Language Association</li> </ul>

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## **500-Transfer: In-State & 550-Transfer: Out of State**

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The new Standards and Indicators separate the in-state (500's) and out-of-state (550's) transfer procedures. The old Standards and Indicators (Doc F) included both procedures in the same document and therefore it is not feasible to do a side-by-side comparison.

### **In-State Transfer 500's**

#### **Important Considerations for In-State Transfer**

Please refer to the entire 500's from the Standard and Indicator's Manual for a complete reference for in-state transfers.

Key points to remember for in-state transfers are:

- If there is any delay in determining acceptance or rejection of the previous IEP or if the previous IEP is rejected and there is a delay in convening an IEP team meeting to develop the new IEP, the LEA, in consultation with the parent, must provide comparable services to those described in the previous IEP.
- The requirement to provide comparable services applies if the child enrolls with an IEP in hand or if the IEP is not received at enrollment but the district obtained adequate information from interviews with the parents and the previous district and the evaluation report (if available) to reasonably suspect the child has a disability and determine comparable services.
- If the evaluation is rejected, a reevaluation must take place.

### **Out of State Transfer 550's**

#### **Important Considerations for Out-of-State Transfer**

Please refer to the entire 550's from the Standard and Indicator's Manual for a complete reference for out-of-state transfers.

Key points to remember if student with a disability is an out-of-state transfer are:

- If a student enrolls with an IEP in hand and there is any delay in determining acceptance or rejection of the previous IEP or if the previous IEP is rejected and there is a delay in convening an IEP team meeting to develop the new IEP, the LEA, in consultation with the parent, must provide comparable services to those described in the previous IEP.
- If the child's records are not available to the new public agency at the time of enrollment, and the new public agency is not able to obtain the child's records from the previous public agency, after taking reasonable steps to obtain them, the new public agency is not required to provide services to the child and should place the child in regular education and begin an initial evaluation, if determined necessary. Although not required to do so, the public agency may implement comparable services based upon interview information if there is sufficient reason to suspect the child has a disability and they choose to do so until the initial evaluation can be conducted and an IEP developed, if the child is found eligible.
- If the district initiates an evaluation because it did not receive the evaluation report or it rejected the previous district's evaluation report, the evaluation conducted by the district is an initial evaluation not a reevaluation.

<b>700-ELIGIBILITY CRITERIA: Deaf/Blind</b>		<b>Doc G-2-old</b>	
<b>New Standards Numbers (2007)</b>	<b>New Standards (change or addition)</b>	<b>Old Standards Numbers (2004)</b>	<b>Old Standards (change or deletion)</b>
<b>700.10</b> Hearing and visual evaluation:	The evaluation report documents both hearing and visual impairments as described in the criteria for Hearing Impairment/Deafness and Visual Impairment through:  <b>700.10.a.</b> Comprehensive evaluations by a qualified <b>otologist</b> , <b>otolaryngologist</b> , or audiologist	<b>100000</b>	<ul style="list-style-type: none"> <li>Comprehensive evaluations by a qualified audiologist</li> </ul>

<b>1000-ELIGIBILITY CRITERIA: Mental Retardation/Intellectual Disability (Added Intellectual Disability)</b>		<b>Doc G-5-old</b>	
<b>New Standards Numbers (2007)</b>	<b>New Standards (change or addition)</b>	<b>Old Standards Numbers (2004)</b>	<b>Old Standards (change or deletion)</b>
		<b>100200</b> - Deleted from Doc G-5	Use of professional judgment to determine eligibility for Mental Retardation.

<b>1300-Eligibility Criteria: Other Health Impairment</b>		<b>Doc G-8-old</b>	
<b>New Standards Numbers (2007)</b>	<b>New Standards (change or addition)</b>	<b>Old Standards Numbers (2004)</b>	<b>Old Standards (change or deletion)</b>
<b>1300.10</b> Health evaluation:	NOTE (1): Examples of chronic or acute health problems include asthma, ADD/ADHD, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, <b>tourettes syndrome</b> , leukemia, nephritis, rheumatic fever, and sickle cell anemia when those conditions adversely affect a child's educational performance.	<b>100000</b>	

<b>1400-ELIGIBILITY CRITERIA: Specific Learning Disabilities</b>		<b>Doc G-9-old</b>	
<b>New Standards Numbers (2007)</b>	<b>New Standards (change or addition)</b>	<b>Old Standards Numbers (2004)</b>	<b>Old Standards (change or deletion)</b>
<b>1400.10</b> Areas of inadequate achievement	<b>A comprehensive evaluation report is present and documents:</b>  The child does not achieve adequately for the child's age or to meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's	<b>100000</b>	Basic psychological processing deficits identified in one or more areas: <ul style="list-style-type: none"> <li>Math reasoning</li> </ul>

<b>1400-ELIGIBILITY CRITERIA: Specific Learning Disabilities</b>		<b>Doc G-9-old</b>	
300.309(a)(1)	<p>age or State-approved grade-level standards:</p> <p><b>1400.10.c.</b> Reading Fluency Skills  <b>1400.10.f.</b> Mathematics Problem Solving</p>		
<p><b>1400.20</b></p> <p>Methods of eligibility determination</p> <p>300.309 (a)(2)(i)(ii)</p>	<p><b><u>RESPONSE TO SCIENTIFIC RESEARCH-BASED INTERVENTION</u></b></p> <p>The child does not make sufficient progress to meet age or State approved grade-level standards in one or more of the areas identified above when using a process based on the child’s response to scientific, research-based interventions.</p> <p>Documentation must include:</p> <p><b>1400.20.a.</b> Documentation is present that agency procedures for identification of a child with Specific Learning Disabilities were followed.</p> <p><b>1400.20.b.</b> Instructional strategies used and the student-centered data collected.</p> <p><b>1400.20.c.</b> Documentation that the child’s parents were notified about:</p> <p><b>1400.20.c.(1)</b> the State’s policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;</p> <p><b>1400.20.c.(2)</b> Strategies for increasing the child’s rate of learning, and;</p> <p><b>1400.20.c.(3)</b> The parents’ right to request an evaluation.</p> <p style="text-align: center;"><b>OR</b></p> <p><b><u>DISCREPANCY</u></b></p> <p>1.) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade-level standards, or intellectual development.</p> <p>Documentation must include:</p> <p><b>1400.20.d.</b> Evidence of pattern of strengths and weaknesses</p> <p style="text-align: center;"><b>AND</b></p> <p><b>1400.20.e.</b> Discrepancy of at least 1.5 standard deviations between achievement and intellectual ability.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>1400.20.f.</b> A child who does not display a discrepancy of at least 1.5</p>	<p><b>100550</b></p> <p>Child’s response to scientific research-based intervention:</p>	<p>Documentation is present that the child has failed to make sufficient progress when using a response to scientific, research-based intervention process and team determines that child’s lack of response to interventions is due to a specific learning disability.</p> <ul style="list-style-type: none"> <li>• Description of the scientific, research-based interventions attempted with the child</li> <li>• Length of time interventions attempted</li> <li>• Child’s response to interventions</li> </ul>
		<b>100500 (100510-</b>	<ul style="list-style-type: none"> <li>• A severe discrepancy between the</li> </ul>

**1400-ELIGIBILITY CRITERIA: Specific Learning Disabilities**

**Doc G-9-old**

standard deviations as defined above, may be deemed to have a specific learning disability through the use of professional judgment.

Documentation must include evidence that the child is not achieving adequately or making sufficient progress based on a review of formal and informal assessments.

**100530)**  
Severe discrepancy between achievement and ability:

child's cognitive performance and achievement is present as indicated by 1.5 standard deviations between the child's cognitive score and academic achievement.

The evaluation report documents:

- The child's cognitive performance.
  - Name of cognitive measure used.
  - Mean and standard deviation.
  - Full-scale score obtained.
- The child's academic achievement.
  - Name of achievement measure used
  - Standard scores using grade level norms obtained in each identified area.

**1400.30**  
Observation  
300.310

The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty. Documentation should include:

- 1400.30.a.** Information from an observation in routine classroom instruction and monitoring of the child's performance done before the child was referred for an evaluation; or
- 1400.30.b.** Observation by a qualified professional in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.
- 1400.30.c.** Relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning.

NOTE: In the case of a child of less than school age or out of school, an

**100400**  
Observation of academic performance:

The evaluation report documents the child's academic performance as observed by at least one team member other than the child's regular teacher. The evaluation report includes"

- Name and role of observer.
- Location(s) of observation(s):
  - In the regular classroom during instruction in area(s) of suspected disability
  - If child is less than school age or out of school, the observation

1400-ELIGIBILITY CRITERIA: Specific Learning Disabilities	Doc G-9-old
	<p>occurred in an appropriate environment (i.e., where child normally spends her/his daytime hours, home, child care, Head Start).</p> <ul style="list-style-type: none"> <li>The child's relevant behavior and academic performance during instruction related to the area(s) of suspected disability.</li> <li>Relationship of behavior and performance to the child's academic functioning.</li> </ul>
<p><b>1400.40</b> Additional group members 300.308</p>	
<p><b>1400.50</b> Evaluation Report 300.306 (c)(1)</p>	<p><b>100900</b> Evaluation report reflects each professional team member's conclusion:</p> <ul style="list-style-type: none"> <li>The evaluation report contains the signatures of each district professional team member and indicates her/his agreement or disagreement with the report.</li> <li>If the report reflects a district professional team member's disagreement with the report's conclusion, a separate statement presenting her/his conclusions must be present.</li> </ul> <p>NOTE: This requirement is not applicable for the parents of the child or their representative(s).</p>

<b>1400-ELIGIBILITY CRITERIA: Specific Learning Disabilities</b>		<b>Doc G-9-old</b>	
	achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.		
<b>1400.60</b> Learning disability is not primarily the result of specific factors 300.309 (a)(3)(i-vi)	The team determines that its findings of a Specific Learning Disability are not primarily the result of:  <b>1400.60.a.</b> A visual, hearing, or motor disability; <b>1400.60.b.</b> Mental retardation; <b>1400.60.c.</b> Emotional disturbance; <b>1400.60.d.</b> Cultural factors; <b>1400.60.e.</b> Environmental or economic disadvantage; <b>1400.60.f.</b> Limited English Proficiency; <b>1400.60.g.</b> Lack of appropriate instruction in reading, including the essential components of reading instruction; and  <b>1400.60.h.</b> Lack of appropriate instruction in math.	<b>100800</b> Learning disabilities not primarily the result of specific factors:	<ul style="list-style-type: none"> <li>Based on the results of the comprehensive education evaluation, the evaluation report documents the team's conclusion that the child's learning disability is not Primarily the result of:               <ul style="list-style-type: none"> <li>Visual, hearing, or motor deficits.</li> <li>Mental retardation.</li> <li>Emotional disturbance.</li> <li>Environmental, cultural, or economic disadvantage.</li> </ul> </li> </ul>
		<b>100100, 100200, and 100300</b>	Deleted:  Behavioral characteristics identified in deficit area(s) of basic psychological processing:  Impact of each basic psychological processing deficit is considered:  Behavioral characteristics identified:
<b>1500-ELIGIBILITY CRITERIA: Language Impairment</b>		<b>Doc G-10-old</b>	
<b>New Standards Numbers (2007)</b>	<b>New Standards (change or addition)</b>	<b>Old Standards Numbers (2004)</b>	<b>Old Standards (change or deletion)</b>
<b>1500.30</b> Level of language functioning:	<b>1500.30.b.(1)</b> Children ages 3 through 5 years, not kindergarten eligible: 2 standard deviations below peers.  <b>1500.30.b.(2)</b> Children who are kindergarten age eligible and older: 1.5 standard deviations below cognitive ability.	<b>100200</b>	<ul style="list-style-type: none"> <li>Children ages 5 (kindergarten eligible) through age 8: 1 standard deviation below cognitive ability.</li> <li>Children ages 9 and older: 1.5 deviations below cognitive ability.</li> </ul>

**1600-ELIGIBILITY CRITERIA: Sound System Disorder  
(Articulation and/or Phonology)**

**Doc G-11-old**

New Standards Numbers (2007)	New Standards (change or addition)	Old Standards Numbers (2004)	Old Standards (change or deletion)
<p><b>1600.20</b> Extent sound production is outside normal development:</p>	<p>The evaluation report documents the extent to which the child's sound production is outside the limits of State designated normative data.</p> <p><a href="http://dese.mo.gov/divspeced/Administration/ListServPostings/LS09.28.07.html">http://dese.mo.gov/divspeced/Administration/ListServPostings/LS09.28.07.html</a></p>	<p><b>101100</b></p>	<p>As established by accepted normative data</p>