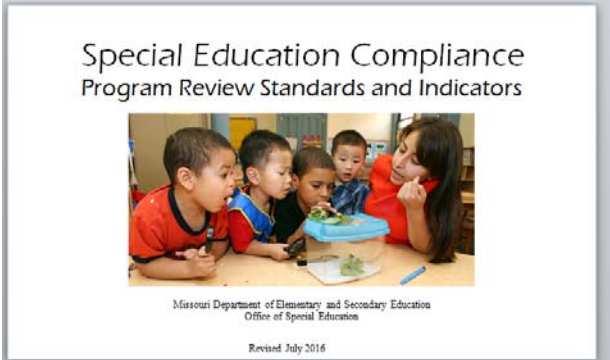
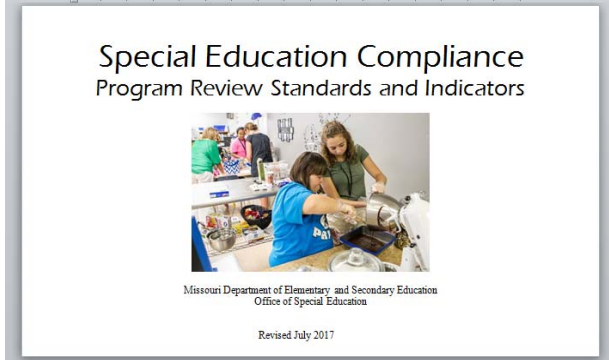


STANDARDS AND INDICATORS REVISIONS – JULY 2017

Indicator Number	Current	Proposed	Reason
Cover	 <p>Special Education Compliance Program Review Standards and Indicators</p> <p>Missouri Department of Elementary and Secondary Education Office of Special Education</p> <p>Revised July 2016</p>	 <p>Special Education Compliance Program Review Standards and Indicators</p> <p>Missouri Department of Elementary and Secondary Education Office of Special Education</p> <p>Revised July 2017</p>	Update to current date
200.170.c	<p>200.170.c. A listing of individuals invited to attend the meeting. Individuals attending the meeting are listed by their name and/or role(s) at the meeting.</p>	<p>Delete (blue) Add (red)</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 role specific position(s) within the public agency at the meeting.</p>	<p>300.322(b)(1)(i) requires the parent be informed of who will be in attendance at the IEP team meeting. Only showing the role does not adequately inform the parent of the individuals who will be in attendance. Refer to Appendix C to 34 CFR Part 300, Question 28.</p>
200.210	<p>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.</p>	<p>Add (red), Delete (blue)</p> <p>NOTE (1): In order to be sufficiently, comprehensive the evaluation needs to include and consider: aptitude and Achievement 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</p>	<p>Correct typographical error</p> <p>Clarification</p>

		<p>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>	
200.240	<p>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, Intellectual Disability, Speech Impaired – Voice).</p>	<p>Delete (blue)</p> <p>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, Intellectual Disability, Speech Impaired – Voice).</p>	<p>Clarification – there are no subcategories for intellectual Disabilities</p>
200.260	<p>200.260.a. A lack of appropriate instruction in reading including the essential components of reading instruction (as defined in Section 1208(3) of the ESEA):</p>	<p>Add (red), Delete (blue)</p> <p>200.260.a Lack of appropriate instruction in reading, including the essential components of reading comprehensive literacy instruction (as defined by in section 1208(3) 221(b)(1) of the ESEA);</p>	<p>Update to be consistent with federal and state requirements</p>

<p>200.270</p>	<p>200.270 Names and roles of the individuals making the eligibility determination: 300.308; 300.306(a)(1); SP(III)</p>	<p>Add (red)</p> <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>Update the legal reference to reflect requirements for SLD eligibility</p>
<p>200.270</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.</i></p>	<p>Add (red)</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>Clarification</p>
<p>200.325</p>	<p>Entire indicator is located prior to header / immediately following 200.320</p>	<p>Move entire indicator prior to 200.330 and Immediately following the header</p>	<p>Move this indicator from initial evaluation standards to reevaluation standards</p>

200.325	200.325 Documentation is present for the date of the parent referral for reevaluation (other than required triennial reevaluation).	Add (red) 200.325.a Documentation is present for the date of the parent referral for reevaluation (other than required triennial reevaluation).	To make consistent with other single indicators
200.325	In the Documentation column: Clarification needed SP(III) (34 CFR 300.303)	Add (red), Delete (blue) Clarification needed SP(III) (34 CFR 300.303) Referral form; parent request	Remove note and replace with appropriate documentation
200.440.c	200.440.c. A listing of individuals invited to attend the meeting. Individuals attending the meeting are listed by their name and/or role(s) at the meeting.	Delete (blue) Add (red) 200.440.c. A listing of individuals invited to attend the meeting. Individuals attending the meeting are listed by their name and/or role specific position(s) within the public agency at the meeting.	300.322(b)(1)(i) requires the parent be informed of who will be in attendance at the IEP team meeting. Only showing the role does not adequately inform the parent of the individuals who will be in attendance. Refer to Appendix C to 34 CFR Part 300, Question 28.
200.500	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, Intellectual Disability, Speech Impaired – Voice).	Delete (blue) 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, Intellectual Disability , Speech Impaired – Voice).	Clarification – there are no subcategories for intellectual Disabilities

200.520	200.520.a. A lack of appropriate instruction in reading including the essential components of reading instruction (as defined in Section 1208(3) of the ESEA):	Add (red), Delete (blue) 200.520.a Lack of appropriate instruction in reading, including the essential components of reading comprehensive literacy instruction (as defined by in section 1208(3) 2221(b)(1) of the ESEA);	Update to be consistent with federal and state requirements
200.530	200.530 Names and roles of the individuals making the eligibility determination: 300.308; 300.306(a)(1); SP(III)	Add (red) 200.530 Names and roles of the individuals making the eligibility determination: 300.308; 300.306(a)(1); 300.311(b) SP(III)	Update the legal reference to reflect requirements for SLD eligibility
200.530	Blank at this time	Add (red) 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..	Clarification
200.610.e	200.610.e. The participants who will be invited to attend are indicated by name and/or role(s).	Delete (blue) Add (red) 200.610.e. A listing of individuals invited to attend the meeting. Individuals attending the meeting are listed by their name and/or role specific position(s) within the public agency at the meeting.	300.322(b)(1)(i) requires the parent be informed of who will be in attendance at the IEP team meeting. Only showing the role does not adequately inform the parent of the individuals who will be in attendance. Refer to Appendix C to 34 CFR Part 300, Question 28.
200.800	The IEP for each student beginning not later than the first IEP to be in effect when the child reaches 16 years of age and updated annually includes coordinated, measurable, annual IEP goals and transition services that	Add (red), Delete (blue) The IEP for each student beginning not later than the first IEP to be in effect when the child reaches 16 years	Clarification

<p>will reasonably enable the child to meet the postsecondary goals.</p> <p>200.800.a. A measurable postsecondary goal (or goals) that covers education or training, employment, and, as needed, independent living.</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 in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school.</p> <p>For each postsecondary goal, there is a service identified. Services may be in the areas:</p> <ul style="list-style-type: none"> o Instruction, o Related service(s), o Community experience, o Development of employment and other post-school adult living objective, o If appropriate, acquisition of daily living skill(s), and/or o 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. The transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school.</p> <p>200.800.f.(1) The course of study (or courses) listed align with the student’s identified postsecondary goal(s).</p> <p>200.800.f.(2) The courses of study are multi-year description of coursework from the student’s current grade to anticipated exit year that is designed to help achieve the student’s desired post-school goal(s).</p> <p>200.800.g. The transition services were developed considering the individual child’s needs, preferences,</p>	<p>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. coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals.</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. A measurable postsecondary goal (or goals) that covers education or training, employment, and, as needed, independent living.</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. in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post school.</p> <p>For each postsecondary goal, appropriate transition service (s) must be identified, including but not limited to: there is a service identified. Services may be in the areas:</p> <ul style="list-style-type: none"> o Instruction, o Related service(s), o Community experience, o Development of employment and other post-school adult living objective, o If appropriate, acquisition of daily living skill(s), and/or o If appropriate, provision of a functional vocational evaluation. 	
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	<p>and interests. 200.800.i. There is evidence the student was invited to the IEP team meeting where transition services were discussed.</p>	<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. 200.800.e. The measurable postsecondary goals are based on age-appropriate transition assessment. 200.800.f. The Transition services include the courses of study needed to assist the child in reaching their postsecondary goals. that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post school. 200.800.f.(1) The course of study (or courses) listed align with the student’s identified postsecondary goal(s). 200.800.f.(2) The courses of study is a are multi-year description of coursework from the student’s current grade to anticipated exit year that is designed to help achieve the student’s desired post-school goal(s). 200.800.g. The transition services take into account the child’s needs, preferences, and interests. The transition services were developed considering the individual child’s needs, preferences, and interests. 200.800.i. There is evidence the student was invited to the IEP team meeting where transition services were discussed.</p>	
<p>200.940.c</p>	<p>200.940.c. The content of the progress report includes the progress toward the annual goal.</p>	<p>Add (red) 200.940.c. The content of the progress report includes the progress toward the annual goal. 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>	<p>Highlight need for data to support progress towards annual goals and emphasize the connection between the annual goals and the postsecondary goals and services.</p>

200.960	200.960 Special education and related services are provided as listed on the IEP.	Add (red) 200.960.a Special education and related services are provided as listed on the IEP.	
200.1240	NOTE (1): 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. 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.	Delete (blue) NOTE (1): 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. 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.	Note 2 is appropriately addressed in 200.1120 and 200.1180 and not required in this indicator dealing with refusing to take an action.
1600.10	The evaluation report describes the child's sound production errors. These errors may be described a delay in correct sound system production in one (1) or more of the following:	Add (red) The evaluation report describes the child's sound production errors. These errors may be described as a delay in correct sound system production in one (1) or more of the following:	Correct typographical error

Note following header for 2100	This criteria is for children ages 3 through 5 (not kindergarten age eligible) who are experiencing developmental delays as measured in one of the 3 following ways (Indicators 2100.20, 2100.30, and 2100.40)	Add (red) This criteria is for children ages 3 through 5 (not kindergarten age eligible for the current school year) who are experiencing developmental delays as measured in one of the 3 following ways (Indicators 2100.20, 2100.30, and 2100.40)	Clarification
2100.20 Identification based on multiple delays:	A comprehensive evaluation report is present which documents performance at or below 1.5 standard deviations or equivalent levels of the mean in a combination of any two (2) or more of the following areas: 2100.20.a. Cognitive. 2100.20.b. Adaptive. 2100.20.c. Social/Emotional. 2100.20.d. Communication in (one (1) or more) of following: 2100.20.d.(1) The child’s overall receptive and expressive communication must be at or below 1.5 standard deviations or equivalent levels of the mean. 2100.20.d.(2) The child’s sound production is below the limits of normal developmental guidelines as established by accepted normative data, and sufficient data is present to document the existence of a sound system disorder due to multiple errors which compromise the child’s intelligibility and/or the listeners perceptions. Refer to Indicators 1600-1600.70 (Sound System Disorder) for additional information. 2100.20.d.(3) Voice- Refer to Indicators 1800.10 - 1800.40 2100.20.d.(4) Fluency- Refer to Indicators 1700.10 - 1700.50 2100.20.e. Physical. 2100.20.e.(1) The child’s overall gross and fine	Delete (blue) A comprehensive evaluation report is present which documents performance at or below 1.5 standard deviations or equivalent levels of the mean in a combination of any two (2) or more of the following areas: 2100.20.a. Cognitive. 2100.20.b. Adaptive. 2100.20.c. Social/Emotional. 2100.20.d. Communication in (one (1) or more) of following: 2100.20.d.(1) The child’s overall receptive and expressive communication must be at or below 1.5 standard deviations or equivalent levels of the mean. 2100.20.d.(2) The child’s sound production is below the limits of normal developmental guidelines as established by accepted normative data, and sufficient data is present to document the existence of a sound system disorder due to multiple errors which compromise the child’s intelligibility and/or the listeners perceptions. Refer to Indicators 1600-1600.70 (Sound System Disorder) for additional information. 2100.20.d.(3) Voice- Refer to Indicators 1800.10 - 1800.40 2100.20.d.(4) Fluency- Refer to Indicators 1700.10 - 1700.50	State Plan Update July 30, 2017: The child’s development is at or below 1.5 standard deviations, or equivalent levels, of the mean in any TWO areas of development OR at or below 2.0 standard deviations, or equivalent levels, in any ONE area of development as compared to typical development . Areas of development that can be used to determine eligibility include physical, cognitive, communication, social/emotional, or adaptive.

	motor scores are at or below 1.5 standard deviations or equivalent level of the mean.	2100.20.e. Physical. 2100.20.e.(1) The child’s overall gross and fine motor scores are at or below 1.5 standard deviations or equivalent level of the mean.	
2100.30 Identification based on a single delay:	A comprehensive evaluation is present which documents performance at or below 2.0 standard deviations or equivalent levels of the mean in any one (1) of the following areas: 2100.30.a. Cognitive. 2100.30.b. Adaptive. 2100.30.c. Social/Emotional: 2100.30.c.(1) The Evaluation Report reflects the professional opinion of team members that the child’s social/emotional/behavioral delay significantly impacts educational development and describes the educational concerns. 2100.30.d. Communication in one (1) or more of the following: 2100.30.d.(1) The child’s overall receptive and expressive communication must be at or below 2.0 standard deviations or equivalent levels of the mean 2100.30.d.(2) The child’s sound production is below the limits of normal developmental guidelines as established by accepted normative data and sufficient data is present to document the existence of a sound system disorder due to multiple errors which compromise the child’s intelligibility and/or the listeners’ perceptions. Refer to Indicators 1600-1600.70 (Sound System Disorder) for additional information. 2100.30.d.(3) Voice- Refer to Indicators 1800.10-1800.40. 2100.30.d.(4) Fluency- Refer to Indicators 1700-	A comprehensive evaluation is present which documents performance at or below 2.0 standard deviations or equivalent levels of the mean in any one (1) of the following areas: 2100.30.a. Cognitive. 2100.30.b. Adaptive. 2100.30.c. Social/Emotional: 2100.30.c.(1) The Evaluation Report reflects the professional opinion of team members that the child’s social/emotional/behavioral delay significantly impacts educational development and describes the educational concerns. 2100.30.d. Communication in one (1) or more of the following: 2100.30.d.(1) The child’s overall receptive and expressive communication must be at or below 2.0 standard deviations or equivalent levels of the mean 2100.30.d.(2) The child’s sound production is below the limits of normal developmental guidelines as established by accepted normative data and sufficient data is present to document the existence of a sound system disorder due to multiple errors which compromise the child’s intelligibility and/or the listeners’ perceptions. Refer to Indicators 1600-1600.70 (Sound System Disorder) for additional information. 2100.30.d.(3) Voice- Refer to Indicators 1800.10-1800.40. 2100.30.d.(4) Fluency- Refer to Indicators 1700-	State Plan Update July 30, 2017: The child’s development is at or below 1.5 standard deviations, or equivalent levels, of the mean in any TWO areas of development OR at or below 2.0 standard deviations, or equivalent levels, in any ONE area of development as compared to typical development . Areas of development that can be used to determine eligibility include physical, cognitive, communication, social/emotional, or adaptive. Children ages 3-5 (not kindergarten age eligible) would need to meet the eligibility criteria for sound system disorder, voice, and/or fluency to receive speech therapy services.

	<p>10-1700.50. 2100.30.e. Physical: 2100.30.e.(1) The child's overall gross and fine motor scores are at or below 2.0 standard deviations or equivalent level of the mean or the child meets the definition of orthopedically impaired as described in Indicators 1200.10-1200.20.</p>	<p>10-1700.50. 2100.30.e. Physical: 2100.30.e.(1) The child's overall gross and fine motor scores are at or below 2.0 standard deviations or equivalent level of the mean or the child meets the definition of orthopedically impaired as described in Indicators 1200.10-1200.20.</p>	
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