

Missouri Office of Special Education Compliance Standards & Indicators

200-Special Education Process

| Legal Requirement | Indicator | Documents |
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| <p>200.05 Access sheet is present: 300.614 FERPA 99.32(a), (1,2): SP(II)</p> | <p>Access sheet includes the following:</p> <p>200.05.a. Name(s) of person(s) accessing file.</p> <p>200.05.b. Date access was given.</p> <p>200.05.c. Purpose(s) of review(s).</p> <p>NOTE: FERPA regulations do not require authorized school staff who access the student’s file to sign.</p> | <p>Access sheet</p> |
| REFERRAL PROCESS | | |
| <p>200.10 Referral is present for an initial evaluation: SP(III)</p> | <p>Documentation of initial referral for evaluation is present and includes:</p> <p>200.10.a. Name(s) and role(s) of individual(s) making the referral.</p> <p>200.10.b (1). Reason(s) for the referral. (2). And a description of concern(s) which describes why the child is suspected of having a disability. (3). And in need of evaluation to determine eligibility for special education.</p> <p>200.10.c. Date of referral (m/d/y).</p> <p>NOTE (1): Date of referral represents:</p> <ul style="list-style-type: none"> ○ Agency referrals: The date of the referral is the date on which agency determined there is reason to suspect a disability and an evaluation is warranted. ○ Parent referral: The date of the referral is the date a member of the agency’s certificated staff receives a request from the parent (either verbal or written). ○ Referrals for children receiving services in the First Steps System: Referrals for children served in First Steps are considered parent referrals and occur when the LEA is provided with “directory information” for the child. Directory information includes the child’s name and birth date as well as the parent’s name, address and phone number. Directory information may be provided in a variety of ways including, but not limited to: direct parent contact, a directory information form provided by the First Steps SPOE, First Steps service provider contact, the invitation to attend the child’s First Steps Transition Conference, or from any other source with knowledge of the child. The date of the contact, which may be either verbal or written, when the directory information is provided to the LEA is considered the date of referral and triggers the evaluation process requirements under IDEA. This includes the requirements to provide the parent a copy of Procedural Safeguards within 5 school days of the date of referral and to provide parents with a Notice of Action within 30 days of the referral date. Under Part C requirements, for any child who may be eligible for Part B preschool services, the Transition Conference must be held no later than 90 days before the child’s third birthday, but, at the discretion of all parties, may occur up to nine months before the child’s | <p>Referral form; parent request</p> |

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| | <p>third birthday with the approval of the family. The First Steps system must invite the LEA to attend the Transition Conference. If invited, a representative of the LEA must attend the Transition Conference. The IDEA requires for eligible children that an IEP must be developed and implemented by the child's third birthday.</p> <p>**** For further information concerning First Steps transition requirements, see the Missouri State Plan for Part C of the Individuals with Disabilities Education Act (IDEA).</p> <p>NOTE (2): An agency may request that the parent put a verbal request in writing but that may not serve to delay the evaluation process.</p> <p>NOTE (3): After parent referral, the agency must determine, in a timely manner, but not more than 30 calendar days from the date of the request, if there is a reason to suspect a disability or a need for evaluation. Delays beyond this time may be permitted for just cause (school breaks for summer or holidays, student illness, etc.) and documented in the student's record. If there is no reason to suspect a disability, the agency provides the parents with a Notice of Action refusing the requested evaluation to determine eligibility for special education.</p> <p>NOTE (4): Referrals made by Parents as Teachers are considered agency referrals.</p> <p>Note for SSD and Component Districts of SSD: <i>The Joint Review Committee in Special School Districts determines if it is appropriate to refer and evaluate students to determine eligibility for special education.</i></p> | |
| <p>200.20 Full explanation of all Procedural Safeguards: 300.504(a)(1); SP(V)</p> | <p>A copy of the Procedural Safeguards Notice is given to the parent at the time of initial referral for evaluation. Documentation is present that:</p> <p>200.20.a. The Procedural Safeguards notice was provided within 5 school days of the date of the referral.</p> | <p>Referral form; contact log</p> |
| INITIAL EVALUATION/ELIGIBILITY DETERMINATION | | |
| <p>200.30 Existing evaluation data on the child is reviewed: 300.305; SP(III)</p> | <p>A group of individuals meeting the requirements of an IEP Team and other qualified professionals, as appropriate, reviewed all relevant existing evaluation data on the child. The information reviewed must include:</p> <ul style="list-style-type: none"> ○ Evaluations and information provided by the parents of the child. ○ Performance on current classroom-based assessments. ○ Performance on State and agency-wide assessments. ○ Classroom-based observations. ○ Observations by teachers and related services providers, if available and applicable. <p>Documentation of the review includes:</p> <p>200.30.a. A description of all data reviewed and a summary of the information gained from the review of the data.</p> <p>200.30.b. The date conclusions and decisions are finalized.</p> <p>200.30.c. The name(s) and role(s) of each individual conducting the review. If an individual is serving in more than one (1) role, all parties must be aware of each role in which the individual is serving and each role must be documented.</p> | <p>Meeting notes; review notes; summary of data</p> |

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| | <p>NOTE: This review may be conducted without a meeting.</p> <p>Note for SSD and Component Districts of SSD: <i>Component districts of a Special School District provide reports, classroom assessments or other resources and materials to the team determining eligibility and designate appropriate staff required to participate in the group that conducts the evaluation.</i></p> | |
| <p>200.40 Identify what additional data, if any, are needed: 300.305; SP(III)</p> | <p>200.40.a. Documentation is present that on the basis of the review of existing evaluation data, and input from the child’s parent, the team made a determination of what additional data, if any, is needed to determine:</p> <p>200.40.a.(1) Whether the child is a child with a disability and the educational needs of the child.</p> <p>200.40.a.(2) The present level of academic achievement, functional performance and related developmental needs.</p> <p>200.40.a.(3) Whether the child needs special education and related services, supplementary aids and services, and/or modifications to enable the child to participate, as appropriate, in the general curriculum.</p> <p>200.40.b. The conclusions and decisions resulting from the review must be documented.</p> | Meeting notes |
| NOTICE OF ACTION – INITIAL EVALUATION | | |
| <p>200.50 Written Notice, no additional data needed, consent required: 300.503(a)(1); 300.300; SP(V)</p> | <p>If it is determined that no additional data is necessary as part of the initial evaluation, written notice is provided to the parent after the review of existing data and consent obtained prior to an eligibility determination.</p> <p>200.50.a. Date of Notice (m/d/y) is not more than thirty (30) calendar days from date of the referral.</p> <p>200.50.b. Date of Notice (m/d/y) is prior to eligibility determination.</p> <p>200.50.c. Parent signature and date (m/d/y):</p> <ul style="list-style-type: none"> o Indicates parent has been fully informed in her/his native language or other mode of communication for all activities for which consent is sought. o Grants consent for the proposed initial evaluation and eligibility determination. | Notice of Action |
| | OR | |
| <p>200.70 Written Notice, consent required: 300.503(a)(1); 300.300; SP(V)</p> | <p>A written notice is provided and written parental consent is obtained for <u>all</u> initial evaluations (with or without assessment).</p> <p>200.70.a. Date of the Notice (m/d/y) is not more than 30 calendar days from date of referral.</p> <p>200.70.b. Consent is obtained prior to administration of any tests or assessment instruments, if applicable.</p> <p>200.70.c. Parent signature and date (m/d/y):</p> <ul style="list-style-type: none"> o Indicates parent has been fully informed in her/his native language or other mode of communication for all activities for which consent is sought. o Grants consent for the proposed initial evaluation. | Notice of Action/Consent |

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| Content of Notice, for Initial Evaluation: 300.503(b)(1-7); SP(V) | | |
| 200.80 Description and explanation of action proposed: | The notice includes: 200.80.a. Description of the action being taken. 200.80.b. Explanation of agency's positions and why the action is proposed or refused. | Notice of Action |
| 200.90 Area(s) to be evaluated and tests/assessments to be used: 300.304(a) | 200.90.a. Name(s) and description(s) of area(s) of functioning to be assessed. 200.90.b. Names(s) of test(s)/assessment(s) to be used, if known. | Notice of Action; Description of Areas to be Assessed and Known Tests to be Used Documentation Form |
| 200.100 Options considered and why rejected: | 200.100.a. Specific other options considered by the IEP team prior to the decision to propose or refuse the action. 200.100.b. Why each option was rejected. | Notice of Action |
| 200.110 Information used as a basis for the action: | 200.110.a. Documentation includes a listing of each procedure, assessment, record, or report used as a basis for the action proposed. | Notice of Action |
| 200.120 Other relevant factors to the action: | 200.120.a. Description of other factors that are relevant to the agency's proposal or refusal. | Notice of Action |
| 200.130 Procedural Safeguards statement: | The Prior Written Notice must contain the following: 200.130.a. A statement indicating that the parent has protection under Procedural Safeguards 200.130.b. How to obtain a copy of Procedural Safeguards 200.130.c. Sources for parent to contact to understand the provisions of the Procedural Safeguards OR 200.130.d. A copy of the Procedural Safeguards was provided. | Notice of Action |
| 200.160 Parent is notified of the eligibility staffing: 300.501(b)(1)(2); 300.503; 300.505 SP(III) | Documentation is present that the parent was notified of the eligibility staffing. 200.160.a. The parent(s) is notified early enough to ensure an opportunity to participate. | Notification; contact log |

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| <p>200.170 Notification (verbal or written) includes: 300.322(a)(1)(2)(b); SP(III)</p> | <p>The parent(s) is notified of the following information:</p> <p>200.170.a. The purpose of the meeting is to review evaluation information to determine whether the child is a child with a disability as defined by Missouri eligibility criteria, and the educational needs of the child.</p> <p>200.170.b. The time, date and location of the meeting.</p> <p>200.170.c. A listing of individuals invited to attend the meeting. Individuals attending the meeting are listed by their name and/or specific position(s) within the public agency.</p> <p style="text-align: center;">AND</p> <p>200.170.d. The parent’s and the agency’s right to invite other individuals who have knowledge or special expertise regarding the child and that the inviting party makes the determination of whether or not the individual has knowledge or special expertise.</p> | <p>Notification; contact log</p> |
| <p>200.180 Eligibility staffing held within required timelines: SP(III); 300.301(c)(1)(i)(ii); 300.301(d)(1); 300.301(d)(2)(e) 300.309(c)</p> | <p>The eligibility staffing is held:</p> <p>200.180.a. Within sixty (60) calendar days of the date of the Notice to Evaluate, if no consent required.</p> <p style="text-align: center;">OR</p> <p>200.180.b. Where parental consent is required, within sixty (60) calendar days of the agency’s receipt of the parent’s signed consent.</p> <p style="text-align: center;">OR</p> <p>200.180.c. If the evaluation process exceeds 60 days, an explanation for the extension is documented (e.g., snow days, agency vacation days, child’s absence because of illness, and summer break, etc.).</p> <p style="text-align: center;">OR</p> <p>200.180.d. In determining eligibility for Specific Learning Disabilities (SLD), the parents and evaluation professionals extended the educational evaluation timeline by mutual written agreement.</p> <p style="text-align: center;">AND (if applicable)</p> <p>200.180.e For First Step eligible children referred to First Steps at least 90 days prior to their 3rd birthday, the eligibility determination must be made prior to the 3rd birthday.</p> | <p>Notification; evaluation report</p> |
| <p>200.190 An evaluation report is present: SP(III); 300.306</p> | <p>200.190.a. A current written summary of the evaluation results and eligibility determination is present in the child’s file.</p> | <p>Evaluation report</p> |
| <p>200.200 Parent is provided a copy of the evaluation report: SP(III); 300.306</p> | <p>200.200.a. Documentation is present that a copy of the evaluation results and eligibility determination was provided to the parent.</p> <p>200.200.a.(1) Date of provision of copy (m/d/y).</p> <p>NOTE: This copy must be provided to the parent within a reasonable period of time generally (20 days) after the meeting.</p> | <p>Evaluation report; contact log</p> |

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| <p>200.210 A synthesis of information from the evaluation is present: 300.304, 300.306</p> | <p>200.210.a. The evaluation report addresses the results of assessments conducted in all areas related to the suspected disability. This should include, if appropriate, any or all of the following areas:</p> <ul style="list-style-type: none"> 200.210.a.(1) Health, 200.210.a.(2) Vision, 200.210.a.(3) Hearing, 200.210.a.(4) Social and emotional status, 200.210.a.(5) General intelligence, 200.210.a.(6) Academic performance (including results of state and agency-wide assessments), 200.210.a.(7) Communicative status, and/or 200.210.a.(8) Motor abilities. <p>200.210.b. The evaluation information draws upon information from a variety of sources and is sufficiently comprehensive to identify all of the child’s special education and related services needs.</p> <p>NOTE (1): In order to be sufficiently, comprehensive the evaluation needs to include and consider: aptitude and achievement tests, parent input, teacher recommendations, the child's physical condition, social or cultural background, and adaptive behavior.</p> <p>NOTE (2): A synthesis of information requires that results from all assessments, observations and existing data are considered together and examined for consistency among the evaluation components. Inconsistencies must be examined by the multidisciplinary team and may change the preliminary impressions from individual assessments. The impact of other factors that may have impacted a student’s performance on a particular assessment must also be taken into consideration. The effect of language ability, cultural differences, and sensory issues must also be considered during synthesis. Information from all evaluation components should be synthesized with no single evaluator’s interpretation used in isolation for decision making. A synthesis of information will create a truer picture of a student’s strengths and weaknesses and ultimately assist the multidisciplinary team to appropriately determine if a student is eligible for special education.</p> | <p>Evaluation report</p> |
| <p>200.220 Relevant behavior noted during observation: (Autism, Emotional Disturbance and Specific Learning Disability - NA for all other categorical disabilities) SP(III); 300.310</p> | <p>200.220.a. Documentation of the required observation conducted during the evaluation process includes all required components as addressed in the eligibility criteria for Autism, Emotional Disturbance, and Specific Learning Disability (refer to Eligibility Criteria 600 Autism, 800 Emotional Disturbance, and 1400 Specific Learning Disability).</p> <p>NOTE (1): Observations made by an examiner during the testing process do <u>not</u> fulfill the requirement of this standard.</p> <p>NOTE (2): Observation may be part of the evaluation process for any other categorical disability, if determined necessary and appropriate.</p> <p>NOTE (3): Observation, if needed as part of a reevaluation, may be completed in the special education setting and/or, when appropriate, in the regular education setting.</p> | <p>Evaluation report</p> |

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| | 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. This observation must reflect behavior related to the subcategory area of Specific Learning Disability suspected and must contain the name and title of the qualified professional conducting the observation. | |
| 200.230 Description of any variations from standard assessment conditions: SP(III); 300.304 | 200.230.a. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from the standard conditions is included in the evaluation report. NOTE: These variations may include the qualifications of the person administering the test or the method of test administration. | Evaluation report |
| 200.240 Statement of the existence and nature of the categorical disability: SP(III); 300.305 | 200.240.a. The report contains a statement of the categorical disability and identifies specific conditions or areas within the category (e.g., SLD in written expression, Speech Impaired – Voice). | Evaluation report |
| 200.250 For Initial Eligibility: Basis for the determination of eligibility and need for special education and related services for initial evaluation: (NA reevaluation) SP(III); 300.8 | 200.250.a. Each item is addressed as outlined for a categorical eligibility with appropriate documentation to confirm the presence of a disability and need for special education and related services. | Evaluation report |
| 200.260 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: 200.260.a. Lack of appropriate instruction in reading, including the essential components of comprehensive literacy instruction (as defined in Section 2221(b)(1) of the ESEA): 200.260.a.(1) Phonemic Awareness, 200.260.a.(2) Phonics, 200.260.a.(3) Vocabulary Development, 200.260.a.(4) Reading Fluency including oral reading skills, and/or 200.260.a.(5) Reading Comprehension Strategies. 200.260.b. A lack of appropriate instruction in math. 200.260.c. Limited English proficiency. | Evaluation report |

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| <p>200.270 Names and roles of the individuals making the eligibility determination: 300.308; 300.306(a)(1); 300.311(b); SP(III)</p> | <p>Eligibility determinations are made by a group of qualified professionals and the parent of the child. The evaluation report documents:</p> <p>200.270.a. The names and roles of the individuals attending the eligibility determination meeting.</p> <p>Note (1): For Specific Learning Disabilities, the eligibility determination team must include: <i>The child's regular education teacher OR if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of her/his age OR for a child of less than school age, an individual qualified to teach a child of her/his age AND at least one person qualified to conduct individual diagnostic examinations of children. Refer to indicator 1400.40.a-d. Each team member except the parent must certify in writing whether the evaluation report reflects the team member's conclusion. If it does not, that team member must submit a separate statement presenting that team member's conclusion. Refer to indicator 1400.50.b.</i></p> <p>Note (2): For SSD and Component Districts of SSD: <i>Component districts of a Special School District designate appropriate staff to participate in the group that makes the eligibility determination.</i></p> | <p>Evaluation report</p> |
| <p>NOTE: 200.280 – 200.320 Deleted – There are specific requirements for items that must be included in evaluation reports for Specific Learning Disability. See 1400 series indicators.</p> | | |
| <p>REEVALUATION/CONTINUED ELIGIBILITY AND NEED FOR SERVICES</p> | | |
| <p>200.325</p> | <p>200.325.a. Documentation is present for the date of the parent referral for reevaluation (other than required triennial reevaluation).</p> | <p>Referral form; parent request</p> |
| <p>200.330 Existing evaluation data on the child is reviewed: 300.303;300.321(a)(1-7);300.305;SP(III)</p> | <p>Documentation is present that the IEP Team and other qualified professionals, as appropriate, reviewed all relevant existing evaluation data on the child. The information reviewed should include:</p> <ul style="list-style-type: none"> ○ The current IEP, ○ Previous evaluations (if available), ○ Information provided by the parents of the child, ○ Current classroom-based assessments including as appropriate age appropriate transition assessments and observations, ○ State and agency-wide assessments, ○ Observations by teachers, and ○ Related services providers, if applicable. <p>Documentation of the review includes:</p> <p>200.330.a. A description of all data reviewed and a summary of the information gained from the review of the data.</p> <p>200.330.b. The date conclusions and decisions are finalized.</p> <p>200.330.c. The names and roles of the individuals conducting the review. If an individual is serving in more than one (1) role, all parties must be aware of each role in which the individual is serving and each role must be documented.</p> | <p>Meeting notes; review notes; summary of data</p> |

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| | <p>NOTE (1): This review may be conducted without a meeting.</p> <p>NOTE (2): Each public agency shall ensure that a reevaluation of each child is conducted if the public agency determines that the educational or related service needs including improved academic achievement and functional performance of the child warrants a reevaluation or if the child's parents or teacher requests a reevaluation, but not more frequently than once a year, unless the parent and the LEA agree otherwise.</p> <p>NOTE (3): A reevaluation must be conducted at least once every three (3) years unless the parent and the LEA agree that a reevaluation is not necessary.</p> <p>Note for SSD and Component Districts of SSD: <i>Component districts of a Special School District provide reports, classroom assessments or other resources and materials to the team determining eligibility and designate appropriate staff required to participate in the group that conducts the reevaluation.</i></p> | |
| <p>200.340 Identify what additional data, if any, are needed: 300.305(a)(2); SP(III)</p> | <p>200.340.a. Documentation is present that on the basis of the review of existing evaluation data, and input from the child's parent, the IEP team made a determination of what additional data, if any, are needed to determine:</p> <p>200.340.a.(1) Whether the child continues to have the disability identified at the initial or most recent reevaluation. It is not required that the child meet initial eligibility criteria; however, the team must determine that the child continues to show evidence of the disability indicated in the initial or most recent reevaluation.</p> <p>200.340.a.(2) The present levels of academic achievement and related developmental needs.</p> <p>200.340.a.(3) The educational needs of the child.</p> <p>200.340.a.(4) Whether the child continues to need special education and related services.</p> <p>200.340.a.(5) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.</p> <p>200.340.b. The conclusions and decisions resulting from the review are documented.</p> | Meeting notes |
| <p>200.350 If no additional data are needed, notify the child's parent of the decision: 300.305(2)(d); SP(III)</p> | <p>Documentation indicates that the team determined that no additional data are needed.</p> <p>200.350.a. The parent was notified, either verbally or in writing, of this determination.</p> <p>200.350.b. The notification includes:</p> <p>200.350.b.(1) The reason for the decision.</p> <p>200.350.b.(2) 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> <p>NOTE: If the parent requests additional assessments for reasons other than continued eligibility (e.g., additional disability identification, updated test results, etc.), the agency would consider the request a parent request for reevaluation and provide appropriate Notice of Action.</p> | Meeting notes |

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| OR | | |
| Notice of Action – Reevaluation, additional data necessary: | | |
| 200.360 Written Notice, consent required: 300.503; SP(V) | <p>If it is determined that additional data is necessary and that data will be collected by conducting a test or administering any assessment instrument(s), a written notice is provided and written parental consent is obtained.</p> <p>200.360.a. Date of the Notice (m/d/y) is not more than 30 calendar days from documented date of review of existing data or the date of parent request for a reevaluation.</p> <p>200.360.b. Consent is obtained prior to administration of any test(s) or assessment instruments.</p> <p>200.360.c. Parent signature and date:(m/d/y):</p> <ul style="list-style-type: none"> ○ Indicates parent has been fully informed in her/his native language or other mode of communication for all activities for which consent is sought. ○ Grants consent for the proposed reevaluation. <p>Documentation is present that Written Notice was provided to the parents of a child with a disability prior to proposing or refusing to initiate or change the identification, evaluation, educational placement of the child or the provision of FAPE to the child:</p> <p>200.360.d. Written Notice is present.</p> <p>200.360.e. Date of Provision of the Notice (m/d/y).</p> <p>200.360.f. Notice is provided a reasonable time prior to initiation of the action.</p> <p>NOTE (1): Generally notice must be provided at least ten (10) days prior to the initiation of an action; however, a lesser period may be reasonable in unusual circumstances, e.g. disciplinary changes of placement.</p> <p>NOTE (2): The ten (10) day requirement for provision of a notice prior to initiation of an action may be waived by the parent of the child, except in the case of graduation.</p> | Prior written notice of an action |
| Content of notice for Reevaluation, additional data necessary: 300.503(b)(1-7);SP(V) | | |
| 200.370 Description and explanation of action: | <p>The notice includes:</p> <p>200.370.a. Description of the action being taken.</p> <p>200.370.b. Explanation of agency’s position and why the action is proposed or refused.</p> | Notice |
| 200.375 Area(s) to be evaluated and test/assessments to be used: 300.304(a) | <p>200.375.a. Name(s) and description(s) of area(s) of functioning to be assessed.</p> <p>200.375.b. Names(s) of test(s)/assessment(s) to be used, if known.</p> | Notice of Action; Description of Areas to be Assessed and Known Tests to be Used Documentation Form |
| 200.380 Options considered and why | <p>200.380.a. Specific other option(s) considered by the IEP team prior to the decision to propose or refuse the action.</p> | Notice |

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| rejected: | 200.380.b. Why each option listed was rejected. | |
| 200.390 Information used as a basis for the action: | 200.390.a. A listing of each evaluation procedure, assessment, record, or report used as a basis for the action. | Notice |
| 200.400 Other relevant factors to the action: | 200.400.a. A description of other factors that are relevant to the agency's proposal or refusal. | Notice |
| 200.410 Procedural Safeguards statement: | The Prior written notice must contain the following: 200.410.a. A statement that the parent has protection under Procedural Safeguards. 200.410.b. How to obtain a copy of Procedural Safeguards. 200.410.c. Sources for parent to contact to understand the provisions of the Procedural Safeguards. OR 200.410.d. A copy of the Procedural Safeguards was provided. | Notice |
| | OR | |
| 200.420 Attempts to obtain parental consent are documented: 300.300(c)(1)(i)(ii)(iii); SP(V) | 200.420.a. If the parent fails to respond, documentation of two (2) attempts to obtain parental consent is present. NOTE (1): At a minimum, a second Written Notice for Reevaluation must be mailed to the parents. NOTE (2): The agency may proceed with assessments 10 days after the agency's second attempt to obtain consent and the agency did not receive a response. A parent's refusal to give consent is not considered a failure to respond. Failure to respond means there was NO response from the parent. NOTE (3): Agency may, but is not required to pursue the reevaluation by using mediation or due process. | Contact log; Notice of Action |
| 200.425 The eligibility staffing is held: | 200.425.a. Within sixty (60) calendar days of the date of the Notice to Evaluate, if no consent required. OR 200.425.b. Where parental consent is required, within sixty (60) calendar days of the agency's receipt of the parent's signed consent. OR 200.425.c. If the evaluation process exceeds 60 days, an explanation for the extension is documented (e.g., snow days, agency vacation days, child's absence because of illness, and summer break.) NOTE: Weekends are counted as calendar days except during extended breaks when school is not in session (i.e. holiday break in December and summer break). | |
| 200.430 Parent is notified of the eligibility staffing when | Documentation is present that the parent was notified of the eligibility staffing. 200.430.a. The parent is notified early enough to ensure an opportunity to participate. | Notification ; contact log |

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| additional data was collected: 300.501(b)(1)(i);300.322(a)(1)(2); SP(III) | | |
| 200.440 Notification (verbal or written) includes: 300.322(b)(1)(i); SP(III) | <p>The parent is notified of the following information:</p> <p>200.440.a. The purpose of the meeting is to review evaluation information to determine whether the child continues to be a child with a disability.</p> <p>200.440.b. The time, date and location of the meeting.</p> <p>200.440.c. A listing of individuals invited to attend the meeting. Individuals attending the meeting are listed by their name and/or specific position(s) within the public agency.</p> <p style="text-align: center;">AND</p> <p>200.440.d. The parent's and agency's right to invite other individuals who have knowledge or special expertise regarding the child and that the inviting party makes the determination of whether or not the individual has knowledge or special expertise.</p> | Notification ; contact log |
| 200.450 An evaluation report is present when additional data was collected: 300.306(a)(1); SP(III) | 200.450.a. A current evaluation report is present in the child's file when additional data was collected. | Evaluation report |
| 200.460 Parent is provided a copy of the evaluation report: (NA if no assessments required and eligibility category remains the same as previous eligibility determination): 300.306(a)(2) SP(III) | <p>200.460.a. Documentation is present that a copy of the evaluation results and eligibility determination is provided to the parent.</p> <p style="padding-left: 20px;">200.460.a.(1) Date of provision of copy (m/d/y).</p> <p>NOTE (1): This copy must be provided to the parent within a reasonable period of time (generally 20 days) after the meeting.</p> <p>NOTE(2): Reevaluation is not required before the termination of a child's eligibility due to graduation with a regular diploma or exceeding the age of eligibility for FAPE under state law.</p> | Evaluation report; correspondence |
| 200.470 A synthesis of information from the evaluation is present: 300.304,300.306 | <p>200.470.a. The evaluation report addresses the results of assessments conducted in all areas related to the suspected disability. This should include, if appropriate, any or all of the following areas:</p> <p>200.470.a.(1) Health,</p> <p>200.470.a.(2) Vision,</p> <p>200.470.a.(3) Hearing,</p> <p>200.470.a.(4) Social and emotional status,</p> <p>200.470.a.(5) General intelligence,</p> <p>200.470.a.(6) Academic performance (including results of state and agency-wide assessments),</p> <p>200.470.a.(7) Communicative status, and/or</p> | Evaluation report |

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| | <p>200.470.a.(8) Motor abilities.</p> <p>200.470.b. The evaluation information draws upon information from a variety of sources and is sufficiently comprehensive to identify all of the child’s special education and related service’s needs.</p> <p>NOTE(1): In order to be sufficiently comprehensive, the evaluation needs to include and consider: aptitude and achievement tests, parent input, teacher recommendations, the child's physical condition, social or cultural background, and adaptive behavior.</p> | |
| <p>200.480 Relevant behavior noted during observation: (Autism, Emotional Disturbance and Specific Learning Disability - NA for all other categorical disabilities) SP(III); 300.310</p> | <p>200.480.a. Documentation of the required observation conducted during the evaluation process includes all required components as addressed in the eligibility criteria for Autism, Emotional Disturbance, and Specific Learning Disability (refer to Eligibility Criteria 600 Autism, 800 Emotional Disturbance, and 1400 Specific Learning Disability).</p> <p>NOTE (1): Observations made by an examiner during the testing process do <u>not</u> fulfill the requirement of this standard.</p> <p>NOTE (2): Observation may be part of the evaluation process for any other categorical disability, if determined necessary and appropriate.</p> <p>NOTE (3): Observation, if needed as part of a reevaluation, may be completed in the special education setting and/or, when appropriate, in the regular education setting.</p> <p>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.</p> | Evaluation report |
| <p>200.490 Description of any variations from standard assessment conditions: SP(III); 300.304</p> | <p>200.490.a. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from the standard conditions is included in the evaluation report.</p> <p>NOTE: These variations may include the qualifications of the person administering the test or the method of test administration.</p> | Evaluation report |
| <p>200.500 Statement of the existence and nature of the categorical disability: SP(III); 300.305</p> | <p>200.500.a. The report contains a statement of the categorical disability and identifies specific conditions or areas within the category (e.g., SLD in written expression, Speech Impaired – Voice).</p> | Evaluation report |
| <p>200.510 For Continuing Eligibility: Basis for the determination of continued eligibility and need for special education and related services for reevaluation:</p> | <p>200.510.a. The evaluation report confirms the continued existence of a disability and the child’s continued need for special education and related services.</p> | Evaluation report |

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| (NA initial evaluation) SP(III); 300.303 | | |
| <p>200.520 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</p> | <p>The evaluation report reflects that the child’s eligibility determination was not based on any of the following factors:</p> <p>200.520.a. A lack of appropriate instruction in reading including the essential components of comprehensive literacy instruction (as defined in Section 2221(b)(1) of the ESEA):</p> <p style="margin-left: 20px;">200.520.a.(1) Phonemic Awareness. 200.520.a.(2) Phonics 200.520.a.(3) Vocabulary Development. 200.520.a.(4) Reading Fluency including oral reading skills. 200.520.a.(5) Reading Comprehension Strategies.</p> <p>200.520.b. A lack of appropriate instruction in math. 200.520.c. Limited English proficiency.</p> | Evaluation report |
| <p>200.530 Names and roles of the individuals making the eligibility determination: 300.308; 300.306(a)(1); 300.311(b); SP(III)</p> | <p>Eligibility determinations are made by a group of qualified professionals and the parent of the child. The evaluation report documents:</p> <p>200.530.a. The names and roles of the individuals attending the eligibility determination meeting.</p> <p><u>For Specific Learning Disabilities</u>, the eligibility determination team must include:</p> <p>200.530.b. The child’s regular education teacher.</p> <p style="text-align: center;">OR</p> <p>200.530.c. If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of her/his age.</p> <p style="text-align: center;">OR</p> <p>200.530.d. For a child of less than school age, an individual qualified to teach a child of her/his age.</p> <p style="text-align: center;">AND</p> <p>200.530.e. At least one person qualified to conduct individual diagnostic examinations of children. 200.530.f. Each team member (except the parent) must certify in writing whether the evaluation report reflects the team member’s conclusion. If it does not, that team member must submit a separate statement presenting that team member’s conclusion.</p> <p>Note for SSD and Component Districts of SSD: <i>Component districts of a Special School District designate appropriate staff to participate in the group that makes the eligibility determination.</i></p> | Evaluation report |

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| NOTE: 200.540 – 200.580 Deleted – There are specific requirements for items that must be included in evaluation reports for Specific Learning Disability. See 1400 series indicators. | | |
| <p>200.590 Reevaluation is conducted every three (3) years or more frequently if conditions warrant: (NA initial evaluation) 300.303(b)(2); SP(III)</p> | <p>A reevaluation for each child with a disability is conducted at least once every three years. Documentation is present that:</p> <p>200.590.a. The required triennial evaluation <u>did not</u> exceed three years. OR</p> <p>200.590.b. The parent and LEA agree that a triennial reevaluation is unnecessary. OR</p> <p>200.590.c. The agency conducted a reevaluation prior to determining that a child was no longer a child with a disability. OR</p> <p>200.590.d. 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. OR</p> <p>200.590.e. 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 (1): The date for reevaluations without collecting additional data will be the date of the official review of existing data by the members of the IEP team and the date documenting their decision that no additional data was required.</p> <p>NOTE (2): For reevaluations requiring collection of additional data, the date of the eligibility staffing will be considered the reevaluation date.</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>NOTE (4): Reevaluation is not required before the termination of a child’s eligibility due to graduation with a regular diploma or exceeding the age of eligibility for FAPE under state law.</p> | <p>Evaluation report; meeting notes</p> |
| INDIVIDUALIZED EDUCATION PROGRAM (IEP) | | |
| <p>200.600 Parent is notified of the IEP meeting: 300.321(c), 300.322(a)(1); SP(IV)</p> | <p>Documentation is present that the parent was notified of the IEP meeting:</p> <p>200.600.a. The parent is notified early enough to ensure an opportunity to participate. 200.600a(1): Parent participated in the IEP team meeting OR 200.600.a(2) Documentation of two attempts to invite parent to the IEP meeting with the second attempt being a direct contact (regular or certified mail, phone call, or in person contact).</p> | <p>Notification; contact log</p> |

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| <p>200.610 Content of the notification (verbal or written) is documented: 300.321(c), 300.322(b)(1)(2); SP(IV)</p> | <p>200.610.a. The parent is informed of all purposes for the meeting.</p> <p>200.610.b. For students beginning not later than the first IEP to be in effect when the child is 16, post-secondary transition is stated as a purpose of the meeting, at least annually or whenever post-secondary transition is to be discussed at the IEP meeting.</p> <p>200.610.c. The time and date of the meeting is stated.</p> <p>200.610.d. The location of the meeting is indicated.</p> <p>200.610.e. The participants who will be invited to attend are indicated by name and/or specific position(s) within the public agency.</p> <p>200.610.f. The parent is informed of his/her right and the agency’s right to bring other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate and that the determination of whether or not the individual has knowledge or special expertise is made by the inviting party.</p> <p>200.610.g. 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> <p>NOTE (1): If the purpose of the meeting includes consideration of post-secondary transition, the agency must invite the student and representatives from any other agency likely to provide or pay for services.</p> <p>NOTE (2): The agency must obtain a signed <i>Release of Information</i>, from the parent or child who is age 18+, prior to inviting representatives of other agencies to the meeting.</p> | <p>Notification; contact log</p> |
| <p>200.620 Initial IEP meeting held within required timelines: 300.323(c)(1)300.124; SP(IV) (N/A for annual IEP)</p> | <p>A meeting is held and an IEP is developed within required timelines.</p> <p>Documentation includes:</p> <p>200.620.a. Date(s) of meeting(s) – (m/d/y).</p> <p>200.620.b. Dates between the IEP meeting and eligibility determination meeting are not more than thirty (30) calendar days.</p> <p style="text-align: center;">OR</p> <p>200.620.c. For children coming from First Steps, the IEP must be in place by the child’s third birth date, if the child was referred to First Steps at least 90 days prior to the child’s 3rd birthday.</p> | <p>IEP; evaluation report</p> |
| <p>200.630 Annual Meeting to Review/revise the IEP: 300.324(b)(i); SP(IV) N/A – Initial IEPs</p> | <p>The IEP team meets to review/revise, if necessary, the IEP at least on an annual basis.</p> <p>Documentation includes:</p> <p>200.630.a. Date(s) of meeting(s) – (m/d/y).</p> <p>200.630.b. Meetings are no more than 365 calendar days apart.</p> | <p>IEP</p> |

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| <p>200.640 Amending or modifying the IEP: 300.324(a)(4)(6); SP(IV)</p> | <p>A child’s IEP may be amended or modified after the annual IEP meeting. Documentation of any amendment/modifications is present as follows:</p> <ul style="list-style-type: none"> 200.640.a. Date of annual IEP meeting, 200.640.b. Date of agreement to amend the IEP, 200.640.c. Date amendments to be implemented, 200.640.d. Individuals participating in the agreement are listed by name and role, 200.640.e. How agreement made, and 200.640.f. Changes to the IEP include all required components for compliance. | <p>IEP</p> |
| <p>200.650 IEP is implemented as soon as possible following the IEP meeting: 300.323(c)(2); SP(IV)</p> | <p>No undue delay can occur in providing special education and related services to the child. The current IEP indicates:</p> <ul style="list-style-type: none"> 200.650.a. IEP implementation must occur 10 days after notice of action has been sent, unless the parent has agreed to waive the 10 days. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> 200.650.b. The reasons for delay are documented, such as: <ul style="list-style-type: none"> ○ When the IEP meeting occurs during the summer or a vacation period. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ Where there are circumstances which require a short delay (e.g., working out transportation arrangements). <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ When the IEP is completed before the child’s third birthday. 200.650.c. The IEP is in effect at the beginning of the school year. | <p>IEP</p> |
| <p>200.660 A current IEP is present and accessible: 300.323(d); SP(IV)</p> | <p>The child’s current IEP is accessible to each individual responsible for its implementation.</p> <ul style="list-style-type: none"> 200.660.a. A current IEP is present in the child’s file. 200.660.b. The child’s IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. 200.660.c. Each teacher and provider are informed of his or her specific responsibilities related to implementing the child’s IEP. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> 200.660.d. The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. | <p>IEP</p> |

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| Attendance at the IEP meeting of team participants: 300.321; SP(IV) | | |
| 200.670 Representative of the public agency: 300.321(a)(4); SP(IV) | <p>200.670.a. Documentation is present that a representative of the public agency (LEA) attends the IEP meeting. This individual is any designated member of the school staff who meets the following requirements:</p> <p style="margin-left: 20px;">200.670.a.(1) Is qualified to provide or supervise the provision of special education,</p> <p style="margin-left: 20px;">200.670.a.(2) Is knowledgeable about the general curriculum, and</p> <p style="margin-left: 20px;">200.670.a.(3) Is knowledgeable about the availability of resources of the public agency.</p> <p style="text-align: center;">OR</p> <p>200.670.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="margin-left: 20px;">200.670.b.(1) The parent and the Public Agency agree in writing to the excusal.</p> <p style="text-align: center;">OR</p> <p>200.670.c. 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 services:</p> <p style="margin-left: 20px;">200.670.c.(1) Parent and Public Agency consented to the excusal.</p> <p style="margin-left: 20px;">200.670.c.(2) The member submitted written input into the development of the IEP to the parent and the IEP team prior to the meeting.</p> <p>NOTE: This staff member must have the authority to commit agency resources to implement the IEP and ensure that whatever services are set out in the IEP will not be vetoed at a higher administrative level within the agency.</p> <p>Note for SSD and Component Districts of SSD: <i>For agencies associated with special school districts, the representative of the public agency fulfilling this role represents the special school district. An additional representative of the component district is also required to attend unless excusal procedures are documented. Component districts of a Special School District designate appropriate staff to participate in the development of the IEP.</i></p> | IEP |
| 200.680 Child’s regular education teacher(s): 300.321(a)(2), 300.321(e)(2)(i)(ii); SP(IV) | <p>200.680.a. Documentation is present that at least one regular education teacher of the child, if the child is or may be participating in the regular education environment:</p> <p style="margin-left: 20px;">200.680.a(1) Was in attendance at the IEP meeting.</p> <p style="text-align: center;">OR</p> <p>200.680.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="margin-left: 20px;">200.680.b.(1) The parent and the Public Agency agree in writing to the excusal.</p> <p style="text-align: center;">OR</p> <p>200.680.c. 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 services:</p> <p style="margin-left: 20px;">200.680.c.(1) Parent and Public Agency consented in writing to the excusal.</p> | IEP |

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| | <p>200.680.c.(2) The member submitted written input into the development of the IEP to the parent and the IEP team prior to the meeting.</p> <p>NOTE: For children with more than one regular education teacher, the agency may select which regular education teacher will serve as a member of the IEP team.</p> | |
| <p>200.690 Child’s special education teacher(s): 300.321(a)(3); 300.321(e)(2)(i)(ii); SP(IV)</p> | <p>200.690.a. Documentation is present that at least one (1) special education teacher of the child, or if appropriate, at least one (1) special education provider of the child:</p> <p>200.690.a.(1) Was in attendance at the IEP meeting.</p> <p style="text-align: center;">OR</p> <p>200.690.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>200.690.b.(1) The parent and the Public Agency agree in writing to the excusal.</p> <p style="text-align: center;">OR</p> <p>200.690.c. 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 the curriculum or related services:</p> <p>200.690.c.(1) Parent and Public Agency consented in writing to the excusal.</p> <p>200.690.c.(2) The member submitted written input into the development of the IEP to the parent and the IEP team prior to the meeting.</p> | IEP |
| <p>200.700 Child’s parent(s): 300.321(a)(1); 300.322(c)(d)(1)(2)(3) SP (IV)</p> | <p>One (1) of the following methods to ensure parent(s) participation is documented:</p> <p>200.700.a. Parent(s) attend(s) the IEP meeting and documentation on the IEP indicates such.</p> <p style="text-align: center;">OR</p> <p>200.700.b. If the parent(s) is/are unable to attend but chose to participate, via an alternative method, documentation on the IEP indicates their participation and the method of participation.</p> <p style="text-align: center;">OR</p> <p>200.700.c. Documentation is present the parent(s) chose not to attend or participate.</p> <p style="text-align: center;">OR</p> <p>200.700.d An IEP meeting may be conducted without a parent in attendance after the agency has attempted to arrange two (2) separate meetings as outlined below. The agency must have documentation of the two (2) attempts to arrange the meetings with the second attempt being a direct contact (contact (regular or certified mail, phone call, or in person contact). Documentation includes one or more of the following:</p> <p>200.700.d.(1) Records of telephone calls made and results.</p> <p>200.700.d.(2) Copies of correspondence sent and responses received.</p> <p>200.700.d.(3) Records of visits made to the home or place of employment and results.</p> <p>NOTE: “Parent” refers to a parent, guardian, a person acting as a parent, foster parent, or an educational surrogate appointed by the Department of Elementary and Secondary Education.</p> | IEP; contact log; correspondence |

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| 200.710 Child: 300.321(a)(7); 300.321(b)(1)(2); SP(IV) | 200.710.a. The IEP team includes the child at any age, if appropriate. 200.710.b. For IEP meetings addressing secondary transition services, the child is invited. 200.710.c. If the child was age 16+ and did not attend any meeting where the purpose is the consideration of post-secondary goals, documentation must be present that the child's preference and interests related to transition services were considered at the IEP meeting. NOTE: This documentation may include interest inventories, interviews, evaluation data and other information provided by parents, teachers, or others with knowledge of the child. | IEP; Notification |
| 200.720 An individual who can interpret instructional implications of evaluation results: 300.321(a)(5); SP(IV) | 200.720.a. Documentation is present that an individual who can interpret the instructional implication of evaluation results: 200.720.a.(1) Was in attendance at the IEP meeting. <p style="text-align: center;">OR</p> 200.720.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: 200.720.b.(1) The parent and the Public Agency agree in writing to the excusal. <p style="text-align: center;">OR</p> 200.720.c. 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 the curriculum or related services: 200.720.c.(1) Parent and Public Agency consented in writing to the excusal. 200.720.c.(2) The member submitted written input into the development of the IEP to the parent and the IEP team prior to the meeting. | IEP |
| 200.730 Others (specify): 300.321(a)(6); 300.321(b)(3)(c); SP(IV) | 200.730.a. Other participants with knowledge or special expertise regarding the child attended the meeting at the discretion of either the parent or agency. 200.730.b. Consent for Release of Information was obtained for any person other than the parent or district staff attending the IEP meeting prior to the start of the IEP meeting. 200.730.c. The Release of Information contains the following content: 200.730.c(1): A dated signature of parent or eligible student (Date represents date permission given for release of information). 200.730.c(2): Specific records to be disclosed. 200.730.c(3): A statement describing reason(s) for disclosure. 200.730.c(4): Individual(s) or agency(ies) to which disclosure is to be made. NOTE: District staff includes district employees including any contracted staff. | IEP; correspondence |
| IEP includes the following content: | | |
| 200.740 A statement of the present levels of academic | The IEP includes a statement of the child's present level of academic achievement and functional performance that: 200.740.a. Is consistent with evaluation/reevaluation results in the evaluation report. | IEP |

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| achievement and functional performance: 300.320(a)(1)(i)(ii); 300.324; SP(IV) | <p>200.740.b. Reflects changes in current functioning of the child since the initial/prior IEP.</p> <p>200.740.c. Addresses how the child’s disability affects her/his involvement and progress in the general education curriculum. (For preschool children, how the disability affects the child’s participation in appropriate activities.)</p> <p>200.740.d. Considers the results of the initial or most recent evaluation of the child.</p> <p>200.740.e. Addresses the strengths of the child and the concerns of the parent for enhancing the education of their child.</p> <p>200.740.f. Addresses the academic, developmental and functional needs of the child.</p> | |
| <p>200.750 Consideration of special factors: 300.324(a)(2)(i)(ii)(iv)(v); SP(IV)</p> | <p>The IEP team considered the following factors and determined services, strategies, supports or devices, as appropriate:</p> <p>200.750.a. The child’s communication needs.</p> <p>200.750.b. The need for assistive technology services and/or devices.</p> <p>200.750.c. The language needs of a child with limited English proficiency as those needs relate to the child’s IEP.</p> <p>200.750.d. Positive behavioral interventions, strategies and supports, and other strategies to address behaviors that impede the learning of the child or others.</p> | IEP |
| <p>200.760 For children who are blind or visually impaired, the IEP addresses instruction/non-instruction in Braille: 300.324(a)(2)(iii); SP(IV)</p> | <p>200.760.a. The IEP indicates whether or not the child is to receive instruction in reading and writing Braille. If instruction in Braille is received, the IEP includes:</p> <p>200.760.b. Specific goals indicating which competencies in reading and writing Braille are to be taught and the level of competency expected to be achieved by the end of the IEP.</p> <p>200.760.c. Methods of integrating Braille into normal classroom activities.</p> <p>200.760.d. Initiation date for Braille instruction and duration of each session.</p> <p style="text-align: center;">OR</p> <p>If instruction in Braille is <u>not</u> received, the IEP includes:</p> <p>200.760.e. The basis for the IEP team’s determination that Braille instruction is not appropriate for the child.</p> | IEP |
| <p>200.770 Statement of referral to Rehabilitation Services for the Blind: SP(IV)</p> | <p>The IEP indicates:</p> <p>200.770.a. A referral to Rehabilitation Services for the Blind has been discussed with the parent.</p> <p>200.770.b. The parent’s decision regarding the referral.</p> | IEP |
| <p>200.780 For children who are deaf or hard of hearing, the IEP team considers the child’s language and communication needs:</p> | <p>The IEP documents that the following factors were considered by the IEP team:</p> <p>200.780.a. The child’s language and communication needs.</p> <p>200.780.b. Opportunities for direct communication with peers and professional personnel in the child’s language and communication mode.</p> | IEP |

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| 300.324(a)(2)(iv); SP(IV) | <p>200.780.c. Academic level.</p> <p>200.780.d. Full range of needs including opportunities for direct instruction in the child’s language and communication mode.</p> | |
| <p>200.790 Student informed of transfer of parental rights: 300.320(c), 300.520(a)(3); SP(IV)</p> | <p>200.790.a. No later than the child’s 17th birthday, the IEP includes a statement that the child has been informed of the rights under IDEA that will transfer to the child upon her/his 18th birthday.</p> <p>NOTE: For information regarding notification of the transfer of rights at age 18, see Indicator 100.410.</p> | IEP |
| <p>200.800 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, or younger if determined appropriate, and updated annually includes transition services that are a coordinated set of activities to assist the child in reaching their postsecondary goals based on age appropriate transition assessments.</p> <p>200.800.a. Appropriate, measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.</p> <p>200.800.b. Annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s).</p> <p>200.800.c. Transition services designed in a results-oriented process that are a coordinated set of activities focused on improving the academic and functional achievement of the child to facilitate their movement from school to post-school activities. Services are based on the child’s needs, taking into account the child’s strengths, preferences and interests.</p> <p>For each postsecondary goal, appropriate transition service(s) must be identified, including but not limited to:</p> <ul style="list-style-type: none"> ○ Instruction, ○ Related service(s), ○ Community experience, ○ Development of employment and other post-school adult living objective, ○ If appropriate, daily living skill(s), and/or ○ If appropriate, provision of a functional vocational evaluation. <p>200.800.d. If appropriate, there is evidence that a representative of any participating agency was invited to the IEP team meeting with the proper consent of the parent or student who has reached the age of majority.</p> <p>200.800.e. The measurable postsecondary goals are based on age-appropriate transition assessment.</p> <p>200.800.f. Transition services include the course of study needed to assist the child in reaching their postsecondary goals.</p> <p>200.800.f.(1) The course of study listed align with the student’s identified postsecondary goal(s).</p> <p>200.800.f.(2) The course of study is a multi-year description of coursework from the student’s</p> | |

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| | <p style="text-align: center;">current grade to anticipated exit year that is designed to help achieve the student's desired post-school goal(s).</p> <p>200.800.g. The transition services take into account the child's needs, preferences, and interests.</p> <p>200.800.i. There is evidence the student was invited to the IEP team meeting where transition services were discussed.</p> | |
| <p>200.810 A statement of measurable annual goals, including academic and functional goals: 300.320(a)(2)(A)(B); SP(IV)</p> | <p>The IEP includes goals that:</p> <p>200.810.a. Demonstrate consistency with the content of the present level of performance.</p> <p>200.810.b. Are written in terms that are:</p> <p style="margin-left: 20px;">200.810.b.(1) Specific to a particular skill or behavior to be achieved.</p> <p style="margin-left: 20px;">200.810.b.(2) Measurable.</p> <p style="margin-left: 20px;">200.810.b.(3) Attainable (can reasonably be accomplished within the duration of the IEP).</p> <p style="margin-left: 20px;">200.810.b.(4) Results oriented.</p> <p style="margin-left: 20px;">200.810.b.(5) Time-bound (generally happen within one year).</p> <p>200.810.c. Enable the child to be involved in the general education curriculum, as appropriate (for preschool children, participation in appropriate activities).</p> <p>200.810.d. Address the child's other educational needs resulting from her/his disability.</p> <p>200.810.e. Are present for each special education and related service (N/A for transportation as a related service).</p> <p>200.810.f. For children taking alternate assessments, description of benchmarks or short-term objectives aligned to alternate achievement standards. This information may be shown under goals or in 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> | IEP |
| <p>200.820 Special education services to be provided: 300.39, 300.320(a)(4), (i); SP(IV)</p> | <p>Documentation includes a statement of the special education services based on peer reviewed research to the extent practicable to be provided to the child or on behalf of the child to advance appropriately toward obtaining the annual goals:</p> <p>200.820.a. Specific special education service(s).</p> <p>200.820.b. Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be:</p> <p style="margin-left: 20px;">200.820.b.(1) Appropriate to the specific service.</p> <p style="margin-left: 20px;">200.820.b.(2) Stated in a manner clear to all involved in the development and implementation of the IEP.</p> <p>200.820.c. Duration (i.e., beginning and ending dates for the services).</p> <p>200.820.d. Location (states the type of environment for provision of the services - e.g., regular education classroom, special education classroom, community worksite, community child care center, etc.).</p> | IEP |

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| | 200.820.e. Frequency (states how often the services will occur—e.g., daily, weekly, monthly). | |
| 200.830 Applicable related service(s): (NA for transportation as a related service) 300.34; 300.320(a)(4); SP(IV) | <p>Documentation includes a statement of the related services based on peer reviewed research to the extent practicable to be provided to the child or on behalf of the child:</p> <p>200.830.a. Specific related service(s).</p> <p>200.830.b. Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be:</p> <p style="padding-left: 20px;">200.830.b.(1) Appropriate to the specific service.</p> <p style="padding-left: 20px;">200.830.b.(2) Stated in a manner clear to all involved in the development and implementation of the IEP.</p> <p>200.830.c. Duration (i.e., beginning and ending dates for services).</p> <p>200.830.d. Location (states the type of environment for provision of the services- e.g., regular education classroom, resource classroom, etc.).</p> <p>200.830.e. Frequency (states how often the services will occur—e.g., daily, weekly, monthly).</p> | IEP |
| 200.840 Applicable supplementary aids and services: 300.320(a)(4); SP(IV) | <p>Documentation includes a statement of the supplementary aids and services based on peer reviewed research to the extent practicable to be provided to the child or on behalf of the child:</p> <p>200.840.a. Specific supplementary aids and services.</p> <p>200.840.b. Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be:</p> <p style="padding-left: 20px;">200.840.b.(1) Appropriate to the specific service.</p> <p style="padding-left: 20px;">200.840.b.(2) Stated in a manner clear to all involved in the development and implementation of the IEP.</p> <p>200.840.c. Duration (i.e., beginning and ending dates for services).</p> <p>200.840.d. Location (states the type of environment for provision of the services - e.g., regular education classroom, resource classroom, etc.).</p> <p>200.840.e. Frequency (states how often the services will occur—e.g., daily, weekly, monthly).</p> | IEP |
| 200.850 Program modifications and accommodations: 300.320(a)(7); SP(IV) | <p>IEP includes a statement of the program modifications and accommodations that will be provided to enable the child to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum and to participate in extra-curricular and other non-academic activities and to be educated and participate with other children with disabilities and non-disabled children:</p> <p>200.850.a. A description of the specific program modifications and accommodations.</p> <p>200.850.b. Duration (i.e., beginning and ending date for services).</p> <p>200.850.c. Location (states the type of environment for provision of the services - e.g., regular education classroom, special education classroom, etc.).</p> <p>200.850.d. Frequency (states how often the services will occur - e.g., daily, weekly, monthly).</p> | IEP |

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| 200.860 Supports for school personnel: 300.320(a)(4)(ii,iii); SP(IV) | 200.860.a. Description of the supports that will be provided for school personnel that are focused on directly assisting staff to meet the unique and specific needs of the child. | IEP |
| 200.870 Transportation: 300.34(a)(16); 300.320(a)(4); SP(IV) | The IEP documents: 200.870.a. The IEP team’s decision regarding whether or not the child needs transportation as a necessary related service. 200.870.b. Accommodations, and/or modifications for transportation (e.g., an aide, accessible bus, or door-to-door transportation) are listed, if determined necessary. | IEP |
| 200.880 Extent of non-participation in regular education: 300.320(a)(5); SP(IV) | 200.880.a. For any child not participating 100% in the regular education environment (K-12), the IEP must include a description of the extent that the student will not participate and why full participation is not appropriate. OR 200.880.b. For preschool children, if all of the child’s special education and related services are not provided in a regular education setting, the IEP includes: 200.880.b.(1) A description of the extent that the child will not receive special education and related services in a regular education setting. 200.880.b.(2) Reasons why the IEP team determined that provision of services in the regular education setting was not appropriate. NOTE: For preschool children, regular education setting is a setting which is designed primarily for children without disabilities. | IEP |
| 200.890 Addresses physical education, as appropriate: 300.108(a)(b)(c)(d); SP(IV) | The IEP addresses: 200.890.a. Whether or not the student participates in a “regular” physical education program. 200.890.b. If the student is not in a regular physical education program, modifications or adjustments are reflected in the IEP. NOTE (1): For preschool children, physical education activities are not required. NOTE (2): For high school students, participation in physical education may not be required if credit has been earned or waived. | IEP |
| 200.900 Addresses participation in program options, nonacademic and extracurricular services and activities: 300.320(a)(4)(ii)(a)(1); SP(IV) | 200.900.a. The IEP contains a statement of the agency’s assurance of equal opportunity for the child’s participation in program options, nonacademic and extracurricular services, and activities with nondisabled peers. OR 200.900.b. The IEP contains a listing of program options, nonacademic and extracurricular services, and activities in which the child may be expected to participate. NOTE: If program options, nonacademic and extracurricular services and activities exist within the agency for nondisabled children, including preschool children, the same options, nonacademic and extracurricular services | IEP |

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| | and activities must be available to children with disabilities | |
| <p>200.910 A statement defining the child’s participation in state assessments of student achievement: 300.320(a)(6)(i)(ii)(A)(B); SP(IV) (NA for children for whom state assessment is not available at their age/grade level)</p> | <p>The IEP includes a statement of:</p> <p>200.910.a. The child’s participation in state assessments (Grade- Level Assessments, End- of- Course Assessments, and ACCESS for ELLs).</p> <p>200.910.b. Accommodations that are necessary to measure the academic achievement and functional performance of the child.</p> <p style="text-align: center;">OR</p> <p>If not participating in general state assessment (Grade- Level Assessments, End- of- Course Assessments, and ACCESS for ELLs):</p> <p>200.910.c. Why the child cannot participate in regular assessment.</p> <p>200.910.d. How the particular alternative assessment is appropriate (MAP-A).</p> <p>NOTE: Alternate assessment participation is determined by the student’s IEP team using the criteria established by the Department of Elementary and Secondary Education. Refer to the Missouri Alternate Assessment Checklist for additional guidance in determining eligibility for the alternate assessment.</p> | IEP |
| <p>200.920 A statement defining the child’s participation in agency-wide assessments of student achievement: SP(IV) (NA for children for whom the agency does not administer any agency-wide assessments for all students at their age/grade level)</p> | <p>The IEP includes a statement of:</p> <p>200.920.a. The child’s participation in agency-wide assessments as described in the agency’s assessment plan.</p> <p>200.920.b. Accommodations that are necessary to measure the academic achievement and functional performance of the child.</p> <p style="text-align: center;">OR</p> <p>If not participating in general agency-wide assessments:</p> <p>200.920.c. Why the child cannot participate in regular assessment.</p> <p>200.920.d. How the particular alternative assessment is appropriate.</p> <p>NOTE: Alternate assessment must assess same areas as agency wide assessment.</p> | IEP |
| <p>200.930 Consideration of Extended School Year (ESY): 300.106; SP(IV)</p> | <p>ESY services are considered by the IEP team and the IEP documents the team’s decision with one (1) of the following:</p> <p>200.930.a. Not eligible for ESY services.</p> <p>200.930.b. Eligible for ESY services.</p> <p>200.930.c. The determination will be made at a later date.</p> <p>For eligible students, the IEP identifies:</p> <p>200.930.d. The IEP goals to be addressed through the ESY services.</p> <p>200.930.e. Type and amount of services.</p> <p>200.930.f. The frequency of services.</p> | IEP |

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| | <p>200.930.g. The duration of the services.</p> <p>200.930.h. The location of the services.</p> | |
| <p>200.940 Reporting progress on annual goals 300.320; SP(IV)</p> | <p>200.940.a. The IEP includes a description of how progress toward meeting the annual goal(s) will be measured.</p> <p>200.940.b. The IEP includes a statement of when periodic reports on the progress the child is making toward meeting the annual goals will be provided to the parent.</p> <p>200.940.c. The content of the progress report includes the progress toward the annual goal.</p> <p>NOTE: Progress towards the annual goals should reflect data collected to document this progress. Due to the relationship between the annual academic and functional goals of a transition – aged student and the student’s postsecondary goals, the public agency could include information about the transition services that were provided during the time subject to the periodic report.</p> | IEP; Progress report; meeting notes |
| <p>200.950 Parent is provided a copy of the IEP: 300.322(f); SP(IV)</p> | <p>200.950.a. Documentation indicates that a copy of the IEP was provided to the parent after initial and each annual review.</p> <p style="text-align: center;">AND</p> <p>200.950.b. Upon parent request after any amendments.</p> <p>NOTE: This copy must be provided to the parent within a reasonable period of time (generally 20 days) after the annual meeting or parent request after any amendment.</p> | IEP; correspondence |
| <p>200.960 Special education and related services are provided in accordance with the IEP: 300.323(a)(e); SP(IV)</p> | <p>200.960.a. Special education and related services are provided as listed on the IEP.</p> | IEP |
| Notice of Action – Change of Services: | | |
| <p>200.970 Parent is provided Prior Written Notice for any change of services: (NA initial IEP development or a subsequent IEP resulting in no change to services) 300.503(a)(1); SP(V)</p> | <p>Documentation is present that Written Notice was provided to the parents of a child with a disability prior to proposing or refusing to initiate or change the identification, evaluation, educational placement of the child or the provision of FAPE to the child:</p> <p>200.970.a. The parent was provided written notice after any change was made in the type or amount of special education and/or related services for the child.</p> <p>200.970.b. Written Notice is Present.</p> <p>200.970.c. Date of Provision of the Notice (m/d/y).</p> <p>200.970.d. Notice is provided a reasonable time prior to initiation of the action.</p> <p>NOTE (1): Generally notice must be provided at least ten (10) days prior to the initiation of an action, however, a lesser period may be reasonable in unusual circumstances, e.g. disciplinary changes of placement.</p> | Notice of Action |

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| | NOTE (2): The ten (10) day requirement for provision of a notice prior to initiation of an action may be waived by the parent of the child, except in the case of graduation. | |
| Content of notice, when there is any Change in Services: 300.503(b)(1-7); SP(V) | | |
| 200.980 Description and explanation of action: | The notice includes: 200.980.a. Description of the action being taken. 200.980.b. Explanation of agency’s position and why the action is proposed or refused. | Notice |
| 200.990 Options considered and why rejected: | 200.990.a. Specific other option(s) considered by the IEP team prior to the decision to propose or refuse the action. 200.990.b. Why each option listed was rejected. | Notice |
| 200.1000 Information used as a basis for the action: | 200.1000.a. A listing of each evaluation procedure, assessment, record, or report used as a basis for the action. | Notice |
| 200.1010 Other relevant factors to the action: | 200.1010.a. A description of other factors that are relevant to the agency’s proposal or refusal. | Notice |
| 200.1020 Procedural Safeguards statement: | The Prior Written Notice must contain the following: 200.1020.a. A statement that the parent has protection under the Procedural Safeguards. 200.1020.b. How to obtain a copy of Procedural Safeguards. 200.1020.c. Sources for parent to contact to understand the provisions of the Procedural Safeguards. <p style="text-align: center;">OR</p> 200.1020.d. A copy of the Procedural Safeguards was provided. | Notice |
| PLACEMENT | | |
| 200.1030 IEP is developed/revised prior to placement and/or change of placement recommendation: 300.116(b)(2); SP(IV) | Placement and/or change of placement recommendations are <u>not</u> made prior to development/revision of the IEP. 200.1030.a. Placement decisions are based on the child’s IEP. 200.1030.b. Placement decisions are made only after development or revision of the IEP. | IEP; Notice of Action |
| 200.1040 Placement decisions are based upon LRE: 300.115; 300.116; SP(IV) | Documentation is present that: 200.1040.a. The child’s IEP team makes placement decisions. 200.1040.b. Placement is determined annually. 200.1040.c. Placement is based upon the services identified in the child’s IEP. 200.1040.d. Placement being as close as possible to the child’s home and in the school he/she would attend if nondisabled unless the IEP requires some other arrangement. (N/A for ECSE or student | IEP |

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| | assigned to school building at parent request per local school board policy.) | |
| 200.1040.e. | A continuum of alternative placement options is available to meet the needs of all identified children with disabilities. | |
| | 200.1040.e.(1) If the placement decision is “Private separate school (day) facility, then the district may only contract with those private agencies that have been approved by the State Board of Education. | |
| 200.1040.f. | Child is not removed from education in age-appropriate regular classroom solely because of needed modifications in the general curriculum. | |
| | The public agency must be able to justify the placement decision in accordance with a two-part inquiry: | |
| 200.1040.g. | Whether education in the regular classroom with the use of supplementary aids and services can be achieved satisfactorily; if not, then, (For preschool children, regular education setting is a setting which is designed primarily for children without disabilities.) | |
| 200.1040.h. | Whether the child has been integrated to the maximum extent appropriate. | |
| 200.1040.i. | The following factors must be considered as a part of the two-part inquiry: | |
| | 200.1040.i.(1) The curriculum and goals of the regular education class (i.e., factors which document a need for specially designed materials, supplies, or equipment or significant modifications to the regular curriculum which would have an adverse affect on the educational program for other students in the class). | |
| | 200.1040.i.(2) The sufficiency of the district’s efforts to accommodate the child with a disability in the regular class (i.e., description of modifications which have been attempted/resources which have been committed and the student centered results which were observed or a description of the modifications considered by rejected and the basis for the rejection). | |
| | 200.1040.i.(3) The degree to which the child with a disability will receive educational benefit from regular education (i.e., consideration of the potential positive effects with respect to cognitive, academic, physical, social, or other areas of development). | |
| | 200.1040.i.(4) The effect the presence of a child with a disability may have on the regular classroom environment and on the education that the other students are receiving (i.e., description of potential harmful effects for the student with a disability or disruptive effects for students without disabilities). | |
| | 200.1040.i.(5) The nature and severity of the child’s disability (i.e., factors which support a need for alternative instruction which cannot be achieved in the regular class such as extreme distractibility, diverse learning styles, and inability to engage appropriately with other students in academic or social interaction). | |
| | <u>For students attending Missouri Schools for the Severely Disabled, Missouri School for the Blind, and Missouri School for the Deaf:</u> | |

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| | <p>200.1040.j. Placement determinations are made during the annual IEP review/revision meeting. If the local agency is unable to attend this meeting, they must document that placement options were discussed with the parent at another time.</p> <p>Note for SSD and Component Districts of SSD: <i>The Special School District and component districts must collaborate to ensure that a continuum of placement options are available throughout the county.</i></p> | |
| Notice of Action – Initial Eligibility and Consent for Initial Services: | | |
| <p>200.1050 Notice for Initial Eligibility and Notice with Consent for Initial Services is provided/obtained 300.503(a)(1); SP(V)</p> | <p>Documentation is present that Written Notice was provided to the parents of a child with a disability prior to proposing or refusing to initiate or change the identification, evaluation, educational placement of the child or the provision of FAPE to the child:</p> <p>200.1050.a. A written notice is provided to the parent prior to provision of services.</p> <p>200.1050.b Prior Written Notice to parents for their consent to initiate services education must include the eligibility category of disability and subcategories, if appropriate, under which the child qualified for those services.</p> <p style="text-align: center;">AND</p> <p>200.1050.c. Signed parental consent for the initial services is obtained prior to provision of services.</p> | Notice of Action |
| Content of notice for Initial Eligibility and Consent for Initial Services: 300.503(b)(1-7) SP(V) | | |
| <p>200.1060 Description and explanation of action:</p> | <p>The notice includes:</p> <p>200.1060.a. Description of the action being taken.</p> <p>200.1060.b. Explanation of agency’s position and why the action is proposed or refused.</p> | Notice |
| <p>200.1070 Options considered and why rejected:</p> | <p>200.1070.a. Specific other option(s) considered by the IEP team prior to the decision to propose or refuse the action.</p> <p>200.1070.b. Why each option listed was rejected.</p> | Notice |
| <p>200.1080 Information used as a basis for the action:</p> | <p>200.1080.a. A listing of each evaluation procedure, assessment, record, or report used as a basis for the action.</p> | Notice |
| <p>200.1090 Other relevant factors to the action:</p> | <p>200.1090.a. A description of other factors that are relevant to the agency’s proposal or refusal.</p> | Notice |
| <p>200.1100 Procedural Safeguards statement:</p> | <p>The Prior Written Notice must contain the following:</p> <p>200.1100.a. A statement that the parent has protection under Procedural Safeguards.</p> <p>200.1100.b. How to obtain a copy of Procedural Safeguards.</p> <p>200.1100.c. Sources for parent to contact to understand the provisions of the Procedural Safeguards.</p> <p style="text-align: center;">OR</p> <p>200.1100.d. A copy of the Procedural Safeguards was provided.</p> | Notice |

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| 200.1110 Date of Consent for Initial Services is prior to implementation of the IEP: 300.503(a)(1); SP(V) | 200.1110.a. Parent consent (date of signature) is prior to implementation of IEP (initiation date). 200.1110.b. All dates include month, day, and year. | Notice of Action; IEP |
| Notice of Action – Initial Placement | | |
| 200.1120 Notice of Initial Placement is provided: 300.503(a)(1); SP(V) | Documentation is present that Written Notice was provided to the parents of a child with a disability prior to proposing or refusing to initiate or change the identification, evaluation, educational placement of the child or the provision of FAPE to the child: 200.1120.a. Documentation is present that a written notice is provided to the parent prior to initial placement. 200.1120.b. Written Notice is present. 200.1120.c. Date of Provision of the Notice (m/d/y). 200.1120.d. Notice is provided a reasonable time prior to initiation of the action. NOTE (1): Generally notice must be provided at least ten (10) days prior to the initiation of an action, however, a lesser period may be reasonable in unusual circumstances, e.g. disciplinary changes of placement. NOTE (2): The ten (10) day requirement for provision of a notice prior to initiation of an action may be waived by the parent of the child, except in the case of graduation. | Notice of Action |
| Content of notice for Initial Placement: 300.503(b)(1-7); SP(V) | | |
| 200.1130 Description and explanation of action: | The notice includes: 200.1130.a. Description of the action being taken. 200.1130.b. Explanation of agency’s position and why the action is proposed or refused. | Notice |
| 200.1140 Options considered and why rejected: | 200.1140.a. Specific other option(s) considered by the IEP team prior to the decision to propose or refuse the action. 200.1140.b. Why each option listed was rejected. | Notice |
| 200.1150 Information used as a basis for the action: | 200.1150.a. A listing of each evaluation procedure, assessment, record, or report used as a basis for the action. | Notice |
| 200.1160 Other relevant factors to the action: | 200.1160.a. A description of other factors that are relevant to the agency’s proposal or refusal. | Notice |
| 200.1170 Procedural Safeguards statement: | The Prior Written Notice must contain the following: 200.1170.a. A statement that the parent has protection under Procedural Safeguards. 200.1170.b. How to obtain a copy of Procedural Safeguards. | Notice |

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| | <p>200.1170.c. Sources for parent to contact to understand the provisions of the Procedural Safeguards.</p> <p style="text-align: center;">OR</p> <p>200.1170.d. A copy of the Procedural Safeguards was provided.</p> | |
| Notice of Action – Change of Placement | | |
| <p>200.1180 Notice of Change of Placement is provided, including Graduation: (NA if Initial Placement) 300.503(a)(1); SP(V)</p> | <p>Documentation is present that Written Notice was provided to the parents of a child with a disability prior to proposing or refusing to initiate or change the identification, evaluation, educational placement of the child or the provision of FAPE to the child:</p> <p>200.1180.a. Documentation is present that a written notice is provided to the parent prior to any change in placement and prior to graduation.</p> <p>200.1180.b. Written Notice is present.</p> <p>200.1180.c. Date of Provision of the Notice (m/d/y).</p> <p>200.1180.d. Notice is provided a reasonable time prior to initiation of the action.</p> <p>NOTE (1): Generally notice must be provided at least ten (10) days prior to the initiation of an action, however, a lesser period may be reasonable in unusual circumstances, e.g. disciplinary changes of placement.</p> <p>NOTE (2): The ten (10) day requirement for provision of a notice prior to initiation of an action may be waived by the parent of the child, except in the case of graduation.</p> | Notice of Action |
| Content of Notice for Change of Placement: 300.503(b)(1-7); SP(V) | | |
| <p>200.1190 Description and explanation of action:</p> | <p>The notice includes:</p> <p>200.1190.a. Description of the action being taken.</p> <p>200.1190.b. Explanation of agency’s position and why the action is proposed or refused.</p> | Notice |
| <p>200.1200 Options considered and why rejected:</p> | <p>200.1200.a. Specific other option(s) considered by the IEP team prior to the decision to propose or refuse the action.</p> <p>200.1200.b. Why each option listed was rejected.</p> | Notice |
| <p>200.1210 Information used as a basis for the action:</p> | <p>200.1210.a. A listing of each evaluation procedure, assessment, record, or report used as a basis for the action.</p> | Notice |
| <p>200.1220 Other relevant factors to the action:</p> | <p>200.1220.a. A description of other factors that are relevant to the agency’s proposal or refusal.</p> | Notice |
| <p>200.1230 Procedural Safeguards</p> | <p>The Prior Written Notice must contain the following:</p> <p>200.1230.a. A statement that the parent has protection under Procedural Safeguards.</p> | Notice |

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| statement: | <p>200.1230.b. How to obtain a copy of Procedural Safeguards.</p> <p>200.1230.c. Sources for parent to contact to understand the provisions of the Procedural Safeguards.</p> <p style="text-align: center;">OR</p> <p>200.1230.d. A copy of the Procedural Safeguards was provided.</p> | |
| Notice of Action - Refused | | |
| <p>200.1240 Notice of Action Refused is provided:</p> <p>300.503(a)(2); SP(V)</p> | <p>Documentation is present that Written Notice was provided to the parents of a child with a disability prior to proposing or refusing to initiate or change the identification, evaluation, educational placement of the child or the provision of FAPE to the child:</p> <p>200.1240.a. Documentation is present that a written notice is provided to the parent at the refusal of any action.</p> <p>200.1240.b. Written Notice is present.</p> <p>200.1240.c. Date of Provision of the Notice (m/d/y).</p> <p>200.1240.d. Notice is provided a reasonable time after the refusal to initiate a requested action.</p> <p>NOTE: Generally, ten (10) days is considered a reasonable amount of time for a public agency to provide prior written notice of a refusal to initiate an action requested by the parent or guardian.</p> | Notice of Action |
| Content of notice of Action Refused: 300.503(b)(1-7); SP(V) | | |
| <p>200.1250 Description and explanation of action:</p> | <p>The notice includes:</p> <p>200.1250.a. Description of the action being taken.</p> <p>200.1250.b. Explanation of agency's position and why the action is proposed or refused.</p> | Notice |
| <p>200.1260 Options considered and why rejected:</p> | <p>200.1260.a. Specific other option(s) considered by the IEP team prior to the decision to propose or refuse the action.</p> <p>200.1260.b. Why each option listed was rejected.</p> | Notice |
| <p>200.1270 Information used as a basis for the action:</p> | <p>200.1270.a. A listing of each evaluation procedure, assessment, record, or report used as a basis for the action.</p> | Notice |
| <p>200.1280 Other relevant factors to the action:</p> | <p>200.1280.a. A description of other factors that are relevant to the agency's proposal or refusal.</p> | Notice |
| <p>200.1290 Procedural Safeguards statement:</p> | <p>The Prior Written Notice must contain the following:</p> <p>200.1290.a. A statement that the parent has protection under Procedural Safeguards.</p> | Notice |

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| | <p>200.1290.b. How to obtain a copy of Procedural Safeguards.</p> <p>200.1290.c. Sources for parent to contact to understand the provisions of the Procedural Safeguards.</p> <p style="text-align: center;">OR</p> <p>200.1290.d. A copy of the Procedural Safeguards was provided.</p> | |
| <p>200.1300 Part C transition: 300.124;SP (IV)</p> | <p>Documentation is present that a smooth and effective transition was made for children transitioning from Part C (First Steps) to Part B (ECSE):</p> <p>200.1300.a. If invited, representative of local district attended Part C transition meeting.</p> <p>200.1300.b. If the representative of the local agency did not attend the meeting, documentation is present that a contact occurred at least 120 days prior to the child's third birthday to explain the process and if the child is eligible, the steps necessary to assure the provision of services by the child's third birthday.</p> <p>NOTE: For further information regarding Part C to B transition, see the Missouri State Plan for Part C.</p> | Correspondence, Notes in the file, Contact logs |
| PARENTAL REVOCATION OF CONSENT | | |
| <p>200.1305 Parental Revocation of Consent: 300.9; 300.300(b)(4)</p> | <p>If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services:</p> <p>200.1305.a. Documentation is present that the revocation of consent was provided in writing by the parent,</p> <p style="text-align: center;">AND</p> <p>200.1300.b. Documentation is present that the public agency provided the parent with a Notice of Action, Change of Services.</p> <p>NOTE: If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of revocation of consent.</p> | Notice of Action |
| PROCEDURAL SAFEGUARDS STATEMENT | | |
| <p>200.1310 Procedural Safeguards Notice provided: 300.504; SP(V)</p> | <p>Documentation is present that a copy of the Procedural Safeguards Notice for children and parents was provided to the parent</p> <p>200.1310.a. At least one time per year.</p> <p style="padding-left: 20px;">200.1310.a.(1) Date provided (m/d/y).</p> <p style="padding-left: 20px;">200.1310.a.(2) Dates of provision are not more than 365 days apart.</p> <p>200.1310.b. Upon parent request.</p> <p>NOTE: The Procedural Safeguards Notice must also be provided to the parent at the following times:</p> <ul style="list-style-type: none"> ○ Upon initial referral or parental request for evaluation (see Indicator 200.10). ○ In certain disciplinary circumstances (see Document 300-Discipline). ○ Upon the first occurrence of the filing of a Due Process Hearing request (In this case a copy of the Procedural Safeguards will be provided by DESE). | Correspondence, Notes in the file, Contact logs |

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| SUMMARY OF PERFORMANCE | | |
| <p>200.1320 Provision of a summary of Academic Achievement and Functional Performance: 300.305(e)(3); SP(III)</p> | <p>For a child whose eligibility terminates due to graduation with a regular 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>200.1320.a. The summary includes recommendations on how to assist the child in meeting the child's post-secondary goals.</p> <p>200.1320.b. The summary was provided to the student.</p> <p>200.1320.c. Not more than 60 days before or 30 days after the child is graduating with a regular diploma.</p> <p style="text-align: center;">OR</p> <p>200.1320.d. 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> | <p>Summary of Performance</p> |