Missouri Office of Special Education Compliance Standards and Indicators

Missouri Department of Elementary and Secondary Education
Office of Special Education

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Special Education Compliance
Standards & Indicators

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Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

Our Vision

Missouri public schools: the best choice … the best results!

Our Mission

The Missouri Department of Elementary and Secondary Education's mission is to guarantee the superior preparation and performance of every child in school and in life.

Our Goal

All Missouri students will graduate ready for success.

Missouri's Vision for Special Education Services

We, the people of Missouri, believe that diversity enhances our culture; therefore, we commit our resources and efforts to accept, educate, and support all children and youth. All children and youth, being of diverse backgrounds and abilities, will have access to all learning activities with accommodations and supports to enable them to succeed. All children and youth are actively engaged in creating their own futures and are prepared for life as independent, informed, and empowered citizens; and, are embraced as vital, valued, and contributing members of their communities.

Therefore, we need inclusive communities and schools that:

- recognize that all children and youth can learn;
- commit to providing equitable opportunities for all children and youth;
- build on the individual strengths and abilities of each child and youth;
- collaborate for the benefit of all children and youth; and,
- recognize and involve families as full partners.

Special Education Compliance
Program Review Standards & Indicators

PREFACE

The Compliance Section of the Office of Special Education supports the mission of the Department of Elementary and Secondary Education and the Vision of the Office of Special Education by providing leadership in establishing standards which promote improved outcomes for students with disabilities as well as consistency in the procedures public agencies implement for meeting compliance with state and federal regulations.

This standards and indicators manual represents the collaborative efforts of many dedicated individuals from across the state who have responsibilities for working with students with disabilities. As a result of these efforts and their willing cooperation, this manual provides a resource for special educators in their work of providing quality special education services to children with disabilities throughout the State of Missouri.

General Information for Use of this Manual

Codes and abbreviations used throughout manual:

34 C.F.R.: Legal citations beginning with this refer to 34 Code of Federal Regulations Part 300
Agency: Responsible public agency (i.e., local school district special school district, Charter School, State board Operated Program, or other public agency)
DESE: Department of Elementary and Secondary Education
DFS: Department of Family Services
DMH: Department of Mental Health
DOC: Department of Corrections
DYS: Division of Youth Services
ECSE: Early Childhood Special Education
EDGAR: Education Department General Administrative Regulations
FAPE: Free appropriate public education
FERPA: Family Educational Rights and Privacy Act
GEPA: General Education Provision Act
IDEA: Individuals with Disabilities Education Act
IEP: Individualized Education Program
LRE: Least Restrictive Environment
NIMAC: National Instructional Materials Accessibility Center
NIMAS: National Instructional Materials Accessibility Standards
Part C: The section of IDEA that provides for children with disabilities ages birth to three.
RSMo: The Public School Laws of Missouri (Regulations of the State of Missouri)
RtI: Response to Intervention
SP( ): The Missouri State Plan for Special Education and specific section number

Additional information regarding the manual's format:

A. This Manual is divided into two (2) main sections.
   1) Section I: State Performance Plan (SPP) Indicators
   2) Section II: Compliance Standards & Indicators
B. Legal citations are found either at the beginning of a section or throughout each document.
C. Each document has a three-column format.
   1) The "Legal Requirements" column, on the left, states the requirement and cross-references each to the appropriate legal citation.
   2) The "Indicators" column, in the center, provides an explanation for meeting the legal requirement. In some cases, additional clarification or examples are provided. The format for this section is as follows:
      a) Numbered items identify required components
      b) Open round bullets provide additional information to clarify the requirement
   3) The "Documents" column provides examples for documentation of the required information. Information may not necessarily be found in all sources or limited to only those listed.

Section I. State Performance Plan Monitoring Priorities, Indicators, and Targets

State Performance Plan Indicators

Federal Regulations provide guidance to SEAs that require monitoring of LEA's to be completed so that improved educational results and functional outcomes for students with disabilities occur. Focus upon the State Performance Plan (SPP) and performance targets established within that plan is central to the monitoring process. Compliance indicators are related to SPP indicators.

Indicator 1 - Percent of youth with IEPs graduating from high school with a regular diploma.

Indicator 2 - Percent of youth with IEPs dropping out of high school.

Indicator 3 - Participation and performance of children with IEPs on statewide assessments:

A. Percent of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards

Indicator 4 - Suspensions and Expulsions:

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPS.

B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Indicator 5 - Percent of children with IEPs aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.

Indicator 6 - Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

Indicator 7 - Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

Indicator 8 - Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Indicator 9 - Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10 - Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 11 - Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

Indicator 12 - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays within that timeframe.

Indicator 13 - Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Indicator 14 - Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Indicator 15 - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Indicator 16 - Percent of mediations held that resulted in mediation agreements.

Indicator 17 - State Systemic Improvement Plan

Section II. Program Review Indicators

Program compliance indicators have been identified to assist individuals responsible for the administration of special education programs in implementing all required regulations and to assist them in state performance targets. The indicators are divided into the following documents

100	Administration
200	Special Education Process
300	Discipline
400	Speech Implementer
500	Transfer In-State
550	Transfer Out-of-State
600	Eligibility Criteria: Autism
700	Eligibility Criteria: Deaf/Blind
800	Eligibility Criteria: Emotional Disturbance
900	Eligibility Criteria: Hearing Impairment/Deafness
1000	Eligibility Criteria: Intellectual Disorder
1100	Eligibility Criteria: Multiple Disabilities
1200	Eligibility Criteria: Orthopedic Impairment
1300	Eligibility Criteria: Other Health Impairment
1400	Eligibility Criteria: Specific Learning Disability
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Missouri Office of Special Education
Compliance Standards & Indicators

100-Administrator Checklist

Legal Requirement	Indicator	Documentation
PUBLIC AWARENESS ACTIVITIES:		
100.10 Newspaper notice or publication on school district's website: (NA for Charter Schools) §162.700 RSMo; SP(III)	**100.10.a.** One (1) published newspaper notice, billing or paid receipt, which indicates the date of publication. **100.10.b.** Notice is published on an annual basis prior to November 1. **OR** **100.10.c.** The notice is posted on the school district's website.	Public notice; billing; or paid receipt, screenshots of notice and webpage links
100.20 Radio or television announcement: (NA for Charter Schools) §162.700 RSMo; SP(III)	**100.20.a.** Dated notice or billing which indicates the date of airing is present. **100.20.b.** Notice is aired on an annual basis prior to November 1.	Public notice; billing; or paid receipt
100.30 Patron Notification: §162.700 RSMo; SP(III)	**100.30.a.** The agency notifies all parents of children with disabilities under the jurisdiction of the agency through general distribution of written literature once a year prior to November 1. **Note for SSD and Component Districts of SSD:** *Component districts of a Special School District are responsible for the distribution of patron notification materials that meet the requirements of these Standards and Indicators.*	Flyers, student handbook, newsletters, etc.
100.40 Posters/notices: §162.700 RSMo; SP(III)	**100.40.a.** The agency has placed posters/notices in all administrative offices. **Note for SSD and Component Districts of SSD:** *Component districts of a Special School District are responsible for the posting of public awareness materials that meet the requirements of these Standards and Indicators.*	Poster; public notice
Content for each public awareness activity is present as follows:		
100.50 Child find responsibilities: 34 C.F.R. §300.311; SP(III)	**100.50.a.** Notice states the agency's responsibility to identify, locate and evaluate children with disabilities, including children with disabilities who are homeless or are wards of the state, and children with disabilities attending private schools who are under the jurisdiction of the agency, regardless of the severity of the disability. This includes: **100.50.a.(1)** Children attending private schools, including non-residents if attending private schools within the agency's jurisdiction, **100.50.a.(2)** Highly mobile children, such as migrant and homeless children, and **100.50.a.(3)** Children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade.	Public notice

Legal Requirement	Indicator		Documentation
100.60 Intent to serve ALL disability categories: 34 C.F.R. §300.311; SP(III)	**100.60.a.** **100.60.b.**	States the agency's assurance to serve all disability categories, either locally or through contractual arrangement. All disability categories are listed. Notice describes agency's responsibility to refer infants and toddlers suspected of having a disability to Part C early intervention system (First Steps).	Public notice
100.70 Intent to provide FAPE to all children with disabilities: 34 C.F.R. §300.311; SP(III)	**100.70.a.** **100.70.b.**	States the agency's assurance to provide a free appropriate public education (FAPE) to all children with disabilities under the jurisdiction of the agency. Indicates that children with disabilities are students, between the ages of 3 and 21 years, who have been evaluated and identified in accordance with 162.675(2)(3) RSMo and the Individuals with Disabilities Education Act (IDEA).	Public notice
100.80 Notice provided in alternative language formats: 34 C.F.R. §300.612(a)(l); FERPA 99.7(d)	**100.80.a.**	Indicates the notice will be provided in alternative language formats.	Public notice
100.90 Access rights of parents to personally identifiable information relating to their children: 34 C.F.R. §300.613; FERPA 99.6(2); SP(II)	**100.90.a.**	The agency assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children may be inspected and/or reviewed by parents.	Public notice
100.100 Parent's rights to request amendment of records: 34 C.F.R. §300.618; FERPA 99.7 (a)(2); SP(II)	**100.100.a.**	States that parents may request amendment to educational records if the parent believes the record is inaccurate, misleading, or violates the privacy or other rights of their child.	Public notice
100.110 Rights of parents to file complaints concerning alleged failures by the agency to meet the requirements of FERPA: FERPA 99.7 (4); SP(II)	**100.110.a.**	Parent may register a complaint with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education (DESE) if they feel the agency is in violation of the Family Educational Rights and Privacy Act (FERPA).	Public notice

Legal Requirement	Indicator	Documentation
100.120 Summary of the policies and procedures regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information: 34 C.F.R. §300.612(a)(3); FERPA 99.7; SP(II)	**100.120.a.** Availability (location) of the agency's policies and procedures regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information.	Public notice
100.130 Assurance that services are provided in compliance with the General Education Provision Act (GEPA): 34 C.F.R. Part 76.132	**100.130.a.** Availability (location) of the agency's assurances that services are provided in compliance with the requirement of GEPA.	Public notice
EDUCATIONAL SURROGATE APPOINTMENT PROCEDURES:		
100.140 Agency has written procedures: 34 C.F.R. §300.519; §162.997, RSMo; SP (V)	The agency's Compliance Plan includes: **100.140.a**. Procedures to determine when a student is in need of a surrogate appointment. **100.140.b**. Procedures to submit *Determination of Need* forms. **100.140.c.** Procedures to notify DESE, Office of Special Education, of changes in surrogate appointment and/or student's status. **100.140.d**. Description of intent to recruit and assist with training of educational surrogates. **100.140.e.** Identification of a contact person, if other than administrator of agency's special education program. **Note for SSD and Component Districts of SSD:** *Component districts of a Special School District must have written procedures for determining when a student needs an educational surrogate, describing the intent to recruit and assist with training of educational surrogates and identifying a contact person, if other than the administrator of special education.*	Agency Compliance Plan
100.150 Determine need for educational surrogate: 34 C.F.R. §300.519; §162.997, RSMo; SP (V)	**100.150.a.** The agency implements procedures to determine whether or not a student has need of an educational surrogate. **Note for SSD and Component Districts of SSD:** *Component districts of a Special School District must assist in sharing information to assist in making a determination of need for assignment of an educational surrogate.*	Agency records; student files

Legal Requirement	Indicator	Documentation
100.160 Upon agency determination/notification of suspected need, the agency investigates and determines the need for surrogate appointment: (NA if agency has no identified need for educational surrogate appointments) 34 C.F.R. §300.519; §162.998, RSMo; SP (V)	**100.160.a.** Documentation is present that within thirty (30) days the agency investigated the need for an educational surrogate appointment for any children with disabilities suspected of needing special education services upon: **100.160.a.(1)** Enrollment. **100.160.a.(2)** Referral for special education evaluation. **100.160.a.(3)** Notification that the child has no identified parent, guardian, or person acting as a parent.	Agency records; student files
100.170 Submit *Determination of Need for Educational Surrogate Appointment* form: (NA if agency has no identified need for educational surrogate appointments) §162.998, RSMo; SP (V)	**100.170.a.** Request for educational surrogate appointment submitted to DESE, Office of Special Education, within ten (10) days of the determination of need. **100.170.b.** A copy of the DESE signed/approved Determination of Need for Educational Surrogate Appointment form and surrogate appointment letter is maintained in the student's file.	Agency records; student files
100.180 Change in child's educational surrogate status: (NA if agency has no identified need for educational surrogate appointments) §162.998, RSMo; SP (V)	**100.180.a.** Documentation is present that DESE was notified of the need for a change in the child's educational surrogate status within thirty (30) days of child's change in status (i.e. child graduates, child found ineligible under IDEA, parent or guardian re-appears to represent the child, child placed in foster care).	Agency records; student files
100.190 Change in the specific educational surrogate appointment: (NA if agency has no identified need for educational surrogate appointments) §162.999, RSMo; SP (V)	**100.190.a.** Documentation is present that DESE was notified of any changes that are needed for the surrogate appointment within thirty (30) days of the agency's awareness of the needed change (i.e., surrogate resignation, conflict of interest, etc.).	Agency records; student files

Legal Requirement	Indicator	Documentation
100.200 Annual surrogate evaluation(s): (NA if agency has no identified need for educational surrogate appointments) §162.999, RSMo; SP (V)	**100.200.a.** Documentation is present that annual evaluations for educational surrogates are completed and submitted to DESE, Office of Special Education, by July 1 of each year, **OR** **100.200.b.** Prior to a recommendation for termination of the surrogate's appointment.	Agency records; student files
100.210 Evidence of recruiting efforts for educational surrogate: (NA if agency has no identified need for educational surrogate appointments) §162.997, RSMo; SP (V)	**100.210.a.** Documentation is present of agency's efforts for recruiting individuals to serve as educational surrogates. **Note for SSD and Component Districts of SSD:** *Component districts of a Special School District must assist the SSD in recruitment of individuals to be trained as educational surrogates.*	Agency records; student files
OTHER ADMINISTRATIVE ITEMS		
100.220 Confidentiality training: 34 C.F.R. §300.123 §300.610; SP (II)	**100.220.a.** Written verification of confidentiality training for ALL persons collecting or using personally identifiable data is present. Training is provided for all staff and subsequently for new hires. NOTE: Documentation should include dates of training, content agenda, and a list of participants. **Note for SSD and Component Districts of SSD:** *For agencies associated with Special School districts, implementation of requirements related to confidentiality of special education records is a matter of separate compliance for the SSD and component district based upon possession of the records. Each district must have policies in place to assure compliance with these regulations.*	Agency records
100.230 Positions of employees having access to personally identifiable data: 34 C.F.R. §300.623 (d); SP(II)	**100.230.a.** A listing of positions of current employees having access to personally identifiable data is posted at student file location(s) or other central location(s). **Note for SSD and Component Districts of SSD:** *For agencies associated with Special School districts, implementation of requirements related to confidentiality of special education records is a matter of separate compliance for the SSD and component district based upon possession of the records. Each district must have policies in place to assure compliance with these regulations.*	Posted listing; agency files

Legal Requirement	Indicator	Documentation
100.240 Paraprofessional credentials and supervision: 34 C.F.R. § 300.156(b)(2)(iii), SP (VIII)	**100.240.a.** Documentation is present that special education paraprofessionals are properly credentialed. **100.240.b.** Supervision is provided by a properly certificated teacher appropriate for the setting.	Agency records; personnel files
100.250 Paraprofessionals assigned to Title I School wide Projects providing instructional support: SP (VIII)	Paraprofessionals engaged in any instructional support activities must have sixty (60) college hours, or an Associate Degree, or have passed the State approved paraprofessional assessment with an established minimum score.	Personnel file
100.260 Paraprofessional assigned to buildings designated as Title I School-wide (Building) Projects engaged solely in activities of personal assistance: SP (VIII)	Paraprofessionals assigned to buildings designated as Title I School-wide (Building) Projects engaged solely in activities of personal assistance (i.e. feeding, mobility, toileting, etc.) have a High School Diploma or GED	Personnel file
100.270 Paraprofessionals assigned to buildings not designated as Title I School-wide (Building) Projects: SP(VIII)	Paraprofessionals assigned to buildings not designated as Title I School-wide (Building) Projects have a High School Diploma or GED.	Personnel file
100.280 Paraprofessional training: 34 C.F.R. §300.156 (b)(2) (iii); SP(VIII)	Verification of orientation training necessary for each paraprofessional to perform duties as assigned is present. Paraprofessionals who do not hold teaching certificates are required to have received fifteen (15) clock hours of training within six (6) months of hire including orientation and initial training prior to working with the student. A minimum of ten (10) clock hours each school year thereafter is also required. Verification includes: **100.280.a.** Orientation (dates, content agenda, and participants), **100.280.b.** Training (dates, content agenda, number of clock hours, and participants), and **100.280.c.** Clock hours of training provided.	Agency records; personnel files
100.295 Use of Public Benefits or Public Insurance	Documentation is present that annual written notice is provided to the child's parent before accessing parents' public benefits or public insurance and written consent is granted:	Student files

Legal Requirement	Indicator	Documentation
34 C.F.R. §300.154 (d)(2); SP (V)	**100.295.a.** Notification is written. **100.295.b.** Notification is written in language understandable to the general public. **100.295.c.** Notification is written in the parent's native language or other mode of communication. **100.295.d.** Requires one time signed and dated written consent to access the public benefit. The notification includes the following: **100.295.e.** What information will be disclosed. **100.295.f.** The purpose of the disclosure. **100.295.g.** What agency will receive the information. **100.295.h.** Includes a statement that consent from the parent is required before using the public benefit. **100.295.i.** Includes a statement about no cost to the parent to use the benefit for the child to receive the special education services. **100.295.j.** Includes information about the right to withdraw consent at any time. **100.295.k.** Includes information about the right to refuse to give consent. **100.295.l.** Includes information that the school district must provide all special education services at no charge to the parent or child even if consent is withdrawn or refused. **100.295.m.** Includes a statement that the parent understands and agrees that the LEA will access the public benefits. **100.295.n.** Includes a statement that the public agency may not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services. **100.295.o** Includes a statement that the public agency may not use a child's benefits under a public benefits or insurance program if that use would. **100.295.o(1)** Decrease available lifetime coverage or any other insured benefit. **100.295.o(2)** Results in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school. **100.295.o(3)** Increase premiums or lead to cancellation of benefits or insurance. **100.295.o.(4)** Risk loss of eligibility for home and community-based waiver, based on aggregate health-related expenditures.	

Legal Requirement	Indicator	Documentation
100.300 Private school program planning: 34 C.F.R. §300.129 through §300.141; SP(XIII)	**100.300.a.** Consultation occurs at least annually and is conducted prior to the district's decision about the use of the proportionate share of funds described in IDEA. **100.300.b.** A written affirmation signed by the representatives of participating private schools, **OR** if representatives do not provide affirmation, a copy of documentation is forwarded to DESE of the consultation process. Documentation addresses the agency's timely and meaningful consultation with appropriate representatives of parentally placed private school children with disabilities to address the following: **100.300.c.** How child find activities will be implemented. **100.300.d.** Which private school children with disabilities will receive services. **100.300.e.** What services will be provided. **100.300.f.** How and where the services will be provided, including time and location of the services provided. **100.300.g.** How the services provided will be evaluated. NOTE (1): In Missouri, home-schooled children are included in this population. NOTE (2): Appropriate representatives may include parents, private school administrators, teachers, and/or principals. NOTE (3): The LEA shall make the final decisions with respect to the services to be provided to eligible private school children. NOTE (4): Missouri Constitution and case law prohibit the provision of services, equipment, materials, or personnel on the premises of a private school unless provided in a neutral location (refer to current guidance on Department's website). **Note for SSD and Component Districts of SSD:** *Component districts of a Special School District must adopt appropriate procedures and practices to allow participation of private school students.*	Meeting notes; phone log; correspondence; meeting notice
100.310 Hearing aid(s) or external components of surgically implanted medical devices: 34 C.F.R. §300.113; (SPVII)	Documentation indicates the hearing aid(s) or external components of surgically implanted medical devices are: **100.310.a.** Monitored to ensure proper functioning. NOTE: If other assistive listening devices are used, such as an auditory training unit (ATU), their working order should also be verified.	Student files

Legal Requirement	Indicator	Documentation
100.320 Response to Intervention Model for the Identification of Specific Learning Disability: 34. C.F.R. §307.(a)(2); SP(III)	If the agency is using a Response to Intervention model for the identification of Specific Learning Disability, the agency has written procedures for implementation that, at a minimum, incorporate guidelines developed by the SEA.	Student files
CONTRACTUAL SERVICES:		
100.330 Public agency contracts for a child's services through a private agency: 34 C.F.R. §300.145-147; SP (XIV)	**100.330.a.** Contractual services are arranged only with private agencies approved by the State Board of Education. **100.330.b.** All services are provided in accordance with IEP.	Student files; copies of contracts
STATE BOARD OPERATED PROGRAM—MISSOURI SCHOOL FOR THE BLIND (MSB):		
100.340 The following items are present: 34 C.F.R. §300.175-176; SP(XVI)	The public agency maintains the following: **100.340.a** A current evaluation report. **100.340.b.** The current IEP.	Student files
STATE BOARD OPERATED PROGRAM—MISSOURI SCHOOL FOR THE DEAF (MSD):		
100.350 The following items are present: 34 C.F.R. §300.175-176; SP(XVI)	The public agency maintains the following: **100.350.a.** A current evaluation report. **100.350.b.** The current IEP.	Student files
STATE BOARD OPERATED PROGRAM—Missouri Schools for the Severely Disabled (MSSD):		
100.360 The following items are present: 34 C.F.R. §300.175-176; SP(XVI)	The public agency maintains the following: **100.360.a.** A current evaluation report. **100.360.b.** The current IEP following the convening of the IEP meeting in collaboration with MSSD. **100.360.c.** Justification for separate school placement.	Student files

Legal Requirement	Indicator	Documentation
DESTRUCTION OF INFORMATION:		
100.370 Notification of Destruction of Information provided prior to destruction of information: 34 C.F.R. §300.624; SP (II)	**100.370.a.** Parent is provided notification at the last known address prior to the destruction of information.	Notification
100.380 Notification includes: 34 C.F.R.§300.624; SP (II)	The Notification of Destruction of Information includes the following: **100.380.a.** Records to be destroyed specifically listed by category (IEPs, test protocols, etc.). **100.380.b.** Statement that indicates the reason for destruction. **100.380.c.** Proposed date (m/d/y) of record destruction. **100.380.d.** Statement that records are maintained for a minimum of three (3) years from the date the child no longer received special education and related services. NOTE (1): A permanent record containing the student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be retained without time limitation. NOTE (2): Refer to individual agency policies for additional information pertaining to this issue.	Notification
RELEASE OF INFORMATION:		
100.390 Consent for Release of Information is present: 34 C.F.R. §300.622; SP(II)	**100.390.a.** Consent for Release of Information was obtained prior to release of records. The following are some applicable <u>exceptions</u> to the consent requirement specified in FERPA: o School officials; o Schools in which a child seeks or intends to enroll; o Federal, state, and local authorities involved in an audit, evaluation, or monitoring for compliance with education programs, and o Investigations in connection with financial aid, such as a college loan. NOTE: For a complete listing of exceptions, see 34 CFR 99 FERPA Regulations.	Release form; student files
100.400 Content of the Release of Information:	The Release of Information contains the following content: **100.400.a.** A dated signature of parent or eligible student (Date represents date permission given for release of information).	Release form; student files

Legal Requirement	Indicator	Documentation
34 C.F.R. §300.622; SP(II)	**100.400.b.** Specific records to be disclosed. **100.400.c.** A statement describing reason(s) for disclosure. **100.400.d.** Individual(s) or agency(ies) to which disclosure is to be made.	
TRANSFER OF RIGHTS:		
100.410 Notification of the transfer of parental rights at age of majority: 34 C.F.R. §300.520(a)(3); SP(V)	**100.410.a.** Upon the child's 18th birthday, the child and the parents are notified of the transfer of rights.	Student files
INDEPENDENT EDUCATIONAL EVALUATION (IEE):		
100.420 Information provided to parent regarding policies for independent education evaluation (IEE): 34 C.F.R. §502(a)(3); SP(V)	**100.420.a.** Upon request for an IEE, documentation is present that the public agency provided the parent information (or a listing) about where an independent educational evaluation may be obtained and the agency criteria applicable for independent educational evaluations.	Agency records; student file
100.430 Provided at public expense: 34 C.F.R. §502(a)(3); SP(V)	**100.430.a.** The IEE is provided at public expense consistent with provisions listed in the agency's policies. NOTE: A parent is entitled to only one independent evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.	Agency records; student file
100.440 Results considered by the agency: 34 C.F.R. §502(a)(3); SP(V)	**100.440.b.** The agency documents consideration of the IEE results if it meets agency criteria.	Agency records; student file

Legal Requirement	Indicator	Documentation
NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY CENTER (NIMAC)/NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARDS (NIMAS):		
100.450 Assurance regarding adoption of NIMAS: 34 C.F.R. §300.172, 20 U.S.C 1412(a)(23)(A)(D);SP (VII)	**100.450.a.** The agency has adopted the National Instructional Materials Accessibility Standards (NIMAS) for purposes of providing instructional materials to blind children and youth or other children and youth with print disabilities.	Assurance statement
100.460 Assurance regarding Agency coordination with NIMAC: 34 C.F.R. §300.172, 20 U.S.C 1412(a)(23)(A)(D);SP (VII)	**100.460.a.** The public agency has assured that it will coordinate with the National Instructional Materials Access Center (NIMAC); **OR** **100.460.b.** The agency has indicted that it will not coordinate with the National Instructional Materials Access Center. In this case, the agency assures that it will provide instructional materials to blind children and youth or other children and youth with print disabilities in a timely manner.	Assurance statement
APPROPRIATELY CERTIFICATED TEACHERS (ACT):		
100.470 Subject matter competency for Appropriately Certificated Teachers: 34 C.F.R. §300.156; SP (VIII), (ESSA) 20 USC § 1412(a)(14)(C)	Special Education teachers who instruct, provide consultation to subject area teachers, or provide supplemental instruction in any subject must: **100.470.a.** Hold a bachelor's degree. **100.470.b.** Hold appropriate special education certification.	Personnel files
100.475 Special Education and Related Services Staff Credentials: 34 C.F.R. §300.156; SP (VIII), (ESSA) 20 USC § 1412(a)(14)(C)	Documentation is present that special education and related services staff are properly credentialed.	Agency records; personnel files
OTHER ADMINISTRATIVE ITEMS for Special School Districts and Component Districts of a Special School District:		
100.480 Component collects and shares needs assessment for PD activities as related to students with disabilities:	**100.480.a.** Documentation is present that the component district of a Special School District has collected and shared the needs assessment information collected by their Professional Development Committee (PDC) as it relates to students with disabilities.	PDC needs assessment

Legal Requirement	Indicator	Documentation
100.490 Component has policies and procedures for staff participation in PD activities developed by SSD:	**100.490.a.** The component district of a Special School District has policies and procedures in place that direct the participation of their general education personnel in activities developed by the special school district and the component district.	Policies and Procedures
100.500 The SSD coordinates activities with the component PD plans:	The Special School District's professional development plan includes a description of the process used by the Special School District to coordinate with the component district's professional development plan. This plan should include activities for the following personnel: o Administrators (including superintendents and principals); o General and special educators; o Related services personnel; o Paraprofessionals.	Professional Development Plan
INSTRUCTIONAL RESOURCES AND COMPARABLE FACILITY:		
100.510 Policies and practices that assure allocation of appropriate class room instructional space: SP (XV)	**100.510.a.** The amount of instructional space provided by each component district is proportionate to the number of students with disabilities identified as residents of the component district; students with disabilities who otherwise attend a private, parochial, parish or home school; and, for St. Louis County only, students with disabilities served by the component district pursuant to the voluntary desegregation plan. **100.510.b.** Each special and component district has ensured that the facilities provided to students with disabilities are comparable to those available to nondisabled students within that building and/or district. **100.510.c.** Relocation of instructional space for students with disabilities within the component district does not occur more frequently than the relocation of space for general education student services.	Building specifications and floor plans
100.520 Policies and practices that assure that availability and provision of instructional materials and technology to support the general education curriculum: SP (XV)	Each special and component district shall assure the availability and provision of instructional materials to support the general education curriculum, including the following: o Current textbooks. o Teacher manuals and supplements. o Instructional technology, including hardware, software, and multimedia that is accessible to students with disabilities either directly by features incorporated within the technology or by compatibility with add-on components. o Other materials that are routinely designated for the use of nondisabled students.	Inventory

Legal Requirement	Indicator	Documentation
100.530 Policies and practices that assure the access for special education teachers to instructional supports available to all teachers: SP (XV)	**100.530.a.** Each special and component district shall assure access of special education teachers to instructional supports generally available to all teaching staff (e.g., duplicating services, computer technology, library/media resources, etc.).	Policies and Procedures
Districts that have been identified as having <u>disproportionate representation</u> of racial and ethnic groups in special education, which may include identification of children with a particular impairment:		
100.540 Disproportionate representation: 34 C.F.R. §300.600(d); SP(VI)	A review of monitoring data, including policies practices and procedures, indicated the disproportionality is not the result of inappropriate practices.	Monitoring results
Districts that have been identified as having <u>significant disproportionality</u> based on race and ethnicity, which may include identification of children with a particular impairment, the placement in particular educational settings of these children, and the incidence, duration, and type of disciplinary actions, including suspensions and expulsions:		
100.550 Significant disproportionality: 34 C.F.R. §300.646 (d)(1); SP (VI)	A review of the district's policies, procedures and practices used in the identification or placement of students with disabilities indicated there is not a need for the district to revise its policies, practices or procedures to comply with the requirements of IDEA.	Monitoring results
100.560 Reservation of funds to provide comprehensive, coordinated early intervening services to serve children in the LEA: 34 C.F.R. §300.646(d)(2); SP(VI)	Any LEA identified as having significant disproportionality, regardless of the results of a review of policies, practices and procedures must reserve the maximum amount of funds under section 613(f) of the Act to provide comprehensive, coordinated early intervening services to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly over identified under 300.646 (a).	District records related to budget and services for EIS
100.570 Public reporting of policies, procedures or practices: 34 C.F.R. §300.646(d)(3); SP(VI)	LEAs required to revise policies, procedures or practices related to findings of significant disproportionality must publicly report on these revisions.	Public reports

Missouri Office of Special Education
Compliance Standards & Indicators

200-Special Education Process

Legal Requirement	Indicator	Documents
200.05 Access sheet is present: 300.614 FERPA 99.32(a), (1,2): SP(II)	Access sheet includes the following: **200.05.a.** Name(s) of person(s) accessing file. **200.05.b.** Date access was given. **200.05.c.** Purpose(s) of review(s). NOTE: FERPA regulations do not require authorized school staff who access the student's file to sign.	Access sheet
REFERRAL PROCESS		
200.10 Referral is present for an initial evaluation: SP(III)	Documentation of initial referral for evaluation is present and includes: **200.10.a.** Name(s) and role(s) of individual(s) making the referral. **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. **200.10.c.** Date of referral (m/d/y). NOTE (1): Date of referral represents: ○ **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	Referral form; parent request

Legal Requirement	Indicator	Documents
	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 Prior Written Notice 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. **** For further information concerning First Steps transition requirements, see the Missouri State Plan for Part C of the Individuals with Disabilities Education Act (IDEA). 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. 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 Prior Written Notice refusing the requested evaluation to determine eligibility for special education. NOTE (4): Referrals made by Parents as Teachers are considered agency referrals. **Note for SSD and Component Districts of SSD:** *The Joint Review Committee in Special School Districts determines if it is appropriate to refer and evaluate students to determine eligibility for special education.*	
200.20 Full explanation of all Procedural Safeguards: 34 C.F.R. §300.504(a)(1)(c)(d); RSMo §167.113; SP(V)	A copy of the Procedural Safeguards Notice is given to the parent at the time of initial referral for evaluation. Documentation is present that: **200.20.a.** The Procedural Safeguards notice was provided within 5 school days of the date of the referral.	Referral form; contact log

Legal Requirement	Indicator	Documents
REVIEW OF EXISTING DATA		
200.30 Review of existing evaluation data on the child: 34 C.F.R. §300.305(a)(1); SP(III)	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: o Evaluations and information provided by the parents of the child. o Performance on current classroom-based assessments. o Performance on State and agency-wide assessments. o Classroom-based observations. o Observations by teachers and related services providers, if available and applicable. Documentation of the review includes: **200.30.a.** A description of all data reviewed and a summary of the information gained from the review of the data. **200.30.b.** The date conclusions and decisions are finalized. **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. NOTE: This review may be conducted without a meeting. **Note for SSD and Component Districts of SSD:** *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.*	Meeting notes; review notes; summary of data
200.40 Identify what additional data, if any, are needed: 34 C.F.R. §300.305(a)(2)(b); SP(III)	**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: **200.40.a.(1)** Whether the child is a child with a disability and the educational needs of the child. **200.40.a.(2)** The present level of academic achievement, functional performance and related developmental needs. **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.	Meeting notes

Legal Requirement	Indicator	Documents
	200.40.b. The conclusions and decisions resulting from the review must be documented.	
INITIAL EVALUATION - PRIOR WRITTEN NOTICE		
200.50 Prior written notice, no additional data needed, and consent required. 34 C.F.R. §300.503 (a)(1); 34 C.F.R. §300.300 (a)(1)(i); SP(V)	Documentation is present that prior written notice is given to the parents of a child with a disability a reasonable time before the public agency proposes or refuses to initiate or change the identification, evaluation, or placement of the child or the provision of FAPE. **200.50.a.** Date of Prior Written Notice (m/d/y) is not more than thirty (30) calendar days from date of the referral. **200.50.b.** Date of Prior Written Notice (m/d/y) is prior to eligibility determination. **200.50.c.** Parent signature and date (m/d/y): 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. NOTE: Written parental consent is obtained for all initial evaluations, regardless of whether additional data is needed or not needed (with or without assessment).	Prior Written Notice
	OR	
200.70 Prior written notice consent required: 34 C.F.R. §300.503(a)(1); 34C.F.R. §300.300(a)(1)(i); SP(III,V)	Documentation is present that prior written notice is given to the parents of a child with a disability a reasonable time before the public agency proposes or refuses to initiate or change the identification, evaluation, or placement of the child or the provision of FAPE. **200.70.a.** Date of the Notice (m/d/y) is not more than 30 calendar days from date of referral. **200.70.b.** Consent is obtained prior to administration of any tests or assessment instruments, if applicable. **200.70.c.** Parent signature and date (m/d/y): 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.	Prior Written Notice

Legal Requirement	Indicator	Documents
CONTENT OF PRIOR WRITTEN NOTICE FOR INITIAL EVALUATION		
200.80 Description and explanation of action proposed: 34 C.F.R. §300.503(a)(1-2)(b)(1-2); SP(V)	The prior written 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.	Prior Written Notice
200.90 Area(s) to be evaluated and tests/assessments to be used: SP(III)	**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.	Prior Written Notice
200.100 Options considered and why rejected: 34 C.F.R. §300.503(b)(6);SP(V)	**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.	Prior Written Notice
200.110 Information used as a basis for the action: 34 C.F.R. §300.503(b)(3); SP(V)	**200.110.a.** Documentation includes a listing of each procedure, assessment, record, or report used as a basis for the action proposed.	Prior Written Notice
200.120 Other relevant factors to the action: 34 C.F.R. §300.503(b)(7); SP(V)	**200.120.a.** Description of other factors that are relevant to the agency's proposal or refusal.	Prior Written Notice
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	Prior Written Notice

Legal Requirement	Indicator	Documents
34 C.F.R. §300.504(a)(1), 34 C.F.R. §300.503(b)(4); RSMo §167.113; SP(V)	**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.	
INITIAL EVALUATION PROCESS		
200.160 Parent is notified of the eligibility determination meeting: 34 C.F.R. §300.501(b)(1)(i); 34 C.F.R. §300.505 SP(V)	Documentation is present that the parent was notified of the eligibility determination meeting. **200.160.a.** The parent(s) is notified early enough to ensure an opportunity to participate.	Notification of Meeting; contact log
200.170 Notification (verbal or written) includes: 34 C.F.R. §300.322(a)(1)(2)(b); 34 C.F.R. §300.501(b)(**i**)(2); SP(V)	The parent(s) is notified of the following information: **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. **200.170.b.** The time, date and location of the meeting. **200.170.c.** The participants who are invited to attend the meeting are listed by their specific position(s) within the public agency and should also include name. AND **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.	Notification of Meeting; contact log
200.180 Eligibility determination meeting held within required timelines: 34 C.F.R. §300.301(c)(1)(i) ; 34 C.F.R. §300.301(d)(1); 34 C.F.R.	The eligibility determination meeting is held: **200.180.a.** Within sixty (60) calendar days of the date of the Notice to Evaluate, if no consent required. OR	Notification; evaluation report

Legal Requirement	Indicator	Documents
§300.301(d)(2)(e); 300.309(c); SP(III)	**200.180.b.** Where parental consent is required, within sixty (60) calendar days of the agency's receipt of the parent's signed consent. OR **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.). OR **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. AND (if applicable) **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.	
INITIAL EVALUATION REPORT		
200.190 An evaluation report is present: 34 C.F.R. §300.306; RSMo §162.700(2);SP(III)	**200.190.a.** A current written summary of the evaluation results and eligibility determination is present in the child's file.	Evaluation report
200.200 Parent is provided a copy of the evaluation report: 34 C.F.R. §300.306(a)(2); SP(III)	**200.200.a.** Documentation is present that a copy of the evaluation results and eligibility determination was provided to the parent. **200.200.a.(1)** 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.	Evaluation report; contact log

Legal Requirement	Indicator	Documents
200.210 A synthesis of information from the evaluation is present: 34 C.F.R. §300.304; 34 C.F.R. §300.306; SP(III)	**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: **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. **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. Ensure that information obtained from all of those sources is documented and carefully considered. **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. **NOTE(2):** Careful consideration requires a synthesis of information from all assessments, observation, and existing data that are considered together and examined for consistency among the evaluation components while no single score or evaluator's interpretation is used as the sole basis for eligibility determination.	Evaluation report
200.220 Relevant behavior noted during observation: (Autism, Emotional Disturbance and Specific Learning Disability - NA for all other categorical disabilities) 34 C.F.R. §300.310; SP(III)	**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). NOTE (1): Observations made by an examiner during the testing process do <u>not</u> fulfill the requirement of this standard.	Evaluation report

Legal Requirement	Indicator	Documents
	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. 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: 34 C.F.R. §300.304(c)(1); SP(III)	**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: 34 C.F.R. §300.8; 34 C.F.R. §300.305(a)(2)(i)(A); SP(III)	**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) 34 C.F.R. §300.8 (a)(2)(i)(ii)(b)(c); SP(III)	**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

Legal Requirement	Indicator	Documents
200.260 A statement that the disability is not a result of lack of appropriate instruction in reading or math, or limited English proficiency: 34 C.F.R. §300.306 (b); SP(III)	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
200.270 Names and roles of the individuals making the eligibility determination: 34 C.F.R. §300.306(a)(1); §300.311(b); SP(III)	Eligibility determinations are made by a group of qualified professionals and the parent of the child. The evaluation report documents: **200.270.a.** The names and roles of the individuals attending the eligibility determination meeting. **Note (1): For Specific Learning Disabilities, the eligibility determination team must include:** *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.* **Note (2): For SSD and Component Districts of SSD:** C*omponent districts of a Special School District designate appropriate staff to participate in the group that makes the eligibility determination.*	Evaluation report

Legal Requirement	Indicator	Documents
REEVALUATION/CONTINUED ELIGIBILITY AND NEED FOR SERVICES		
200.325 Parent referral for reevaluation other than required triennial: 34 C.F.R. §300.303(a)(2); SP(III)	**200.325.a.** Documentation is present for the date of the parent referral for reevaluation (other than required triennial reevaluation). Note: After parent referral, the agency must determine if there is a need for reevaluation and, if so, provide the parent with a Notice of Intent to Evaluate as soon as possible, but within thirty (30) calendar days of the date of referral for evaluation. If a reevaluation is not needed to write an appropriate IEP or to determine continued eligibility, the agency provides the parents with a Prior Written Notice refusing the requested reevaluation. 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.	Referral form; parent request
200.330 Existing evaluation data on the child is reviewed: 34 C.F.R. §300.303; 34 C.F.R. §300.305(a)(1)(b); SP(III)	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: o The current IEP, o Previous evaluations (if available), o Information provided by the parents of the child, o Current classroom-based assessments including as appropriate age appropriate transition assessments and observations, o State and agency-wide assessments, o Observations by teachers, and o Related services providers, if applicable. Documentation of the review includes: **200.330.a.** A description of all data reviewed and a summary of the information gained from the review of the data. **200.330.b.** The date conclusions and decisions are finalized. **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. NOTE (1): This review may be conducted without a meeting.	Meeting notes; review notes; summary of data

Legal Requirement	Indicator	Documents
	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. 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. **Note for SSD and Component Districts of SSD:** *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.*	
200.340 Identify what additional data, if any, are needed: 34 C.F.R. §300.305(a)(2)(b); SP(III)	**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: **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. **200.340.a.(2)** The present levels of academic achievement and related developmental needs. **200.340.a.(3)** The educational needs of the child. **200.340.a.(4)** Whether the child continues to need special education and related services. **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. **200.340.b.** The conclusions and decisions resulting from the review are documented.	Meeting notes
200.350 If no additional data are needed, notify the child's parent of the decision: 34 C.F.R. §300.305(2)(d); SP(III)	Documentation indicates that the team determined that no additional data are needed. **200.350.a.** The parent was notified, either verbally or in writing, of this determination. **200.350.b.** The notification includes:	Prior Written Notice

Legal Requirement	Indicator	Documents
	200.350.b.(1) The reason for the decision. **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. 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.	
	OR	
Prior Written Notice – Reevaluation, additional data necessary:		
200.360 Written Notice, consent required: 34 C.F.R. §300.503(a)(1); SP(V)	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. **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. **200.360.b.** Consent is obtained prior to administration of any test(s) or assessment instruments. **200.360.c.** Parent signature and date:(m/d/y): 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 reevaluation. o 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: **200.360.d.** Prior Written Notice is present. **200.360.e.** Date of Provision of the Prior Written Notice (m/d/y). **200.360.f.** Prior Written Notice is provided a reasonable time prior to initiation of the action. NOTE (1): Written notice must be given a reasonable time prior to proposing to initiate a change in identification, evaluation or educational placement of the child or provision of FAPE. Generally notice should be provided at least ten (10) days prior to the initiation of an action. Immediate initiation of the action is allowed if waiting	Prior written notice

Legal Requirement	Indicator	Documents
	period is waived by the parent. In some circumstances, a lesser period may be reasonable such as in the case of disciplinary changes of placement.	
CONTENT OF PRIOR WRITTEN NOTICE FOR REEVALUATION, ADDITIONAL DATA NECESSARY		
200.370 Description and explanation of action: 34 C.F.R. §300.503(a)(1-2)(b)(1-2); SP(V)	The notice includes: **200.370.a**. Description of the action being taken. **200.370.b.** Explanation of agency's position and why the action is proposed or refused.	Prior Written Notice
200.375 Area(s) to be evaluated and test/assessments to be used: SP(III)	**200.375.a.** Name(s) and description(s) of area(s) of functioning to be assessed. **200.375.b.** Names(s) of test(s)/assessment(s) to be used, if known.	Prior Written Notice
200.380 Options considered and why rejected: 34 C.F.R. §300.304(b)(6); SP(V)	**200.380.a.** Specific other option(s) considered by the IEP team prior to the decision to propose or refuse the action. **200.380.b.** Why each option listed was rejected.	Prior Written Notice
200.390 Information used as a basis for the action: 34 C.F.R. §300.503(b)(3); SP(V)	**200.390.a.** A listing of each evaluation procedure, assessment, record, or report used as a basis for the action.	Prior Written Notice
200.400 Other relevant factors to the action: 34 C.F.R. §300.503(b)(7); SP(V)	**200.400.a.** A description of other factors that are relevant to the agency's proposal or refusal.	Prior Written Notice

Legal Requirement	Indicator	Documents
200.410 Procedural Safeguards statement: 34 C.F.R. §300.504(a)(1); 34 C.F.R. §300.503(b)(4); RSMo §167.113; SP(V)	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.	Prior Written Notice
	OR	
200.420 Attempts to obtain parental consent are documented: 34 C.F.R. §300.300(c); 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 Prior 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; Prior Written Notice
200.425 The eligibility determination meeting is held within required timelines: SP(III)	**200.425.a.** Within sixty (60) calendar days of the date of the Prior Written 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).	

Legal Requirement	Indicator	Documents
200.430 Parent is notified of the eligibility determination meeting when additional data was collected: 34 C.F.R. §300.501(b)(i)(2); §300.505;SP(V)	Documentation is present that the parent was notified of the eligibility determination meeting. **200.430.a.** The parent is notified early enough to ensure an opportunity to participate.	Notification of Meeting; contact log
200.440 **N**otification (verbal or written) includes: 34 C.F.R. §300.321(c) §300.501(b)(i)(2); SP(V)	The parent is notified of the following information: **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. **200.440.b.** The time, date and location of the meeting. **200.440.c.** The participants who are invited to attend the meeting are listed by their specific position(s) within the public agency and should also include name. AND **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.	Notification of Meeting; contact log
REEVALUATION REPORT		
200.450 An evaluation report is present when additional data was collected: 34 C.F.R. §300.306; RSMo §162.700(2); ;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	**200.460.a.** Documentation is present that a copy of the evaluation results and eligibility determination is provided to the parent. **200.460.a.(1)** Date of provision of copy (m/d/y).	Evaluation report; correspondence

Legal Requirement	Indicator	Documents
the same as previous eligibility determination): 34 C.F.R. §300.306(a)(2); SP(III)	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.	
200.470 A synthesis of information from the evaluation is present: 34 C.F.R. §300.304; 34 C.F.R. §300.306(c)(1)(i); SP (III)	**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: **200.470.a.(1)** Health, **200.470.a.(2)** Vision, **200.470.a.(3)** Hearing, **200.470.a.(4)** Social and emotional status, **200.470.a.(5)** General intelligence, **200.470.a.(6)** Academic performance (including results of state and agency-wide assessments), **200.470.a.(7)** Communicative status, and/or **200.470.a.(8)** Motor abilities. **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. Ensure that information obtained from all of those sources is documented and carefully considered. 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. NOTE(2): Careful consideration requires a synthesis of information from all assessments, observation, and existing data that are considered together and examined for consistency among the evaluation components while no single score or evaluator's interpretation is used as the sole basis for eligibility determination.	Evaluation report

Legal Requirement	Indicator	Documents
200.480 Relevant behavior noted during observation: (Autism, Emotional Disturbance and Specific Learning Disability - NA for all other categorical disabilities) 34 C.F.R. §300.310;SP(III)	**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). NOTE (1): Observations made by an examiner during the testing process do not fulfill the requirement of this standard. 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. 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.	Evaluation report
200.490 Description of any variations from standard assessment conditions: 34 C.F.R. §300.304(c)(1); SP(III)	**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. NOTE: These variations may include the qualifications of the person administering the test or the method of test administration.	Evaluation report
200.500 Statement of the existence and nature of the categorical disability: 34 C.F.R. §300.8; 34 C.F.R. §300.305; SP(III)	**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).	Evaluation report
200.510 **For Continuing Eligibility:** Basis for the determination of continued eligibility and need for special education and	**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.	Evaluation report

Legal Requirement	Indicator	Documents
related services for reevaluation: (NA initial evaluation) 34 C.F.R. §300.8 (a)(2)(i)(ii)(b)(c); 34 C.F.R. §300.303; SP(III)		
200.520 A statement that the disability is not a result of lack of appropriate instruction in reading or math, or limited English proficiency: 34 C.F.R. §300.306(b); SP(III)	The evaluation report reflects that the child's eligibility determination was not based on any of the following factors: **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): **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. **200.520.b.** A lack of appropriate instruction in math. **200.520.c.** Limited English proficiency.	Evaluation report
200.530 Names and roles of the individuals making the eligibility determination: 34 C.F.R. §300.306(a)(1); 34 C.F.R. §300.308; 34 C.F.R. §300.311(b); SP(III)	Eligibility determinations are made by a group of qualified professionals and the parent of the child. The evaluation report documents: **200.530.a.** The names and roles of the individuals attending the eligibility determination meeting. <u>For Specific Learning Disabilities</u>, the eligibility determination team must include: **200.530.b.** The child's regular education teacher. OR **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.	Evaluation report

Legal Requirement	Indicator	Documents
	OR **200.530.d.** For a child of less than school age, an individual qualified to teach a child of her/his age. AND **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. **Note for SSD and Component Districts of SSD:** C*omponent districts of a Special School District designate appropriate staff to participate in the group that makes the eligibility determination.*	
NOTE: 200.540 – 200.580 requirements were replaced within the following eligibility indicators: Specific Learning Disability, Sound System Disorder, Language Impaired and Other Health Impaired. These four areas contain specific requirements for items that must be included in evaluation reports.		
200.590 Reevaluation is conducted every three (3) years or more frequently if conditions warrant: (NA initial evaluation) 34 C.F.R. §300.303(b)(2); SP(III)	A reevaluation for each child with a disability is conducted at least once every three years. Documentation is present that: **200.590.a.** The required triennial evaluation did not exceed three years. OR **200.590.b.** The parent and LEA agree that a triennial reevaluation is unnecessary. OR **200.590.c.** The agency conducted a reevaluation prior to determining that a child was no longer a child with a disability. OR **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 **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.	Evaluation report; meeting notes

Legal Requirement	Indicator	Documents
	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. NOTE (2): For reevaluations requiring collection of additional data, the date of the eligibility determination meeting will be considered the reevaluation date. NOTE (3): Reevaluations may be conducted more frequently, if conditions warrant, or if child's parent or teacher requests an evaluation. 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.	
INDIVIDUALIZED EDUCATION PROGRAM (IEP)		
200.600 Parent is notified of the IEP meeting: 34 C.F.R. §300.321(c) ; 34 C.F.R §300.322(a)(1); C.F.R 34 §300.501(b)(1)(i) (ii); SP(IV)	Documentation is present that the parent was notified of the IEP meeting: **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).	Notification of Meeting; contact log
200.610 Content of the notification (verbal or written) is documented: 34 C.F.R. §300.321(c), 34 C.F.R. §300.322(b)(1)(2), 34 C.F.R. §300.501(b)(1)(i)(ii); SP(IV)	**200.610.a.** The parent is informed of all purposes for the meeting. **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. **200.610.c.** The time and date of the meeting is stated. **200.610.d.** The location of the meeting is indicated.	Notification of Meeting; contact log

Legal Requirement	Indicator	Documents
	200.610.e. The participants who are invited to attend the meeting are listed by their specific position(s) within the public agency and should also include name. **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. **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. 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. NOTE (2): The agency must obtain a signed *Release of Information,* from the parent or child who is age 18+, prior to inviting representatives of other agencies to the meeting.	
200.620 Initial IEP meeting held within required timelines: 34 C.F.R. §300.323(c)(1), 34 C.F.R. §300.124; SP(IV) (N/A for annual IEP)	A meeting is held and an IEP is developed within required timelines. Documentation includes: **200.620.a.** Date(s) of meeting(s) – (m/d/y). **200.620.b.** Dates between the IEP meeting and eligibility determination meeting are not more than thirty (30) calendar days. OR **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.	IEP; evaluation report
200.630 **Annual Meeting to** Review/revise the IEP: 34 C.F.R. §300.324(b)(i); SP(IV) (N/A for annual IEP)	The IEP team meets to review/revise, if necessary, the IEP at least on an annual basis. Documentation includes: **200.630.a.** Date(s) of meeting(s) – (m/d/y). **200.630.b.** Meetings are no more than 365 calendar days apart.	IEP

Legal Requirement	Indicator	Documents
200.640 Amending or modifying the IEP: 34 C.F.R. §300.324(a)(4)(6); SP(IV)	A child's IEP may be amended or modified after the annual IEP meeting. Documentation of any amendment/modifications is present as follows: **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.	IEP
200.650 IEP is implemented as soon as possible following the IEP meeting: 34 C.F.R. §300.323(c)(2); SP(IV)	No undue delay can occur in providing special education and related services to the child. The current IEP indicates: **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. OR **200.650.b.** The reasons for delay are documented, such as: o When the IEP meeting occurs during the summer or a vacation period. OR o Where there are circumstances which require a short delay (e.g., working out transportation arrangements). OR o 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.	IEP

Legal Requirement	Indicator	Documents
200.660 A current IEP is present and accessible: 34 C.F.R. §300.323(d); SP(IV)	The child's current IEP is accessible to each individual responsible for its implementation. **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. AND **200.660.d.** The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.	IEP
Attendance at the IEP meeting of team participants:		
200.670 Representative of the public agency: 34 C.F.R. §300.321 (a)(4)(e)(1); SP(IV)	**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: **200.670.a.(1)** Is qualified to provide or supervise the provision of special education, **200.670.a.(2)** Is knowledgeable about the general curriculum, and **200.670.a.(3)** Is knowledgeable about the availability of resources of the public agency. OR **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: **200.670.b.(1)** The parent and the Public Agency agree in writing to the excusal. OR **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: **200.670.c.(1)** Parent and Public Agency consented to the excusal.	IEP

Legal Requirement	Indicator	Documents
	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. 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 be provided by the agency. **Note for SSD and Component Districts of SSD:** *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.*	
200.680 Child's regular education teacher(s): 34 C.F.R. §300.321(a)(2), 34 C.F.R. §300.321(e)(2)(i)(ii); SP(IV)	**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: **200.680.a(1)** Was in attendance at the IEP meeting. OR **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: **200.680.b.(1)** The parent and the Public Agency agree in writing to the excusal. OR **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: **200.680.c.(1)** Parent and Public Agency consented in writing to the excusal. **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. 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.	IEP
200.690 Child's special education teacher(s):	**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: **200.690.a.(1)** Was in attendance at the IEP meeting. OR	IEP

Legal Requirement	Indicator	Documents
34 C.F.R. §300.321(a)(3); 34 C.F.R. §300.321 (e)(2)(i)(ii); SP(IV)	**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: **200.690.b.(1)** The parent and the Public Agency agree in writing to the excusal. OR **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: **200.690.c.(1)** Parent and Public Agency consented in writing to the excusal. **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.	
200.700 Child's parent(s): 34 C.F.R. §300.321(a)(1); 34 C.F.R. §300.322 (a)(c)(d)(1)(2)(3); 34 C.F.R. §300.501(c); SP (IV)	One (1) of the following methods to ensure parent(s) participation is documented: **200.700.a.** Parent(s) attend(s) the IEP meeting and documentation on the IEP indicates such. OR **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. OR **200.700.c.** Documentation is present the parent(s) chose not to attend or participate. OR **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: 200.700.d.(1) Records of telephone calls made and results. 200.700.d.(2) Copies of correspondence sent and responses received. 200.700.d.(3) Records of visits made to the home or place of employment and results. 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.	IEP; contact log; correspondence

Legal Requirement	Indicator	Documents
200.710 Child: 34 C.F.R. §300.321(a)(7); 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: 34 C.F.R. §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. OR **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. OR **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): 34 C.F.R. §300.321(a)(6); 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.	IEP; correspondence

Legal Requirement	Indicator	Documents
	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 includes the following content:		
200.740 A statement of the present levels of academic achievement and functional performance: 34 C.F.R. §300.320(a)(1)(i)(ii); 34 C.F.R. § 300.324(a)(1); SP(IV)	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. **200.740.b.** Reflects changes in current functioning of the child since the initial/prior IEP. **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.) **200.740.d.** Considers the results of the initial or most recent evaluation of the child. **200.740.e.** Addresses the strengths of the child and the concerns of the parent for enhancing the education of their child. **200.740.f.** Addresses the academic, developmental and functional needs of the child.	IEP
200.750 Consideration of special factors: 34 C.F.R. §300.324(a)(2)(i)(ii)(iv)(v); SP(IV)	The IEP team considered the following factors and determined services, strategies, supports or devices, as appropriate: **200.750.a.** The child's communication needs. **200.750.b.** The need for assistive technology services and/or devices. **200.750.c.** The language needs of a child with limited English proficiency as those needs relate to the child's IEP. **200.750.d.** Positive behavioral interventions, strategies and supports, and other strategies to address behaviors that impede the learning of the child or others.	IEP

Legal Requirement	Indicator	Documents
200.760 For children who are blind or visually impaired, the IEP addresses instruction/non-instruction in Braille: 34 C.F.R. §300.324(a)(2)(iii); SP(IV)	**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: **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. **200.760.c.** Methods of integrating Braille into normal classroom activities. **200.760.d.** Initiation date for Braille instruction and duration of each session. **OR** If instruction in Braille is <u>not</u> received, the IEP includes: **200.760.e.** The basis for the IEP team's determination that Braille instruction is not appropriate for the child.	IEP
200.770 Statement of referral to Rehabilitation Services for the Blind: SP(IV)	The IEP indicates: **200.770.a.** A referral to Rehabilitation Services for the Blind has been discussed with the parent. **200.770.b.** The parent's decision regarding the referral.	IEP
200.780 For children who are deaf or hard of hearing, the IEP team considers the child's language and communication needs: 34 C.F.R. §300.324(a)(2)(iv); SP(IV)	The IEP documents that the following factors were considered by the IEP team: **200.780.a.** The child's language and communication needs. **200.780.b.** Opportunities for direct communication with peers and professional personnel in the child's language and communication mode. **200.780.c.** Academic level. **200.780.d.** Full range of needs including opportunities for direct instruction in the child's language and communication mode.	IEP
200.790 Student informed of transfer of parental rights: 34 C.F.R. §300.320(c), 34 C.F.R. §300.520(a)(3); SP(IV)	**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. NOTE: For information regarding notification of the transfer of rights at age 18, see Indicator 100.410.	IEP

Legal Requirement	Indicator	Documents
200.800 A statement of the transition service needs: 34 C.F.R. §300.320(b)(1)(2); 34 C.F.R. §300.43(a)(1)(2)(b); SP(IV)	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. **200.800.a.** Appropriate, measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills. **200.800.b.** Annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s). **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. For each postsecondary goal, appropriate transition service(s) must be identified, including but not limited to: o Instruction, o Related service(s), o Community experience, o Development of employment and other post-school adult living objective, o If appropriate, daily living skill(s), and/or o If appropriate, provision of a functional vocational evaluation. **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.** Transition services include the course of study needed to assist the child in reaching their postsecondary goals. **200.800.f.(1)** The course of study listed align with the student's identified postsecondary goal(s). **200.800.f.(2)** The course of study is a 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).	

Legal Requirement	Indicator	Documents
	200.800.g. The transition services take into account the 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.	
200.810 A statement of measurable annual goals, including academic and functional goals: 34 C.F.R. §300.320(a)(2)(i)(A)(B); SP(IV)	The IEP includes goals that: **200.810.a.** Demonstrate consistency with the content of the present level of performance. **200.810.b.** Are written in terms that are: 200.810.b.(1) Specific to a particular skill or behavior to be achieved. 200.810.b.(2) Measurable. 200.810.b.(3) Attainable (can reasonably be accomplished within the duration of the IEP). 200.810.b.(4) Results oriented. 200.810.b.(5) Time-bound (generally happen within one year). **200.810.c.** Enable the child to be involved in the general education curriculum, as appropriate (for preschool children, participation in appropriate activities). **200.810.d.** Address the child's other educational needs resulting from her/his disability. **200.810.e.** Are present for each special education and related service (N/A for transportation as a related service). **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. NOTE: Measurable means written in terms that includes the skill or behavior and the level of attainment that will be achieved.	IEP
200.820 Special education services to be provided: 34 C.F.R. §300.39, 34 C.F.R. §300.320(a)(4),(i); SP(IV)	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: **200.820.a.** Specific special education service(s). **200.820.b.** Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be:	IEP

Legal Requirement	Indicator	Documents
	200.820.b.(1) Appropriate to the specific service. **200.820.b.(2)** Stated in a manner clear to all involved in the development and implementation of the IEP. **200.820.c.** Duration (i.e., beginning and ending dates for the services). **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.). **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) 34 C.F.R. §300.34; 34 C.F.R. §300.320(a)(4); SP(IV)	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: **200.830.a.** Specific related service(s). **200.830.b.** Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be: **200.830.b.(1)** Appropriate to the specific service. **200.830.b.(2)** Stated in a manner clear to all involved in the development and implementation of the IEP. **200.830.c.** Duration (i.e., beginning and ending dates for services). **200.830.d.** Location (states the type of environment for provision of the services- e.g., regular education classroom, resource classroom, etc.). **200.830.e.** Frequency (states how often the services will occur—e.g., daily, weekly, monthly).	IEP
200.840 Applicable supplementary aids and services: 34 C.F.R. §300.320(a)(4); SP(IV)	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: **200.840.a.** Specific supplementary aids and services. **200.840.b.** Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be: **200.840.b.(1)** Appropriate to the specific service.	IEP

Legal Requirement	Indicator	Documents
	200.840.b.(2) Stated in a manner clear to all involved in the development and implementation of the IEP. **200.840.c.** Duration (i.e., beginning and ending dates for services). **200.840.d.** Location (states the type of environment for provision of the services - e.g., regular education classroom, resource classroom, etc.). **200.840.e.** Frequency (states how often the services will occur—e.g., daily, weekly, monthly).	
200.850 Program modifications and accommodations: 34 C.F.R. §300.320(a)(7); SP(IV)	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: **200.850.a.** A description of the specific program modifications and accommodations. **200.850.b.** Duration (i.e., beginning and ending date for services). **200.850.c.** Location (states the type of environment for provision of the services - e.g., regular education classroom, special education classroom, etc.). **200.850.d.** Frequency (states how often the services will occur - e.g., daily, weekly, monthly).	IEP
200.860 Supports for school personnel: 34 C.F.R. §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: 34 C.F.R. §300.34(a)(16); 34 C.F.R. §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

Legal Requirement	Indicator	Documents
200.880 Extent of non-participation in regular education: 34 C.F.R. §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: 34 C.F.R. §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: 34 C.F.R. §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 and activities must be available to children with disabilities	IEP

Legal Requirement	Indicator	Documents
200.910 A statement defining the child's participation in state assessments of student achievement: 34 C.F.R. §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)	The IEP includes a statement of: **200.910.a.** The child's participation in state assessments (Grade- Level Assessments, End- of- Course Assessments, and ACCESS for ELLs). **200.910.b.** Accommodations that are necessary to measure the academic achievement and functional performance of the child. **OR** If not participating in general state assessment (Grade- Level Assessments, End- of- Course Assessments, and ACCESS for ELLs): **200.910.c.** Why the child cannot participate in regular assessment. **200.910.d.** How the particular alternative assessment is appropriate (MAP-A). **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 and the Missouri Alternate Assessment Decision Making Guidance Document for additional guidance in determining eligibility for the alternate assessment.	IEP
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)	The IEP includes a statement of: **200.920.a.** The child's participation in agency-wide assessments as described in the agency's assessment plan. **200.920.b.** Accommodations that are necessary to measure the academic achievement and functional performance of the child. **OR** If not participating in general agency-wide assessments: **200.920.c.** Why the child cannot participate in regular assessment. **200.920.d.** How the particular alternative assessment is appropriate. NOTE: Alternate assessment must assess same areas as agency wide assessment.	IEP

Legal Requirement	Indicator	Documents
200.930 Consideration of Extended School Year (ESY): 34 C.F.R. §300.106; SP(IV)	ESY services are considered by the IEP team and the IEP documents the team's decision with one (1) of the following: **200.930.a.** Not eligible for ESY services. **200.930.b.** Eligible for ESY services. **200.930.c.** The determination will be made at a later date. For eligible students, the IEP identifies: **200.930.d.** The IEP goals to be addressed through the ESY services. **200.930.e.** Type and amount of services. **200.930.f.** The frequency of services. **200.930.g.** The duration of the services. **200.930.h.** The location of the services.	IEP
200.940 Reporting progress on annual goals 34 C.F.R. §300.320; SP(IV)	**200.940.a.** The IEP includes a description of how progress toward meeting the annual goal(s) will be measured. **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. **200.940.c.** The content of the progress report includes the progress toward the annual goal. NOTE: Due to the relationship between the annual goals of a transition-aged student and the student's post-secondary goals, the public agency should include content about progress toward the post-secondary goals and transition services in the periodic report.	IEP; Progress report; meeting notes
200.950 Parent is provided a copy of the IEP: 34 C.F.R. §300.322(f); SP(IV)	**200.950.a.** Documentation indicates that a copy of the IEP was provided to the parent after initial and each annual review. AND **200.950.b.** Upon parent request after any amendments. 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.	IEP; correspondence

Legal Requirement	Indicator	Documents
200.960 Special education and related services are provided in accordance with the IEP: 34 C.F.R. §300.323(a)(e); SP(IV)	**200.960.a.** Special education and related services are provided as listed on the IEP.	IEP
Prior Written Notice – Change of Services:		
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) 34 C.F.R. §300.503(a)(1); SP(V)	Documentation is present that Prior 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: **200.970.a.** The parent was provided prior written notice after any change was made in the type or amount of special education and/or related services for the child. **200.970.b.** Prior Written Notice is Present. **200.970.c.** Date of Provision of the Prior Written Notice (m/d/y). **200.970.d.** Prior Written Notice is provided a reasonable time prior to initiation of the action. NOTE: Prior Written notice must be given a reasonable time prior to proposing to initiate a change in identification, evaluation or educational placement of the child or provision of FAPE. Generally the notice should be provided at least ten (10) days prior to the initiation of an action. Immediate initiation of the action is allowed if waiting period is waived by the parent. In some circumstances, a lesser period may be reasonable such as in the case of disciplinary changes of placement.	Prior Written Notice
CONTENT OF PRIOR WRITTEN NOTICE FOR CHANGE IN SERVICES		
200.980 Description and explanation of action: 34 C.F.R. §300.503(b)(1-2); SP(V)	The Prior Written 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.	Prior Written Notice

Legal Requirement	Indicator	Documents
200.990 Options considered and why rejected: 34 C.F.R. 34 C.F.R. §300.503(b)(6); SP(V)	**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.	Prior Written Notice
200.1000 Information used as a basis for the action: 34 C.F.R. §300.503(b)(3); SP(V)	**200.1000.a.** A listing of each evaluation procedure, assessment, record, or report used as a basis for the action.	Prior Written Notice
200.1010 Other relevant factors to the action: 34 C.F.R. §300.503(b)(7); SP(V)	**200.1010.a.** A description of other factors that are relevant to the agency's proposal or refusal.	Prior Written Notice
200.1020 Procedural Safeguards statement: 34 C.F.R. §300.504(a)(1); 34 C.F.R. §300.503(b)(4); RSMo §167.113; SP(V)	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. OR **200.1020.d.** A copy of the Procedural Safeguards was provided.	Prior Written Notice
PLACEMENT		
200.1030 IEP is developed/revised prior to placement and/or change of placement recommendation:	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; Prior Written Notice

Legal Requirement	Indicator	Documents
34 C.F.R. §300.116(b)(2); SP(IV)		
200.1040 Placement decisions are based upon LRE: 34 C.F.R. §300.115; 34 C.F.R. §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 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).	IEP

Legal Requirement	Indicator	Documents
	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). For students attending Missouri Schools for the Severely Disabled, Missouri School for the Blind, and Missouri School for the Deaf: **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. **Note for SSD and Component Districts of SSD:** *The Special School District and component districts must collaborate to ensure that a continuum of placement options are available throughout the county.*	
CONTENT OF PRIOR WRITTEN NOTICE FOR INITIAL ELIGIBILITY AND CONSENT FOR SERVICES		
200.1050 Parent is provided Prior Written Notice for Initial Eligibility and Initial Services; consent required for services: 34 C.F.R. §300.503(a)(1); SP(V); 34 C.F.R.	Documentation is present that Prior 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: **200.1050.a.** Prior Written Notice is provided a reasonable time prior to provision of services. **200.1050.b** Prior Written Notice must include the eligibility category of disability and subcategories, if appropriate, under which the child qualified for services. AND	Prior Written Notice

Legal Requirement	Indicator	Documents
§300.306(c)(2); 34 C.F.R. §300.300(b)	**200.1050.c.** Signed parental consent for the initial services is obtained prior to provision of services. NOTE: Prior Written Notice must be given a reasonable time prior to proposing to initiate a change in identification, evaluation or educational placement of the child or provision of FAPE. Generally notice should be provided at least ten (10) days prior to the initiation of an action; Immediate initiation of the action is allowed if waiting period is waived by the parent. In some circumstances, a lesser period may be reasonable such as in the case of disciplinary changes of placement.	
200.1060 Description and explanation of action: 34 C.F.R. §300.300(b); 34 C.F.R. §300.503(a)(1), (b)(1-2); SP(V)	The notice includes: **200.1060.a.** Description of the action being taken. **200.1060.b.** Explanation of agency's position and why the action is proposed or refused. **200.1060.c**. The eligibility category of disability and subcategories, if appropriate, under which the child qualified for those services. **200.1060.d.** Parental signature and date (m/d/y); Note: Signed parental consent for the initial services is obtained prior to provision of services.	Prior Written Notice
200.1070 Options considered and why rejected: 34 C.F.R. §300.503(b)(6);SP(V)	**200.1070.a.** Specific other option(s) considered by the IEP team prior to the decision to propose or refuse the action. **200.1070.b.** Why each option listed was rejected.	Prior Written Notice
200.1080 Information used as a basis for the action: 34 C.F.R. §300.503(b)(3); SP(V)	**200.1080.a.** A listing of each evaluation procedure, assessment, record, or report used as a basis for the action.	Prior Written Notice
200.1090 Other relevant factors to the action: 34 C.F.R. §300.503(b)(7); SP(V)	**200.1090.a.** A description of other factors that are relevant to the agency's proposal or refusal.	Prior Written Notice

Legal Requirement	Indicator	Documents
200.1100 Procedural Safeguards statement: 34 C.F.R. §300.503(a)(1); SP(V)	The Prior Written Notice must contain the following: **200.1100.a.** A statement that the parent has protection under Procedural Safeguards. **200.1100.b.** How to obtain a copy of Procedural Safeguards. **200.1100.c.** Sources for parent to contact to understand the provisions of the Procedural Safeguards. OR **200.1100.d.** A copy of the Procedural Safeguards was provided.	Prior Written Notice
200.1110 Date of Consent for Initial Services is prior to implementation of the IEP: 34 C.F.R. §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.	Prior Written Notice; IEP
CONTENT OF PRIOR WRITTEN NOTICE FOR 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 prior written notice is provided to the parent prior to initial placement. **200.1120.b.** Prior Written Notice is present. **200.1120.c.** Date of Provision of the Prior Written Notice (m/d/y). **200.1120.d.** Prior Written Notice is provided a reasonable time prior to initiation of the action. NOTE: Generally notice should be provided at least ten (10) days prior to the initiation of an action. In some circumstances, a lesser period may be reasonable such as in the case of disciplinary changes of placement. Immediate initiation of the action is allowed if waiting period is waived by the parent.	Prior Written Notice

Legal Requirement	Indicator	Documents
200.1130 Description and explanation of action: 34 C.F.R. §300.503(b)(1-2); SP(V)	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.	Prior Written Notice
200.1140 Options considered and why rejected: 34 C.F.R. §300.503(b)(6); SP(V)	**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.	Prior Written Notice
200.1150 Information used as a basis for the action: 34 C.F.R. §300.503(b)(3); SP(V)	**200.1150.a.** A listing of each evaluation procedure, assessment, record, or report used as a basis for the action.	Prior Written Notice
200.1160 Other relevant factors to the action: 34 C.F.R. §300.503(b)(7); SP(V)	**200.1160.a.** A description of other factors that are relevant to the agency's proposal or refusal.	Prior Written Notice
200.1170 Procedural Safeguards statement: 34 C.F.R. §300.504(a)(1); 34 C.F.R. §300.503(b)(4); RSMo §167.113; SP(V)	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. **200.1170.c.** Sources for parent to contact to understand the provisions of the Procedural Safeguards. OR **200.1170.d.** A copy of the Procedural Safeguards was provided.	Prior Written Notice

Legal Requirement	Indicator	Documents
CONTENT OF PRIOR WRITTEN NOTICE FOR CHANGE OF PLACEMENT		
200.1180 Notice of Change of Placement is provided, including Graduation: (NA if Initial Placement) 34 C.F.R. §300.503(a)(1); SP(V)	Documentation is present that Prior 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: **200.1180.a.** Documentation is present that a prior written notice is provided to the parent prior to any change in placement and prior to graduation. **200.1180.b.** Prior Written Notice is present. **200.1180.c.** Date of Provision of the Notice (m/d/y). **200.1180.d.** Prior Written Notice is provided a reasonable time prior to initiation of the action. NOTE: Written notice must be given a reasonable time prior to proposing to initiate a change in identification, evaluation or educational placement of the child or provision of FAPE. Generally notice should be provided at least ten (10) days prior to the initiation of an action. Immediate initiation of the action is allowed if waiting period is waived by the parent. In some circumstances, a lesser period may be reasonable such as in the case of disciplinary changes of placement.	Prior Written Notice
200.1190 Description and explanation of action: 34 C.F.R. §300.503(a)(1-2)(b)(1-2); SP(V)	The notice includes: **200.1190.a.** Description of the action being taken. **200.1190.b.** Explanation of agency's position and why the action is proposed or refused.	Prior Written Notice
200.1200 Options considered and why rejected: 34 C.F.R. §300.503(b)(6); SP(V)	**200.1200.a.** Specific other option(s) considered by the IEP team prior to the decision to propose or refuse the action. **200.1200.b.** Why each option listed was rejected.	Prior Written Notice
200.1210 Information used as a basis for the action:	**200.1210.a.** A listing of each evaluation procedure, assessment, record, or report used as a basis for the action.	Prior Written Notice

Legal Requirement	Indicator	Documents
34 C.F.R. §300.503(b)(3); SP(V)		
200.1220 Other relevant factors to the action: 34 C.F.R. §300.503(b)(7); SP(V)	**200.1220.a.** A description of other factors that are relevant to the agency's proposal or refusal.	Prior Written Notice
200.1230 Procedural Safeguards statement: 34 C.F.R. §300.504(a)(1), 34 C.F.R. §300.503(b)(4); RSMo §167.113; SP(V)	The Prior Written Notice must contain the following: **200.1230.a.** A statement that the parent has protection under Procedural Safeguards. **200.1230.b.** How to obtain a copy of Procedural Safeguards. **200.1230.c.** Sources for parent to contact to understand the provisions of the Procedural Safeguards. OR **200.1230.d.** A copy of the Procedural Safeguards was provided.	Prior Written Notice
CONTENT OF PRIOR WRITTEN NOTICE REFUSED		
200.1240 Prior Written Notice Refused is provided: 34 C.F.R. §300.503(a)(2); SP(V)	Documentation is present that Prior Written Notice was provided to the parents of a child with a disability prior refusing to initiate or change the identification, evaluation, educational placement of the child or the provision of FAPE to the child: **200.1240.a.** Documentation is present that a prior written notice is provided to the parent at the refusal of any action. **200.1240.b.** Prior Written Notice is present. **200.1240.c.** Date of Provision of the Prior Written Notice (m/d/y). **200.1240.d.** Prior Written Notice is provided a reasonable time after the refusal to initiate a requested action. NOTE: Generally notice should be provided at least ten (10) days prior to the initiation of an action. In some circumstances, a lesser period may be reasonable such as in the case of disciplinary changes of placement. Immediate initiation of the action is allowed if waiting period is waived by the parent.	Prior Written Notice

Legal Requirement	Indicator	Documents
200.1250 Description and explanation of action: 34 C.F.R. §300.503(a)(2)(b)(1-2); SP(V)	The notice includes: **200.1250.a.** Description of the action being taken. **200.1250.b.** Explanation of agency's position and why the action is proposed or refused.	Prior Written Notice
200.1260 Options considered and why rejected: 34 C.F.R. §300.304(b)(6); SP(V)	**200.1260.a.** Specific other option(s) considered by the IEP team prior to the decision to propose or refuse the action. **200.1260.b.** Why each option listed was rejected.	Prior Written Notice
200.1270 Information used as a basis for the action: 34 C.F.R. §300.503(b)(3); SP(V)	**200.1270.a.** A listing of each evaluation procedure, assessment, record, or report used as a basis for the action.	Prior Written Notice
200.1280 Other relevant factors to the action: 34 C.F.R. §300.503(b)(7); SP(V)	**200.1280.a.** A description of other factors that are relevant to the agency's proposal or refusal.	Prior Written Notice
200.1290 Procedural Safeguards statement: 34 C.F.R. §300.504(a)(1); 34 C.F.R. §300.503(b)(4); RSMo §167.113; SP(V)	The Prior Written Notice must contain the following: **200.1290.a.** A statement that the parent has protection under Procedural Safeguards. **200.1290.b.** How to obtain a copy of Procedural Safeguards. **200.1290.c.** Sources for parent to contact to understand the provisions of the Procedural Safeguards. OR **200.1290.d.** A copy of the Procedural Safeguards was provided.	Prior Written Notice

Legal Requirement	Indicator	Documents
200.1300 Part C transition: 34 C.F.R. §300.124; SP (IV)	Documentation is present that a smooth and effective transition was made for children transitioning from Part C (First Steps) to Part B (ECSE): **200.1300.a.** If invited, representative of local district attended Part C transition meeting. **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. NOTE: For further information regarding Part C to B transition, see the Missouri State Plan for Part C.	Correspondence, Notes in the file, Contact logs
PARENTAL REVOCATION OF CONSENT		
200.1305 Parental Revocation of Consent: 34 C.F.R. §300.9(c); 34 C.F.R. §300.300(b)(4)	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: **200.1305.a.** Documentation is present that the revocation of consent was provided in writing by the parent, AND **200.1305.b.** Documentation is present that the public agency provided the parent with a Prior Written Notice - Change of Services. NOTE: If the parent revokes consent for their child's receipt of special education services in writing 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.	Prior Written Notice
PROCEDURAL SAFEGUARDS STATEMENT		
200.1310 Procedural Safeguards Notice provided: 34 C.F.R. §300.504(a); SP(V)	Documentation is present that a copy of the Procedural Safeguards Notice for children and parents was provided to the parent **200.1310.a.** At least one time per year. **200.1310.a.(1)** Date provided (m/d/y). **200.1310.a.(2)** Dates of provision are not more than 365 days apart.	Correspondence, Notes in the file, Contact logs

Legal Requirement	Indicator	Documents
	200.1310.b. Upon parent request. NOTE: The Procedural Safeguards Notice must also be provided to the parent at the following times: o Upon initial referral or parental request for evaluation (see Indicator 200.10). o In certain disciplinary circumstances (see Document 300-Discipline). o 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).	
SUMMARY OF PERFORMANCE		
200.1320 Provision of a summary of Academic Achievement and Functional Performance: 34 C.F.R. §300.305(e)(3); SP(III)	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. **200.1320.a.** The summary includes recommendations on how to assist the child in meeting the child's post-secondary goals. **200.1320.b.** The summary was provided to the student. **200.1320.c.** Not more than 60 days before or 30 days after the child is graduating with a regular diploma. OR **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.	Summary of Performance

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300-Discipline

Legal Requirement	Indicator	Documentation
SHORT TERM SUSPENSIONS:		
300.10 Removal of ten (10) school days or less in a school year: 34 C.F.R. §300.530 (b)(1); SP(V)	School personnel may consider any unique circumstances on case-by-case basis when determining whether a change of placement, consistent with other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct. School personnel may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) school days in a school year (to the extent such alternatives are applied to children without disabilities). **300.10.a.** Discipline records include documentation that student did not exceed ten (10) school days of out of school suspension in a school year. NOTE: The public agency is not required to provide services to a child with a disability who has been removed from his/her current placement for ten (10) school days or less in a school year, if services are not provided to a child without disabilities who has been similarly removed.	Agency records; student file
300.20 **Any** subsequent removals of a student over ten (10) school days **cumulatively** in a school year when no change of placement is involved (no pattern of suspension has been created): 34 C.F.R. §300.530 (b)(1); SP(V)	School personnel determine whether the current removal constitutes a pattern of suspension. If no pattern is created, then school personnel, in consultation with at least one of the child's teacher's, determine the extent to which services are required on the 11th school day and thereafter and the location in which services will be provided to enable child to appropriately progress in general curriculum and appropriately advance towards achieving goals set out in IEP. Documentation includes the following: **300.20.a.** Date on which the decision was made regarding the extent to which services were required on the 11th school day and thereafter and the location in which the services would be provided **300.20.b.** Listing of participants in the decision **300.20.c.** Results of the decision NOTE (1): If the removal is for more than 10 days **consecutively** or if school district personnel determine a pattern of suspension has been created, see long-term suspension. NOTE (2): To determine whether a pattern is created, consider: 1) if the series of removals total more than ten (10) school days cumulatively in a school year; 2) if the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and,	Agency records; student file

Legal Requirement	Indicator	Documentation
	3) such additional factors as length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another. Note (3): Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings. Note (4): For any services provided, they must be designed so as to enable the child to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. As appropriate, the child should have a functional behavior assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.	
LONG TERM SUSPENSIONS/EXPULSIONS (DISCIPLINARY CHANGE OF PLACEMENT):		
300.30 Child removed in excess of ten (10) consecutive school days: **OR** Removals exceed ten (10) school days cumulatively and constitute a pattern of suspension 34 C.F.R. §300.350 (e)(1), §300.536 (a)(1)-(2)(i-iii); SP(V)	**300.30.a.** Documentation is present that the child was removed in excess of ten (10) school days consecutively or has been subjected to a series of removals that exceed ten (10) school days cumulatively and school personnel have determined that those removals constitute a pattern of suspension. **300.30.b.** Documentation is present that within ten (10) school days after any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination was conducted.	Student file
300.40 Manifestation Determination: 34 C.F.R. §300.350 (e)(2); SP(V)	Documentation is present that the local educational agency, the parent, and relevant members of the IEP team (as determined by the parent and the LEA): **300.40.a.** Reviewed all relevant information in the student's file, including **300.40.a.(1)** The child's IEP **300.40.a.(2)** Any teacher observations **300.40.a.(3)** Relevant information provided by the parents Documentation is present that the local educational agency, the parent, and relevant members of the IEP team (as determined by the parent and the LEA) made a determination regarding both of the following: **300.40.b.** Whether the conduct in question was caused by, or had a direct and substantial relationship to the child's disability **OR** **300.40.c.** Whether the conduct in question was the direct result of the LEA's failure to implement the IEP.	Student file

Legal Requirement	Indicator	Documentation
	NOTE: The conduct must be determined to be a manifestation if either of these conditions is met.	
300.50 Conduct is found not to be a manifestation of a disability: 34 C.F.R. §300.530 (c)(d)(1), SP(V)	Documentation is present that the local educational agency, the parent, and relevant members of the IEP team (as determined by the parent and the LEA: **300.50.a.** Found the conduct in question was not caused by, or had a direct and substantial relationship to the child's disability **AND** **300.50.b.** The conduct in question was not the direct result of the LEA's failure to implement the IEP Documentation is present that the IEP team: **300.50.c.** Determined services that would enable the child to: **300.50.c.(1)** Continue to receive educational services to continue to participate in the general education curriculum, although in another setting. **300.50.c.(2)** Progress toward meeting goals set out in the IEP. **300.50.c.(3)** Receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications, that are designed to address the behavior violation so that it does not recur. **300.50.d.** Determined placement. Documentation is present that the LEA: **300.50.e.** Provided the parent with Prior Written Notice for change of placement. **300.50.f.** Provided a copy of the Procedural Safeguards Notice NOTE (1): Services can be provided through alternative schools, homebound services, contractual arrangement with other agencies or private agencies, mutually agreed sites off school grounds or other settings as determined by the IEP Team. NOTE (2): If the parent disagrees with the team's decision and requests due process, "stay-put" shall be in the interim alternative educational setting pending the decision of the hearing officer, unless the parent and local educational agency can agree otherwise.	
300.60 Conduct is found to be a manifestation of the disability. (N/A if conduct is found NOT to be a manifestation of the disability)	Documentation is present that local educational agency, the parent, and relevant members of the IEP team: **300.60.a.** Found the conduct in question was caused by, or had a direct and substantial relationship to the child's disability **OR** **300.60.b.** The conduct in question was the direct result of the LEA's failure to implement the IEP. Documentation is present that the IEP team:	Student file

Legal Requirement	Indicator	Documentation
34 C.F.R. §300.530 (f)(1)(i – ii)(2), SP (V)	**300.60.c.** Conducted a Functional Behavior Assessment (FBA), unless the LEA had conducted a FBA assessment before the behavior that resulted in the change of placement occurred **AND** **300.60.d.** Implemented a Behavioral Intervention Plan (BIP) or if a BIP already has been developed, reviewed the BIP and modified it as necessary to address the behavior. Documentation is present that the: **300.60.e.** Agency returned the child to the placement from which the child was removed, **OR** **300.60.f.** The parent and LEA agreed to a change of placement as part of the modifications to the Behavior Intervention Plan (BIP)	
SPECIAL CIRCUMSTANCES/FORTY-FIVE (45) SCHOOL DAY INTERIM ALTERNATIVE EDUCATIONAL PLACEMENT:		
300.70 Forty-five (45) day removal – weapons/drugs/serious bodily injury: 34 C.F.R. §300.350 (g)(1-3), (h); 34 C.F.R. §300.350 (f)(1)(i – ii), (2); SP(V)	Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP team) for up to forty-five (45) school days if the child: **300.70.a.** Carries or possesses a weapon to school, or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district. **OR** **300.70.b** Knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district; or, **OR** **300.70.c.** Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district. Documentation is present that on the date the superintendent or designee issued the 45 school day suspension the parent(s) and/or majority-aged student was: **300.70.d.** Notified of the decision **300.70.e.** Provided a copy of the Procedural Safeguards Notice Documentation is present that within ten (10) school days after any decision to change the placement of a child with a disability because of a violation of a code of student conduct: **300.70.f** A manifestation determination was conducted.	Student file

Legal Requirement	Indicator	Documentation
	Documentation is present that the local education agency, parent, and relevant members of the IEP team: **300.70.g.** Found the conduct in question was caused by, or had a direct and substantial relationship to the child's disability or was the direct result of the LEA's failure to implement the IEP. **OR** **300.70.h.** The conduct in question was not caused by, or had a direct and substantial relationship to the child's disability or was not the direct result of the LEA's failure to implement the IEP. **300.70.i.** The IEP determined services that would enable the child to: **300.70.i.(1)** Continue to receive educational services to continue to participate in the general education curriculum, although in another setting. **300.70.i.(2)** Progress toward meeting goals set out in the IEP. **300.70.i.(3)** Receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications, that are designed to address the behavior violation so that it does not recur. NOTE (1) The interim alternative educational setting must be determined by the IEP team for removals that are changes of placement and forty-five (45) school day placements described under special circumstances. NOTE (2) If relevant members of the IEP team determine the conduct was not a manifestation of the disability then the agency may impose disciplinary procedures consistent with those applied to children without disabilities.	
300.80 Forty-five (45) day removal – violent/dangerous student: (NA except when ordered by a hearing officer through expedited due process hearing) 34 C.F.R. §300.530(g); SP(V)	If a child is likely to injure herself/himself or others, the agency can request an expedited due process hearing to seek a forty-five (45) school day interim alternative educational placement that will allow the child to receive educational services that will enable him/her to: **300.80.a.** Continue to participate in the general education curriculum, although in another setting. **300.80.b.** Progress toward meeting goals set out in the IEP. **300.80.c.** Receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications, that are designed to address the behavior violation so that it does not recur. Documentation is present that the agency: **300.80.d.** Notified the parent of the decision to seek this order on the day the decision is made. **300.80.e.** Provided the parent with a copy of the Procedural Safeguards. **300.80.f.** Filed a request for expedited hearing with DESE. **300.80.g.** Local educational agency, the parent, and relevant members of the IEP team (as determined by the parent and the LEA) conducted a manifestation determination.	Student file

Legal Requirement	Indicator	Documentation
	NOTE (1): Decision that conduct is manifestation of the disability will not affect whether the student receives a forty-five (45) school day placement in an interim alternative educational setting. NOTE (2): Through an additional due process hearing, a hearing officer may extend placement for an additional forty-five (45) school day increment(s) if the student continues to present a danger to himself or others. NOTE (3): Another option for removal of a violent, dangerous student would be to file for an injunction with court of competent jurisdiction. NOTE (4): If the team determines the conduct is not a manifestation of the disability, then the agency may impose disciplinary procedures consistent with those applied to children without disabilities.	

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400-Speech Implementer Model

Legal Requirement	Indicator		Documentation
NOTE: The basis for the Speech Implementer Model may be found on *Speech Implementer Model: Requirements for Implementation* on the DESE website.			
400.10 Annual approval:	**400.10.a.**	The agency requests approval from DESE to adopt the implementer model for speech therapy services.	Letter of request and DESE approval letter
	400.10.b.	The request includes the names and social security numbers of the individuals employed as speech pathologist and implementer.	
400.20 Speech pathologist has required credentials:	**400.20.a.**	Speech pathologist has valid certification as a Speech and Language Pathologist issued by the State Board of Education.	Agency file, DESE approval letter
		OR	
	400.20.b.	Speech pathologist has an appropriate Missouri license issued by the State Board of Registration for the Healing Arts.	
400.30 Implementer has required credentials: SP(VIII)	**400.30.a.**	Implementer has a Bachelor's Degree in Communication Disorders and a valid Missouri teaching certificate.	Agency file, DESE approval letter
		OR	
	400.30.b.	A Bachelor's Degree in Elementary or Secondary Education and a valid Missouri teaching certificate.	
400.40 Speech pathologist's caseload adjusted:	**400.40.a.**	The caseload for a supervising speech pathologist employed by the agency to provide speech therapy is reduced to reflect the added responsibilities associated with the supervision of an implementer.	Core Data report, agency files
		OR	
	400.40.b.	The job responsibilities of a supervising speech pathologist employed by the agency in any other capacity are considered when assigning that person to supervise an implementer.	
		OR	
	400.40.c.	When contracting with a private consultant to provide supervision for the implementer, the agency considers the individual's other activities and responsibilities before determining the number of students the contracted speech pathologist can serve.	

Legal Requirement	Indicator		Documentation
NOTE: The basis for the Speech Implementer Model may be found on *Speech Implementer Model: Requirements for Implementation* on the DESE website.			
400.50 Written outline describes model:	**400.50.a.**	A written description of the activities unique to the needs of the agency is maintained by the supervising speech pathologist.	Agency written description
	400.50.b.	The written description outlines the specific activities and procedures to be used by the speech pathologist and the implementer to address the requirements covered in the DESE *Speech Implementer Model: Requirements for Implementation* document for the Speech Implementer Model.	
	NOTE:	DESE *Speech Implementer Model: Requirements for Implementation* can be found on the Office of Special Education website or can be obtained by contacting the Office of Special Education, Compliance Section.	
400.60 Speech pathologist provides training:	**400.60.a.**	The supervising speech pathologist provides training for any activities that the implementer is assigned.	Agency files
400.70 Speech pathologist provides supervision:	**400.70.a.**	The speech pathologist maintains regular contact and supervision with the implementer for all activities assigned to the implementer.	Agency files
	NOTE:	The level of supervision may vary depending on the experience and prior training of the implementer. Decisions about direct contact and supervision will be the responsibility of the speech pathologist. The supervising pathologist is ethically responsible for the practices and activities provided.	
400.80 Speech pathologist conducts periodic therapy:	**400.80.a.**	Documentation indicates that the supervising speech pathologist conducts periodic therapy sessions with the children assigned to the implementer.	Agency written plan and student files
	400.80.b.	The method of documentation is described in the agency's written outline for implementation of the model.	
	NOTE:	The frequency of these direct therapy sessions are to be determined by the supervising speech pathologist and will depend on the individual needs of the children being served.	
400.90 Speech pathologist conducts all evaluations:	**400.90.a.**	Documentation indicates that evaluations for communication disorders are conducted by a qualified speech pathologist.	Agency files, student files
400.100 Speech pathologist attends/provides input for eligibility staffing:	**400.100.a.**	A qualified speech pathologist provides the information necessary for eligibility determination	Agency files, student files

Legal Requirement	Indicator		Documentation
NOTE: The basis for the Speech Implementer Model may be found on *Speech Implementer Model: Requirements for Implementation* on the DESE website.			
400.110 Speech pathologist participates in IEP development:	**400.110.a.**	A qualified speech pathologist is an active participant in writing and developing the initial IEP.	IEP
	400.110.b.	A qualified speech pathologist is an active participant in writing, developing, revising and/or modifying any subsequent IEPs when their services are considered.	
400.120 Agency recruitment efforts documented:	**400.120.a.**	The agency continues efforts to recruit a qualified speech pathologist and/or a qualified speech language pathology assistant on an annual basis.	Agency files, newspaper advertisements, position posting notices
	NOTE:	Approval to use the speech implementer model is given on an annual basis and requires the agency to actively recruit for a qualified speech pathologist and/or a qualified speech language pathology assistant prior to requesting approval to use the model. Documentation of the recruitment efforts must be submitted annually with the Application for Approval of the Speech Implementer Model.	

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500-Transfer: In-State

Legal Requirement	Indicator	Data Source
SECTION 1: PROCEDURES APPLICABLE TO ALL IN-STATE TRANSFERS: SP (IV); Fed. Regulations 300.323(e)		
500.10 Enrollment date: 34 C.F.R. §300.323(e)(g)(1); SP (IV)	Documentation indicates: **500.10.a.** The date (m/d/y) the child enrolled in the agency.	Agency records and student file
500.20 Upon enrollment, agency determines known or suspected disability: 34 C.F.R. §300.323(e)(g)(1); SP (IV)	Documentation indicates: **500.20.a.** The agency has procedures in place to determine if a child has a known or suspected disability at the time of enrollment.	Agency records and student file
500.30 Request for records: 34 C.F.R. §300.323(e)(g)(1); SP (IV)	To facilitate the transition for a child entering a school from another school district in Missouri the new school in which the child enrolls shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous school. The previous school shall take reasonable steps to promptly respond to such request from the new school. Documentation includes: **500.30.a.** Date (m/d/y) agency requested records **500.30.b.** A specific listing of records requested (e.g., evaluation report, IEP, etc.) **500.30.c.** Date(s) (m/d/y) agency received records If NO records received at enrollment, proceed to 500.40 If evaluation report, but no IEP received, proceed to 500.90 If IEP, but no evaluation report, proceed to 500.150 If an evaluation report and IEP are received at enrollment, proceed to 500.250 NOTE (1): Even though the parent provides copies of records upon enrollment, Missouri's Safe Schools Act requires receiving school districts to request records within two (2) business days of enrollment. Sending Missouri districts are required to send records within five (5) business days of receiving a request for records. NOTE (2): An educational agency or institution may disclose personally identifiable information from an education record of a student without consent if the disclosure is to officials of another school, school system, or	Agency records and student file

Legal Requirement	Indicator	Data Source
	institution of postsecondary education where the student seeks or intends to enroll. See Indicators 100.390-100.400 for specific information pertaining to release of information.	
SECTION 2: NO EVALUATION REPORT AND NO IEP RECEIVED AT ENROLLMENT		
500.40 Interviews: 34 C.F.R. §300.323(e)(g)(1); SP (IV)	When NO evaluation report or IEP are received at enrollment, but where there is a known or suspected disability (e.g., parent indicates child is in special education, obvious disability, etc.) documentation indicates: **500.40.a.** Receiving agency interviewed parent or student (age 18+), immediately upon enrollment **AND** **500.40.b.** Receiving agency interviewed officials of the sending agency immediately upon enrollment Documentation includes: **500.40.c.** Date of interview(s) (m/d/y) **500.40.d.** Name(s) and role(s) of individuals interviewed **500.40.e.** Information gained from interviews (e.g., assessment dates/results, eligibility determination/staffing date, special education and related services, placement, etc.)	Agency records and student file
	AND	
500.50 Interview information NOT sufficient: 34 C.F.R. §300.323(e); SP (IV)	When information gained through interviews is not sufficient to reasonably suspect that the child has a disability and to write an IEP and determine placement for special education and related services, documentation indicates: **500.50.a.** Student placed in regular education classroom **500.50.b.** Progress monitored **500.50.c.** Referral for evaluation made if performance indicates a need.	Agency records and student file
	OR	
500.60 Interview information IS sufficient: 34 C.F.R. §300.323(e); SP (IV)	When information gained through interviews IS sufficient to reasonably suspect that the student has a disability and to write an IEP and determine placement, documentation indicates the public agency, upon review of all interview information, proceeded to: **500.60.a.** Convene the IEP team **500.60.b.** Develop and implement an IEP If there was any delay in convening an IEP team to develop and implement an IEP, **500.60.c.** The Public agency, in consultation with the parent, provided FAPE to the child, including services comparable to those described in the child's IEP from the previous public agency until such time as	Agency records and student file

Legal Requirement	Indicator	Data Source
	the public agency adopted the IEP from the previous public agency or developed a new IEP that is consistent with Federal and State regulations. NOTE (1) If the IEP from the previous public agency is received within 30 days and the district has not yet developed a new IEP, proceed to Section 5 and follow "IEP Reviewed" procedures outlined in indicator 500.280. If IEP has already been developed from interview information, review the previous IEP and, if necessary, convene the IEP team to review, revise the current IEP.	
Current evaluation report received within 30 days		
500.70 Agency accepts evaluation report: 34 C.F.R. §300.323(e); SP (IV)	If current evaluation report is received within 30 days **500.70.a.** Agency reviews evaluation report and **500.70.b.** Agency documents acceptance of the evaluation report. NOTE 1: If agency rejects evaluation report, go to 500.110	Agency records and student file
500.80 If current evaluation report NOT received within 30 calendar days or if the agency rejects evaluation report received within 30 days: 34 C.F.R. §300.323(e); SP (IV) 34 C.F.R. §300.503; SP (V)	For a student with a known or suspected disability, when a current evaluation report IS NOT received within 30 calendar days of the date of enrollment, or the agency rejects an evaluation report received within 30 days, documentation indicates: **500.80.a.** Reevaluation procedures initiated **AND** **500.80.b.** If child found eligible at conclusion of reevaluation, within 30 days of eligibility determination an IEP team meeting is held, if necessary, to review and revise the IEP currently being implemented **OR** **500.80.c.** If child is found ineligible, the parent was provided with Prior Written Notice for Ineligibility/Change of Placement and child exited from services.	Agency records and student file

Legal Requirement	Indicator	Data Source
SECTION 3: EVALUATION REPORT RECEIVED, NO IEP RECEIVED AT ENROLLMENT		
500.90 Interviews: 34 C.F.R. §300.323(e)(g)(1); SP (IV)	When evaluation report is received and NO IEP received at enrollment, documentation indicates: **500.90.a.** Receiving agency interviewed parent or students (age 18+), immediately upon enrollment **AND** **500.90.b.** Receiving agency interviewed officials of the sending agency immediately upon enrollment Documentation includes: **500.90.c.** Date of interview(s) (m/d/y) **500.90.d.** Name(s) and role(s) of individuals interviewed **500.90.e.** Information gained from interviews (e.g., assessment dates/results, eligibility determination/staffing date, special education and related services, placement, etc.)	Agency records and student file
500.100 Evaluation report received and reviewed: 34 C.F.R. §300.323(e); SP (IV)	Immediately upon enrollment (if after the beginning of the school year) or if enrollment prior to the beginning of the school year, by the beginning of the school year, the public agency reviewed the evaluation report to determine whether to accept or reject it. Documentation indicates: **500.100.a.** Date of first day of school year (m/d/y) **500.100.b.** Date evaluation report received (m/d/y) **500.100.c.** Date evaluation report reviewed (m/d/y) **500.100.d.** Name(s) and role(s) of reviewer(s) NOTE (1): The decision to accept or reject the evaluation report is an administrative decision and does not require the participation of the IEP team.	Agency records and student file
500.110 Agency rejects evaluation report: 34 C.F.R. §300.323(e); SP (IV)	Review of the evaluation report indicates information IS NOT sufficient for eligibility determination and/or DOES NOT meet compliance requirements. Documentation indicates: **500.110.a.** Rejection of the evaluation report	Agency records and student file
500.120 Initiates re-evaluation and develop/implement IEP: 34 C.F.R. §300.323(e); SP (IV) 34 C.F.R. §300.503; SP (V)	If evaluation report not accepted, develop/implement IEP based on interview information and information in the evaluation report: **500.120.a.** Public agency initiates reevaluation **AND** **500.120.b.** Convenes IEP team meeting **500.120.c.** Develops and implements an IEP based on information from interviews and the evaluation report	Agency records and student file

Legal Requirement	Indicator	Data Source
	AND **500.120.d.** If child found eligible at conclusion of reevaluation, within 30 days of eligibility determination, an IEP team meeting is held , if necessary, to review and revise the IEP currently being implemented If there is any delay in convening an IEP team meeting to develop a new IEP, and the district was able to gather sufficient information from interviews and the evaluation report, documentation is present that: **500.120.e.** The Public agency, in consultation with the parent, provided FAPE to the child, including services comparable to those described in the previous IEP, until such time as the public agency could adopt the previous IEP or convene an IEP team meeting to develop a new IEP that is consistent with Federal and State law and regulations. **OR** **500.120.f.** If child is found ineligible, the parent was provided with Prior Written Notice for Ineligibility/Change of Placement and child exited from services. NOTE (1): For reevaluation procedures, see indicators 200.340 NOTE (2): In situations when an IEP is developed based on interview information, if the IEP is received from the previous district within 30 days of enrollment, review IEP from the previous district and, if appropriate, convene IEP team to determine if revisions to the current IEP are necessary. NOTE (3): If the IEP is received from the previous district within 30 days of enrollment and district has not developed a new IEP, follow "IEP Reviewed" procedures under Section 5, unless child has been determined ineligible based on a reevaluation. NOTE (4): Parental consent for placement is not required when a child has been receiving special education services under the IDEA in another public agency.	
	OR	
500.130 Agency **accepts** evaluation report: 34 C.F.R. §300.323(e); SP (IV)	Review of the evaluation report indicates information IS sufficient for eligibility determination and contains ALL requirements for compliance. Documentation indicates: **500.130.a.** Acceptance of the evaluation report	Agency records and student file
500.140 If evaluation report accepted develop and implement IEP: 34 C.F.R. §300.323(e)(2); SP (IV)	If evaluation report accepted: **500.140.a.** Convene an IEP team meeting **500.140.b.** Develop and implement an IEP based on information from interviews and the evaluation report	Agency records and student file

Legal Requirement	Indicator	Data Source
	If there is any delay in convening an IEP team meeting to develop a new IEP, and the district was able to gather sufficient information from interviews and the evaluation report, documentation is present that: **500.140.c.** The public agency, in consultation with the parent, provided FAPE to the child, including services comparable to those described in the previous IEP, until such time as the public agency could adopt the previous IEP or convene an IEP team meeting to develop a new IEP that is consistent with Federal and State law and regulations. . NOTE (1): In situations when an IEP is developed based on interview information, if the IEP is received from the previous district within 30 days of enrollment review IEP from the previous district and, if appropriate, convene IEP team to determine if revisions to the current IEP are necessary. NOTE (2): If the IEP is received from the previous district within 30 days of enrollment and district has not developed a new IEP, follow "IEP Reviewed" procedures under Section 5. NOTE (3): Parental consent for placement is not required when a child has been receiving special education services under the IDEA in another public agency.	
SECTION 4: IEP RECEIVED, NO EVALUATION REPORT RECEIVED AT ENROLLMENT.		
500.150 IEP received: 34 C.F.R. §300.323(e); SP (IV)	Documentation is present as follows: **500.150.a.** Date of first day of school year (m/d/y) **500.150.b.** Date IEP received (m/d/y)	Agency records and student file
500.160 IEP reviewed: 34 C.F.R. §300.323(e); SP (IV)	Immediately upon enrollment (if after the beginning of the school year) or if enrollment prior to the beginning of the school year, by the beginning of the school year, the public agency reviewed the previous IEP to determine whether to accept or reject it. Documentation indicates: **500.160.a.** Date IEP reviewed (m/d/y) **500.160.b.** Name(s) and role(s) of reviewer(s) Note 1: The decision to accept or reject the IEP is an administrative decision and does not require the participation of the IEP team. **AND**	Agency records and student file

Legal Requirement	Indicator	Data Source
500.170 IEP Accepted: 34 C.F.R. §300.323(e); SP (IV)	Review of the IEP indicates information IS sufficient to accept it. Documentation indicates: **500.170.a.** IEP accepted NOTE: Acceptance of the IEP means that it can be implemented as written without any revisions. If any parts of the IEP are unacceptable, proceed to indicators that are used when the IEP is rejected. **OR**	Agency records and student file
500.180 IEP Rejected: 34 C.F.R. §300.323(e); SP (IV)	Review of the IEP indicates information IS NOT sufficient to accept it. Documentation indicates: **500.180.a.** IEP rejected **500.180.b.** IEP Team convened to develop new IEP	Agency records and student file
500.190 Public agency implements comparable services in interim: 34 C.F.R. §300.323(e); SP (IV)	If there is any delay in determining acceptance or rejection of the previous IEP or if previous IEP is rejected and there is a delay in convening an IEP team meeting to develop a new IEP, documentation is present that: **500.190.a.** The public agency, in consultation with the parent, provided FAPE to the child, including services comparable to those described in the previous IEP, until such time as the public agency adopted the previous IEP or convened an IEP team meeting to develop a new IEP that is consistent with Federal and State regulations. **AND**	Agency records and student file
500.200 If current evaluation report received within 30 days of enrollment the agency reviews report: 34 C.F.R. §300.323(e); SP (IV)	The public agency reviewed the evaluation report to determine whether to accept or reject it. Documentation indicates: **500.200.a.** Date of first day of school year (m/d/y) **500.200.b.** Date evaluation report received (m/d/y) **500.200.c.** Date evaluation report reviewed (m/d/y) **500.200.d.** Name(s) and role(s) of reviewer(s) NOTE: The decision to accept or reject the evaluation report is an administrative decision and does not require the participation of the IEP team.	Agency records and student file

Legal Requirement	Indicator	Data Source
500.210 Agency **rejects** evaluation report: 34 C.F.R. §300.323(e); SP (IV)	Review of the evaluation report indicates information IS NOT sufficient for eligibility determination and/or DOES NOT meet compliance requirements. Documentation indicates: **500.210.a.** Rejection of the evaluation report **500.210.b.** Initiation of reevaluation procedures NOTE (1): For reevaluation procedures, see Indicators 200.340. NOTE (2): In determining whether the child is eligible, the agency must apply Missouri eligibility criteria as stated in the *Special Education Compliance Program Review Standards and Indicators Manual*s. However, the team must also take into consideration any supports and services the child has been or is presently receiving.	Agency records and student file
	OR	
500.230 Agency **accepts** evaluation report: 34 C.F.R. §300.323(e); SP (IV)	Review of the evaluation report indicates information IS sufficient for eligibility determination and contains ALL requirements for compliance. Documentation indicates: **500.230.a.** Acceptance of the evaluation report	Agency records and student file
500.240 If current evaluation report **NOT** received within 30 calendar days: 34 C.F.R. §300.323(e); SP (IV); C.F.R. §300.503; SP (V)	For a student with a known or suspected disability, when a current evaluation report IS NOT received within 30 calendar days of the date of enrollment, documentation indicates: **500.240.a.** Reevaluation procedures initiated **AND** **500.240.b.** IEP implemented **AND** **500.240.c.** If child found eligible at conclusion of reevaluation, within 30 days of eligibility determination an IEP team meeting is held, if necessary, to review and revise the IEP currently being implemented **OR** **500.240.d.** If child is found ineligible, the parent was provided with Prior Written Notice for Ineligibility/Change of Placement and child exited from services.	Agency records and student file

Legal Requirement	Indicator	Data Source
SECTION 5: EVALUATION REPORT AND IEP RECEIVED AT ENROLLMENT		
500.250 Evaluation report received and reviewed: 34 C.F.R. §300.323(e); SP (IV)	Immediately upon enrollment (if after the beginning of the school year) or if enrollment prior to the beginning of the school year, by the beginning of the school year, the public agency reviewed the evaluation report to determine whether to accept or reject it. Documentation indicates: **500.250.a.** Date of first day of school year (m/d/y) **500.250.b.** Date evaluation report received (m/d/y) **500.250.c.** Date evaluation report reviewed (m/d/y) **500.250.d.** Name(s) and role(s) of reviewer(s) NOTE: The decision to accept or reject the evaluation report is an administrative decision and does not require the participation of the IEP team. **AND**	Agency records and student file
500.260 Agency **rejects** evaluation report: 34 C.F.R. §300.323(e); SP (IV); C.F.R. §300.503; SP (V)	Review of the evaluation report indicates information IS NOT sufficient for eligibility determination and/or DOES NOT meet compliance requirements. Documentation indicates: **500.260.a.** Rejection of the evaluation report **AND** **500.260.b.** Initiation of reevaluation procedures **AND** **500.260.c.** IEP implemented NOTE (1): For reevaluation procedures, see **200.340.** **AND** At the conclusion of the reevaluation: **500.260.d.** If the child is found eligible, within 30 days of determination of eligibility, the IEP team met, if necessary, to review or revise the current IEP. **OR** **500.260.e.** If child is found ineligible, the parent was provided with Prior Written Notice for Ineligibility/ Change of Placement and child exited from services. **OR**	Agency records and student file

Legal Requirement	Indicator	Data Source
500.270 Agency **accepts** evaluation report: 34 C.F.R. §300.323(e); SP (V)	Review of the evaluation report indicates information IS sufficient for eligibility determination and contains ALL requirements for compliance. Documentation indicates: **500.270.a.** Acceptance of the evaluation report	Agency records and student file
500.280 IEP reviewed: 34 C.F.R. §300.323(e); SP (IV); C.F.R. §300.503; SP (V)	Immediately upon enrollment (if after the beginning of the school year) or if enrollment prior to the beginning of the school year, by the beginning of the school year, the public agency reviewed the previous IEP to determine whether to accept or reject it. Documentation indicates: **500.280.a.** Date IEP reviewed (m/d/y) **500.280.b.** Name(s) and roles(s) of reviewer(s) Review of the IEP indicates information IS sufficient to accept it. Documentation indicates: **500.280.c.** IEP accepted **OR** Review of the IEP indicates information IS NOT sufficient to accept it. Documentation indicates: **500.280.d.** IEP rejected **500.280.e.** IEP team convened to develop new IEP **AND** If Evaluation Report Rejected **500.280.f.** Reevaluation initiated **500.280.g.** Within 30 days of determination of eligibility, the IEP team met, if necessary, to review and revise the IEP **OR** **500.280.h.** If child is found ineligible, the parent was provided with Prior Written Notice for Ineligibility/Change of Placement and child exited from services. NOTE (1): The decision to accept or reject the IEP is an administrative decision and does not require the participation of the IEP team. NOTE (2): Acceptance of the IEP means that it can be implemented as written without any revisions. If any parts of it are unacceptable, proceed to indicators that are used when IEP is rejected.	Agency records and student file

Legal Requirement	Indicator	Data Source
500.290 Public agency implements comparable services in interim: 34 C.F.R. §300.323(e); SP (IV);	If there is any delay in determining acceptance or rejection of the previous IEP or if previous IEP is rejected and there is a delay in convening an IEP team meeting to develop a new IEP, documentation is present that: **500.290.a.** The Public agency, in consultation with the parent, provided FAPE to the child, including services comparable to those described in the previous IEP, until such time as the public agency adopted the previous IEP or convened an IEP team meeting to develop a new IEP that is consistent with Federal and State law and regulations.	Agency records and student file

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550-Transfer: Out-of-State

Legal Requirement	Indicator	Data Source
SECTION 1: PROCEDURES APPLICABLE TO ALL OUT-OF-STATE TRANSFERS		
550.10 Enrollment date: 34 C.F.R. §300.323(f)(g)(1); SP (IV)	Documentation indicates: **550.10.a.** The date (m/d/y) the child enrolled in the agency.	Agency records and student file
550.20 Upon enrollment, agency determines known or suspected disability: 34 C.F.R. §300.323(f)(g)(1); SP (IV)	Documentation indicates: **550.20.a.** The agency has procedures in place to determine if a child has a known or suspected disability at the time of enrollment.	Agency records and student file
550.30 Request for records: 34 C.F.R. §300.323(f)(g)(1); SP (IV)	To facilitate the transition for a child entering a school from an out-of-state school, the new school in which the child enrolls shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous school in which the child was enrolled and the previous school in which the child was enrolled shall take reasonable steps to promptly respond to such request from the new school. Documentation includes: **550.30.a.** Date (m/d/y) agency requested records **550.30.b.** A specific listing of records requested (e.g., evaluation report, IEP, etc.) **550.30.c.** Date(s) (m/d/y) agency received records If NO records received at enrollment, proceed to 550.40. If evaluation report, but no IEP received, proceed to 550.80 If IEP, but no evaluation report, proceed to 550.150. If an evaluation report and IEP are received at enrollment, proceed to 550.200 NOTE (1): An educational agency or institution may disclose personally identifiable information from an education record of a student without consent if the disclosure is to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. See indicators 110.390-100.400 for specific information pertaining to release of information.	Agency records and student file

Legal Requirement	Indicator	Data Source
SECTION 2: NO EVALUATION REPORT AND NO IEP RECEIVED AT ENROLLMENT		
550.40 Interviews: 34 C.F.R. §300.323(f)(g)(1); SP (IV)	When NO evaluation report or IEP are received at enrollment, but where there is a known or suspected disability (e.g., parent indicates child is in special education, obvious disability, etc.) documentation indicates: **550.40.a.** Receiving agency interviewed parent or students (age 18+), immediately upon enrollment **AND** **550.40.b.** Receiving agency interviewed officials of the sending agency immediately upon enrollment Documentation includes: **550.40.c.** Date of interview(s) (m/d/y) **550.40.d.** Name(s) and role(s) of individuals interviewed **550.40.e.** Information gained from interviews (e.g., assessment dates/results, eligibility determination/staffing date, special education and related services, placement, etc.)	Agency records and student file
550.50 Place child in regular education and conduct initial evaluation if appropriate: 34 C.F.R. §300.323(f); SP (IV)	When an out-of-state transfer child's records are not available to the new public agency at the time of enrollment, and the new public agency is not able to obtain the child's records from the previous public agency, after taking reasonable steps to obtain them, the new public agency is not required to provide services to the child. The new public agency, in consultation with the parent(s), would be unable to determine what constitutes comparable services for the child, since that determination must be based on the services contained in the child's IEP from the previous district. Documentation indicates: **550.50.a.** The child is placed in regular education **AND** **550.50.b.** Initial evaluation procedures initiated, if determined necessary NOTE (1): While not required to do so, public agencies may implement comparable services based upon interview information, if there is sufficient reason to suspect the child has a disability and they choose to do so until an initial evaluation can be conducted and an IEP developed, if the child is found eligible. NOTE (2): For initial evaluation procedures, see Indicators 200.30 NOTE (3): Because this would be considered an initial evaluation, parental consent is required	Agency records and student file

Legal Requirement	Indicator	Data Source
550.60 Evaluation Results – Child found eligible: 34 C.F.R. §300.323(f); SP (IV)	At the Conclusion of the evaluation: **550.60.a.** Documentation indicates the child was found eligible. If child is found eligible according to Missouri eligibility criteria, as stated in the *Special Education Compliance Program Review Standards and Indicators Manual* – within 30 days of eligibility determination, documentation indicates the new public agency: **550.60.b.** Convened an IEP team meeting **550.60.c.** Developed an IEP **550.60.d.** Obtained parental consent for initial services **550.60.e.** Implemented IEP NOTE (1): If the evaluation and/or IEP are received from the previous public agency, within 30 days, follow the procedures outlined in Section 5, as appropriate.	Agency records and student file
	OR	
550.70 Child Ineligible: 34 C.F.R. §300.503; SP (V)	If child is found ineligible, according to Missouri eligibility criteria as stated in the *Special Education Compliance Program Review Standards and Indicators Manual*: **550.70.a.** Documentation indicates the child was found ineligible. **550.70.b.** The parent was provided with Prior Written Notice for Ineligibility	Agency records and student file
SECTION 3: EVALUATION REPORT RECEIVED, NO IEP RECEIVED AT ENROLLMENT		
550.80 Interviews: 34 C.F.R. §300.323(f)(g)(1)	When evaluation report is received and NO IEP received at enrollment, documentation indicates: **550.80.a.** Receiving agency interviewed parent or students (age 18+), immediately upon enrollment **AND** **550.80.b.** Receiving agency interviewed officials of the sending agency immediately upon enrollment Documentation includes: **550.80.c.** Date of interview(s) (m/d/y) **550.80.d.** Name(s) and role(s) of individuals interviewed **550.80.e.** Information gained from interviews (e.g., assessment dates/results, eligibility determination/staffing date, special education and related services, placement, etc.)	Agency records and student file

Legal Requirement	Indicator	Data Source
550.90 Evaluation report received and reviewed: 34 C.F.R. §300.323(f)(g)(1); SP (IV)	Immediately upon enrollment (if after the beginning of the school year) or if enrollment prior to the beginning of the school year, by the beginning of the school year, the public agency reviewed the evaluation report to determine whether to accept or reject it. Documentation indicates: **550.90.a.** Date of first day of school year (m/d/y) **550.90.b.** Date evaluation report received (m/d/y) **550.90.c.** Date evaluation report reviewed (m/d/y) **550.90.d.** Name(s) and role(s) of reviewer(s) NOTE (1): The decision to accept or reject the evaluation report is an administrative decision and does not require the participation of the IEP team. NOTE (2): In determining whether the child is eligible, the agency must apply Missouri eligibility criteria as stated in the *Special Education Compliance Program review Standards and Indicators Manual*.	Agency records and student file
550.100 Agency **rejects** evaluation report and conducts initial evaluation: 34 C.F.R. §300.323(f)(2)(g)(1); SP (IV)	Review of the evaluation report indicates information IS NOT sufficient for eligibility determination and/or DOES NOT meet compliance requirements. Documentation indicates: **550.100.a.** Rejection of the evaluation report **550.100.b.** Initiation of initial evaluation procedures **AND** **550.100.c.** Child placed in regular education during evaluation NOTE (1): For initial evaluation procedures, see indicators 200.30 NOTE (2): Because this would be considered an initial evaluation, parental consent is required. NOTE (3): While not required to do so, public agencies may implement comparable services based upon interview information, if there is sufficient reason to suspect the child has a disability and they choose to do so until an initial evaluation can be conducted and an IEP developed, if the child is found eligible.	Agency records and student file
AND		
550.110 Evaluation Results: Child Eligible: 34 C.F.R. §300.323(f)(2); SP (IV)	At the conclusion of the evaluation: **550.110.a.** If the child is found eligible, within 30 days of determination of eligibility, the IEP team met to develop an IEP	Agency records and student file
OR		

Legal Requirement	Indicator	Data Source
550.120 Evaluation Results: Child Ineligible: 34 C.F.R. §300.503; SP (V)	At the conclusion of the evaluation: **550.120.a.** If child is found ineligible, the parent was provided with Prior Written Notice for Ineligibility/Change of Placement and child exited from services.	Agency records and student file
	OR	
550.130 Agency **accepts** evaluation report: 34 C.F.R. §300.323(f); SP (IV)	Review of the evaluation report indicates information IS sufficient for eligibility determination according to Missouri eligibility criteria, as stated in the *Special Education Compliance Program Review Standards and Indicators Manual*, and contains ALL requirements for compliance. Documentation indicates: **550.130.a.** Acceptance of the evaluation report.	Agency records and student file
	AND	
550.140 Develop an IEP: 34 C.F.R. §300.323(f)(2); SP (IV)	After accepting the evaluation report, when the IEP is not received, documentation indicate the new public agency: **550.140.a.** Convened an IEP team meeting **550.140.b.** Developed an IEP **550.140.c.** Obtained parental consent for initial services **550.140.d.** Implemented an IEP NOTE (1): If the IEP from the previous agency is received within 30 days and the district has not yet developed an IEP but has confirmed that the child meets Missouri eligibility criteria,, proceed to Section 5 and follow the IEP procedures. If an IEP has already been developed, review the previous IEP and convene the IEP team to review, revise the current IEP if appropriate.	Agency records and student file
SECTION 4: RECEIVED IEP, BUT NO EVALUATION REPORT		
550.150 IEP Received and Reviewed: 34 C.F.R. §300.323(f)(g); SP (IV)	If the new public agency receives only an IEP, but no evaluation report at enrollment, the new agency must provide the child with FAPE, including services comparable to those described in the IEP from the previous agency, until the new agency determines whether the child meets Missouri eligibility criteria, as stated in the Special Education Compliance Program Review Standards and Indicators manual and has developed and implemented an IEP. To make that determination, an evaluation report is necessary – either from the previous public agency (received within 30 calendar days), or from an initial evaluation the new public agency conducts.	Agency records and student file
550.160 Comparable Services: 34 C.F.R. §300.323(f); SP (IV)	Documentation is present as follows: **550.160.a.** Date of first day of school year (m/d/y) **550.160.b.** Date IEP received (m/d/y)	Agency records and student file

Legal Requirement	Indicator	Data Source
	550.160.c. Date IEP reviewed (m/d/y) **550.160.d.** Name(s) and role(s) of reviewer(s) **550.160.d.(1)** IEP accepted **550.160.d.(2)** IEP rejected **550.160.e.** Date comparable services implemented (m/d/y)	
550.170 Conducts initial evaluation: 34 C.F.R. §300.323(f)(1); SP (IV)	Conduct initial evaluation	Agency records and student file
	AND	
550.180 Evaluation Results: Child Eligible: 34 C.F.R. §300.323(f); SP (IV)	At the conclusion of the evaluation: **550.180.a.** Documentation indicators the child was found eligible. **550.180.b.** If the child is found eligible, within 30 days of determination of eligibility, the IEP team met to develop an IEP.	Agency records and student file
	OR	
550.190 Evaluation Results: Child Ineligible: 34 C.F.R. §300.503; SP (V)	At the conclusion of the evaluation: **550.190.a.** If child is found ineligible, the parent was provided with Prior Written Notice for Ineligibility/Change of Placement and child exited from services. NOTE (1): If the evaluation report from the previous public agency is received within 30 days and the district has not completed an evaluation, follow the procedures for review of the evaluation in Section 5.	Agency records and student file
SECTION 5: EVALUATION REPORT AND IEP RECEIVED AT ENROLLMENT		
550.200 Evaluation report received and reviewed: 34 C.F.R. §300.323(f); SP (IV)	Immediately upon enrollment (if after the beginning of the school year) or if enrollment is prior to the beginning of the school year, by the beginning of the school year, the public agency reviewed the evaluation report to determine whether to accept or reject it. Documentation indicates: **550.200.a.** Date of first day of school year (m/d/y) **550.200.b.** Date evaluation report received (m/d/y) **550.200.c.** Date evaluation report reviewed (m/d/y) **550.200.d.** Name(s) and role(s) of reviewer(s) NOTE (1): The decision to accept or reject the evaluation report is an administrative decision and does not require the participation of the IEP team.	Agency records and student file

Legal Requirement	Indicator	Data Source
	NOTE (2): In determining whether the child is eligible, the agency must apply Missouri eligibility criteria as stated in the *Special Education Compliance program Review Standards and Indicators Manual*, Eligibility Criteria, Documents 600 through 2100.	
550.210 Agency **accepts** evaluation report: 34 C.F.R. §300.323(f); SP (IV)	Documentation indicates review of the evaluation report information IS sufficient for eligibility determination and contains ALL requirements for compliance. If there is a delay in determining acceptance or rejection of the previous IEP or if the previous IEP is rejected and there is a delay in convening an IEP team meeting to develop a new IEP, documentation is present that: **550.210.a.** The Public agency, in consultation with the parent, provided FAPE to the child, including services comparable to those described in the previous IEP, until such time as the public agency could adopt the previous IEP or convene an IEP team meeting to develop a new IEP that is consistent with Federal and State law regulations.	Agency records and student file
OR		
550.220 Agency **rejects** evaluation report: 34 C.F.R. §300.323(f)(1); SP (IV)	**550.220.a.** Rejection of evaluation report is documented **550.220.b.** Initiation of initial evaluation procedures is documented	Agency records and student file
550.230 Evaluation results: Child Eligible: 34 C.F.R. §300.323(f)(1); SP (IV)	At the conclusion of the evaluation: **550.230.a.** Documentation indicates child was found eligible **550.230.b.** If the child is found eligible, within 30 days of determination of eligibility, the IEP team met to develop an IEP.	Agency records and student file
OR		
550.240 Evaluation results: Child Ineligible: 34 C.F.R. §300.503; SP (V)	At the conclusion of the evaluation: **550.240.a.** If child is found ineligible, the parent was provided with Prior Written Notice for Ineligibility/Change of Placement and child exited from services.	Agency records and student file
550.250 IEP Reviewed: 34 C.F.R. §300.323(f); SP (IV) \	If the evaluation report was accepted or rejected, documentation is present: **550.250.a.** Date IEP received (m/d/y) **550.250.b.** Date IEP reviewed (m/d/y) **550.250.c.** Name(s) and role(s) of reviewer(s) NOTE (1): The decision to accept or reject the IEP is an administrative decision and does not require the participation of the IEP team.	Agency records and student file

Legal Requirement	Indicator	Data Source
550.260 IEP Accepted: 34 C.F.R. §300.323(f); SP (IV)	Review of the IEP indicates information IS sufficient to accept it. Documentation indicates: **550.260.a.** IEP accepted NOTE (1): Acceptance of the IEP means that it can be implemented as written without any revisions. If any parts of it are unacceptable, proceed to indicators used when the IEP is rejected. (550.240)	Agency records and student file
550.270 IEP Rejected: 34 C.F.R. §300.323(f)(2); SP (IV)	Review of the IEP indicates information IS NOT sufficient to accept it. Documentation indicates: **550.270.a.** IEP rejected **550.270.b.** IEP team convened to develop new IEP If there is a delay in determining acceptance or rejection of the previous IEP or if the previous IEP is rejected and there is a delay in convening an IEP team meeting to develop a new IEP, documentation is present that: **550.270.c.** The Public agency, in consultation with the parent, provided FAPE to the child, including services comparable to those described in the previous IEP, until such time as the public agency could adopt the previous IEP or convene an IEP team meeting to develop a new IEP that is consistent with Federal and State law regulations.	Agency records and student file

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600-ELIGIBILITY CRITERIA: Autism

Legal Requirement	Indicators	Documentation
600.10 Evaluation procedures include: 34 C.F.R. §300.8(c)(1); 34 C.F.R. §300.306; SP (III)	The evaluation report documents the use of **all** of the following procedures to address the areas of concern: **600.10.a.** Review of medical records, **600.10.b.** Observation of the child's behavior across multiple environments **600.10.c.** An in-depth social history NOTE: The in-depth social history may include a developmental history, significant life events, and/or reports from parents, physicians and teachers.	Evaluation report
600.20 Disturbance of the communication process: 34 C.F.R. §300.8(c)(1)(i)(iii); 34 C.F.R. §300.306; SP (III)	The evaluation report documents disturbances of speech, language-cognitive development, and nonverbal communication in **one (1) or more** of the following: **600.20.a.** Abnormalities that extend beyond speech to many aspects of the communication process **600.20.b.** Absence of communicative language or, if present, language lacks communicative intent **600.20.c.** Characteristics involve both deviance and delay **600.20.d.** Deficits in the capacity to use language for social communication, both receptive and expressive	Evaluation report
	AND	
600.30 Disturbance in the capacity to relate appropriately: 34 C.F.R. §300.8(c)(1)(i)(iii); 34 C.F.R. §300.306; SP (III)	The evaluation report documents a deficit in the child's capacity to relate appropriately to people, events or objects through **one (1) or more** of the following ways: **600.30.a.** Evidence of abnormalities in relating to people, events, or objects **600.30.b.** Deficits in capacity to form relationships with people **600.30.c.** Use of objects in an age-appropriate or functional manner are absent, arrested, or delayed **600.30.d.** Seeks consistency in environmental events to the point of exhibiting rigidity in routines	Evaluation report
600.40 Adverse effect on educational performance: 34 C.F.R. §300.8(c)(1); 34 C.F.R. §300.306; SP (III)	**600.40.a.** The evaluation report documents all areas in which the child's autism adversely affects her/his educational performance. **600.40.b.** The documentation includes a description of the educational concerns.	Evaluation report

Legal Requirement	Indicators	Documentation
600.50 Autism is not a result of other factors: 34 C.F.R. §300.8(c)(1)(ii); 34 C.F.R. §300.306; SP (III)	**600.50.a.** The evaluation report documents the results of the evaluation and the team's conclusion that the child's autism is not the result of an emotional disability.	Evaluation report
	AND, IF APPROPRIATE	
600.60 Disturbance of developmental rates and sequences: 34 C.F.R. §300.8(c)(1)(i)(iii); 34 C.F.R. §300.306; SP (III)	The evaluation report documents deficits in the child's developmental rates and sequences through **one (1) or more** of the following**:** **600.60.a.** Delays, arrests or regressions in physical, social or learning skills **600.60.b.** Areas of precocious development with other skill areas at normal or extremely depressed rates **600.60.c.** Skill acquisition does not follow normal developmental patterns	Evaluation report
	AND/OR, IF APPROPRIATE	
600.70 Disturbance of responses to sensory stimuli: 34 C.F.R. §300.8(c)(1)(i)(iii); 34 C.F.R. §300.306; SP (III)	The evaluation report documents deficits in the child's responses to sensory stimuli through **one (1) or more** of the following: **600.70.a.** Behavior ranges from hyperactive to unresponsive to people and objects and can alternate between these states over periods ranging from hours to months **600.70.b.** Disturbances in auditory, visual, olfactory, gustatory, tactile and kinesthetic responses **600.70.c.** Responds to stimulation inappropriately and in repetitive or no meaningful ways	Evaluation report

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700-ELIGIBILTIY CRITERIA: Deaf/Blind

Legal Requirement	Indicator	Documentation
700.10 Hearing and visual evaluation: 34 C.F.R.§300.8(c)(2); 34 C.F.R.§300.306; SP (III)	The evaluation report documents both hearing and visual impairments as described in the criteria for Hearing Impairment/Deafness and Visual Impairment through: **700.10.a.** Comprehensive evaluations by a qualified otologist, otolaryngologist, or audiologist **AND** **700.10.b.** Comprehensive evaluations by a licensed optometrist or board-certified ophthalmologist.	Evaluation Report
700.20 Comprehensive educational evaluation: 34 C.F.R.§300.8(c)(2); 34 C.F.R.§300.306; SP (III)	A comprehensive educational evaluation is present which documents: **700.20.a.** All areas in which the child's visual **and** hearing impairments adversely affect her/his educational performance **700.20.b.** The combination of the hearing and vision loss cause severe concern in the following areas: **700.20.b.(1)** Communication **700.20.b.(2)** Development **700.20.b.(3)** Education needs	Evaluation Report

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800-ELIGIBILITY CRITERIA: Emotional Disturbance

Legal Requirement	Indicator	Documentation
800.10 One (1) or more characteristics of emotional disturbance are present: 34 C.F.R. §300.8(c)(4); 34 C.F.R. §300.306; SP (III)	The evaluation report documents a comprehensive evaluation which confirms the presence of an emotional disturbance and includes a description of **one (1) or more** of the following characteristics: **800.10.a.** Inability to learn that cannot be explained by intellectual, sensory or health factors. **800.10.b.** Inability to build or maintain satisfactory interpersonal relationships with peers and teachers. **800.10.c.** Inappropriate types of behavior or feelings under normal circumstances. **800.10.d.** General pervasive mood of unhappiness or depression. **800.10.e.** Tendency to develop physical symptoms or fears associated with personal or social problems. NOTE: The term emotional disturbance includes schizophrenia, but does not apply to children who are socially maladjusted unless it is determined they also have an emotional disturbance.	Evaluation report
800.20 Evaluation procedures include: 34 C.F.R. §300.8(c)(4); 34 C.F.R. §300.306; SP (III)	The evaluation report includes an analysis of the identified concerns through **both** of the following methods: **800.20.a.** Observations of the behavior in different environments, **AND** **800.20.b.** An in-depth social history. NOTE: The in-depth social history may include a developmental history, significant life events, and/or reports from parents, physicians, and teachers.	Evaluation report

Legal Requirement	Indicator	Documentation
800.30 Impact of emotional disturbance: 34 C.F.R. §300.8(c)(4); 34 C.F.R. §300.306; SP (III)	**800.30.a.** The evaluation report documents that the characteristics have existed over an extended period of time, **AND** **800.30.b.** The characteristics exist to a marked degree. NOTE (1): In most cases, an extended period of time would be from 2-9 months. NOTE (2): Children who experience and demonstrate problems of everyday living and/or those who develop transient symptoms due to a specific crisis or stressful experience are not considered to have an emotional disturbance.	Evaluation report
800.40 Adverse effects on educational performance: 34 C.F.R. §300.8(c)(4); 34 C.F.R. §300.306; SP (III)	The evaluation report documents: **800.40.a.** The adverse impact of the emotional disturbance on educational performance in the school setting. **800.40.b.** A description of the educational concerns.	Evaluation report

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900-ELIGIBILITY CRITERIA: Hearing Impairment/Deafness

Legal Requirement	Indicator	Documentation
900.10 Hearing evaluation: 34 C.F.R. §300.8(c)(5); 34 C.F.R. §300.306; SP (III)	**900.10.a.** The evaluation report documents a comprehensive hearing evaluation, by a qualified audiologist, which confirms a hearing impairment or deafness.	Evaluation Report
900.20 Comprehensive educational evaluation: 34 C.F.R. §300.8(c)(5); 34 C.F.R. §300.306; SP (III)	A comprehensive educational evaluation is present which documents: **900.20.a** Areas in which the child's hearing impairment or deafness adversely affects her/his educational performance. **900.20.b.** A description of the educational concerns.	Evaluation Report

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1000-ELIGIBILITY CRITERIA: Intellectual Disability

Legal Requirement	Indicator	Documentation
1000.10 Child performs 2.0 standard deviations (SD) below peers: 34 C.F.R. §300.8(c)(6); 34 C.F.R. §300.306; SP (III)	Documentation regarding the child's performance includes the following: **1000.10.a.** Name of cognitive measure used **1000.10.b.** Score obtained for child **1000.10.c.** Statement that score is equal to or below 2.0 SD from the mean for that measure which is valid when considering age, ethnic and cultural background NOTE: The score obtained will vary depending upon the instrument. It may be an IQ score, scale score, standard score, percentile, Z score, or developmental age.	Evaluation report
1000.20 Adaptive behavior is consistent with cognitive abilities: 34 C.F.R. §300.8(c)(6); 34 C.F.R. §300.306; SP (III)	Documentation of adaptive behavior includes the following: **1000.20.a.** Name of the adaptive behavior scale administered **1000.20.b.** Results of that evaluation **1000.20.c.** The overall score on measured adaptive behavior is consistent with cognitive abilities.	Evaluation report
	AND	
1000.30 Reduced cognitive ability and adaptive behavior adversely affects educational performance: 34 C.F.R. §300.8(c)(6); 34 C.F.R. §300.306; SP (III)	Results from formal and/or informal assessments in achievement and other areas of functioning such as communication skills and social skill development indicate the following: **1000.30.a.** Reduced cognitive abilities and adaptive behavior adversely affect educational performance **1000.30.b.** Specific areas of impact are described	Evaluation report

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1100-ELIGIBILITY CRITERIA: Multiple Disabilities

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in the *Missouri State Plan for Special Education*, Section III; Fed. Regulations 300.8, 300.306		
1100.10 Two (2) diagnosed physical/sensory impairments: 34 C.F.R.§300.8(c)(7); SP (III)	The evaluation report documents at **least two (2)** diagnosed physical/sensory impairments by the following qualified personnel: **1100.10.a.** A physical evaluation by a licensed physician. **AND** **1100.10.b.** A visual evaluation by a qualified optometrist or ophthalmologist. **OR** **1100.10.c.** An auditory evaluation by a qualified audiologist. NOTE: This eligibility criteria does not include Deaf/Blind. For specific criteria related to Deaf/Blind, see Document 700.	Evaluation report
	OR	
1100.20 One (1) diagnosed physical/sensory impairment and a concomitant disabling condition: 34 C.F.R.§300.8(c)(7); 34 C.F.R.§300.306; SP (III)	The evaluation report documents **one (1)** diagnosed physical/sensory impairment by the following qualified personnel: **1100.20.a.** A physical evaluation by a licensed physician. **OR** **1100.20.b.** A visual evaluation by a qualified optometrist or ophthalmologist. **OR** **1100.20.c.** An auditory evaluation by a qualified audiologist. **AND** **1100.20.d.** All components for documentation of a concomitant disabling condition using the approved eligibility criteria (see appropriate eligibility criteria).	Evaluation report
1100.30 Comprehensive educational evaluation: 34 C.F.R.§300.8(c)(7); 34 C.F.R.§300.306; SP (III)	**1100.30.a.** A comprehensive educational evaluation is present which documents all of the areas in which the child's multiple disabilities adversely affects her/his educational performance. **1100.30.b.** The documentation includes a description of the educational concerns. **1100.30.c.** Documentation shows the combination of disabilities causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.	Evaluation report

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1200-ELIGIBILITY CRITERIA: Orthopedic Impairment

Legal Requirement	Indicator	Documentation
1200.10 Orthopedic evaluation: 34 C.F.R. §300.8(c)(8); 34 C.F.R. §300.306; SP(III)	**1200.10.a.** The evaluation report documents a comprehensive physical evaluation by a licensed physician that results in a diagnosis of a severe orthopedic impairment. NOTE (1): Orthopedic impairments include congenital anomalies (i.e., club foot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures). NOTE (2): A copy of physician's report may be attached.	Evaluation report
1200.20 Comprehensive educational evaluation: 34 C.F.R. §300.8(c)(8); 34 C.F.R. §300.306; SP(III)	**1200.20.a.** A comprehensive evaluation is present which documents all of the areas in which the child's orthopedic impairment adversely affects her/his educational performance. **1200.20.b.** The documentation includes a description of the adverse educational impact of the physical impairment.	Evaluation report

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1300-ELIGIBILITY CRITERIA: Other Health Impairment

Legal Requirement	Indicator	Documentation
1300.10 Health evaluation: 34 C.F.R. §300.8(c)(9); SP (III)	**1300.10.a.** The evaluation report documents a comprehensive health evaluation by a licensed physician that results in the diagnosis of a chronic or acute health problem. **OR** **1300.10.b.** For those conditions not requiring a medical diagnosis (e.g, attention deficit disorder or attention deficit hyperactivity disorder), the evaluation report documents a comprehensive evaluation by a licensed psychologist, licensed professional counselor, licensed clinical social worker, or school psychologist. **AND** **1300.10.c.** Documentation indicates that the health impairment results in limited strength, vitality or alertness, including a heightened alertness to environmental stimuli. 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 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. NOTE (3): Limited alertness refers to mental 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."	Evaluation report
1300.20 Comprehensive educational evaluation: 34 C.F.R. §300.8(c)(9)(ii); 34 C.F.R. §300.306; SP (III)	**1300.20.a.** A comprehensive educational evaluation is present which documents all of the areas in which the child's health impairment adversely affects her/his educational performance. **1300.20.b.** The documentation includes a description of the educational concerns.	Evaluation report

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1400-ELIGIBILITY CRITERIA: Specific Learning Disabilities

Legal Requirement	Indicator	Documentation
1400.10 Areas of inadequate achievement: 34 C.F.R.§300.8(c)(10); 34 C.F.R.§300.309(a)(1); SP (III)	**A comprehensive evaluation report is present and documents:** The child does not achieve adequately for the child's age or to meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards: **1400.10.a.** Basic Reading Skill **1400.10.b.** Reading Comprehension **1400.10.c.** Reading Fluency Skills **1400.10.d.** Written Expression **1400.10.e.** Mathematics Calculation **1400.10.f.** Mathematics Problem Solving **1400.10.g.** Listening comprehension **1400.10.h.** Oral Expression	Evaluation report
1400.20 Methods of eligibility determination: 34 C.F.R.§300.309 (a)(2)(i)(ii); 34 C.F.R.§300.311(a)(1)(2)(5)(7); SP (III)	**<u>RESPONSE TO SCIENTIFIC RESEARCH-BASED INTERVENTION METHOD</u>** 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. Documentation must include: **1400.20.a.** Documentation is present that agency procedures for identification of a child with Specific Learning Disabilities were followed. **1400.20.b.** Instructional strategies used and the student-centered data collected. **1400.20.c.** Documentation that the child's parents were notified about: **1400.20.c.(1)** 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; **1400.20.c.(2)** Strategies for increasing the child's rate of learning, and; **1400.20.c.(3)** The parents' right to request an evaluation. **OR**	Evaluation report

Legal Requirement	Indicator	Documentation
	DISCREPANCY METHOD 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. Documentation must include: **1400.20.d.** Evidence of pattern of strengths and weaknesses **AND** **1400.20.e.** Discrepancy of at least 1.5 standard deviations between achievement and intellectual ability. **OR** **PROFESSIONAL JUDGMENT** **1400.20.f.** A child who exhibits a pattern of strengths and weaknesses as noted above but 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 of professional judgment. **1400.20.g.** Documentation must include evidence that the child is not achieving adequately or making sufficient progress based on a review of formal and informal assessments.	
1400.30 Observation: 34 C.F.R.§300.310; 34 C.F.R.§300.311(a)(3); SP (III)	The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty. Documentation should include: **1400.30.a.** Information from an observation in routine classroom instruction and monitoring of the child's performance done before the child was referred for an evaluation; or **1400.30.b.** Observation by a qualified professional in the regular classroom after the child has been referred for an evaluation and parental consent is obtained. **1400.30.c.** Relevant behavior noted during the observation related to the subcategory of Specific Learning Disability suspected and the relationship of that behavior to the child's academic functioning. **1400.30.d.** The observation report must contain the name and title of the qualified professional conducting the observation. 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.	Evaluation report
1400.40 Additional group members:	The determination of the existence of a specific learning disability must be made by the child's parents and a team of qualified professionals, which must include: **1400.40.a.** The child's regular education teacher.	Evaluation report

Legal Requirement	Indicator	Documentation
34 C.F.R.§300.308; SP (III)	**OR** **1400.40.b.** If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his/her age. **OR** **1400.40.c.** For a child of less than school age, an individual qualified to teach a child of his/her age. **AND** **1400.40.d.** At least one person qualified to conduct individual diagnostic examinations of children such as a school psychologist, school psychological examiner, speech/language pathologist, special education teacher, or remedial reading teacher.	
1400.50 Evaluation Report: 34 C.F.R.§300.306; 34 C.F.R.§ 300.311(a)(4)(b)(5); SP (III)	In interpreting evaluation data for the purpose of determining if a child is a child with a specific learning disability: **1400.50.a.** The public agency must document relevant medical findings. **OR** If no relevant medical findings, this must be noted in the evaluation report. **1400.50.b.** **Each team member must certify in writing whether the report reflects her/his conclusion(s).** If it does not, the group member must submit a separate statement presenting the member's conclusions. **NOTE: This requirement is not applicable to parent(s) of a child.** The report includes a statement that the group considered as part of the evaluation: **1400.50.c.** Data that demonstrates that prior to or as part of the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel, and **1400.50.d.** Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.	Evaluation report
1400.60 Learning disability is not primarily the result of specific factors: 34 C.F.R.§300.309(a)(3)(i-vi); 34 C.F.R.§300.311(a)(6); SP (III)	The team determines that its findings of a Specific Learning Disability are not primarily the result of: **1400.60.a.** A visual, hearing, or motor disability; **1400.60.b.** Intellectual Disability; **1400.60.c.** Emotional disturbance; **1400.60.d.** Cultural factors; **1400.60.e.** Environmental or economic disadvantage; **1400.60.f** Limited English proficiency.	Evaluation report

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1500-ELIGIBILITY CRITERIA: Language Impairment

Legal Requirement	Indicator	Documentation
1500.10 Description of lack of response to intervention and adverse educational impact. 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP (III)	The evaluation report describes lack of response to evidence-based interventions designed to support academic progress in the general education curriculum and the adverse affect on educational performance caused by the language impairment.	Evaluation report
1500.20 Documentation of language functioning significantly below age expectations. 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP (III)	**1500.20.a**. The evaluation report documents the results of two or more composite standard scores, composed of receptive and expressive language function in a single standard score, that determine the child's language functioning is significantly below age expectations using the following criteria: **1500.20.a(1)** Significantly below age expectations is defined as 1.75 or more standard deviations below the mean for students who are kindergarten age eligible and older. One composite score must meet the 1.75 standard deviation criterion. Teams of qualified professionals within a public agency may accept a second composite score allowing for the standard error of measurement when the criterion is met on the other composite score. **1500.20.a(2)** Children ages 3 through 5 years, not kindergarten eligible, shall use Young Child with a Developmental Delay criteria. **OR** **1500.20.b.** The evaluation report documents the team's conclusion that the student's language functioning is significantly below age expectations in accordance with written procedures adopted by the public agency for utilization of reasonable variances that enable a student to meet the standard score criterion in highly unique situations such as English Learners. **NOTE:** When one composite score does meet the 1.75 standard deviation and a public agency has determined it may accept the standard error of measurement for the other assessment to meet the eligibility criteria above, the manual for that language assessment must be carefully reviewed to determine the standard error of measurement to be used. Some assessments have multiple options for the standard error of measurement associated with different confidence intervals. The	Evaluation report

Legal Requirement	Indicator	Documentation
	evaluation report must document the standard error of measurement (and associated confidence interval selected if more than one is provided) for any language assessment used to meet the above criteria.	
1500.30 Language evaluations: 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	The evaluation report includes documentation that the student consistently displays inappropriate or inadequate language that impairs communication in the educational environment as documented by structured qualitative procedures such as the following: **1500.30.a.** Language sampling **1500.30.b** Classroom observations **1500.30.c** Curriculum based assessments **1500.30.d** Teacher and parent checklists/interviews **1500.30.e** Other clinical tasks	Evaluation report
1500.40 Adverse educational impact: Dialectal differences and second language influence: 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	**1500.40.a.** The evaluation report documents the team's conclusion that the child's language impairment is not the result of dialectal differences or second language influences.	Evaluation report

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

Legal Requirement	Indicators	Documentation
1600.10 Description of lack of response to intervention and adverse educational impact. 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	The evaluation report describes lack of response to evidence-based interventions designed to support communication development in the general education curriculum and the adverse affect on educational performance caused by the sound system disorder.	Evaluation report
1600.20 Documentation of sound production outside normal development with description of errors: 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	**1600.20a.** The evaluation report documents the child's sound production is one year behind the age identified in the State designated normative data and may describe sound production errors as one (1) or more of the following: **Single Sound Errors** **1600.20.a.(1)** Substitution(s) **1600.20.a(2)** Omission(s) **1600.20.a(3)** Distortion(s) **1600.20.a(4)** Addition(s) **Multiple Errors** **1600.20.a(5)** Phonological pattern(s) or processes **OR** **1600.20.b** The evaluation report documents the team's conclusion that multiple sound system errors are collectively so severe that the child's speech is unintelligible even though none are one year behind the norms. Sufficient comprehensive assessment data is present in the evaluation report that documents the child's speech in unintelligible resulting in adverse impact across developmental areas and need for specialized instruction. Reference chart below for Missouri Designated Normative Data:	Evaluation report

Phoneme	Chronological Age
/ m /	3:0
/ n /	3:6
/ ŋ / (ng)	7:0
/ h /	3:0
/ w /	3:0
/ j / (y)	5:0
/ p /	3:0
/ b /	3:0
/ t /	4:0
/ d /	3:6
/ k /	3:6
/ g /	4:0
/ f- /	3:6

Phoneme	Chronological Age
/ -f /	5:6
/ v /	5:6
/ θ / (th)	8:0
/ ð / (th)	7:0
/ s /	7:0
/ z /	7:0
/ ʃ / (sh) /	7:0
/tʃ / (ch)	7:0
/ dʒ/ (j)	7:0
/ ʒ / (zh)	8:0
/ l- /	6:0
/ -l /	7:0
/ r /	8:0

Word in it ial clusters	Chronological Age
/ tw kw /	5:6
/ sp st sk /	7:0
/ sm sn /	7:0
/ sw /	7:0
/ sl /	7:0
/ pl bl kl gl fl /	6:0
/pr br tr dr kr gr fr /	8:0
/ θr /	9:0
/ skw /	7:0
/ spl /	7:0
/ spr str skr /	7:0

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

Legal Requirement	Indicators	Documentation
1600.30 Sound system evaluations: 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	The evaluation report includes documentation of the following: **1600.30.a.** Specific sound production errors identified using a single word test and/or a sentence/phrase repetition task **A N D** **1600.30.b.** A connected **s**peech sampling procedure with consideration given to the type of error recorded (substitutions, omissions, distortions, and/or additions).	Evaluation report
1600.40 Dialectal differences and second language influence: 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	**1600.40.a.** The evaluation report documents the team's conclusion that the child's sound system disorder is not the result of dialectal differences or second language influences.	Evaluation report

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1700-ELIGIBILITY CRITERIA: Speech-Fluency

Legal Requirement	Indicator	Documentation
1700.10 Description of lack of response to intervention and adverse educational impact. 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	The evaluation report describes lack of response to evidence-based interventions designed to support communication development in the general education curriculum and the adverse affect on educational performance caused by the speech-fluency impairment.	Evaluation report
1700.20 Symptomatic behaviors of dysfluency. 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	**1700.20.a.** A comprehensive evaluation report is present which documents that the child consistently exhibits one (1) or more of the following symptomatic behaviors of dysfluency such as: **1700.20.a.** Sound, syllabic, or word repetition **1700.20.b** Prolongations of sounds, syllables, or words **1700.20.c** Avoidance **1700.20.d** Blockages **1700.20.e** Hesitations **NOTE:** Associated symptoms of gesturing and/or extraneous facial or body activity related to the dysfluency may also be evident and addressed in the report.	Evaluation report
1700.30 Speech sample: 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	The evaluation report documents the child's fluency is significantly below the norm as measured by speech sampling in a variety of contexts and impairs communication in the child's educational environment as documented by structured qualitative procedures such as classroom observations, curriculum-based assessments, teacher/parent checklists/interviews, or other clinical tasks.	Evaluation report

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1800-ELIGIBILITY CRITERIA: Speech-Voice

Legal Requirement	Indicator	Documentation
1800.10 Description of lack of response to intervention and adverse educational impact. 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	The evaluation report describes lack of response to evidence-based interventions designed to support communication development in the general education curriculum and the adverse affect on educational performance caused by the speech-voice impairment.	Evaluation report
1800.20 Deviation in one (1) or more of the parameters of voice: 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	**1800.20.a.** A comprehensive evaluation report is present which documents that the child consistently exhibits deviations in one (1) or more of the parameters of voice: **1800.20.a.** Pitch (e.g., too high, too low, or decreased pitch range) **1800.20.b** Quality (e.g., roughness, breathiness or strain-perception of excessive vocal effort) **1800.20.c** Volume (e.g., too high, too low, decreased range, or unsteady volume)	Evaluation report
1800.30 Voice is discrepant from the norm: 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	**1800.30.a.** The evaluation report describes whether the child's voice is discrepant from the expected parameters for children of same age, sex, and/or culture.	Evaluation report
1800.40 Voice disorder is not the result of temporary condition, medical condition, or dialectal difference or second language influence: 34 C.F.R. §300.8; 34 C.F.R. §300.306; SP(III)	**1800.40.a.** The evaluation report documents the child's voice disorder is not the result of any temporary condition, (e.g., normal voice changes, allergies, colds, or other conditions), a medical condition that contraindicates voice therapy intervention, or a dialectal difference or second language influence. **1800.40.b.** An explanation is provided of any known condition(s) that may impact the child's voice disorder.	Evaluation report

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1900-ELIGIBILITY CRITERIA: Traumatic Brain Injury

Legal Requirement	Indicator	Documentation
1900.10 Diagnosis of brain injury/head injury: 34 C.F.R§ 300.8(c)(12)	Evaluation report documents the diagnosis of a traumatic brain injury by: **1900.10.a.** A licensed physician. **OR** **1900.10.b.** A neuropsychological assessment identifying traumatic brain injury. NOTE (1): The term includes open or closed head injuries resulting in impairments in one or more areas, such as: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychological behavior, physical functions, information processing, and speech. NOTE (2): The medical and/or neuropsychological reports may be attached to the evaluation report.	Evaluation report
	OR	
1900.20 Professional judgment: 34 C.F.R§ 300.8(c)(12); 34 C.F.R§ 300.306; SP (III)	**1900.20.a.** Evaluation report includes substantial data to document the medical basis for a head injury even though a physician has not made a medical diagnosis of a head injury.	Evaluation report
	AND	
1900.30 Adverse effect on educational performance: 34 C.F.R§ 300.8(c)(12); 34 C.F.R§ 300.306; SP (III)	**1900.30.a.** A comprehensive evaluation report is present which documents deficits in acquisition, retention, and/or generalization of skills resulting from the brain injury.	Evaluation report
1900.40 Deficits in current function capabilities: 34 C.F.R§ 300.8(c)(12); 34 C.F.R§ 300.306; SP (III)	Documentation indicates deficits in **one (1) or more** of the following areas: **1900.40.a.** Building or maintaining social competence **1900.40.b.** Performance of functional daily living skills across settings **1900.40.c.** Ability to acquire and retain new skills **1900.40.d.** Ability to retrieve prior information	Evaluation report

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2000-ELIGIBILITY CRITERIA: Visual Impairment/Blindness

Legal Requirement	Indicator	Documentation
2000.10: Evaluation procedures include: 34 C.F.R. §300.8(c)(13), 34 C.F.R. §300.306, 34 C.F.R. §300.39; 34 C.F.R. §300.304; SP (III)	The evaluation report documents: **2000.10.a.** a visual impairment, which may include partial sight or blindness **AND** **2000.10.b.** the visual impairment**,** even with correction, adversely affects her/his educational performance as described in Note (2). **AND** **2000.10.c.** information that addresses the child's need for special education and related services as a result of the disability Note (1): Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. Note (2): The public agency must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child that may assist in determining whether the child is a child with a disability and the educational needs of the child. That information could include information from a physician, if determined appropriate, to assess the effect of the child's visual impairment on the child's eligibility and educational needs. No single measure or assessment may be used as the sole criterion for determining whether the child is a child with a disability and for determining an appropriate educational program for the child. There is nothing in the IDEA or the Part B regulations that would prevent a public agency from obtaining a medical diagnosis prior to determining whether the child has a disability needing special education services.	Evaluation report

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2100-ELIGIBILITY CRITERIA: Young Child with a Developmental Delay

Legal Requirement	Indicator	Documentation
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 three following ways (Indicators 2100.20, 2100.30, and 2100.40). NOTE: LEAs in Missouri are not required to adopt and use the term "Young Child with a Developmental Delay" for any children in their jurisdiction. However, if an LEA uses the term "Young Child with a Developmental Delay," the LEA must conform to both the State's definition of the term and the age range.		
2100.10 Evaluation procedures include: 34 C.F.R. §300.8 (b)(1-2); 34 C.F.R. §300.306; SP (III)	The evaluation report documents: **2100.10.a.** The results of formal instruments/assessment(s) provided in standardized, quantified form or equivalent levels. **OR** **2100.10.b.** The results of informal assessment(s) provided in equivalent form.	
2100.20 Identification based on multiple delays: 34 C.F.R. §300.8 (b)(1-2); 34 C.F.R. §300.306; SP (III)	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: **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.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.	Evaluation Report
	OR	
2100.30 Identification based on a single delay: 34 C.F.R. §300.8 (b)(1-2); 34 C.F.R. §300.306; SP (III)	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:	Evaluation Report

2100-ELIGIBILITY CRITERIA: Young Child with a Developmental Delay

Legal Requirement	Indicator	Documentation
	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: **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.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.	
	OR	
2100.40 Identification based on professional judgment: 34 C.F.R. §300.8 (b)(1-2); 34 C.F.R. §300.306; SP (III)	**2100.40.a.** The multidisciplinary team concludes that even though the standard scores or equivalent levels do not meet stated criterion levels, a significant discrepancy exists in one (1) or more of the developmental area(s). All other applicable steps in the eligibility criteria must be addressed with sufficient documentation (formal and informal assessment) which led the team to its decision. **OR** **2100.40.b** Child is functioning above the stated criteria level but is eligible for services based on expected regression due to termination of previous intensive early intervention services. **2100.40.c.** Documentation includes: **2100.40.c.(1)** Statement by multidisciplinary team that child would regress without special education and related services. **2100.40.c.(2)** Data demonstrating functioning above criterion level. **2100.40.c.(3)** Information regarding early intervention services such as type, frequency, intensity, duration of services, and where services were delivered.	Evaluation Report
	AND	
2100.50 Adverse Educational Impact: 34 C.F.R. §300.8 (b)(1-2); 34 C.F.R. §300.306; SP (III)	**2100.50.a.** The evaluation report includes information that addresses the child's need for special education and related services as a result of the disability.	

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