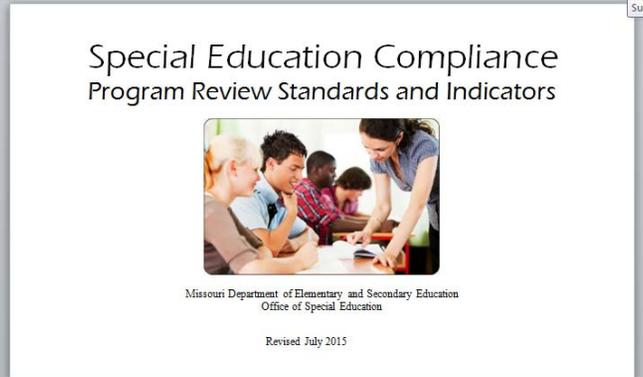
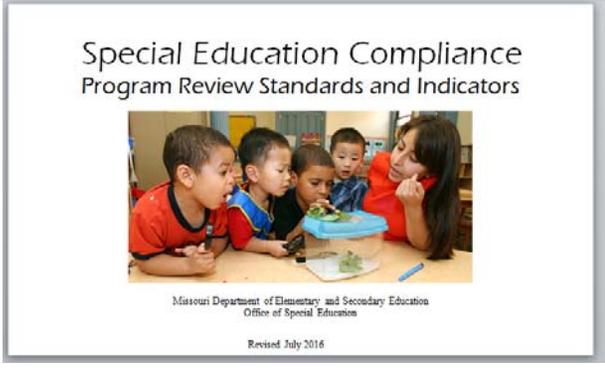


STANDARDS AND INDICATORS REVISIONS – JULY 2016

Indicator Number	Current	Proposed	Reason
Cover			Update to current date
Header prior to 100.470	<b>HIGHLY QUALIFIED TEACHERS (HQT): SP I</b>	Add (red) / Delete (blue) <b>APPROPRIATELY CERTIFICATED TEACHERS (ACT): SP1</b>  Every Student Succeeds Act (ESSA) 20 USC § 1412(a)(14)(C).  <del>HIGHLY QUALIFIED TEACHERS (HQT): SP I</del>	Update to reflect changes required by the federal Every Student Succeeds Act (ESSA) and add the legal reference.
100.470	<b>100.470</b> Subject matter competency for HQT:	Add (red) / Delete (blue) Subject matter competency for <b>Appropriately Certificated Teachers:</b>  Subject matter competency for <b>HQT:</b>	Update to reflect changes required by the federal Every Student Succeeds Act (ESSA).
100.470	Special Education teachers who do not directly instruct core academic subjects or provide only consultation to subject area teachers or provide supplemental instruction in core academic subjects: <b>100.470.a.</b> Hold a bachelor’s degree. <b>100.470.b.</b> Hold appropriate special education certification. Special Education teachers who are teachers of record in core academic subjects: <b>100.470.c.</b> Hold a bachelor’s degree. <b>100.470.d.</b> Hold appropriate special education certification. <b>100.470.e.</b> Demonstrate subject-matter competency in every core subject taught either through:	Add (red) / Delete (blue) Special Education teachers who <del>do not directly</del> instruct, <del>core academic subjects</del> or provide <del>only</del> consultation to subject area teachers, or provide supplemental instruction in <del>core academic</del> any subjects <del>–must:</del> <b>100.470.a.</b> Hold a bachelor’s degree. <b>100.470.b.</b> Hold appropriate special education certification. <del>Special Education teachers who are teachers of record in core academic subjects:</del> <del>100.470.c. Hold a bachelor’s degree.</del> <del>100.470.d. Hold appropriate special education</del>	Update to reflect changes required by the federal Every Student Succeeds Act (ESSA).

	<ul style="list-style-type: none"> <li>o Missouri Content Assessments (after September 2014) or the Praxis II Test.</li> <li>o HOUSSE Rule (House Objective Uniform State Standard of Evaluation).</li> </ul> <p>NOTE: Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Special education teachers teaching MAP-A students at any grade level need to demonstrate subject-matter competency at the elementary level.</p>	<p><del>certification.</del>  <del>100.470.c. Demonstrate subject matter competency in every core subject taught either through:</del>  <del>o Missouri Content Assessments (after September 2014) or the Praxis II Test.</del>  <del>o HOUSSE Rule (House Objective Uniform State Standard of Evaluation).</del></p> <p><del>NOTE: Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Special education teachers teaching MAP-A students at any grade level need to demonstrate subject-matter competency at the elementary level.</del></p>	
<p><b>200.10</b></p>	<p>NOTE (1): Date of referral represents:</p> <ul style="list-style-type: none"> <li>o <b>Agency referrals:</b> The date on which the agency made the decision that an evaluation is warranted.</li> <li>o <b>Parent referral</b> (for initial or reevaluation other than required triennial reevaluation): 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).</li> <li>o <b>Referrals for children receiving services in the First Steps System:</b> 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</li> </ul>	<p>Delete (blue)</p> <p>NOTE (1): Date of referral represents:</p> <ul style="list-style-type: none"> <li>o <b>Agency referrals:</b> The date on which the agency <b>determined there is reason to suspect a disability and an evaluation is warranted.</b> <del>made the decision that an evaluation is warranted.</del></li> <li>o <b>Parent referral</b> (for initial or reevaluation other than required triennial reevaluation): 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).</li> <li>o <b>Referrals for children receiving services in the First Steps System:</b> 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</li> </ul>	<p>Clarify this Indicator is for initial evaluation process. Reevaluation process begins with Indicator 200.330</p>

	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 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.	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 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.	
<b>Header prior to 200.50</b>		Add (red) <b>Notice of Action – Initial Evaluation</b>	Formatting change
<b>Header prior to 200.80</b>	<b>Content of Notice, when additional data is collected: 300.503(b)(1-7); SP(V)</b>	Add (red) , Delete (blue) <b>Content of Notice, when additional data is collected for Initial Evaluation: 300.503(b)(1-7); SP(V)</b>	Formatting change
<b>200.80</b>	<b>200.80.a</b> Explanation of action and reason why action is proposed.	Add (red), Delete (blue) <b>The notice includes:</b> <b>200.80.a</b> Description of the action being taken. <b>200.80.b</b> Explanation of agency’s positions <del>action</del> and <del>reason</del> why the action is proposed or refused.	Clarification and alignment with other NOA indicators
<b>200.210</b>	<b>200.210</b> A synthesis of information from the evaluation is present: 300.304	Add (red). A synthesis of information from the evaluation is present: 300.304, <b>300.306</b>	Add additional reference in federal regulations
<b>200.210.a</b>	<b>200.210.a</b> The evaluation report addresses the results of all assessed areas generally related to the suspected disability. This should include, if appropriate, any or all of the following areas: <b>200.210.a.(1)</b> Health, <b>200.210.a.(2)</b> Vision, <b>200.210.a.(3)</b> Hearing, <b>200.210.a.(4)</b> Social and emotional status, <b>200.210.a.(5)</b> General intelligence, <b>200.210.a.(6)</b> Academic performance (including results of state and agency-wide assessments), <b>200.210.a.(7)</b> Communicative status, and/or <b>200.210.a.(8)</b> Motor abilities.	Add (red) Delete (blue) <b>200.210.a.</b> The evaluation report addresses the results of <b>assessments conducted in</b> all <del>assessed</del> areas related to the suspected disability. This should include, if appropriate, any or all of the following areas: <b>200.210.a.(1)</b> Health, <b>200.210.a.(2)</b> Vision, <b>200.210.a.(3)</b> Hearing, <b>200.210.a.(4)</b> Social and emotional status, <b>200.210.a.(5)</b> General intelligence,	Clarification to make wording more closely match 300.304(c)(4)

		<p><b>200.210.a.(6)</b> Academic performance (including results of state and agency-wide assessments),</p> <p><b>200.210.a.(7)</b> Communicative status, and/or</p> <p><b>200.210.a.(8)</b> Motor abilities.</p>	
<b>200.210.b</b>	<p><b>200.210.b.</b> The evaluation information is sufficiently comprehensive to identify all of the child’s special education and related services needs.</p>	<p>Add (red)</p> <p><b>200.210.b</b> The evaluation information <b>draws upon information from a variety of sources and</b> is sufficiently comprehensive to identify all of the child’s special education and related services needs.</p> <p><b>NOTE: 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.</b></p>	<p>Clarification to make wording more closely match 300.306(c)(1)(i) and 300.306(c)(1)(ii)</p>
<b>200.220</b>	<p><b>200.220.a.</b> 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 not 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. 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>	<p>Add (red)</p> <p><b>200.220.a.</b> 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 not 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. <b>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.</b></p>	<p>Clarification of what is required for SLD observation</p>

<b>Immediately following 200.320</b>	<b>Blank</b>	Add (red) <b>200.325</b> Documentation is present for the date of the parent referral for reevaluation (other than required triennial reevaluation).	Clarification needed SP(III) (34 CFR 300.303)
<b>Header prior to 200.360</b>		Add (red) <b>Notice of Action – Reevaluation, additional data necessary</b>	Formatting change
<b>Header prior to 200.370</b>	<b>Content of notice is present as follows:</b>	Add (red) Delete (blue) <b>Content of Notice is present as follows for Reevaluation, additional data necessary: 300.503(b)(1-7); SP(V)</b>	Formatting change and to provide continuity in headers
<b>200.460</b>	<b>200.460.a</b> Documentation is present that a copy of the evaluation results and eligibility determination is provided to the parent. <b>200.460.a.(1)</b> Date of provision of copy (m/d/y). NOTE: This copy must be provided to the parent within a reasonable period of time (generally 20 days) after the meeting.	Add (red) <b>200.460.a</b> Documentation is present that a copy of the evaluation results and eligibility determination is provided to the parent. <b>200.460.a.(1)</b> Date of provision of copy (m/d/y). NOTE (1): This copy must be provided to the parent within a reasonable period of time (generally 20 days) after the meeting. 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.	Added exclusions (age out/graduation) for clarification.
<b>200.470</b>	<b>200.470</b> A synthesis of information from the evaluation is present: 300.306	Add (red). A synthesis of information from the evaluation is present: <b>300.304, 300.306</b>	Add additional reference in federal regulations

<p><b>200.470.a</b></p>	<p><b>200.470.a.</b> The evaluation report addresses the results of all assessed areas related to the suspected disability. This should include, if appropriate, any or all of the following areas:  <b>200.470.a.(1)</b> Health,  <b>200.470.a.(2)</b> Vision,  <b>200.470.a.(3)</b> Hearing,  <b>200.470.a.(4)</b> Social and emotional status,  <b>200.470.a.(5)</b> General intelligence,  <b>200.470.a.(6)</b> Academic performance (including results of state and agency-wide assessments),  <b>200.470.a.(7)</b> Communicative status, and/or  <b>200.470.a.(8)</b> Motor abilities.</p>	<p>Add (red) Delete (blue)  <b>200.470.a.</b> The evaluation report addresses the results of <b>assessments conducted in all assessed</b> areas related to the suspected disability. This should include, if appropriate, any or all of the following areas:  <b>200.470.a.(1)</b> Health,  <b>200.470.a.(2)</b> Vision,  <b>200.470.a.(3)</b> Hearing,  <b>200.470.a.(4)</b> Social and emotional status,  <b>200.470.a.(5)</b> General intelligence,  <b>200.470.a.(6)</b> Academic performance (including results of state and agency-wide assessments),  <b>200.470.a.(7)</b> Communicative status, and/or  <b>200.470.a.(8)</b> Motor abilities.</p>	<p>Clarification to make wording more closely match 300.304(c)(4)</p>
<p><b>200.470.b</b></p>	<p><b>200.470.b</b> The evaluation information is sufficiently comprehensive to identify all of the child’s special education and related services needs.</p>	<p>Add (red)  <b>200.470.b</b> The evaluation information <b>draws upon information from a variety of sources and</b> is sufficiently comprehensive to identify all of the child’s special education and related services needs.   <b>NOTE: 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.</b></p>	<p>Clarification to make wording more closely match 300.306(c)(1)(i) and 300.306(c)(1)(ii)</p>
<p><b>200.910</b></p>	<p><b>200.910.c</b> Why the child cannot participate in regular assessment.  <b>200.910.d</b> How the particular alternative assessment is appropriate (MAP-A).</p>	<p>Add (red)  <b>200.910.c</b> Why the child cannot participate in regular assessment.  <b>200.910.d</b> How the particular alternative assessment is appropriate (MAP-A).  <b>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.</b></p>	<p>Clarification and reference to the MAP-A Eligibility criteria.</p>

Header prior to 200.970		Add (red) <b>Notice of Action – Change of Services</b>	Formatting change
Header prior to 200.980	Content of notice is present as follows:	Add (red) Delete (blue) <b>Content of Notice is present as follows, when there is any Change in Services: 300.503(b)(1-7); SP(V)</b>	Formatting change and to provide continuity in headers
Header prior to 200.1050		Add (red) <b>Notice of Action – Initial Eligibility and Consent for Initial Services</b>	Formatting change
200.1050	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 for those services.	Add (red) <b>200.1050.b</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 <b>qualified</b> for those services.	Correction of a mistaken deletion from July 2015
Header prior to 200.1060	Content of notice is present as follows:	Add (red) Delete (blue) <b>Content of Notice is present as follows for Initial Eligibility and Consent for Initial Services: 300.503(b)(1-7); SP(V)</b>	Formatting change and to provide continuity in headers
Header prior to 200.1120		Add (red) <b>Notice of Action – Initial Placement</b>	Formatting change
Header prior to 200.1130	Content of notice is present as follows:	Add (red) Delete (blue) <b>Content of Notice is present as follows for Initial Placement: 300.503(b)(1-7); SP(V)</b>	Formatting change and to provide continuity in headers
Header prior to 200.1180		Add (red) <b>Notice of Action – Change of Placement</b>	Formatting change
Header prior to 200.1190	Content of notice is present as follows:	Add (red) Delete (blue) <b>Content of Notice is present as follows for Change of Placement: 300.503(b)(1-7); SP(V)</b>	Formatting change and to provide continuity in headers
Header prior to 200.1240		Add (red) <b>Notice of Action – Refused</b>	Formatting change
200.1240.d	200.1240.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	Add (red), Delete (blue) <b>200.1240.d.</b> Notice is provided a reasonable time <del>prior to initiation of the action.</del> <b>after the refusal to initiate a requested action.</b>  Note (1): Generally, <b>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</b>	Clarification for providing notice of refusal to parent/guardian

	notice prior to initiation of an action may be waived by the parent of the child, except in the case of graduation.	<del>action requested by the parent or guardian. 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.</del> <del>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.</del>	
<b>Header prior to 200.1250</b>	<b>Content of notice is present as follows:</b>	Add (red) Delete (blue) <b>Content of Notice is present as follows of Action Refused: 300.503(b)(1-7); SP(V)</b>	Formatting change and to provide continuity in headers
<b>Header prior to 300.70</b>	<b>SPECIAL CIRCUMSTANCES/FORTY-FIVE (45) CALENDAR DAY INTERIM ALTERNATIVE EDUCATIONAL PLACEMENT: 300.530 (g) 300.531</b>	Add (red), Delete (blue) <b>SPECIAL CIRCUMSTANCES/FORTY-FIVE (45) CALENDAR SCHOOL DAY INTERIM ALTERNATIVE EDUCATIONAL PLACEMENT: 300.530 (g) 300.531</b>	Updated to correctly reflect the type of day
<b>550.140.c</b>	<b>550.140.c.</b> Obtained parental consent for initial placement	Add (red), Delete (blue) <b>550.140.c.</b> Obtained parental consent for initial <del>placement</del> <b>services</b>	Updated to correctly reflect the type of consent that is required in this situation
<b>1300.10.c</b>	<b>1300.10.c.</b> Documentation indicates that the health impairment results in limited strength, vitality or alertness, including a heightened alertness to environmental stimuli.	Add (red) <b>1300.10.c.</b> Documentation indicates that the health impairment results in limited strength, vitality or alertness, including a heightened alertness to environmental stimuli:  <b>NOTE (1): Limited strength refers to physical strength and energy and includes lack of endurance for fine and/or gross motor activities (e.g. poor trunk control, slouching, tires easily, muscular power). It also refers to a student’s emotional stamina, and how the student responds to stress/pain</b> <b>NOTE (2): Limited vitality refers to the capacity for endurance including duration, intensity and frequency over time. It takes into consideration the level of sustained energy/effort displayed by the student.,</b> <b>NOTE (3): Limited alertness refers to mental</b>	Added guidance for the terms “strength, vitality, and alertness” based on information presented by Geneva L. Englebrecht through the LRP Conference Series entitled: <i>OHI 101: Establishing Eligibility and Avoiding Overidentification</i>

		processing and the ability to think clearly. It includes the ability to manage/maintain attention and awareness including the ability to sustain focus. It also includes heightened alertness including being overly observant, watchful or “on guard.”	
<b>1400.20</b>	<p><b><u>RESPONSE TO SCIENTIFIC RESEARCH-BASED INTERVENTION</u></b>  The child does not make sufficient progress to meet age or State approved grade-level standards in one or more of the areas identified above when using a process based on the child’s response to scientific, research-based interventions.</p> <p>Documentation must include:  <b>1400.20.a.</b> Documentation is present that agency procedures for identification of a child with Specific Learning Disabilities were followed. <b>1400.20.b.</b> Instructional strategies used and the student-centered data collected. <b>1400.20.c.</b> Documentation that the child’s parents were notified about:  <b>1400.20.c.(1)</b> the State’s policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;  <b>1400.20.c.(2)</b> Strategies for increasing the child’s rate of learning, and;  <b>1400.20.c.(3)</b> The parents’ right to request an evaluation.</p> <p style="text-align: center;">OR</p> <p><b><u>DISCREPANCY</u></b>  1) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade-level standards, or intellectual development.</p> <p>Documentation must include:  <b>1400.20.d.</b> Evidence of pattern of strengths and weaknesses  <b>AND</b>  <b>1400.20.e.</b> Discrepancy of at least 1.5 standard deviations between achievement and intellectual ability.  <b>OR</b>  <b>1400.20.f.</b> A child who does not display a discrepancy of at least 1.5 standard deviations as defined above, may be deemed to have a specific learning disability through the use</p>	<p>Add (red), Delete (blue)</p> <p><b><u>RESPONSE TO SCIENTIFIC RESEARCH-BASED INTERVENTION METHOD</u></b>  The child does not make sufficient progress to meet age or State approved grade-level standards in one or more of the areas identified above when using a process based on the child’s response to scientific, research-based interventions.  (single space only)</p> <p>Documentation must include:  <b>1400.20.a.</b> Documentation is present that agency procedures for identification of a child with Specific Learning Disabilities were followed. <b>1400.20.b.</b> Instructional strategies used and the student-centered data collected.  <b>1400.20.c.</b> Documentation that the child’s parents were notified about:  <b>1400.20.c.(1)</b> the State’s policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;  <b>1400.20.c.(2)</b> Strategies for increasing the child’s rate of learning, and;  <b>1400.20.c.(3)</b> The parents’ right to request an evaluation.</p> <p style="text-align: center;">OR</p> <p><b><u>DISCREPANCY METHOD</u></b>  ↔ The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade-level standards, or intellectual development.</p> <p>Documentation must include:  <b>1400.20.d.</b> Evidence of pattern of strengths and weaknesses  <b>AND</b>  <b>1400.20.e.</b> Discrepancy of at least 1.5 standard deviations between achievement and intellectual ability.  <b>OR</b></p>	<p>Formatted to provide clarify and guidance on the three distinct methods of making an eligibility determination for SLD</p>

	<p>of professional judgment.</p> <p>NOTE: Documentation must include evidence that the child is not achieving adequately or making sufficient progress based on a review of formal and informal assessments.</p>	<p><b><u>PROFESSIONAL JUDGMENT</u></b></p> <p><b>1400.20.f.</b> A child who <b>exhibits a pattern of strengths and weaknesses as noted above but does</b> not display a discrepancy of at least 1.5 standard deviations as defined above, may be deemed to have a specific learning disability through the use of professional judgment.</p> <p><b>1400.20.g.</b> <del>NOTE:</del> Documentation must include evidence that the child is not achieving adequately or making sufficient progress based on a review of formal and informal assessments.</p>	
<b>1400.30</b>	<p>The public agency must ensure that the child is observed in the child’s learning environment (including the regular classroom setting) to document the child’s academic performance and behavior in the areas of difficulty. Documentation should include:</p> <p><b>1400.30.a.</b> Information from an observation in routine classroom instruction and monitoring of the child’s performance done before the child was referred for an evaluation; or</p> <p><b>1400.30.b.</b> Observation by a qualified professional in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.</p> <p><b>1400.30.c.</b> Relevant behavior, if any, noted during the observation and the relationship of that behavior to the child’s academic functioning.</p> <p>NOTE: In the case of a child of less than school age or out of school, an observation must be done in an environment appropriate for a child of that age.</p>	<p>Add (red)</p> <p>The public agency must ensure that the child is observed in the child’s learning environment (including the regular classroom setting) to document the child’s academic performance and behavior in the areas of difficulty. Documentation should include:</p> <p><b>1400.30.a.</b> Information from an observation in routine classroom instruction and monitoring of the child’s performance done <b>before</b> the child was referred for an evaluation; or</p> <p><b>1400.30.b.</b> Observation by a qualified professional in the regular classroom <b>after</b> the child has been referred for an evaluation and parental consent is obtained.</p> <p><b>1400.30.c.</b> Relevant behavior, <del>if any</del>, noted during the observation <b>related to the subcategory of Specific Learning Disability suspected</b> and the relationship of that behavior to the child’s academic functioning.</p> <p><b>1400.30.d.</b> <b>The observation report must contain the name and title of the qualified professional conducting the observation.</b></p> <p>NOTE: In the case of a child of less than school age or out of school, an observation must be done in an environment appropriate for a child of that age.</p>	Clarification of what is required for SLD observation
<b>1600.10</b>	The evaluation report describes the child’s sound production errors. These errors may be described as:	Add (red) The evaluation report describes the child’s sound	Formatting for clarity

		production errors. These errors may be described as a <b>delay in correct sound system production in one (1) or more of the following:</b>	
<b>2100.30.e</b>	<b>2100.30.e. Physical:</b> <b>2100.30.e.(1)</b> The child’s overall gross and fine motor scores are at or below 2.0 standard deviations or equivalent level of the mean and the child meets the definition of orthopedically impaired as described in Indicators 1200.10-1200.20.	Add ( <b>red</b> ), Delete ( <del>blue</del> ) <b>2100.30.e. Physical:</b> <b>2100.30.e.(1)</b> The child’s overall gross and fine motor scores are at or below 2.0 standard deviations or equivalent level of the mean <del>and</del> <b>or</b> the child meets the definition of orthopedically impaired as described in Indicators 1200.10-1200.20.	Clarification of the requirement