

Orange – Indicates that there is less than 5% rate of noncompliance historically in this area and may not need to review this area	Yellow – Indicates the need to add the component into the review	Green – these components are repeated, and we need to decide where we want it
Portion of File Review MDT	Questions	Data Element
	Disability Criteria (Rule 51 Statement)	Child Find, CtoB, Preschool LRE
	Educational Needs	Child Find, CtoB, Preschool LRE
	Basis for Determination	Child Find, CtoB, Preschool LRE
	Variety of assessment tools and strategies; no single measure or assessment used (006.02C5 and 006.02C9)	Child Find, CtoB, Preschool LRE
	Tailored to educational need not merely those designed to provide intelligence quotient (006.02C7)	Child Find, CtoB, Preschool LRE
	Assessed in all areas related to the suspected disability (006.02C10)	Child Find, CtoB, Preschool LRE
Review of Existing Data	Sufficiently comprehensive (006.02C11)	Child Find, CtoB, Preschool LRE
	Review existing data	Child Find, CtoB, Preschool LRE
	Present Levels determined	Child Find, CtoB, Preschool LRE
MDT for SLD	Determines special education and related services needed	Child Find, CtoB, Preschool LRE
	Student Observation	Child Find, CtoB, Preschool LRE
	Educationally relevant medical	Child Find, CtoB, Preschool LRE
	Not achieving adequately	Child Find, CtoB, Preschool LRE
	Effects of visual, hearing, etc.	Child Find, CtoB, Preschool LRE
	RTI	Child Find, CtoB, Preschool LRE
	Notification of performance data	Child Find, CtoB, Preschool LRE
	Strategies for increasing rate of learning	Child Find, CtoB, Preschool LRE
Reevaluation	Request to evaluate	Child Find, CtoB, Preschool LRE
	Every 3 years	Child Find, CtoB, Preschool LRE
IEP Timeline & Access	Annual IEP	Graduation, Drop Out, School Age LRE, Preschool LRE, Preschool Outcomes
	Service dates (begin after and end before expiration)	Graduation, Drop Out, School Age LRE, Preschool LRE, Preschool Outcomes
PWN	PWN in file	Child Find, CtoB, Graduation, Drop Out, School Age LRE, Preschool LRE, MAP Growth, Preschool Outcomes
	Description of proposal or refusal	Child Find, CtoB, Graduation, Drop Out, School Age LRE, Preschool LRE, MAP Growth, Preschool Outcomes
	Explanation of why proposes or refuses	Child Find, CtoB, Graduation, Drop Out, School Age LRE, Preschool LRE, MAP Growth, Preschool Outcomes
	Other options considered	Child Find, CtoB, Graduation, Drop Out, School Age LRE, Preschool LRE, MAP Growth, Preschool Outcomes
	Description of evaluation procedures	Child Find, CtoB, Graduation, Drop Out, School Age LRE, Preschool LRE, MAP Growth, Preschool Outcomes
	Other relevant factors	Child Find, CtoB, Graduation, Drop Out, School Age LRE, Preschool LRE, MAP Growth, Preschool Outcomes
	Procedural safeguards	Child Find, CtoB, Graduation, Drop Out, School Age LRE, Preschool LRE, MAP Growth, Preschool Outcomes
	Sources for assistance	Child Find, CtoB, Graduation, Drop Out, School Age LRE, Preschool LRE, MAP Growth, Preschool Outcomes
Excusal from Meeting	Written Agreement - Area not being modified or discussed	School Age LRE
	Written Agreement - Area discussed	School Age LRE
	Information included in the IEP	School Age LRE
IEP Content	Placement: Based on educational program (008.01C2 & 008.01E2)	Graduation, Drop Out, School Age LRE, Preschool LRE, Preschool Outcomes
	Placement: close to home	Graduation, Drop Out, School Age LRE, Preschool LRE, Preschool Outcomes
	Placement: Educated in same school	Graduation, Drop Out, School Age LRE, Preschool LRE, Preschool Outcomes
	Harmful effects	Graduation, Drop Out, School Age LRE, Preschool LRE, Preschool Outcomes
	Goals - make progress in the general education curriculum (007.07A2a)	Graduation, Drop Out, School Age LRE, Preschool LRE, Preschool Outcomes
	Goals – meet educational need (007.07A2b)	Graduation, Drop Out, School Age LRE, Preschool LRE, Preschool Outcomes
	Objectives – for alt assessment	Graduation, Drop Out, School Age LRE, Preschool LRE, Preschool Outcomes
IEP Content – Transition	Student invited/attended	Graduation, Drop Out
	Outside agency consent	Graduation, Drop Out
	Measurable goal: education/training	Graduation, Drop Out
	Measurable goal: employment	Graduation, Drop Out
	Measurable goal: independent living	Graduation, Drop Out
	Transition assessments	Graduation, Drop Out
	Course of study	Graduation, Drop Out
	Transition services	Graduation, Drop Out
IEP Content – Special Education Services/ Special Considerations	Frequency, location, duration of services	Graduation, Drop Out, School Age LRE, Preschool LRE, Preschool Outcomes
	Assistive technology consideration??	Graduation, Drop Out, School Age LRE, Preschool LRE, Preschool Outcomes
Assessment Accommodations	*Accommodations on assessments	Graduation, Drop Out, Preschool LRE, *MAP Growth, *Preschool Outcomes
		Graduation, Drop Out, Preschool LRE, *MAP Growth, *Preschool Outcomes
	Why can't participate in regular assessment	Graduation, Drop Out, Preschool LRE, *MAP Growth, *Preschool Outcomes
	Why alternate is appropriate	Graduation, Drop Out, Preschool LRE, *MAP Growth, *Preschool Outcomes



Age 3 to 21 Part B File Review Tool

NDE Office of Special Education

March 2022

District:
ESU:
School:
Student Name:
Student Identifier:

Data Elements to consider for file review

Graduation	Transition age
Drop Out	Transition age
LRE	School Age
PK LRE	PreK
MAP Growth	School Age
PK Outcomes	PreK
Child Find	PreK
CtoB	PreK

Updated March 2022

Updated March 2022

Data Elements	Child Find (11) & Preschool LRE (6)	
Multidisciplinary Evaluation Team Report		006.03E/F
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.		006.03E2a 006.03F2a
The MDT written report must include a statement whether the child qualifies as a child with a disability. The determination of whether the child qualifies must be based on the definition and criteria included in 92 NAC 51.006.04. (Typically districts will utilize the information contained in the Verification Guidelines Technical Assistance Document to assist in making that determination, however the MDT <u>must contain the Rule 51 language that the child qualifies per Rule 51</u>).		
Compliant	✓	Response Criteria:
Yes		The report indicates whether the child is a child with a disability based on the criteria contained in 92 NAC 51-006.04.
No		The report does not indicate whether the child is a child with a disability based on the criteria contained in 92 NAC 51-006.04.
<u>Rationale for response:</u>		
The child's educational needs;		006.03E2b
The MDT written report must include information regarding the child's educational needs. The information may be drawn from a variety of sources including the child and family assessment and formal and informal evaluation results.		006.03F2b
Compliant	✓	Response Criteria:
Yes		The MDT includes a statement of the child's educational needs.
No		The MDT does not include a statement of the child's educational needs.
<u>Rationale for response:</u>		
The basis for making the determination;		006.03E2c
The MDT report must include the basis for making the determination of eligibility.		006.03F2c
Compliant	✓	Response Criteria:
Yes		The MDT includes the basis for making the determination.
No		The MDT does not include the basis for making the determination.
<u>Rationale for response:</u>		
Ensure a variety of assessment tools and strategies are used		006.02C5
No single measure or assessment is used		006.02C9
Compliant	✓	Response Criteria:
Yes		More than one measure or assessment used.
No		Only one measure or assessment used.
<u>Rationale for response:</u>		
Ensure tests and other evaluation materials include those tailored to assess specific areas of educational need		
Evaluation materials used include those tailored to assess specific areas of need. The evaluation shows evidence of thoughtful, individual student consideration.		006.02C7

Compliant	✓	Response Criteria:	
Yes		Evaluation materials include those tailored to assess specific areas of educational need and shows evidence of thoroughful, individual student consideration.	
No		Evaluation materials do <u>not</u> include those tailored to assess specific areas of educational need and does <u>not</u> show evidence of thoroughful, individual student consideration.	
<u>Rationale for response:</u>			
School districts and approved cooperatives must ensure the child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities			006.02C10
Student was assessed in all areas related to the suspected disability and may include, as appropriate, health, hearing, general intelligence, communicative status, vision, social and emotional areas, academic performance, and motor abilities.			
Compliant	✓	Response Criteria:	
Yes		Student was assessed in all areas related to the suspected disability.	
No		Student was <u>not</u> assessed in all areas related to the suspected disability.	
<u>Rationale for response:</u>			
Evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs			006.02C11
Compliant	✓	Response Criteria:	
Yes		Previous MDT questions marked as "yes".	
No		One or more MDT questions marked as "no".	
<u>Rationale for response:</u>			

Updated March 2022

Data Elements **Child Find (11) & Preschool LRE (6)**

Review of Existing Data **006.06**

As a 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 by teachers and related service providers **006.06A**

(Note: The reevaluation process must include a review of existing data before a determination is made that further testing is needed. This activity can be part of an IEP meeting, or another meeting, to determine if there is the need for further testing). **006.06A1**

Compliant Response Criteria:

Yes 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, may be found in IEP meeting notes, the MDT or “No Further Testing Needed” notification to parents.

No 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, may be found in IEP meeting notes, the MDT or “No Further Testing Needed” notification to parents.

Rationale for response:

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;** **006.06A2**

The MDT Report or the IEP Meeting Notes documents the information shared, and the decision of the team. MDT or No Further Testing Needed Forms. **006.06A2b**

Compliant Response Criteria:

Yes Documentation exists of the present levels of academic achievement and related developmental needs of the child.

No No documentation exists of the present levels of academic achievement and related developmental needs of the child.

Rationale for response:

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** **006.06A2c**

The MDT Report of 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. MDT or No Further Testing Needed Forms.

Compliant Response Criteria:

Yes 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.

No 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.

Rationale for response:

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.		006.06A2d
The MDT Report or the IEP Meeting Notes documents the information shared, and the decision of the team. MDT or No Further Testing Needed Forms.		
Compliant	✓	Response Criteria:
Yes		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.
No		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.
<u>Rationale for response:</u>		

Updated March 2022

Data Elements

Child Find (11) & Preschool LRE (6)

Additional MDT Requirements for SLD Identification

Additional MDT Report Requirements for SLD Identification

006.03F

The relevant behavior, if any, noted during the observation of the child; and the relationship of that behavior to the child's academic functioning;

006.03F2d

The district must document any relevant behavior noted during the observation of the child, and provide evidence of the relationship of that behavior to the child's academic functioning.

Compliant	✓	Response Criteria:
Yes		MDT report contains information on the behavior, and its impact on the child's academic functioning, or there is written documentation that no relevant behavior was observed.
No		MDT report has no documentation on relevant behavior, and its impact on the child's academic functioning, nor is there written documentation that no relevant behavior was observed.
N/A		Student is not a student with a learning disability

Rationale for response:

The educationally relevant medical findings, if any;

006.03F2e

The district must include information from the child's physician regarding medical findings which may be affecting the child's performance in the classroom.

Compliant	✓	Response Criteria:
Yes		MDT report contains information if there are any medical findings and if so include relevant medical information; Or that there was no relevant medical information
No		MDT does not report whether or not there are any medical findings or includes any relevant medical information.
N/A		Student is not a student with a learning disability

Rationale for response:

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;

006.04K3a

1. The MDT report include 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.

AND

006.04K3b

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,

006.03F2f

OR			
<u>006.04K3b(i)</u>			
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			
Compliant	✓	Response Criteria:	
Yes		The MDT includes information on whether the child does not achieve adequately for the child's age or to meet state approved grade level standards in #1 and either #2 OR #3 above.	
No		The MDT does NOT include this information.	
N/A		Student is not a student with a learning disability or MDT was completed in another district.	
<u>Rationale for response:</u>			
The determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level			006.03F2g
The district must document the effects of a 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.			
Compliant	✓	Response Criteria:	
Yes		MDT includes a statement including all of the above information.	
No		MDT does NOT include a statement including the above information.	
N/A		Student is not a student with a learning disability	
<u>Rationale for response:</u>			
Response to Scientific, Research Based Intervention			006.04K3b
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;			006.03F2h
The district must include information on whether or not an RTI process was used in determining the child's eligibility under Rule 51.			
Compliant	✓	Response Criteria:	
Yes		The MDT report contains documentation that an Rtl process was used in determining eligibility.	
No		The MDT Report does not contain documentation that an Rtl process was used in determining eligibility after the district indicates that they use Rtl for determining eligibility.	
N/A		Student is not a student with a learning disability	
<u>Rationale for response:</u>			
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.			006.03F2h(1)
The school district maintains written documentation that parents were notified of the district's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided.			
Compliant	✓	Response Criteria:	
Yes		If using Rtl, documentation is on file.	
No		If using Rtl, documentation is not on file.	

N/A		Student is not a student with a learning disability
<u>Rationale for response:</u>		
The documentation that the parents were notified about: Strategies for increasing the child's rate of learning;		006.03F2h(2)
The school district maintains written documentation that parents were notified of the strategies being used to increase their child's rate of learning.		
Compliant	✓	Response Criteria:
Yes		If using Rtl, documentation is on file.
No		If using Rtl, documentation is not on file.
N/A		Student is not a student with a learning disability
<u>Rationale for response:</u>		
The documentation that the parents were notified about: The parent's right to request an evaluation.		006.03F2h(3)
The school district maintains written documentation that parents were notified of their right to request an evaluation.		
Compliant	✓	Response Criteria:
Yes		If using Rtl, documentation is on file.
No		If using Rtl, documentation is not on file.
N/A		Student is not a student with a learning disability
<u>Rationale for response:</u>		

Updated March 2022

Data Elements

Child Find (11) & Preschool LRE (6)

Reevaluation		
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;		006.05A
		006.05B2
Must occur at least once every three years, unless the parent and the school district or approved cooperative agree that a reevaluation is unnecessary.		
The date on the MDT report does not exceed three (3) calendar years from the date of the previous MDT report.		
Compliant	✓	Response Criteria:
Yes		Reevaluation was completed within three years or documentation that it was unnecessary (see 92 NAC 51-006.06D). The IEP team, or other qualified professionals and parents agree that no additional data is needed to continue to be a child that qualifies for special education services.
No		Reevaluation not completed within three years.
N/A		Evaluation is an initial evaluation
N/A		Notification of No Additional Information Is Needed To Determine Continued Eligibility
Rationale for response:		

Updated March 2022

Data Elements

Graduation (1), Drop Out (2), LRE (5), Preschool LRE (6), Preschool Outcomes (7), MAP Growth

IEP - Timeline & Access

IEP Timelines and Accessibility

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.

007.09C

There is not more than 365 days between the date of the previous IEP and the current IEP. (May 1 to April 30). Look at current IEP and previous IEP. IEP goals and/or objectives change from year to year.

Compliant

✓

Response Criteria:

Yes

Date of previous IEP and current IEP are not more than 365 days (May 1 to April 30). Goals change from year to year.

No

IEP dates are more than 365 days apart.

N/A

IEP is an initial IEP, and a year has not passed (no previous IEP to compare to)

Rationale for response:

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.

007.02B

The district documents that the IEP meeting and development of the IEP occurred prior to the initial provision of special education and related services. (Note: The standard for “as soon as possible” is not defined in the Rule, therefore, the standard to be applied is similar to what is applied for “reasonable amount of time”, whether a “reasonable person” would find the amount of time sufficient.)

009.04A3

Compliant

✓

Response Criteria:

Yes

Special education and related service dates are not prior to the effective dates of the IEP, but soon after the meeting.

No

Special education and related service dates are prior to the effective dates of the IEP or are not documented to start for over a week following the meeting.

Rationale for response:

Updated March 2022

Data Elements

LRE (5), Preschool LRE (6)

Excusal from the Meeting

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 whole or in part, if the parent of a child with a disability and the school district or approved cooperative agree, in writing, 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.

007.04A

Compliant	✓	Response Criteria:
Yes		Excusal agreement documentation by both parent and school district is in the child's file.
No		Member was invited, did not attend, and no documentation of excusal agreement by the parent and school in the child's file.
N/A		All members in attendance.

Rationale for response:

A member of the IEP team described in 92 NAC 51-007.04A may be excused from attending an IEP meeting, in whole or in 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 approved cooperative consent to the excusal; and

007.04B1

The student's file contains documentation that the parents and the school district agreed that the member could be excused. This documentation may include, but not limited to:	
a. A signed written agreement between the district and the parent; or	
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	
c. The IEP contains a statement that the parent agreed to the member's absence, signed by the parent.	

Compliant	✓	Response Criteria:
Yes		Documentation of parent and school district giving prior written consent to the excusal.
No		No documentation of parent and school district giving prior written consent to the excusal.
N/A		All members in attendance or absent team member's area of the curriculum or related services is not being modified or discussed in the meeting (written agreement required).

Rationale for response:

A member of the IEP team described in 92 NAC 51-007.04A may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the team member's area of the curriculum or related services, if: the member submits, in writing, to the parent and the IEP team, input into the development of the IEP prior to the meeting.

007.04B2

The student'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.		
Compliant	✓	Response Criteria:
Yes		Documentation of excused member's written input was provided prior to the meeting.
No		No documentation of excused member's written input provided prior to the meeting.
N/A		All members in attendance or absent team member's area of the curriculum or related services is not being modified or discussed in the meeting (written agreement required).

Rationale for response:

Updated March 2022

Data Elements

Graduation (1), Drop Out (2), LRE (5), Preschool LRE (6), Preschool Outcomes (7), MAP Growth

Special Education Services/Special Considerations

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.

Services should begin no later than a day after the IEP meeting and only be in effect for a year.

The IEP contains:

1. 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.

2. 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, or times per year.

3. The location of the service (separate classroom, regular classroom).

007.07A8

Compliant	✓	Response Criteria:
Yes		All sections completed
No		Section not completed or missing section components.

Rationale for response:

In developing, reviewing or revising each child's IEP. (Special Considerations)

007.07B

The IEP team shall consider whether the child needs assistive technology devices and services.

The IEP indicates whether or not the child needs assistive devices and services, and if yes, the child's IEP includes a statement of the device or service

007.07B7

Compliant	✓	Response Criteria:
Yes		Documentation the team considered the child's assistive technology needs.
No		No documentation the team considered the child's assistive technology needs.

Rationale for response:

--	--	--

Updated March 2022

Data Elements

Graduation (1), Drop Out (2), LRE (5), Preschool LRE (6), Preschool Outcomes (7), MAP Growth

Assessment Accommodations

007.07A7

For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

007.07A3

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 goals. The objectives may include the criteria for measuring the annual goal(s).

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

Compliant	✓	Response Criteria:
Yes		Child takes the alternate assessment AND 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.
No		Child takes the alternate assessment AND no short-term objectives and benchmarks are included in annual goal(s) and/or there is no documentation that the child will be taking alternate assessment aligned to alternate achievement standards.
N/A		Child is not a child who takes the alternate assessment.

Rationale for response:

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 must take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of WHY:

007.07A7

The IEP contains a written statement of the accommodations or modifications the child will receive when participating in the state and district-wide

Compliant	✓	Response Criteria:
Yes		IEP includes documentation of accommodations or modifications the child needs for taking state or district-wide assessments or IEP states accommodations and/or modifications are not needed.
No		No documentation is found on IEP and/or partial information is provided.

Rationale for response:

Why the child cannot participate in the regular assessment; and

007.07A7a

The IEP contains a written statement of why the child cannot participate in the regular assessment.

Compliant	✓	Response Criteria:
Yes		IEP documents why the child cannot participate in the regular assessment
No		No documentation is found on the IEP.
N/A		Child is taking the regular assessment.

Rationale for response:

The particular alternate assessment selected is appropriate for the child.

007.07A7b

The IEP contains a written statement of why the particular alternate assessment selected is appropriate for the child.

Compliant	✓	Response Criteria:
Yes		IEP documents why the alternate assessment is appropriate.
No		No documentation is found on the IEP.
N/A		Child is taking the regular assessment.
<u>Rationale for response:</u>		

Updated March 2022

Data Elements

Graduation (1), Drop Out (2) and the Student is at least 14 years of age

IEP for Transition Age Students (Age 14 and older)

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if deemed appropriate by the IEP team, and updated annually thereafter:

007.07A9

Compliant	✓	Response Criteria:
Yes		Transition goals documented have been changed or updated since the previous IEP. Transition services have been changed or updated since the previous IEP. The annual IEP goals relate to the Student's transition service needs
No		Transition goals are copied and pasted from the previous IEP. Transition services are copied and pasted from the previous IEP. The course of study shows what the student took the previously, but not what is taking or will take in the future. The annual IEP goals do not relate to the Student's transition service needs

Rationale for response:

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.

007.03A10b

Compliant	✓	Response Criteria:
Yes		Parent signed consent for the participating agency to attend, the participating agency was invited to the meeting or was in attendance at the meeting.
No		Parent signed consent for participating agency to attend, but was not included on the invite.
N/A		Participating agency is not responsible for providing or paying for transition services.

007.06B1c

Rationale for response:

Whenever appropriate, the child with a disability;

The IEP includes the signature or name and position of child/student who was in attendance at the meeting.

Compliant	✓	Response Criteria:
Yes		Documentation that the student was invited typically found on IEP Notice of Meeting or on IEP. Student attendance is not mandatory below age 14.
No		Student is 14 year or older and was not invited to the IEP meeting.
N/A		Student is younger than 14 years old.

007.03A7

Rationale for response:

Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education,

Compliant	✓	Response Criteria:
Yes		The IEP includes a postsecondary goal for training or education.
No		The IEP does not include a postsecondary goal for training or education.

007.07A9a

Rationale for response:

Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to employment,			007.07A9a
Compliant	✓	Response Criteria:	
Yes		The IEP includes a postsecondary goal for employment.	
No		The IEP does not include a postsecondary goal for employment.	
Rationale for response:			
Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to, where appropriate, independent living skills			007.07A9a
Compliant	✓	Response Criteria:	
Yes		The IEP includes a postsecondary goal for independent living or the team addressed that a goal was not needed	
No		The IEP does not include a postsecondary goal for independent living.	
Rationale for response:			
Appropriate measurable postsecondary goals based upon age-appropriate transition assessments			007.07A9a
Compliant	✓	Response Criteria:	
Yes		The IEP names multiple transition assessments the student has taken. (more than 1)	
No		The IEP only names one or no transition assessment taken by the student.	
Rationale for response:			
The transition services (including courses of study) needed to assist the child in reaching those goals;			007.07A9b 003.63
Compliant	✓	Response Criteria:	
Yes		The IEP has transition services listed.	
No		The IEP does not have transition services listed.	
Rationale for response:			
The transition services (including courses of study) needed to assist the child in reaching those goals;			007.07A9b
Compliant	✓	Response Criteria:	
Yes		The IEP has a course of study for each year the student will be in school from the current year through the year of graduation or completion.	
No		The IEP does not have a course of study for each year the student will be in school from the current year through the year of graduation or completion. The course of study is only for the current year and the student has more than one year left before graduation/completion.	
Rationale for response:			

Updated March 2022

Data Elements

Child Find (11), Graduation (1), Drop Out (2), LRE (5), Preschool LRE (6), Preschool Outcomes (7), MAP Growth

Individualized Education Plan Content

Regulatory Requirements

Goals designed to enable the child to be involved in and make progress in the general education curriculum; or for preschool children, as appropriate, to participate in appropriate activities **007.07A2a**

Goals relate to the general educational standards, or in the case of a student taking the alternate assessment, aligned to the grade level alternate academic achievement standards. For preschool students, the goals are designed to enable the child to participate in learning activities.

Compliant	✓	Response Criteria:
Yes		Goals are aligned to grade-level (age-level) standards.
No		Goals are not aligned to grade-level (age-level) standards.

Rationale for response:

Goals designed to meet each of the child's educational needs **007.07A2b**

Goals are aligned to educational needs identified in the Present Levels of Academic Achievement and Functional Performance.

Compliant	✓	Response Criteria:
Yes		Goals are aligned to the educational needs identified in the PLAAFP.
No		One or more goals written do not relate to an educational need identified. Educational need identified but no goal found.

Rationale for response:

The placement decision is made in conformity with the least restrictive environment requirements in 92 NAC 51-008.01 and based on the child's unique needs and not on the child's disability. **008.01C2**

Educational placement is based on his or her individualized education program (IEP) **008.01E2**

PLAAFP and educational services and placement are **aligned**. Student receives special education services for areas in which deficit is noted.

Compliant	✓	Response Criteria:
Yes		PLAAFP, educational services, and placement are aligned . Student receives special education services for which a deficit is noted.
No		PLAAFP does not support the designated educational placement . Student receives special education services for classes in which <u>no</u> educational need is noted, or student is <u>not</u> receiving special education services for areas in which an educational need is noted.

Rationale for response:		
-------------------------	--	--

Updated March 2022

Data Elements

Child Find (11), Graduation (1), Drop Out (2), LRE (5), Preschool LRE (6), Preschool Outcomes (7), MAP Growth

Prior Written Notice

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:

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

009.05A2 Refuses to initiate or change the identification, evaluation or educational placement of a child or the provision of a free appropriate education.

009.05A1&2

NOTE: Reviewers must look at a variety of prior written notices contained in the child's file (i.e. change of placement, addition or termination or services, proposal or refusal to conduct evaluations, etc.).

Compliant	✓	Response Criteria:
-----------	---	--------------------

Yes		The district documents that written notice was provided prior to the district taking an action, or refusing to take an action, regarding the initiation or change in the identification, evaluation, educational placement or the provision of a free appropriate public education to the child.
-----	--	--

No		The district cannot document that written notice was provided prior to the district taking an action, or refusing to take an action, regarding the initiation or change in the identification, evaluation, educational placement or the provision of a free appropriate public education to the child.
----	--	--

Rationale for response:

Such prior written notice shall include:

A description of the action proposed or refused by the school district or approved cooperative

The prior written notice must include a description of the action being proposed or refused by the district.

009.05B1

Compliant	✓	Response Criteria:
-----------	---	--------------------

Yes		The prior written notice contains a description of the action proposed or refused by the district.
-----	--	--

No		The prior written notice does not contains a description of the action proposed or refused by the district.
----	--	---

Rationale for response:

An explanation of why the school district or approved cooperative proposes or refuses to take action;

The prior written notice must include an explanation of why the district proposes or refuses to take the action.

009.05B2

Compliant	✓	Response Criteria:
-----------	---	--------------------

Yes		The prior written notice contains an explanation of why the district proposed or refused to take the action.
-----	--	--

No		The prior written notice does not contain an explanation of why the district proposed or refused to take the action.
----	--	--

Rationale for response:

an explanation of other options the team considered and the reasons why those options were rejected;

The prior written notice must include an explanation of any other options the team considered, and why rejected. (If the district did not consider any other options, the notice should include a statement indicating that no other options were considered.)

009.05B3

Compliant	✓	Response Criteria:
-----------	---	--------------------

Yes		The notice sent to the parents contains a description of other options considered and the reason(s) why the options were rejected.
No		The notice does not contain a description of other options considered and the reason(s) why the options were rejected.

Rationale for response:

A description of each evaluation procedure, assessment, record, or report the school district or approved cooperative uses as a basis for the proposal or	009.05B4
The prior written notice must include a description of each evaluation procedure, assessment, record or report used by the district as a basis for the proposal or refusal.	

Compliant	✓	Response Criteria:
Yes		The prior written notice contains a description of each evaluation procedure, test, record, or report that district used as a basis for the proposed action.
No		The prior written notice does not contain a description of each evaluation procedure, test, record, or report that district used as a basis for the proposed action.

Rationale for response:

A description of any other factors which are relevant to the school district's or approved cooperative's proposal or refusal;	009.05B5
The prior written notice must include a description of any other factors which are relevant to the district's proposal or refusal. If there are no other factors, the district must include a statement that no other factors were relevant to the proposal or refusal.	

Compliant	✓	Response Criteria:
Yes		The prior written notice includes a description of any other factors which are relevant to the district's proposal or refusal of the action.
No		The prior written notice does not include a description of any other factors which are relevant to the district's proposal or refusal of the action.

Rationale for response:

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	009.05B6
The prior written notice must include a statement that the parents of a child with a disability have protection under the procedural safeguards of Rule 51 (parent rights) and, all prior written notices (except for notice regarding an initial evaluation) must indicate the means by which a copy of or description of the parent rights can be obtained.	

Compliant	✓	Response Criteria:
Yes		The prior written notice contains a statement that the parents of a child with a disability have protection under the procedural safeguards contained in Rule 51 and (except for notices regarding an initial evaluation) the means by which a copy or description of the procedural safeguards can be obtained.
No		The prior written notice <u>does not</u> contain a statement that the parents of a child with a disability have protection under the procedural safeguards contained in Rule 51 or (except for notices regarding the initial evaluation) the means by which a copy or description of the procedural safeguards can be obtained.

Rationale for response:

sources for parents to obtain assistance in understanding the provisions of this part.	009.05B7
The prior written notice must include sources for parents to obtain assistance in understanding the procedural safeguards (parent rights).	

Compliant	✓	Response Criteria:
Yes		The prior written notice contains a listing of sources for parents to contact to obtain assistance in understanding the provisions of this part.
No		The prior written notice <u>does not</u> contain a listing of sources for parents to contact to obtain assistance in understanding the provisions of this part.
<u>Rationale for response:</u>		