



# ***Age 3 to 21 Part B Training Tool***

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***NDE Special Education Office Monitoring***

***August 30, 2012***

**Page 1** in the Part B File Review Checklist Score Sheet. Forms reviewed: Student Assistance Team Form

**Student Assistance Team:** *Before a child can be referred for testing to determine their eligibility for special education and related services, the district must complete Student Assistance Team, or comparable Problem Solving Team to give the child an opportunity to respond to research based strategies, and to, perhaps, narrow the scope of the referral, and to make certain that gaps are not because of the lack of appropriate instruction.*

**SAT Report:** *Documentation of the intervention strategies implemented by the classroom teacher(s), the success or failure of those intervention strategies, and the date(s) of the SAT, which must be prior to the referral for further testing.*

**Referral Form:** *includes the intervention strategies implemented, the conclusions drawn from the child’s performance, the type of testing recommended, the team members, and the referral for testing.*

When is the **SAT** not required:

1. *When the child is below age five (5);*
2. *When the child moves into the district from another district, or from out of state, and is already receiving special education and related services.*

State or District Employee authorization only

What is being scored is **bolded** and **in RED** **NA** – Only scored if the child moved in from another district/state; was under 5 when they entered the special education program; or the process occurred more than 5 years prior to the visit.

Score Sheet - **Page 1**

**Student Assistance Team and Referral Process**

Regulatory Requirement	
<p>006.01C 006.01C1</p>	<p><b>Student Assistance Team (SAT) or Comparable Problem Solving Team</b>  <b>For a school age student, a general education student assistance team or comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation.</b></p> <p><i>Review Process:</i> <b>Documentation of the time frame</b> when problem solving and intervention strategies were tried, and the timeframe must be prior to the referral for special education and related services testing. <b>SAT form</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b> = Evidence of SAT or Comparable Problem Solving Team prior to referral  <b>N</b> = No evidence of SAT or Comparable Problem Solving Team prior to referral</p>
<p>006.01C2</p>	<p><b>The SAT or comparable problem solving team shall utilize and document problems solving and intervention strategies to assist the teacher in the provision of general education.</b></p> <p><i>Review Process:</i> <b>Documentation of the problem solving and intervention strategies, identified by the SAT,</b> to assist the teacher in the provision of general education. <b>SAT form</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b> = Documentation that problem solving and intervention strategies were provided to the child prior to the referral for special education testing.  <b>N</b> = No evidence that problem solving and intervention strategies were provided to the child prior to the referral for special education testing</p>
<p>006.01C3</p>	<p><b>If the SAT, or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. The referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01C and a listing of the members of the SAT, or comparable problem solving team.</b></p> <p><i>Review Process:</i> The district has a referral form that includes information from the SAT. Information should include the strategies tried, timeframe and documentation of the student’s performance. The <b>referral form includes notes from the SAT meetings and a listing of SAT members.</b> <b>SAT form</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b> = The referral form includes the SAT results, the basis for the referral, and the Sat team members  <b>N</b> = No documentation of the SAT process.</p>

**Page 2 and Page 3** in the Part B File Review Checklist Score Sheet Forms Reviewed: Prior Written Notice and Consent

*The time lines for the completion of the initial evaluation and the determination of eligibility for special education and related services.*

**Prior Written Notice:** Is required whenever the district **proposes or refuses to initiate or change the:**

**Identification,**  
**Evaluation, or**  
**Educational Placement** of a child, or the  
**Provision of a free appropriate, public education (FAPE).**

**Consent: Means:**

1. That the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
2. That the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought;
3. That the consent includes a description of the propose activity and a list of records (if any) which will be released and to whom they will be released; and
4. That the parent understands that the granting of consent is voluntary and may be revoked at any time.

If a parent **revokes consent**, that revocation is not retroactive (i.e. it does not negate an action that has occurred after the consent was given, and before the consent was revoked).

**File Review:** The process will include a review of the **Notices** (Initial Evaluation/Reevaluation; Initial Placement/Change of Placement; Initial Provision of Special Education Services; Excusal From the IEP Meeting; Inviting Outside Agencies);  
and

the **Consents** (Initial Evaluation, Reevaluation, Initial Provision of Services, Invitation to Outside Agencies, Excusal from the IEP Meeting) that are in the child’s file. Most files will have at least one of these notices or consents, which are current, within the last five (5) years, for review.

What is being scored is **bolded** and enclosed in **RED**  
 Score Sheet - **Page 2**

**NA** is scored only if the initial evaluation did not occur in the last 5 years.

**Prior Written Notice and Consent Process**

<i>Regulatory Requirement</i>	
009.04A1	<p><b>Referral, notice to parents (92 NAC 51-009.05), and parental consent, shall be completed within a reasonable period of time. The initial multidisciplinary team evaluation shall be completed within <u>45 school days</u> of receiving parental consent for the evaluation.</b></p> <p><i>Review Process:</i> District maintains <b>a copy of the notice of initial evaluation, and the signed consent</b> from parents, which includes a date of when the school district received the signed consent. <b>Review timeline through review of the date signed consent received from parent and date of the MDT meeting. For initial evaluation only.</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b> = Initial MDT completed within 45 school days from day of receiving the signed parental consent (after August 30, 2008) or July 1, 2005 to August 30, 2008 (initial MDT completed within 60 calendar days from day of receiving the signed parental consent)  <b>N</b> = Initial MDT was not completed within the timeframe  <b>NA</b> = Not an initial MDT; the process occurred prior to 2004, or at another district.</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED** Score Sheet - **Page 2**

**NA-** Only scored if there is no current (within 5 years) **Notice** to be scored.

**Prior Written Notice**

Regulatory Requirement	
<p>009.05 009.05A1 009.05A2</p>	<p><b>Prior written notice shall be given to the parents of a child with a disability a reasonable time before a school district or approved cooperative</b>  <b>009.05A1 Proposes to initiate or change the identification, evaluation or educational placement of a child or the provision of a free appropriate public education; or</b>  <b>009.05A2 Refuses to initiate or change the identification, evaluation or educational placement of a child or the provision of a free appropriate public education.</b></p> <p><u>Review Process:</u> The district maintains a <b>copy of the notice provided to the parent</b> when the district proposed to initiate or change the identification/verification of the student or the educational placement of the child, and the <b>notice is dated prior to the date of the action</b> which is the subject of the notice. <b>Prior Written Notice Form, look at all that are appropriate for the review period, both for proposed actions and refusals for action.</b></p> <p><u>Scoring Procedures:</u>  <b>Y =</b> For any reason listed above (examples: conduct initial evaluation or reevaluation; change service or placement; addition or termination of service; change in delivery of service; whenever discipline results in change of placement, etc.) (look at a variety of notices and make sure all of the requirements are completed below)  <b>N =</b> Prior written notice not provided in the above areas.</p>
<p>009.05B1</p>	<p><b>Such prior written notice shall include:</b>  <b>A description of the action proposed or refused by the school district or approved cooperative</b></p> <p><u>Review Process:</u> The district maintains a copy of the notice which includes <b>a description of the action proposed or refused.</b></p> <p><u>Scoring Procedures:</u>  <b>Y=</b> The notice sent to the parents contains a description of the action proposed or refused by the district.  <b>N=</b> Notice does not contain a description of the action</p>
<p>009.05B2</p>	<p><b>An explanation of why the school district or approved cooperative proposes or refuses to take action;</b></p> <p><u>Review Process:</u> The district maintains a copy of the notice which <b>includes an explanation of why the district proposes or refuses to take the action.</b></p> <p><u>Scoring Procedures</u>  <b>Y =</b>The notice sent to the parents contains an explanation of why the district proposed or refused to take the action.  <b>N=</b> Notice does not contain a explanation of why the district proposed or refused to take the action</p>

What is being scored is **bolded** and enclosed in **RED**.

**NA**- Only scored if there is no current (within 5 years) **Notice** to be scored.

Score Sheet - **Page 2**

**Prior Written Notice**

**Regulatory Requirement**

<p>009.05B3</p>	<p><b>An explanation of other options the IEP team considered and the reasons why those options were rejected:</b></p> <p><i>Review Process:</i> The district maintains a copy of the notice which <b>includes an explanation of other options the IEP team considered, and the reasons why those options were rejected.</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b>=The notice sent to the parents contains a description of other options considered by the IEP team and the reason(s) why the options were rejected.  <b>N</b>=Notice does not contain a description of other options considered by the IEP team and the reason(s) why the options were rejected.</p>
<p>009.05B4</p>	<p><b>A description of each evaluation procedure, assessment, record, or report the school district or approved cooperative uses as a basis for the proposal or refusal;</b></p> <p><i>Review Process:</i> The district maintains a <b>copy of the notice which includes a description of each evaluation procedure, test, record, or report</b> the district used as a basis for the proposal or refusal.</p> <p><i>Scoring Procedures:</i>  <b>Y</b>=The notice contains a description of each evaluation procedure, test, record, or report that district plans to use or has used as a basis for the proposed action to evaluate or place.  <b>N</b>= Notice does not contain a description of each evaluation procedure, test, record, or report that district plans to use or has used as a basis for the proposed action to evaluate or place.</p>
<p>009.05B5</p>	<p><b>A description of any other factors which are relevant to the school district’s or approved cooperative’s proposal or refusal:</b></p> <p><i>Review Process:</i> The district maintains a <b>copy of the notice which includes a description of any other factors which are relevant</b> to the proposal or refusal.</p> <p><i>Scoring Procedures:</i>  <b>Y</b>= The notice which includes a description of any other factors which are relevant to the district’s proposal or refusal of the action.  <b>N</b>= Notice does not contain a description of any other factors which are relevant to the district’s proposal or refusal of the action.</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**.

**NA**- Only scored if there is no current **Notice** to be scored. 5 years prior.

Score Sheet - **Page 2**

**Prior Written Notice**

**Regulatory Requirement**

<p>009.05B6</p>	<p><b>A statement that the parents of a child with a disability have protection under the procedural safeguards of this Chapter and, if this notice is not an initial referral for evaluation, the means by which a copy or description of the procedural safeguards can be obtained; and</b></p> <p><i>Review Process:</i> The district maintains a copy of the notice which <b>informs parents of their protection under the procedural safeguards</b> of Rule 51, and the <b>means by which a copy or description of the safeguards can be obtained.</b></p> <p><i>Scoring Procedures:</i>  <b>Y=</b> The district’s notice of initial evaluation, initial placement, change of placement and reevaluation contain a statement that the parents of a child with a disability have protection under the procedural safeguards of IDEA and Rule 51.or if this notice is not an initial referral for evaluation, the means by which a copy or description of the procedural safeguards can be obtained  <b>N=</b> The district’s notice of initial evaluation, initial placement, change of placement and reevaluation <b>does not</b> contain a statement that the parents of a child with a disability have protection under the procedural safeguards of IDEA and Rule 51.or if this notice is not an initial referral for evaluation, the means by which a copy or description of the procedural safeguards can be obtained</p>
<p>009.05B7</p>	<p><b>Sources for parents to obtain assistance in understanding the provisions of this part.</b></p> <p><i>Review Process:</i> The district maintains a copy of the notice which <b>includes sources for parents to obtain assistance in understanding.</b></p> <p><i>Scoring Procedures:</i>  <b>Y=</b> The district’s notice contains a listing of sources for parents to contact to obtain assistance in understanding the provisions of this part.  <b>N=</b> The district’s notice <b>does not</b> contain a listing of sources for parents to contact to obtain assistance in understanding the provisions of this part.</p>
<p>009.05C</p>	<p><b>The notice must be written in language understandable to the general public, and provided in the native language of the parents or other mode of communication used by the parent unless it is clearly not feasible to do so.</b></p> <p><i>Review Process:</i> The district maintains a copy of the notice <b>which is written in language understandable to the general public, or in the native language of the parent, or other mode of communication.</b> If not feasible, there must be documentation of why not feasible.</p> <p><i>Scoring Procedures:</i>  <b>Y=</b> The district maintains a copy of the notice sent to the parents, in their native language; or maintains a statement, signed by the parent, indicating that the written notice was provided in his/her native language or mode of communication, either through the written notice or through a translator.  <b>N=</b> The district <b>does not</b> maintain a copy of the notice sent to the parents, in their native language; or does not maintain a statement, signed by the parent, indicating that the written notice was provided in his/her native language or mode of communication, either through the written notice or through a translator</p>



State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**. **NA**= Notice was provided in written language understandable to the general public  
 Score Sheet - **Page 2**

**Prior Written Notice**

**Regulatory Requirement**

<p>009.05D 009.05D1</p>	<p><b>If the native language or other mode of communication of the parents is not a written language, the school district shall take steps to ensure: That the notice is translated orally or by other means to the parents in his or her native language or other mode of communication;</b></p> <p><i>Review Process:</i> The district maintains a <b>copy of the notice that was translated orally or by other means in the parents’ native language or other mode of communication.</b> This will not happen often, and will usually be scored as NA for 009.05D1, D2 and D3.</p> <p><u>Scoring Procedures:</u>  <b>Y=</b> For parents whose native language or mode of communication is not a written language, the district maintains a written statement which indicates that the notice was provided orally or by other means in the parent’s native language or mode of communication.  <b>N=</b> For parents whose native language or mode of communication is not a written language, the district <u>does not</u> maintain a written statement which indicates that the notice was provided orally or by other means in the parent’s native language or mode of communication.</p>
<p>009.05D2</p>	<p><b>That the parents understand the content of the notice; and</b></p> <p><i>Review Process:</i> The district maintains a copy of a signed <b>statement by the parent that they understood the content of the notice:</b></p> <p><u>Scoring Procedures:</u>  <b>Y=</b> District maintains a written a statement which indicates that the parent understood the content of the notice.  <b>N=</b> District <u>does not</u> maintain a written a statement which indicates that the parent understood the content of the notice.</p>
<p>009.05D3</p>	<p><b>That there is written evidence that the requirements of this section have been met.</b></p> <p><i>Review Process:</i> The district maintains a <b>copy of the notice which is provided in the parents’ native language or other mode of communication;</b> documentation that the notice was translated orally or by other means to the parents in his or her native language or other mode of communication; and there is a signed statement by the parents that they understand the contents of the notice.</p> <p><u>Scoring Procedures:</u>  <b>Y=</b> If there is written evidence that the district maintains a written copy of the notice which is provided in the parents’ native language or other mode of communication; documentation that the notice was translated orally or by other means to the parents in his or her native language or other mode of communication; and there is a signed statement by the parents that they understand the contents of the notice.  <b>N =</b> There is No written evidence that the district maintains a written copy of the notice which is provided in the parents’ native language or other mode of communication; documentation that the notice was translated orally or by other means to the parents in his or her native language or other mode of communication; and there is a signed statement by the parents that they understand the contents of the notice.</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED** Score Sheet - **Page 3**

**NA** – Only scored if consent not required, (change of placement), cannot be NA for initial evaluation, initial provision of services, or reevaluation.

**Parental Consent**

Regulatory Requirement

009.08A	<b>Parental Consent for Initial Evaluation</b>
009.08A1	<p><b>The school district or approved cooperative proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under 92 NAC 51-003.10 must obtain informed consent, consistent with 92 NAC 51-003.11, from the parent of the child before conducting the evaluation.</b></p> <p><b>92 NAC 51-003.11</b> Consent means that the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; that the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought; that the consent includes a description of the proposed activity and a list of records (if any) which will be released and to whom they will be released; and the parent understands that the granting of consent is voluntary and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).</p> <p><u>Review Process:</u> The district <b>maintains a copy of the parentally signed consent/no consent, attached to a copy of the Written Notice</b> for Initial Evaluation provided to the parent. <b>Consent Form usually attached to the Notice form.</b></p> <p><u>Scoring Procedures:</u>  <b>Y</b> = The consent/no consent form signed by the parent is attached to a copy of the Prior Written Notice for Initial Evaluation which contains the required elements of 92 NAC 51-003.11  <b>N</b> = The consent/no consent form signed by the parent is not attached to a copy of the Prior Written for Initial Evaluation reviewed which contains the required elements of 92 NAC 51- 003.11</p>
009.08B	<b>Parental Consent for Services</b>
009.08B1	<p><b>A school district or approved cooperative that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child.</b></p> <p><u>Review Process:</u> The district <b>maintains a copy of the signed consent/no consent, attached to a copy of the Written Notice for Initial Provision of Services.</b> <b>Consent Form usually attached to the Notice form.</b></p> <p><u>Scoring Procedures:</u>  <b>Y</b> = Documentation of informed consent from the parent before the initial provision of special education and related services is found in file  <b>N</b> = Documentation of informed consent from the parent before the initial provision of special education and related services is not found in file</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in RED

**NA** – Only scored if consent not required, (change of placement)

Score Sheet - **Page 3**

**Parental Consent**

**Regulatory Requirement**

009.08C	<p><b>Parent Consent for Reevaluation</b></p> <p><i>Subject to 92 NAC 51-009.08C2, each school district or approved cooperative must obtain informed parental consent, in accordance with 92 NAC 51-009.08A1, prior to conducting any reevaluation of a child with a disability.</i></p> <p>003.11 Consent means that the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; that the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought; that the consent includes a description of the proposed activity and a list of records (if any) which will be released and to whom they will be released; and the parent understands that the granting of consent is voluntary and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).</p> <p><u>Review Process:</u> The district <span style="border: 1px solid red; padding: 2px;">maintains a copy of the signed consent/no consent</span>, attached to a copy of the Written Notice for Reevaluation provided to the parent. <b>Consent Form usually attached to the Notice form.</b></p> <p><u>Scoring Procedures</u>  <b>Y</b> = The consent/no consent form signed by the parent is attached to a copy of the Prior Written Notice for Reevaluation which contains the required elements of 92 NAC 51-003.11  <b>N</b> = The consent/no consent form signed by the parent is not attached to a copy of the Prior Written for Reevaluation reviewed which contains the required elements of 92 NAC 51- 003.11</p>
009.08C2a	<p><b>The informed parental consent described in 92 NAC 51-009.08C1 need not be obtained if the school district or approved cooperative can demonstrate that: It made reasonable efforts to obtain such consent; and</b></p> <p><u>Review Process:</u> The district <span style="border: 1px solid red; padding: 2px;">maintains documentation of its efforts to obtain consent (letters, emails, etc)</span> <b>Documentation of emails, letters, etc</b></p> <p><u>Scoring Procedures:</u>  <b>Y</b> = the district efforts to obtain consent for reevaluation are found in file  <b>N</b> = No documentation of district efforts to obtain parental consent and evaluation was maintained by the district</p>
009.08C2b	<p><b>The child’s parent has failed to respond.</b></p> <p><u>Review Process:</u> The district <span style="border: 1px solid red; padding: 2px;">maintains documentation of its efforts to obtain consent (letters, emails, etc)</span> <b>Documentation of emails, letters, etc</b></p> <p><u>Scoring Procedures:</u>  <b>Y</b> = File contains documented efforts of the district to obtain consent for reevaluation and parents have not responded  <b>N</b> = No documentation of district efforts to obtain parental consent and evaluation was conducted</p>

**Page 4 and Page 5** of the Part B File Review Checklist Score Sheet Forms Reviewed: MDT Report and No Further Testing Needed

### **Multidisciplinary Team Evaluation and Determination of Eligibility**

**Parent participation in the MDT process of evaluation and determination of eligibility**

**Review of Existing Data:** As part of the evaluation process, review of existing information and data is part of every reevaluation, and part of an initial evaluation, if appropriate. This would include SAT information, informal testing in the classroom, class performance, test scores, homework, etc.. Could be reviewed with children who transfer into the district from inside the state or outside the state.

**Content of the Multidisciplinary Team Report:** Review the Form MDT form.

**Additional MDT Report Requirements for SLD Identified:** MDT Form

### **Page 5**

**Reevaluation:** Must occur at least once every three years, unless the parent and the school district or approved cooperative agree that a reevaluation is unnecessary.

**“No Further Testing Needed”** If the IEP team and other qualified professionals, as appropriate, meet and determine that no additional data are needed to determine whether the child continues to be a child with a disability and to determine the child’s educational needs the school district or approved cooperative **shall notify the child’s parents of that determination and the reasons for the determination; and the right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child’s educational needs.**

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**.

**NA**- Only scored if there is no current MDT to be scored. 5 years prior.

Score Sheet - **Page 4**

**Multidisciplinary Team Report**

*Regulatory Requirement*

<i>Regulatory Requirement</i>	
	<b>Multidisciplinary Team Requirements</b>
006.03A	<p><b>The multidisciplinary evaluation team (Including the child’s parents) shall be responsible for the analysis, assessment and documentation of educational and developmental abilities and needs of each child referred for the purpose of individual evaluation.</b></p> <p><i>Review Process:</i> The <b>name/signature of the Parent</b> as a member of the MDT. <b>Signature Page of the MDT.</b></p> <p><u>Scoring Procedures:</u>  <b>Y=</b> The multidisciplinary team report documents that the parent was a member of the team, and was included in the decision.  <b>N=</b> The multidisciplinary team report does not document that the parent was a member of the team, and included in the decision</p>
006.03B	<p><b>For students attending nonpublic schools, an administrator of the nonpublic school or a designated representative of the nonpublic school shall be a member of the MDT.</b></p> <p><i>Review Process:</i> <b>Name/Signature of the Nonpublic representative</b> is in the MDT Report. <b>Signature Page of the MDT.</b></p> <p><u>Scoring Procedures</u>  <b>Y=</b> District has documentation an administrator of the nonpublic school or a designated representative of the nonpublic school shall be a member of the MDT  <b>N=</b> District does not have documentation an administrator of the nonpublic school or a designated representative of the nonpublic school shall be a member of the MDT  <b>NA=</b> Student does not attend a nonpublic school</p>

What is being scored is **bolded** and enclosed in **RED**.

**NA**- Only scored if there is no current MDT to be scored.

Score Sheet - **Page 4**

**Multidisciplinary Team Report**

*Regulatory Requirement*

	<i>Review of Existing Data</i>
006.06A 006.06A1	<p><b>As part of an initial evaluation (if appropriate) and as part of any reevaluation, the IEP team and other qualified professionals as appropriate, shall: review existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based local or State assessments and classroom-based observations, and observations by teachers and related services providers; and</b></p> <p><i>Review Process:</i> The <b>MDT Report or the IEP Meeting Notes documents the information shared, and the decision of the team.</b> <b>MDT or No Further Testing Needed Forms</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b>=Documentation of a review of existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based local or State assessments and classroom-based observations, and observations by teachers and related services providers  <b>N</b>= No documentation of a review of existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based local or State assessments and classroom-based observations, and observations by teachers and related services providers</p>
006.06A2b	<p><b>on the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine: the present levels of academic achievement and related developmental needs of the child;</b></p> <p><i>Review Process:</i> The <b>MDT Report or the IEP Meeting Notes documents the information shared, and the decision of the team.</b> <b>MDT or No Further Testing Needed Forms</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b>=Documentation exist of the present levels of academic achievement and related developmental needs of the child  <b>N</b>= No documentation exists of the present levels of academic achievement and related developmental needs of the child</p>
006.06A2c	<p><b>on the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine: whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and</b></p> <p><i>Review Process:</i> The <b>MDT Report or the IEP Meeting Notes identifies what additional data, if any, is needed to determine the need for or the continued provision of special education and related services.</b> <b>MDT or No Further Testing Needed Forms</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b>= Documentation exists the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services  <b>N</b>= No documentation exists the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services</p>

What is being scored is **bolded** and enclosed in **RED**  
 Score Sheet - **Page 4**

**NA**- Only scored if there is no current MDT to be scored.

**Multidisciplinary Team Report**

Regulatory Requirement	
	<i>Review of Existing Data</i>
006.06A2d	<p><b>on the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine: 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 individualized education program of the child and to participate, as appropriate, in the general education curriculum.</b></p> <p><u>Review Process:</u> The <b>MDT Report or the IEP Meeting Notes documents the information shared, and the decision of the team.</b> <b>MDT or No Further Testing Needed Forms</b></p> <p><u>Scoring Procedures:</u>  <b>Y</b>=Documentation exists 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 education curriculum  <b>N</b>= No documentation exists 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 education curriculum.</p>
006.03E/ 006.03F	<b>Multidisciplinary Evaluation Team Written Report</b>
006.03E1 006.03F1	<p><b>The team shall prepare a written report of the results of the evaluation.</b></p> <p><u>Review Process:</u> The district maintains a copy of the <b>multidisciplinary team (MDT) report which includes the results of the evaluation.</b> <b>MDT Report</b></p> <p><u>Scoring Procedures:</u>  <b>Y</b> = A current report (within three years)  <b>N</b> = Exceeds three years</p>
006.03E2a 006.03F2a	<p><b>The report shall include a statement of whether the child qualifies as a child with a disability based on the criteria and the definition contained in 92 NAC 51-006.04.</b></p> <p><u>Review Process:</u> The district maintains a copy of the <b>multidisciplinary team (MDT) report which includes a statement of whether the child qualifies as a child with a disability based on the criteria and definition</b> <b>MDT Report</b></p> <p><u>Scoring Procedures:</u>  <b>Y</b> = If report indicates whether or not a child is a child with a disability  <b>N</b> = If the report does not include a statement of whether or not the child is a child with a disability</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**

**NA-** Only scored if there is no current MDT to be scored.

Score Sheet - **Page 4**

**Multidisciplinary Team Report**

*Regulatory Requirement*

<p>006.03E2b 006.03F2b</p>	<p><b>The child’s educational needs;</b></p> <p><i>Review Process:</i> The MDT written report <b>includes information from the student assistance team, the classroom observations, informal classroom evaluation and the formal evaluation results, outlining the child’s educational needs.</b> <b>MDT Report</b></p> <p><u>Scoring Procedures:</u>  <b>Y</b> = A statement in the MDT or the MDT has a designated area on the form to address educational needs.  <b>N</b> = No statement in the MDT or reference to educational needs</p>
<p>006.03E2c 006.03F2c</p>	<p><b>The basis for making the determination; (for SLD: including an assurance that the determination was made in accordance with 92 NAC 51-006.04K</b></p> <p><i>Review Process:</i> The MDT includes <b>a statement reflecting the documented results of the formal evaluations, in combination with the findings of the student assistance team and other informal evaluations which states that the information regarding the child has met the verification requirements</b> as per one of the specific disabilities found in 92 NAC 51-006.04. For SLD including an assurance that the determination was made in accordance with 92 NAC 51-006.04K. <b>MDT Report</b></p> <p><u>Scoring Procedures</u>  <b>Y</b> = The section of the report which talks about the basis for the determination includes the results of evaluation, information from the SAT, information from parents, and any other significant information about the child, collected from several sources, which documents the teams decision.  <b>N</b> = There is limited information, or no information about the basis for the determination of eligibility included in the MDT.</p>
<p>006.03E2d 006.03F2i</p>	<p><b>A listing of the team members</b></p> <p><i>Review Process:</i> The MDT written report includes <b>the names of the multidisciplinary team,</b> either by their signature, or the MDT written report includes a listing of each of the team members names <b>MDT Report</b></p> <p><u>Scoring Procedures:</u>  <b>Y</b> = Team members appear in the MDT report, either by signature, or names listed.  <b>N</b> = No listing of team members names</p>



State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**

**NA-** Only scored if there is no current MDT to be scored.

Score Sheet - **Page 4**

**Multidisciplinary Team Report**

*Regulatory Requirement*

<p>006.03E3 006.03F3</p>	<p><b>Each team member shall certify in writing if the report reflects his or her conclusion. (If it does NOT reflect his or her conclusions, the team member shall submit a separate statement presenting his or her conclusion).</b></p> <p><i>Review Process:</i> <b>Each team member’s signature or name is on the report, and there is a check mark indicating agree or do not agree.</b> If the person indicates they do not agree there is <b>a written statement presenting his or her conclusion</b> accompanied by a statement indicating whether or not the MDT report reflects his or her conclusion. <b>MDT Report</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b> = There is the name or signature of each member, and there is written evidence of agree/disagree. Also, if disagreement is indicated there is a separate written statement.  <b>N</b> = There is no written evidence of members’ names or signatures, no indication of agree/disagree with the decision, or no separate report if disagreement was indicated.</p>
<p>006.03E4 006.03F4</p>	<p><b>A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent at no cost.</b></p> <p><i>Review Process:</i> <b>District documentation that the parents have received a copy of the evaluation report and the MDT report.</b> through the mail, at the meeting, through email, etc. <b>MDT Report</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b> = The district maintains documentation of when the MDT report, and any other written summary report of the evaluation, was given to parents, at no cost, or the district maintains receipt from the parent that they have received a copy of the MDT written report and any other written summary report of the evaluation, at no cost.  <b>N</b> = No documentation of MDT provided to parent at no cost</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**

**NA**- Only scored if there is no current MDT to be scored, or child not SLD.

Score Sheet - **Page 4**

**Multidisciplinary Team Report**

Regulatory Requirement	
	Additional MDT Report Requirements for SLD Identified
006.03F2d	<p><b>The relevant behavior if any noted during the observation of the child; and the relationship of that behavior to the child’s academic functioning;</b></p> <p><i>Review Process:</i> The <b>MDT report includes information on any relevant behavior noted during the observation</b>, the relationship to the child’s academic functioning, or document in writing that there was no relevant behavior observed. <b>MDT Report</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b> = MDT report contains information on the behavior, and it impact on the child’s academic functioning, or there is written documentation that no relevant behavior was observed.  <b>N</b> = MDT report has no documentation on relevant behavior, and it impact on the child’s academic functioning, and there is written documentation that no relevant behavior was observed.</p>
006.03F2e	<p><b>The educationally relevant medical findings, if any;</b></p> <p><i>Review Process:</i> The <b>MDT written report includes information from the child’s physician regarding medical findings which may be affecting</b> the child’s performance in the classroom. <b>MDT Report</b></p> <p><i>Scoring Procedures:</i>  <b>Y</b> = MDT report contains information if there are any medical findings and if so include relevant medical information  <b>N</b> = MDT does not report whether or not there are any medical findings and if so relevant medical information</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**

**NA**- Only scored if there is no current MDT to be scored, or child not SLD.

Score Sheet - **Page 4**

**Multidisciplinary Team Report**

Regulatory Requirement

Regulatory Requirement	
	<b>Additional MDT Report Requirements for SLD Identified</b>
	<b>Whether the child does not achieve adequately for the child’s age or to meet state-approved grade level standards consistent with 92 NAC 51-006.04K3;</b>
	<u>Review Process:</u>
	006.04K3a
	<b>1. The MDT report includes information if the child did 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; oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, mathematics problem solving.</b>
	<b>and</b>
	006.04K3b
006.03F2f	<b>2. The MDT report includes information if the child does not make sufficient progress to meet age or state approved grade-level standards in one or more of the areas identified in 92 NAC 51-006.04K3a when using a process based on the child’s response to scientific, research based intervention,</b>
	<b>or</b>
	006.04K3b(i)
	<b>3. The MDT report includes information that 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, that is determined by the team to be relevant to the identification of a specific learning disability, using appropriate assessments consistent with the general evaluation process outlined in 92 NAC 51-006.02.</b>
	<u>Scoring Procedures:</u>
	<b>Y</b> = If MDT includes information in #1 and either #2, OR #3 above
	<b>N</b> = If MDT does NOT include this information (If no, use comment box for clarification)

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**

**NA**- Only scored if there is no current MDT to be scored, or child not SLD.

Score Sheet - **Page 4**

**Multidisciplinary Team Report**

Regulatory Requirement	
	<i>Additional MDT Report Requirements for SLD Identified</i>
006.03F2g	<p><b>The determination of the team concerning the effects of a visual, hearing, or motor disability; mental handicap; behavior disorder; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child’s achievement level</b></p> <p><u>Review Process:</u> The <b>MDT report includes a statement of the determination by the MDT whether there were any effects</b> because of vision, hearing, or motor disability; mental handicap; behavior disorder; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child’s achievement level. <b>MDT Report</b></p> <p><u>Scoring Procedures:</u>  <b>Y</b> = A statement that includes all of the above information  <b>N</b> = No statement regarding the above information (If no, use comment box for clarification)</p>

What is being scored is **bolded** and enclosed in **RED**

**NA**- Scored if the district does not have a plan submitted to the State, and does not use response to scientific, research based intervention for determining eligibility.

Score Sheet - **Page 4**

**Response to Scientific, Research Based Intervention**

Regulatory Requirement	
006.03F2h	<p><b>If the child has participated in a process that assesses the child’s response to scientific, research based intervention, then the instructional strategies used and the student centered data collected;</b></p> <p><u>Review Process:</u> The <b>MDT report includes information that an Rtl process was used</b> in determining the child’s eligibility under Rule 51.</p> <p><u>Scoring Procedures:</u>  <b>Y</b> =The MDT Report contains documentation that an Rtl process was used in determining eligibility.  <b>N</b>=The MDT Report does not contain documentation that an Rtl process was used in determining eligibility , after district indicates that they use Rtl for determining eligibility.</p>
006.03F2h(1)	<p><b>The documentation that the parents were notified about: The amount and nature of student performance data that would be collected and the general education services that would be provided.</b></p> <p>The school district maintains <b>written documentation that parents were notified</b> of the district’s <b>policies regarding the amount and nature of student performance data</b> that would be collected and the <b>general education services that would be provided.</b></p> <p><b>Y</b> =If using Rtl, documentation is on file  <b>N</b> = If using Rtl, and no documentation is in file</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED** **NA-** Scored if the district does not have a plan submitted to the State, and does not use response to scientific, research based intervention for determining eligibility.

Score Sheet - **Page 4**

**Response to Scientific, Research Based Intervention**

*Regulatory Requirement*

<p>006.03F2h(2)</p>	<p><b>Strategies for increasing the child’s rate of learning; and</b></p> <p>The school district maintains <b>written documentation that parents were notified of the strategies being used</b> to increase their child’s rate of learning.</p> <p><b>Y</b> = If using RtI, documentation is on file  <b>N</b> = If using RtI, and no documentation is in file</p>
<p>006.03F2h(3)</p>	<p><b>The parent’s right to request an evaluation</b></p> <p>The school district maintains <b>written documentation that parents were notified of their right</b> to request an evaluation.</p> <p><b>Y</b> = If using RtI for verification, and documentation of parent notification of right to request evaluation is in file  <b>N</b> = If using RtI for verification, and no documentation of parent notification of right to request evaluation is in file</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**  
Score Sheet - **Page 5**

**NA-** Scored if the initial evaluation was completed within 3 years of the review.

**Reevaluation**

Regulatory Requirement	
006.05A 006.05B2	<p><b>A school district or approved cooperative shall assure that a reevaluation of each child with a disability is conducted in accordance with the verification procedures in Section 006;</b></p> <p><i>Must occur at least once every three years, unless the parent and the school district or approved cooperative agree that a reevaluation is unnecessary.</i></p> <p><b>The date on the MDT report does not exceed three (3) calendar years from the date of the previous MDT report.</b> <b>MDT Reports</b></p> <p><i>Y = Reevaluation was completed within three years or documentation that it was unnecessary (see 92 NAC 51-006.06D), pages 31-32 of Rule 51. IEP team, other qualified professionals and parents agree that no additional data is needed to continue to be a child that qualifies for special education services.</i></p> <p><i>N = Reevaluation not completed within three years</i></p>

What is being scored is **bolded** and enclosed in **RED**  
Score Sheet - **Page 5**

**NA-** Scored if the initial evaluation was completed within 3 years of the review.

**No Additional Information Needed to Determine Whether the Child Continues to Be A Child With A Disability**

Regulatory Requirement	
006.06D	<p><b>As part of any reevaluation, (and part of initial evaluation, if appropriate) the IEP team and other qualified professionals as appropriate, shall review existing evaluation data on the child:</b></p> <p>There is written <b>documentation that the existing data was reviewed as part of the reevaluation process.</b> <b>MDT or No Further Testing Needed Forms</b></p> <p><i>Y=documentation of a review of existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based local or State assessments and classroom-based observations, and observations by teachers and related services providers</i></p> <p><i>N= no documentation of a review of existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based local or State assessments and classroom-based observations, and observations by teachers and related services providers (if no, use comment section for clarification)</i></p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**

**NA**- Scored if the initial evaluation was completed within 3 years of the review.

Score Sheet - **Page 5**

**No Additional Information Needed to Determine Whether the Child Continues to Be A Child With A Disability**

Regulatory Requirement	
006.06D1	<p><b>If the IEP team and other qualified professionals, as appropriate, meet and determine that no additional data are needed to determine whether the child continues to be a child with a disability and to determine the child’s educational needs the school district or approved cooperative shall notify the child’s parents of:</b></p> <p><b>There is written documentation that parents were notified.</b> No Further Testing Needed Forms                      Y=Copy of the notification to parent;                      N= No documentation of notification to parents.</p>
006.06D1a	<p><b>that determination and the reasons for the determination; and</b></p> <p><b>There is written documentation of the determinations and the reasons for the determination;</b> No Further Testing Needed Forms                      Y = Documentation is found of notification to parents of determination and reason for determination that no additional data are needed to determine whether the child continues to be a child with a disability                      N = No documentation is found of notification to parents that additional data is not needed to determine whether child continues to be a child with a disability</p>
006.06D1b	<p><b>the right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child’s educational needs.</b></p> <p><b>There is written documentation that parents were notified that they could request an assessment at any time in the process, and the assessment must be completed.</b> No Further Testing Needed Forms                      Y = District documents parents received information regarding the right of the parent to request an assessment                      N = No documentation is found of notification to parents regarding the right of the parent to request an assessment,</p>

*The Individualized Education Plan (IEP) Process*

*Page 6 on the Part B File Review Checklist*

*IEP Timelines and Accessibility*

***Forms reviewed for this process are the Notice/Consent; the Multidisciplinary Team Report; IEP (current and just prior forms), and Progress Reports.***

***For Accessibility – 007.02C and 007.02D, the forms reviewed will be specific to the district and their method for sharing information with their staff on the child’s IEP and their responsibilities. For the provision of the IEP to parents, that will also be defined by the district.***

*Page 7 on the Part B File Review Checklist*

*IEP Team Members/IEP Team Attendance/Parent Participation*

***Forms reviewed for this process are the IEP Meeting Notification and the IEP Meeting Participants. The review of this section will include the content (Time, Date, Location, Who will be in attendance) of the IEP meeting notification form; the listing of IEP meeting participants, who are the required members to be in attendance on the Meeting Notification form and the participation page of the IEP, and if not listed, is there the appropriate excusal of that person(s) in the file.***

***The name/signature and the position of the individual is required both on the meeting notification form and on the participation page of the IEP.***

*Page 8 on the Part B File Review Checklist*

*Excusal from the IEP Meeting*

***4 Specific members: Regular Education Teacher, Special Education Teacher, District Representative and Person to Interpret the Evaluation Results. Only used when that position will not be represented at the meeting.***

***Agreement between District and Parent, if the person’s area is not going to be discussed.***

***Consent between District and Parent, if the person’s area is going to be discussed, and written information must be provided prior to the meeting.***

*Page 9 on the Part B File Review Checklist*

*Parent Participation*



State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**

Score Sheet - **Page 6**

Individualized Education Plan (IEP) Process

<b>IEP Timelines and Accessibility</b>	
<i>Regulatory Requirement</i>	
009.04A2 007.09A	<p><b>Upon completion of a multidisciplinary team verification decision, school districts or approved cooperatives shall provide a reasonable notification and conduct an individualized education program conference within 30 calendar days.</b>  <b>A meeting to develop an IEP for a child must be held within thirty (30) calendar days of a determination that the child needs special education and related services.</b></p> <p><b>The date on the IEP meeting is within 30 calendar days of the date of the MDT report.</b> Look at the date on MDT and Date on IEP  <b>Y =</b> Date of MDT determination, either for initial evaluations or reevaluations, and IEP meeting date are within 30 calendar days.  <b>N =</b> IEP conference occurred after the 30 days timeframe  <b>NA =</b> If the initial evaluation is over 10 years.</p>
007.01	<p><b>An IEP shall be developed, reviewed, revised and implemented for each child who receives special education and related services.</b></p> <p><b>Is there a current IEP in the child’s file.</b> The IEP Form  <b>Y =</b> Current IEP in place and implemented, with documentation of reviews.  <b>N =</b> No current IEP or no documentation that the timelines were met.</p>
007.09C	<p><b>The IEP team shall review the child’s IEP periodically, but not less frequently than annually, to determine whether the annual goals for the child are being achieved.</b></p> <p><b>There is not more than 365 days between the date of the previous IEP and the current IEP.</b> (May 1 to April 30) Look at current IEP and previous IEP.  <b>Y=</b> Date of previous IEP and current IEP are not more than 365 days (May1 to April 30)  <b>N=</b> IEP dates are more than 365 day  <b>NA =</b> First IEP and within the first year of services.</p>
007.02	<p><b>School districts or approved cooperatives must provide special education and related services to a child with a disability in accordance with the child’s IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.</b></p> <p><b>Progress Reports indicate that there is data to document progress in meeting the goals, objectives and benchmarks.</b> Progress Report  <b>Y =</b> There is documentation in the child’s file of the progress reports and the achievement of goals.  <b>N =</b> There is no documentation in the child’s file of the progress reports and the achievement of goals.  <b>NA =</b> Initial IEP in the first quarter of implementation.</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**

Score Sheet - **Page 6**

Individualized Education Plan (IEP) Process

Regulatory Requirements	
007.02A 007.09B	<p><b>At the beginning of each school year, each school district or approved cooperative shall have an IEP in effect for each child with a verified disability within its jurisdiction.</b></p> <p><b>After the initial IEP meeting, IEPs must be in effect at the beginning of each school year.</b> Date on the current IEP</p> <p>Y= IEP effective dates documented on the IEP are in effect at the beginning of the school year.                      N= IEP effective dates documented on the IEP are Not in effect at the beginning of the school year.                      NA= Child was verified after the beginning of the school year and this is the initial IEP</p>
007.02B	<p><b>Each school district or approved cooperative shall ensure that an IEP is in effect before special education and related services are provided to a child with a verified disability under this Chapter and is implemented as soon as possible following the IEP meetings.</b></p> <p><b>The IEP is in effect before provision of services, and implemented as soon as possible after the IEP meeting.</b> Date of IEP meeting and beginning of service dates</p> <p>Y= Special education and related services dates are not prior to the effective dates of the IEP, but soon after the meeting.                      N= Special education and related services dates are prior to the effective dates of the IEP or are not implemented for over a week following the meeting.</p>
007.02C	<p><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; and</b></p> <p><b>The district maintains documentation (i.e. IEP, routing sheet, email) that child's IEP is accessible to each regular education teacher, special education teacher, related service provider and other service providers who are responsible for its implementation.</b> District's documentation of how information is shared with staff involved in the IEP.</p> <p>Y= Written documentation exists of staff/service providers access to child's IEP                      N =No documentation exists of staff/service provider access to child's IEP</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**

Score Sheet - **Page 6**

Individualized Education Plan (IEP) Process

Regulatory Requirements	
007.02D	<p><b>Each teacher and provider described in 92 NAC 51-007.02C must be informed of his or her specific responsibilities related to implementing the child's IEP; and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.</b></p> <p>The district maintains documentation (i.e. IEP, routing sheet, email) <b>that each regular education teacher, special education teacher, related service provider and other service providers are informed of their specific responsibilities</b> related to implementing the child's IEP; and the specific accommodations, modifications, and supports that must be provided in accordance with the IEP. <b>District's documentation of how information is shared with staff involved in the IEP.</b></p> <p><b>Y</b> = Written documentation exists of staff/related service providers being informed of their specific responsibilities as related to implementing the child's IEP.  <b>N</b> = No documentation exists of staff/related service providers being informed of their specific responsibilities as related to the child's IEP.  <b>NA</b> = Elementary or preschool child.</p>
007.09D	<p><b>The school district or approved cooperative shall provide a copy of the IEP to parents at no cost.</b></p> <p>Documentation that a <b>copy of the IEP has been sent to the parent, at no cost.</b> <b>Documentation on the IEP form, district log of parent access, or documentation of IEP being sent to parents.</b></p> <p><b>Y</b>= Documentation exists the parent was provided a copy of the IEP at no cost  <b>N</b>= No documentation exists the parent was provided a copy of the IEP; and/or parent was charged</p>

What is being scored is **bolded** and enclosed in **RED**  
 Score Sheet - **Page 7**

**IEP Team Members/IEP Team Attendance/Parent Participation**

Regulatory Requirement	
007.03A	<b>The school district or approved cooperative shall ensure and document that the IEP team includes the following:</b>
007.03A1	<p><b>The parents of a child with a disability or documentation of 92 NAC 51-007.06D</b></p> <p>The IEP meeting <b>participation page includes the signature or name and position of at least one parent, or both parents,</b> indicating they were in attendance at the meeting. <b>The IEP form.</b></p> <p><b>Y = Parents in attendance or documentation of attendance via an alternate means of participations</b>  <b>N = Parents not in attendance or no documentation of alternate means of participation.</b></p>
007.03A2 007.03A2a	<p><b>Not less than one regular education teacher of the child, (if the child is, or may be, participating in the regular education environment);</b>                      The regular education teacher of the child, as a member of the IEP team, shall, to the extent appropriate, participate in the development, review and revision of the IEP of the child, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies, and the determination of supplementary aids and services, program modifications and support for school personnel consistent with 92 NAC 51-007.07A5</p> <p>The IEP meeting <b>participation page includes the signature or name of not less than one regular education teacher of the child who was in attendance</b> at the meeting. <b>The IEP form.</b></p> <p><b>Y = Documentation of regular education teacher, or excusal of the regular education teacher from attendance at the meeting with, appropriate written documentation.</b>  <b>N = No documentation of regular education teacher attendance or excused participation in the meeting.</b></p>
007.03A3	<p><b>Not less than one special education teacher, or where appropriate, not less than one special education provider of the child;</b></p> <p>The IEP meeting <b>participation page includes the signature or name and position of not less than one special education teacher of the child who was in attendance</b> at the meeting. <b>The IEP form.</b></p> <p><b>Y = Documentation of regular education teacher, or excusal of the special education teacher from attendance at the meeting with, appropriate, written documentation.</b>  <b>N = No documentation of special education teacher attendance or excused participation in the meeting.</b></p>

What is being scored is **bolded** and enclosed in **RED**  
 Score Sheet - **Page 7**

**IEP Team Members/IEP Team Attendance/Parent Participation**

Regulatory Requirement	
<p>007.03A4                      007.03A4a                      007.03A4b                      007.03A4c</p>	<p><b>A representative of the school district or approved cooperative who is qualified</b></p> <p>(007.03A4a) <b>to provide, or supervise the provision of specially designed instruction</b> to meet the unique needs of children with disabilities;                      (007.03A4b) is <b>knowledgeable about the general education curriculum</b>, and                      007.03A4c) is <b>knowledgeable about the resources of the school district or approved cooperative</b>. (A school district or approved cooperative may designate another member of the IEP team to also serve as the school district or approved cooperative representative if the criteria in 92 NAC 51-007.03A4 are satisfied.)</p> <p>The IEP meeting <b>participation page includes the signature or name and position of the representative of the school district</b> or approved cooperative who was in attendance at the meeting. <b>The IEP form.</b></p> <p><b>Y</b> = Documentation of the school district representative meeting the requirements in 007.03A4a, b, c, or excusal of the school district representative from attendance at the meeting, with appropriate, written documentation.  <b>N</b> = No documentation of the school district attendance or excused participation in the meeting.</p>
<p>007.03A5</p>	<p><b>An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in 92 NAC 51-007.03A2 through 007.03A6.</b></p> <p>The IEP meeting <b>participation page includes the signature or name and position of the individual who interpreted the instructional implications of the evaluation results</b>, who was in attendance at the meeting. (It could be the same person identified as the regular education teacher, the special education teacher, the district representative, or a person in attendance at the discretion of the parent or school district).</p> <p><b>Y</b> = The IEP meeting participation page includes the name of the individual who interpreted the instructional implications of the evaluation results, who was in attendance at the meeting, or excusal of the school district representative from attendance at the meeting, with appropriate, written documentation. (It could be the same person identified as the regular education teacher, the special education teacher, the district representative, or a person in attendance at the discretion of the parent or school district)  <b>N</b> = Signature or name of individual who interpreted instructional implications of evaluation results was not documented, or excusal of the school district representative from attendance at the meeting, with appropriate, written documentation.</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in **RED**

Score Sheet - **Page 7**

**IEP Team Members/IEP Team Attendance/Parent Participation**

Regulatory Requirement	
007.03A6	<p><b>At the discretion of the parent or the school district or approved cooperative, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; (The determination of the knowledge or special expertise of any individual shall be made by the party who invited the individual to be a member of the IEP team.)</b></p> <p>The IEP meeting <b>participation page includes the signature or name and position of other individuals with special knowledge or special expertise.</b>  <b>The IEP form.</b></p> <p><b>Y</b> = The IEP meeting participation page includes the signature or name of the individual who was invited at the discretion of the school district or the parents, who was in attendance at the meeting.  <b>NA</b> = No additional participants</p>
007.03A7	<p><b>Wherever appropriate, the child with a disability:</b></p> <p>The IEP meeting <b>participation page includes the signature or name and position of the child/student, who was in attendance at the meeting.</b></p> <p><b>Y</b> = Documentation that student was invited typically found on IEP Notice of Meeting or on IEP. Student attendance is not mandatory  <b>NA</b> = Below age 16</p>
007.03A8	<p><b>For children attending nonpublic schools, a representative of the nonpublic schools. If the representative cannot attend, other methods shall be used to ensure participation by the nonpublic school, including individual or conference telephone calls;</b></p> <p><b>The signature or name and position of the nonpublic school representative is listed on the IEP participation list.</b></p> <p>If the representative from the nonpublic school is not in attendance at the IEP meeting, as determined by a lack of documentation, the district has:</p> <ol style="list-style-type: none"> <li>a. Written correspondence on file indicating that the nonpublic school was informed of its right to attend or access other means of participation including individual or conference telephone calls.</li> <li>b. Telephone logs on file indicating that the nonpublic school was informed of its right to attend or access other means of participation including individual or conference telephone calls.</li> </ol> <p><b>Y</b> = There is a signature or name and position on the participation page, or documentation of written correspondence or calls to inform the nonpublic representative of their right to attend or access by some other means.  <b>N</b> = No signature, name, or any documentation if nonpublic school is not in attendance  <b>NA</b> = If child is NOT attending nonpublic school.</p>

State or District Employee authorization only

What is being scored is **bolded** and enclosed in RED

Score Sheet - **Page 7**

**IEP Team Members/IEP Team Attendance/Parent Participation**

Regulatory Requirement	
007.03A9	<p><b>For children receiving services from an approved service agency, a representative of the service agency. If the representative is not in attendance, other methods shall be used to ensure participation by the approved service agency, including written communication, or individual or conference telephone calls.</b></p> <p><span style="border: 1px solid red; padding: 2px;"><b>The signature or name and position of the approved service agency representative is listed on the IEP participation list</b></span> as the approved service agency representative.</p> <p>If the representative from the approved service agency is not in attendance at the IEP meeting, as determined by a lack of documentation, the district has:</p> <ul style="list-style-type: none"> <li>A. Written correspondence on file indicating that the approved service agency was informed of its right to attend or access other means of participation including individual or conference telephone calls.</li> <li>B. Telephone logs on file indicating that the approved service agency was informed of its right to attend or access other means of participation including individual or conference telephone calls.</li> </ul> <p style="padding-left: 40px;">(Examples: agency with approved NDE rate: can be VR, DHHS, Brook Valley, Heartland, etc.)</p> <p><b>Y</b> = There is a signature or name and position on the participation page, or documentation of written correspondence or calls to inform the service agency representative of their right to attend or access by some other means.</p> <p><b>N</b> = No signature, name, or any documentation if nonpublic school is not in attendance, or that written correspondence or calls to inform the service agency representative of their right to attend or access by some other means.</p> <p><b>NA</b> = If child is NOT receiving services from an approved service agency</p>

What is being scored is **bolded** and enclosed in **RED**  
 Score Sheet - **Page 7**

**IEP Team Members/IEP Team Attendance/Parent Participation**

Regulatory Requirement	
<p>007.03A10 007.03A10a</p>	<p><b>If the purpose of the meeting is to consider post-secondary goals for the child and the transition services needed to assist them in reaching the goals” (007.03A10);</b></p> <p><b>The school district or approved cooperative must invite the child;</b> (if the child does not attend the IEP meeting, the school district shall take other steps to ensure that the child’s preferences and interests are considered).</p> <ol style="list-style-type: none"> <li>1. The IEP meeting participation page includes the signature or name and position of the student who was in attendance at the meeting.</li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>2. If the child does not attend, the statement of the child’s present levels of academic achievement and functional performance in the child’s IEP contains documentation that the child’s preferences and interests were considered, either by listing the preferences and interests, or including them under the special considerations.</li> <li>3. If the child does not attend, the transition page in the child’s IEP contains documentation of the child’s preferences and interests, and how those preferences and interests are being addressed in the development of the post-secondary goals.</li> </ol> <p><b>Y</b> = Student is in attendance and signature; or documentation of other steps to ensure that the child’s preferences and interests were considered.  <b>N</b> = No student signature of attendance; or documentation of other steps to ensure that the child’s preferences and interests were considered.  <b>NA</b> = Student is younger than 16</p>
<p>007.03A10b</p>	<p><b>To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, the school district or approved cooperative must invite a representative of any participating agency that is likely to be responsible for providing or paying for the transition services.</b></p> <p><b>The signature or name and position is on the participation, and documentation of parent consent for service agency participation.</b></p> <ol style="list-style-type: none"> <li>1. The signature or name and position of the representative of any participating agency that is likely to be responsible for providing or paying for transition services is listed on the IEP participation list as the approved service agency representative.</li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>2. The district maintains a copy of the consent form (the date of parental consent is prior to the IEP meeting) signed by the parent authorizing the participation of a representative from the agency in the IEP meeting.</li> </ol> <p><b>Y</b> = District has a copy of the parental consent signed prior to the IEP meeting notice, and the signature and position of the representative or name and position of the representative  <b>N</b> = No consent form signed prior to the IEP meeting notice (if no, please indicate the reason in comment box)  <b>NA</b> = If child is younger than 16 or if agency is not attending for this reason</p>



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Score Sheet - **Page 7**

**IEP Team Members/IEP Team Attendance/Parent Participation**

Regulatory Requirement	
007.03A11	<p><b>For a child verified in the category of hearing impaired, an educator endorsed to teach a child with hearing impairments.</b></p> <p>The IEP meeting <b>participation page includes the signature or name and position of an educator endorsed to teach a child with a hearing impairment</b> who was in attendance at the meeting.</p> <p><b>Y</b> = Child is verified hearing impaired and deaf educator’s signature or documentation  <b>N</b> = Deaf educator’s signature is not there or no documentation  <b>NA</b> = For all files that are NOT verified hearing impaired (most will be NA)</p>
007.03A12	<p><b>For a child verified in the category of visual impairment, an educator endorsed to teach a child with visual impairments.</b></p> <p>The IEP meeting <b>participation page includes the signature or name and position of an educator endorsed to teach a child with a visual impairment</b> who was in attendance at the meeting.</p> <p><b>Y</b> = Child is verified visually impaired and teacher of visual impairment signature or documentation  <b>N</b> = Teacher of visual impaired is not there or no documentation of other means of participation  <b>NA</b> = For all files that are NOT verified visual impaired (most will be NA)</p>
007.05	<p><b>In the case of a child who was previously served as an infant or toddler under Part C of the Individuals with Disabilities Education Act, an invitation to the initial IEP meeting shall, at the request of the parent, be sent to the Part C services coordinator or other representatives of the Part C system to assist with the smooth transition of services.</b></p> <p><b>The IEP meeting participation page includes the signature or name and position of the service coordinator or other Part C Representative.</b></p> <p><b>Y</b> = Child was previously served as an infant or toddler under part C and parent requested a Part C representative participate  <b>N</b> = Parent requested, but Part C representative was not invited.  <b>NA</b> = Parents did not request that a Part C representative be invited.</p>

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What is being scored is **bolded** and enclosed in **RED**

**NA** – Scored if all main four (4) positions are in attendance at the IEP meeting.

Score Sheet - **Page 8**

**Excusal from the Meeting**

<i>Regulatory Requirement</i>	
007.04A	<p><b>A member of the IEP team described in 92 NAC 51-007.03A2 through 007.03A5 shall not be required to attend an IEP meeting, in a whole or in part, if the parent of a child with a disability and the school district or approved cooperative agree, <u>in writing</u>, that the attendance of such member is not necessary because the member’s area of the curriculum or related services is not being modified or discussed in the meeting.</b></p> <p><b><u>The student’s file contains documentation that the parents and the school district agreed that the member did not need to attend because the member’s area of the curriculum, or related services was not being discussed or modified.</u></b> This documentation may include, but not limited to:</p> <ul style="list-style-type: none"> <li>a. a signed written agreement between the district and the parent; or</li> <li>b. the district’s IEP meeting notification form contains a statement of agreement to the member’s absence from the meeting, signed by the parent, or</li> <li>c. the IEP contains a statement that the parent agreed to the member’s absence, signed by the parent.</li> </ul> <p>Y = Excusal agreement documentation by both parent and school district is in the child’s file                      N = Member was invited, did not attend, and no documentation of excusal agreement by the parent and school in the child’s file</p>
007.04B  007.04B1	<p><b>A member of the IEP team described in 92 NAC 51-007.04A may be excused from attending an IEP meeting, in a whole or in a part, when the meeting involves a modification to or discussion of the team member’s area of the curriculum or related services, if the parent, in writing, and the school district and approved cooperative consent to the excusal, and</b></p> <p><b><u>The student’s file contains documentation that the parents and the school district agreed that the member did not need to attend the meeting,</u></b> because the member’s area of the curriculum, or related services was not being discussed or modified. This documentation may include, but not limited to:</p> <ul style="list-style-type: none"> <li>a. signed written consent from the parent;</li> <li>b. The consent is dated prior to the IEP meeting notification.</li> <li>c.</li> </ul> <p>Y = Documentation of parent and school district giving prior written consent to the excusal                      N = No documentation of parent and school district giving prior written consent to the excusal</p>

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What is being scored is **bolded** and enclosed in **RED**

**NA** – Scored if all main four (4) positions are in attendance at the IEP meeting.

Score Sheet - **Page 8**

*Excusal from the Meeting*

<i>Regulatory Requirement</i>	
007.04B2	<p><b>And the member submits, in writing, to the parent and the IEP team, input into the development of the IEP prior to the meeting.</b></p> <p><b>The child’s file contains written documentation of the excused member’s input into the development of the IEP. The receipt of the written input was prior to the meeting, and documented by the district and the parent.</b></p> <p><i>Y = Written documentation of excused member’s prior written input was provided prior to the meeting</i>  <i>N = No written documentation of excused member’s prior written input was provided prior to the meeting</i>  <i>NA = All invited team members were at the IEP meeting, or absent team member’s area of the curriculum or related services is not being modified or discussed in the meeting.(written agreement required)</i></p>

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What is being scored is **bolded** and enclosed in **RED**

Score Sheet - **Page 9**

**Parent Participation**

**Regulatory Requirement**

<p>007.06A</p>	<p><b>The school district or approved cooperative shall take steps to ensure that one or both of the parents of the child with a disability are present at the IEP meeting or are afforded an opportunity to participate including:</b></p> <p><b>The district maintains documentation that parents have been invited to the IEP meeting, or afforded an alternative opportunity for participating in the IEP meeting.</b></p> <p>The notification will include:</p> <ol style="list-style-type: none"> <li>1. The type of meeting to be held; IEP meeting</li> <li>2. The reason for the meeting. development of IEP, review and revision of IEP, discussion of transition services (this would be an additional activity to the development or revision of the IEP)</li> <li>3. Time and location of the meeting and the parent’s ability to change the time or location to a mutually agreed upon time and location;</li> <li>4. Who will be in attendance at the meeting;</li> <li>5. Parent’s and district’s ability to invite others who have knowledge or special expertise, and determination of knowledge and special expertise to be made by the party inviting the individual to be a member of the IEP team;</li> <li>6. For Part C transition or services: the Part C service coordinator or other representatives at the request of the parent.</li> </ol> <p>The IEP meeting notification is usually written, but if the contact to the parent is via the phone or e-mail, written documentation of the phone call or e-mail must include evidence that the above items were discussed with the parent.</p> <p>Y = Notice is on file and completed correctly  N = Notice is missing or completed inaccurately (If no, use comment section for clarification)</p>
<p>007.06A1</p>	<p><b>Notifying parents of the IEP conference early enough to ensure that they will have an opportunity to attend; and</b></p> <p><b>The date on the written notification or documentation or phone call/e-mail is prior to the IEP meeting date, or date on the IEP document.</b></p> <p>Y = Notice is prior to IEP meeting or date on the IEP document  N = Notice is not prior to IEP meeting or date on the IEP document</p>
<p>007.06A2</p>	<p><b>Scheduling the meeting at a mutually agreed on time and place.</b></p> <p><b>The written notification form or documentation of phone call/e-mail of the IEP meeting provides information to parents that the time and place made changed to a mutually agreed upon time and place.</b></p> <p>Y = Notice provides information to parents that the time and place of the meeting can be changed to a mutually agreed upon time and place  N = Notice does not provide information to parents that the time and place of the meeting can be changed to a mutually agreed upon time and place</p>

What is being scored is **bolded** and enclosed in **RED**  
 Score Sheet - **Page 9**

Parent Participation

Regulatory Requirement	
007.06B	<p><b>The notification under Subsection 007.06A1 must include the purpose, time and location of the meeting and who will be in attendance and inform the parents of the provisions of:</b></p> <p><i>007.03A6 Invitation to other individuals who have knowledge or special expertise regarding the child,                      007.03A6a the determination of the knowledge or special expertise shall be made by the party who invited the individual to be a member of the IEP,                      007.05 Invitation of the Part C service coordinator at the request of the parent.                      The written notification or documentation of the phone call/e-mail of the IEP meeting includes the above elements to provide information to the parents.</i></p> <p><b>The notification includes the purpose, time and location of the meeting and who will be in attendance, plus meet the requirements of 007.03A6, 007.03A6a and 007.05.</b></p> <p><i>Y = Notice includes all of the above, or documentation includes all of the above                      N = Notice is missing some of the above or all of the above, or there is no documentation (If no, use comment box for clarification)</i></p>
007.06C	<p><b>If neither parent can attend the IEP meeting, the school or approved cooperative shall use other methods to ensure parent participation including individual or conference telephone calls consistent with 92 NAC 51-007.09H (related to alternate means of meeting participation such as video conference, conference calls).</b></p> <p><b>The written notification form or documentation of phone call/e-mail of the IEP meeting provides information to parents that if the parent cannot physically attend the meeting, an alternative method of participation will be used, including individual or conference telephone calls.</b></p> <p><i>Y = Documentation that if the parent cannot attend the IEP meeting, an alternative method of participation was provided                      N = No documentation that parents were provided alternative methods of participation                      NA = Parent in attendance</i></p>

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What is being scored is **bolded** and enclosed in RED

Score Sheet - **Page 9**

**Parent Participation**

**Regulatory Requirement**

<b>007.06D</b>	<p><b>A meeting may be held without the parent in attendance if the school district or approved cooperative is unable to convince the parent to attend/participate. In this case, the district must keep a record of its attempts to arrange a mutually agreed on time and place such as:</b></p> <p>007.06D1 Detailed records of telephone calls made or attempted and the results of those calls;                  007.06D2 Copies of correspondence sent to the parents and any responses received; and                  007.06D3 Detailed records of visits made to the parent’s home or place of employment and results of those visits.</p> <p><b>007.06D1</b>                  Detailed records of telephone calls made or attempted and the results of those calls;                  1. Records of telephone calls made or attempted include:                      a. Date of the contact                      b. Name of the parent contacted                      c. Name of the student                      d. Name of the person making the contact                      e. Purpose of the contact                      f. Results of the contact</p> <p><b>007.06D2</b>                  Copies of correspondence sent to the parents and any responses received; and                  1. Copies of dated correspondence <u>sent</u> by the district to parents.                  2. Copies of any dated responses <u>received</u> by the district from the parents.</p> <p><b>007.06D3</b>                  Detailed records of visits made to the parent’s home or place of employment and results of those visits.                  Records of the visits include:                  1. Date of the contact                  2. Place of the contact                  3. Name of the parent contacted                  4. Name of the student                  5. Name of the person making the contact                  6. Purpose of the contact                  7. Results of the contact</p> <p style="border: 1px solid red; padding: 2px;"><b>Documentation of the districts attempts contact parents, set up the meeting, and have the parents attend the meeting.</b></p> <p><b>Y</b> = Documentation of attempts to arrange a mutually agreed on time and place  <b>N</b> = Parent not in attendance and no documentation of the above  <b>NA</b> = Parent is in attendance</p>
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What is being scored is **bolded** and enclosed in **RED**

Score Sheet - **Page 9**

Parent Participation

Regulatory Requirement	
007.06E	<p><i>The school district or approved cooperative shall take whatever action is necessary to ensure that the parent understands the proceedings of an IEP conference, including arranging for an interpreter for parents who are deaf or whose native language is other than English.</i></p> <p><i>A receipt is attached to the IEP form, with the parental signature(s) indicating that the parent(s) understand the content and purpose of their child’s IEP meeting and the IEP. For Parents whose written language is other than English- documentation of how the district ensured the parent understood the proceedings of the IEP.</i></p> <p><b><i>The district secures a parental signature attached to a statement on the IEP form indicating that the parent(s) understands the content and purpose of their child’s IEP meeting and the IEP.</i></b></p> <p><i>Y = Parent has signed they “understand the proceedings of the IEP conference”. If the parents’ language is other than English, or the parents are deaf, documentation that an interpreter has been provided.</i></p> <p><i>N = No signature that the parent understand the proceedings of the IEP conference</i></p>

***Pages 10, 11, 12 and 13 of the Part B File Review Score Sheets***

***Content of the IEP***

***Page 10 of the Part B File Review Score Sheets***

***Children Remaining on an IFSP after the age of 3***

***Page 11 of the Part B File Review Score Sheet***

***Content of the IEP***

***Page 12 of the Part B File Review Score Sheets***

***Transition Requirements (Children 16 years and above)***

***Page 13 of the Part B File Review Score Sheets***

***Special Considerations***  
***Physical Education***  
***Equitable opportunity to participate in extracurricular a***  
***activities***  
***Extended School Year Services***



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What is being scored is **bolded** and enclosed in **RED**

**NA** - Scored when child older than 3 years, or is already on an IEP.

Score Sheet - **Page 10**

**Remaining on an IFSP at Age 3**

<b>Regulatory Requirement</b>	
007.16B	<p><b><i>In the case of a child who has reached his or her third birthday, an IFSP that contains the material described in 92 NAC 51-007.12B and that is developed in accordance with 92 NAC 51-007.02, 007.03, 007.06, 007.07A, 007.07B, 007.09, 007.12 and 007.13 may serve as the IEP of the child if using that plan is agreed to by the school district or approved cooperative and the child’s parents.</i></b></p> <p><b><i>The child’s IFSP contains all of the components listed to meet the IEP requirements.</i></b></p> <p><i>Y = Documentation of the IEP components. N = No documentation of the above NA = Child on an IEP.</i></p>
007.16B1 007.16B1a	<p><b><i>In implementing the requirements of 92 NAC 51-007.16B the school district or approved cooperative shall; Provide the child’s parents a detailed explanation of the differences between an IFSP and an IEP; and</i></b></p> <p><b><i>Documentation that parents were given a detailed explanation of the differences between the IFSP and the IEP.</i></b></p> <p><i>Y = Documentation of the district shared detailed information on the differences between the IFSP and the IEP N = No documentation that the district shared detailed information on the differences between the IFSP and IEP. NA = Child on an IEP.</i></p>
007.16B1b	<p><b><i>If the parents choose an IFSP, obtain written informed consent from the parents.</i></b></p> <p><b><i>Documentation of notice and consent given to parent(s) and consent obtained.</i></b></p> <p><i>Y = District maintains a copy of the written notice and informed consent from the parents. N = No documentation of the above NA = Child on an IEP.</i></p>

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Score Sheet - **Page 11**

**Individualized Education Plan Content**

Regulatory Requirement	
007.07A	<b>The IEP shall include:</b>
007.07A1	<p><b>A statement of the child’s present level of academic achievement and functional performance including:</b></p> <ol style="list-style-type: none"> <li>1. The child’s present levels of academic achievement and functional performance as reported within the child’s IEP is documented through information from the MDT report, through the measured status of the previous IEP goals, and through written results of objective, projective and/or subjective formal and informal diagnostic information gathered by the student’s teacher(s).</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>2. For preschool children, as appropriate, the child’s present levels of academic achievement and functional performance as reported within the child’s IEP includes a statement or information on how the child’s disability affects the child’s participation in appropriate activities. Appropriate activities are based on age appropriate developmental activities for preschool children</li> </ol> <p><b>Quality statements of the present levels of both academic achievement and functional performance, through information from the MDT report or previous IEPs, and for preschool children based on age appropriate developmental activities.</b></p> <p><i>Y = IEP includes an appropriate present level of academic achievement and functional performance statements, age appropriate, and based on the MDT report or previous IEPs.</i>  <i>N = IEP does not include an appropriate present level of academic achievement and functional performance statements, age appropriate, and based on the MDT report or previous IEPs</i></p>
007.07A1a	<p><b>How the child’s disability affects the child’s involvement in and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children</b></p> <p><b>The PLAAFP includes information on hoe the child’s disability affects the child’s involvement in and progress in the general curriculum.</b></p> <p><i>Y= Statements of how the child’s disability affects their involvement in the general curriculum (or age appropriate activities for preschool) are documented in the present levels</i>  <i>N=Missing statements of how the child’s disability affects their involvement in the general curriculum (or age appropriate activities for preschool)</i></p>

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What is being scored is **bolded** and enclosed in RED

Score Sheet - **Page 11**

**Individualized Education Plan Content**

Regulatory Requirement	
07.07A2	<p><b>A statement of the measurable annual goals, including academic and functional goals designed to:</b></p> <div style="border: 1px solid red; padding: 10px;"> <ol style="list-style-type: none"> <li>1. <i>The child’s IEP contains at least one annual measurable goal.</i></li> <li>2. <i>Each goal statement is based on information from the child’s present level of academic achievement and functional performance as discussed on the child’s current IEP.</i></li> <li>3. <i>The goal statement includes information on how the goal will be measured, including type of measurement and the parameters of measurement. Example: the child will demonstrate improvement in her comprehension skills from a 3<sup>rd</sup> grade, 1<sup>st</sup> month to a 3<sup>rd</sup> grade, 7<sup>th</sup> month level, by completing appropriate 3<sup>rd</sup> grade reading passages, and completing comprehension pre and post tests. An example of an unacceptable measurement statement would be: the child will improve his reading comprehension skills as documented through teacher observation.</i></li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>4. <i>When appropriate, the goal statement is based on the information from the child’s present level of academic achievement and functional performance on how the child’s disability affects the child’s involvement in and progress in the general curriculum.</i></li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>5. <i>For preschool children, when appropriate, the goal statement is based on the information from the child’s present level of academic achievement and functional performance on how the child’s disability affects the child’s participation in appropriate developmental activities.</i></li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>6. <i>Matching goals to educational needs identified in the MDT report and the present level of academic achievement and functional performance.</i></li> </ol> </div> <p><b>Y = Quality statement that ties together in the description of the student’s needs in the MDT, PLAAFP, and IEP goals</b>  <b>N = Goal(s) not documented or measurable (If NO, use comment box for clarification)</b></p>
007.07A2a	<p><b>Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum,</b></p> <div style="border: 1px solid red; padding: 10px;"> <ol style="list-style-type: none"> <li>1. <i>The child’s IEP contains at least one annual measurable goal.</i></li> <li>2. <i>When appropriate, the goal statement is based on the information from the child’s present level of academic achievement and functional performance on how the child’s disability affects the child’s involvement in and progress in the general curriculum.</i></li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>3. <i>For preschool children, when appropriate, the goal statement is based on the information from the child’s present level of academic achievement and functional performance on how the child’s disability affects the child’s participation in appropriate developmental activities.</i></li> </ol> </div> <p><b>Y = Quality statement that ties together in the description of the student’s needs in the MDT, PLEP, and IEP goals</b>  <b>N = Goal(s) not documented or measurable. (If NO, use comment box for clarification)</b></p>

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**Individualized Education Plan Content**

<i>Regulatory Requirement</i>	
007.07A2b	<p><b>Meet each of the child’s other educational needs that result from the child’s disability.</b></p> <div style="border: 1px solid red; padding: 5px;"> <p><b>1. The child’s IEP contains at least one annual measurable goal.</b></p> <p><b>2. Each goal statement is based on information from the child’s present level of academic achievement and functional performance as discussed on the child’s current IEP.</b></p> <p style="text-align: center;"><b>AND</b></p> <p><b>3. Matching goals to educational needs identified in the MDT report and the present level of academic achievement and functional performance.</b></p> </div> <p><b>Y =</b> Quality statement that ties together in the description of the student’s needs in the MDT, PLAAFP, and IEP goals  <b>N =</b> Goal(s) not documented or measurable (If NO, use comment box for clarification)</p>
007.07A3	<p><b>For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;</b></p> <div style="border: 1px solid red; padding: 5px;"> <p><b>1. For children with disabilities who take alternate assessments aligned to alternate achievement standards, intermediate short-term objectives and benchmarks are included with each of the measurable annual goals. The objectives may include the criteria for measuring the measurable annual goal(s).</b></p> <p><b>2. The child’s IEP includes documentation that the child will be taking an alternate assessment aligned to alternate achievement standards as evidenced through a review of 92 NAC 51-007.07A7.</b></p> </div> <p><b>Y =</b> Short-term objectives and benchmarks are included in annual goal(s) and there is documentation that the child will be taking alternate assessment aligned to alternate achievement standards.  <b>N =</b> Child takes regular assessments or assessments with accommodations.  <b>NA =</b> Not required for students not taking alternate assessment</p>

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Individualized Education Plan Content

Regulatory Requirement	
007.07A4	<p><b>A description of how the child’s progress toward meeting the annual goals described in 92 NAC 51-007.07A2 will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</b></p> <div style="border: 1px solid red; padding: 5px;"> <ol style="list-style-type: none"> <li>1. <b>The district documents on the goal page of the IEP information on how progress in meeting the goal was gathered, which may include, but is not limited to: formal testing, test scores, pre and post test scores, classroom assignments, performance trials intervals, charted behavior performance, teacher observation, classroom performance, completion of homework assignments and other appropriate measured student performance.</b></li> <li>2. <b>The district documents on the goal page of the IEP, the schedule for reporting progress to parents, indicating the schedule for reporting (quarterly, semi-quarterly) and the method of reporting (report cards, progress sheets).</b></li> </ol> </div> <p><b>Y =</b> Goal page of IEP is completed accurately.  <b>N =</b> Goal page not completed or missing how progress will be documented and/or reporting method.                      (If no, use comment box for clarification)</p>
007.07A5	<p><b>A statement of the special education and related services and 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, and a statement of the program modifications or supports for school personnel that will be provided to enable the child;</b></p> <div style="border: 1px solid red; padding: 5px;"> <p><b>A statement of the special education and related services and supplementary aids and a statement of program modifications or supports</b></p> </div> <p><b>Y =</b> All sections are completed and include the services and supports that will assist the child in achieving the annual goal(s); assist the child’s involvement in and progress in the general curriculum, and assist the child’s participation in the LRE.  <b>N =</b> No documentation or partial documentation (If NO, use comment box for clarification)</p>
007.07A5a	<p><b>To advance appropriately toward attaining the annual goals;</b></p> <ol style="list-style-type: none"> <li>1. <b>The IEP includes a listing of all special education and related services, the supplementary aids and services, and the modifications or supports for school personnel to be provided to the child.</b></li> <li>2. <b>A review of the listing of special education and related services, the supplementary aids and services and the modifications and supports in relationship to the annuals indicates that services, aids, modifications and supports, will <b>assist the child in achieving the annual goals.</b></b></li> </ol> <p><b>Y =</b> All sections are completed and include the services and supports that will assist the child in achieving the annual goal(s); assist the child’s involvement in and progress in the general curriculum, and assist the child’s participation in the LRE.  <b>N =</b> No documentation or partial documentation (If NO, use comment box for clarification)</p>

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**Individualized Education Plan Content**

<b>Regulatory Requirements</b>	
007.07A5b	<p><b>To be involved in and make progress in the general education curriculum and to participate in extracurricular and nonacademic activities; and</b></p> <p>A review of the listing of special education and related services, the supplementary aids and services, and the modifications and supports in relationship to the annuals indicates that services, aids, modifications and supports, will <b>assist the child’s involvement in and progress in the general curriculum,</b> in an alternate curriculum, if appropriate, and in extracurricular and other nonacademic activities, if appropriate.</p> <p><b>Y</b> = All sections are completed and include the services and supports that will assist the child in achieving the annual goal(s); assist the child’s involvement in and progress in the general curriculum, and assist the child’s participation in the LRE.  <b>N</b> = No documentation or partial documentation (If no, use comment box for clarification)</p>
007.07A5c	<p><b>To be educated and participate with other children with disabilities and nondisabled children in activities described in 92 NAC 51-007.07A5.</b></p> <p>A review of the listing of special education and related services, the supplementary aids and services and the modifications and supports in relationship to the annuals indicates that services, aids, modifications and supports, will <b>assist the child’s participation in the least restrictive environment.</b></p> <p><b>Y</b> = All sections are completed and include the services and supports that will assist the child in achieving the annual goal(s); assist the child’s involvement in and progress in the general curriculum, and assist the child’s participation in the LRE.  <b>N</b> = No documentation or partial documentation (If no, use comment box for clarification)</p>
007.07A6	<p><b>An explanation to the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in 92 NAC 51-007.07A5.</b></p> <p>The IEP contains <b>a written explanation for time spent outside of the regular classroom, and with nondisabled peers.</b> This information can be found in a number of places within the IEP format, the present levels of academic achievement and functional performance, the special considerations, or a specific section of the service page.</p> <p><b>Y</b> = Written explanation of the extent the child will not participate with non-disabled  <b>N</b> = No written explanation of child’ participation with nondisabled peers</p>

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**Individualized Education Plan Content**

<b>Regulatory Requirements</b>	
007.07A7	<p><b>A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments; and if the IEP team determines that the child <u>must</u> take an alternate assessment <u>instead of</u> a particular <u>regular state</u> or district-wide assessment of student achievement, a statement of WHY:</b></p> <p>The IEP contains <b>a written statement of the accommodations or modifications the child will receive when participating in the state and district-wide assessments.</b></p> <p><b>Y</b> = IEP includes documentation of accommodations or modifications for child taking state or district-wide assessment  <b>N</b> = No documentation is found on IEP and/or partial information is provided (If NO, use comment box for clarification)  <b>NA</b> = If no accommodations are necessary and the child is participating in the regular assessment.</p>
007.07A7a	<p><b>Why the child cannot participate in the regular assessment, and</b></p> <p>The IEP contains <b>a written statement of why the child cannot participate in the regular assessment.</b></p> <p><b>Y</b> = IEP documents why child cannot participate in regular assessment and why alternate assessment is appropriate  <b>N</b> = No documentation is found on IEP and/or partial information is provided (If NO, use comment box for clarification)  <b>NA</b> = If no accommodations are necessary and the child is participating in the regular assessment.</p>
007.07A7b	<p><b>The particular alternate assessment selected is appropriate for the child</b></p> <p>The IEP contains <b>a written statement of why the particular alternate assessment selected is appropriate for the child.</b></p> <p><b>Y</b> = IEP includes documentation of accommodations or modifications for child taking state or district-wide assessment  <b>N</b> = No documentation is found on IEP and/or partial information is provided (Use comment box for clarification)  <b>NA</b> = If no accommodations are necessary and the child is participating in the regular assessment.</p>

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*Individualized Education Plan Content*

<i>Regulatory Requirements</i>	
007.07A8	<p><b><i>The projected date for the beginning of the services and modifications described in 92 NAC 51-007.07A5 and the anticipated frequency, location, and duration of those services and modifications.</i></b></p> <p><b><i>The IEP contains:</i></b></p> <ul style="list-style-type: none"> <li><b><i>a. projected beginning and ending dates for each of the special education and related services, supplementary aids and services, and modifications, to indicate the beginning of services, and the duration of services. The beginning and ending dates include the day, month and year,</i></b> <b style="text-align: center;"><i>OR</i></b></li> <li><b><i>b. a beginning date for services, and includes a statement the services provision will follow the school calendar, to indicate the beginning date and duration of services. The beginning and ending dates include the day, month and year.</i></b> <b style="text-align: center;"><i>AND</i></b></li> <li><b><i>c. the anticipated frequency for each of the services and modifications, the frequency may include, but are not limited to: times per week, times per month, times per semester, or times per year.</i></b> <b style="text-align: center;"><i>AND</i></b></li> <li><b><i>d. The location of the service (separate classroom, regular classroom)</i></b></li> </ul> <p><i>Y = All sections completed</i> <i>N = Section not completed or missing section components (use comment box for clarification)</i></p>



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<i>Regulatory Requirement</i>	
007.07A9	<p><b>Beginning not later than the first IEP to be in effect when the child turns 16, or younger if deemed appropriate by the IEP team, and updated annually thereafter: The district documents on the IEP that the student is 16, or will turn 16 during this IEP period.</b></p> <p>The district <b>documents in the Present Level of Academic Achievement and Functional Performance, or on the Transition page that transition planning</b> must begin at a younger age for this child.</p> <p>Y = Documentation of age 18, or need for transition planning at a younger age.                      N = No documentation of age 18, or need for transition planning at a younger age                      NA = Younger than 16</p>
007.07A9a	<p><b>Appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and</b></p> <p><b>There is documentation in the IEP, that the post-secondary goal(s) is based upon age appropriate transition assessments relating to training, education, employment, and, where appropriate, independent living skills.</b></p> <p>Y = Documentation on IEP that appropriate transition assessments were completed and post-secondary goal is based on this assessment                      N = Documentation does not include all components in #1 (If no, use comment box for clarification)                      NA = Younger than 16</p>
007.07A9b	<p><b>The transition services (including courses of study) needed to assist the child in reaching those goals; and</b></p> <p><b>The IEP includes transition services, which include the course of study, anticipated graduation date, and relationship to the post-secondary goal.</b></p> <p>Y = Documentation of all components in #1                      N = No documentation or missing components from #1 (If no, use comment box for clarification)                      NA = Younger than 16</p>
007.07A9c	<p><b>If a participating agency, other than the school district or approved cooperative fails to provide the transition services described in the IEP, the school district or approved cooperative shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the child contained in the IEP.</b></p> <p>(This is only scored in a few files, but ask the question)</p> <p>NA = Younger than 16</p>

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Score Sheet - **Page 13**

Regulatory Requirement	
<p>007.07B 007.07B1</p>	<p><i>In developing, reviewing or revising each child’s IEP. The IEP team shall consider the strengths of the child and the concerns of the parents for enhancing the education of their child.</i></p> <p><b>The IEP includes documentation of the parents concerns, or indication that the parents has no concerns at this time.</b></p> <p><i>Y= The IEP lists the concerns of the parents for enhancing their child’s education, or indicates that the parents had no concerns at this time; lists the strengths of the child, as part of the present levels of academic achievement and functional performance. N= IEP is missing documentation of parent concerns or no concerns; and lists the child’s strengths</i></p>
<p>007.07B2</p>	<p><b>The IEP team shall consider the results of the initial evaluation or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.</b></p> <p><b>The IEP lists the results of the initial evaluation, or the most recent evaluation, and the academic, developmental and functional needs of the child as part of the present levels of academic achievement and functional performance.</b></p> <p><i>Y= Results of recent evaluations, informal assessments, classroom performance and the academic, developmental and functional needs are listed in the PLAAFP N= IEP is missing results of recent evaluations, informal assessments, classroom performance and the academic, developmental and functional needs</i></p>
<p>007.07B3</p>	<p><b>In the case of a child whose behavior impedes his or her learning or that of others, the IEP team shall consider when appropriate, strategies, including the use of positive behavioral interventions, strategies, supports and other strategies to address that behavior.</b></p> <p><b>If the child is a child whose behavior impedes his or her learning, the IEP documents the team’s consideration for using positive behavioral interventions, or indicates that this is not a concern for this child.</b></p> <p><i>Y= Documentation the team considered the child’s behavior, N= No documentation the team considered the child’s behavior</i></p>

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Score Sheet - **Page 13**

Regulatory Requirement	
007.07B4	<p><b><i>In the case of a child with limited English proficiency, the IEP team shall consider the language needs of the child as these needs relate to the child’s IEP.</i></b></p> <p><i>If the child is a child with limited English proficiency, <b>the IEP documents the team’s consideration of the language needs of the child, or indicates that this is not a concern for this child.</b></i></p> <p><i>Y= Documentation the team considered the child’s language needs N= No documentation the team considered the child’s language needs</i></p>
007.07B5	<p><b><i>In the case of a child who is blind or visually impaired, the IEP team shall provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.</i></b></p> <p><i>If the child is a child who is blind or visually impaired, <b>the IEP documents the team’s consideration to provide for instruction in Braille and the use of Braille unless the IEP team determines,</b> after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), <b>that instruction in Braille or the use of Braille is not appropriate for the child, or indicates that this not a concern for this child.</b></i></p> <p><i>Y= Documentation the team considered the child’s visual needs N= No documentation the team considered the child’s visual needs</i></p>
007.07B6	<p><b><i>The IEP team shall consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, shall consider the child’s language and communication needs, opportunities for direct communication with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode.</i></b></p> <p><i>If the child is a child who is deaf or hard of hearing, <b>the IEP documents the team’s consideration of the language and communication needs of the child, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode,</b> academic level, and <b>full range of needs, including opportunities for direct instruction in the child’s language and communication mode.</b></i></p> <p><i>Y= Documentation the team considered the child’s communication needs, N= No documentation the team considered the child’s communication needs</i></p>

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Regulatory Requirement	
007.07B7	<p><b>The IEP team shall consider whether the child needs assistive technology devices and services.</b>  <b>The IEP indicates whether or not the child needs assistive devices and services,</b> and if yes, the child’s IEP includes a statement of the device or service needed.</p> <p>Y= Documentation the team considered the child’s assistive technology needs,                      N= No documentation the team considered the child’s assistive technology needs</p>
007.07C 007.07C2	<p><b>Physical education services, specially designed if necessary, must be made available to every child with a verified disability receiving a free, appropriate public education, unless the school district or approved cooperative enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.</b></p> <p><b>The district indicates that they provide physical education to all children, or that they do not provide physical education to children without disabilities.</b></p> <p>Y= Documentation the team considered physical education services                      N= No documentation the team considered physical education services                      NA=Child is enrolled in a separate facility which does not provide physical education to children w/out disabilities</p>
007.07C2a 007.07C2a(i)	<p><b>Each child with a verified disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless:</b>  <b>The child is enrolled full time in a separate facility; or</b></p> <p>Y= Documentation the team considered physical education services                      N= No documentation the team considered physical education services                      NA= Child is enrolled in a separate facility which does not provide physical education to children w/out disabilities</p>
007.07C2a(ii)	<p><b>The child needs specially designed physical education as prescribed in the child’s individualized education program.</b></p> <p>Y= Specially designed physical education is included in the IEP                      N= Specially designed physical education is needed, but not prescribed in the IEP                      NA= Specially designed physical education is not needed</p>
007.07C2b	<p><b>If specially designed physical education is prescribed in a child’s individualized education program, the school district or approved cooperative responsible for the education of that child shall provide the services directly or make arrangements for it to be provided through other public or nonpublic programs.</b></p> <p>Y= Specially designed physical education services are included in the IEP                      N= Specially designed physical education is needed, but not prescribed in the IEP                      NA= Specially designed physical education is not needed</p>

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<i>Regulatory Requirement</i>	
007.07C2c	<p><b>The school district or approved cooperative responsible for the education of a child with a verified disability who is enrolled in a separate facility shall ensure that the child receives appropriate physical education services.</b></p> <p>Y= Child is attending a separate facility and documentation exist the child is receiving physical education services                      N= Child is attending a separate facility and documentation does not exist the child receive physical education services                      NA= Child is not attending a separate facility</p>
007.07C4	<p><b>The school district or approved cooperative shall take steps including the provision of supplementary aids and services determined appropriate and necessary by the child’s IEP Team to provide nonacademic and extracurricular services and activities in the manner necessary to afford each school age child with a verified disability an equal opportunity for participation in those services and activities.</b></p> <p>Y= IEP has considered the provision of supplementary aids and services determined appropriate to afford equal opportunity for participation in nonacademic and extracurricular services and activities.                      N=IEP does not consider the provision of supplementary aids and services determined appropriate to afford equal opportunity for participation in nonacademic and extracurricular services and activities.</p>
<b>Extended School Year Services (ESYS)</b>	
007.07C5 007.07C5a 007.07C5b	<p><b>Each school district or approved cooperative shall ensure that extended school year services are available as necessary to provide a free appropriate public education consistent with 92 NAC 51-007.07C5b.</b></p> <p><b>Extended School Year (ESY) services must be provided only if a child’s IEP team determines, on an individual basis, in accordance with Section 007, that the services are necessary for the provision of a free appropriate public education.</b></p> <p>Y= The IEP contains documentation that the IEP Team reviewed and considered the need for ESY services;                      and                      If ESY services are needed the IEP documents the type, amount and duration of ESY services to be provided                      N= No documentation that ESYS were considered; or if ESYS services were deemed to be necessary there is no documentation of the ESYS services to be provided</p>