# Multidisciplinary Evaluation Team Report (006)

## MDT Regulations Reviewed

**006.02C5:** School districts and approved cooperatives must ensure a variety of assessment tools and strategies are used to gather relevant functional, developmental and academic information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general education curriculum (for a preschool child, to participate in appropriate activities,)

**006.02C9:** School districts and approved cooperatives must ensure no single measure or assessment is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

**006.02C10**: 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.

**006.02C11:** School districts and approved cooperative must ensure in evaluating each child with a disability under Section 006, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

**006.02C14b:** Ensure that information from all of these sources is documented and carefully considered.

**006.03E:** Multidisciplinary Evaluation Team (MDT) Report (for all suspected disabilities)

- **006.03E2a:** Whether the child qualifies as a child with a disability based on the criteria and definition contained within 92 NAC 51-006.04
- **006.03E2b:** The child's educational needs
- **006.03E2c:** The basis for making the determination

**006.03F:** Multidisciplinary Evaluation Team (MDT) Report for a Child with a Suspected Learning Disability

- **006.03F2e:** The educationally relevant medical findings, if any

**300.304(c)(6):** In evaluating each child with a disability under Secs. 300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

**300.306(c)(1):** In interpreting evaluation data for the purposed of determining if a child is a child with a disability under Sec. 300.8, and the educational needs of the child, each public agency must –

- **(i):** Draw upon information from a variety of sources, including aptitude and achievement tests, parent impute, and teacher recommendations, as well as information about the child's physical condition, social or cultural background and adaptive behavior; and
- **(ii):** Ensure that information obtained from all of these sources is documented and carefully considered.

**300.306(c)(2):** If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child in accordance with Secs. 300.320 through 300.324.

**300.310** Observation.

(a) The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.

## MDT File Review Questions

1. The child's educational needs: [006.03E2b; 006.03F2b; 300 CFR 300.304(c)(6)]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The MDT includes a statement of the child's educational needs that can be used for the student's educational programming. |
| No | | The MDT does not include a statement of the child's educational needs. |
| No | | The MDT includes a statement of supports, recommendations, and/or "next steps" but not needs. Statement of general need (needs help in math and reading) with no specifics. |

Rationale for response:

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2. The basis for making the determination; [006.03E2c; 006.03F2c; 300.306(c)(1)-(2) (**All must be yes to be compliant.)**

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The MDT includes the basis for making the determination. (006.03E2c) |
| Yes | | The MDT shows how the disability **is not** due to lack of instruction (006.03C). |
| Yes | | The MDT includes information to facilitate the development of a statement of present level of development and educational performance on the IEP (006.03A) |
| Yes | | The MDT documents that specially designed instruction is (or is not) required. (006.03D) |
| No | | The MDT does not include the basis for making the determination. **(One of the above is not marked "yes".)** |

Rationale for response:

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3. 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] (**All must be marked yes to be compliant.)**

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The student was assessed in all areas related to the suspected disability. (006.02C10). Verify that results of assessments were documented and considered (006.02C14b) |
| Yes | | Assessments and evaluation materials are tailored to assess specific areas of educational need (006.02C7) and results of assessments were documented and considered (006.02C14b). |
| Yes | | Health (006.02C10) was assessed, documented, and considered, (006.02C14b) or there is evidence health was not a concern (006.02C10) |
| Yes | | Vision (006.02C10) was assessed, documented, and considered, (006.02C14b) or there is evidence vision was not a concern (006.02C10) |
| Yes | | Hearing (006.02C10) was assessed, documented, and considered, (006.02C14b) or there is evidence hearing was not a concern (006.02C10) |
| Yes | | Social and emotional status (006.02C10) were assessed, documented, and considered, (006.02C14b) or there is evidence social and emotional status were not a concern (006.02C10) |
| Yes | | General intelligence (006.02C10) was assessed, documented, and considered, (006.02C14b) or there is evidence general intelligence was not a concern (006.02C10) |
| Yes | | Academic performance (006.02C10) was assessed, documented, and considered, (006.02C14b) or there is evidence academic performance was not a concern (006.02C10) |
| Yes | | Communicative status (006.02C10) was assessed, documented, and considered, (006.02C14b) or there is evidence communicative status was not a concern (006.02C10) |
| Yes | | Motor abilities (006.02C10) were assessed, documented, and considered, (006.02C14b) or there is evidence motor abilities were not a concern (006.02C10) |
| No | | One or more of the boxes above were not marked "yes". |

Rationale for response:

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4. The relevant behavior, if any, noted during the observation of the child; and the relationship of that behavior to the child's academic functioning [006.06A1; 006.03F2d; 300.310(a)]

| 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 (006.03F2d). |
| 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. |

Rationale for response:

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5. Evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs. [006.02C11] (**All must be marked yes to be compliant.)**

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The MDT includes a statement of the child's educational needs that can be used for the student's educational programming. (006.03E2b) |
| Yes | | The MDT includes the basis for making the determination. (006.03E2c) |
| Yes | | The MDT shows how the disability is not due to lack of instruction (006.03C). |
| Yes | | The MDT includes information to facilitate the development of a statement of present level of development and educational performance on the IEP (006.03A) |
| Yes | | The MDT documents that specially designed instruction is (or is not) required. (006.03D) |
| Yes | | The student was assessed in all areas related to the suspected disability.(006.02C10) Verify that results of assessments were interpreted and summarized, not just administered. |
| 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. (00.03F2d) |
| No | | One or more MDT questions marked as "no". |

Rationale for response:

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# MDT for SLD Identification (006.03F)

## MDT for SLD Regulations Reviewed

**006.03F2d:** The relevant behavior if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning

**006.03F2e:** The educationally relevant medical findings, if any

**006.03F2f:** Whether the child does not achieve adequately for the child's age or to meet state-approved grade level standards consistent with 92 NAC 51-006.04K3a; and the child does not make sufficient progress to meet age or state approved grade level standards consistent with 92 NAC 51-006.04K3b; or whether the child exhibits a patterns of strengths and weaknesses in performance, achievement, or both, relative to age, state approved grade level standards or intellectual development consistent with 92 NAC 51-006.04K3b(1)

**006.03F2g:** 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

**006.03F2h:** 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; and the documentation that the child's parents were notified about:

> **006.03F2h(1):** The school district's or approved cooperative's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided
>
> **006.03F2h(2):** Strategies for increasing the child's rate of learning; and
>
> **006.03F2h(3):** The parent's right to request an evaluation.

**006.04K3a:** The child does not achieve adequately for the child's age or to meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematical calculation, mathematical problem solving.

**006.04K3b:** 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

> **006.04K3b(1)** The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, development, that is determined by the team to be relevant, to the identification of a specific learning disability, using appropriate assessments consistency with 92 NAC 51-006.02.

**§ 300.310** Observation

(a) The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.

(b) The group described in Sec. 300.306(a)(1), in determining whether a child has a specific learning disability must decide to –

> (1) Use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or

(2) Have at least one member of the group described in Sec. 300.306(a)(1) conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent, consistent with Sec. 300.300(a), is obtained.

(c) In the case of a child of less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age.

**§ 300.311** Specific documentation for the eligibility determination.

(a) For a child suspected of having a specific learning disability, the documentation of the determination of eligibility, as required in Sec. 300.306(a)(2), must contain a statement of – (3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;

## MDT for SLD File Review Questions

6. The educationally relevant medical findings, if any; [006.03F2e]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | MDT report contains information on educationally relevant medical findings. |
| No | | MDT does not report whether or not there are any educationally relevant medical findings or includes any educationally relevant medical information. |

Rationale for response:

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7. 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]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Check box indicates vision was considered and the MDT contains a description of the effects. [Checked box should align with the content of the MDT (description of the documented effects are clear)] |
| Yes | | Check box indicates hearing was considered and the MDT contains a description of the effects. |
| Yes | | Check box indicates motor disability was considered and the MDT contains a description of the effects. |
| Yes | | Check box indicates intellectual disability was considered and the MDT contains a description of the effects. |
| Yes | | Check box indicates emotional disturbance was considered and the MDT contains a description of the effects. |
| Yes | | Check box indicates cultural factors were considered and the MDT contains a description of the effects. |
| Yes | | Check box indicates environmental or economic disadvantages were considered, and the MDT contains a description of the effects. |
| Yes | | Check box indicates limited English proficiency was considered, and the MDT contains a description of the effects. |
| No | | MDT does NOT include a statement including the above information. (One or more of the boxes above is not checked "yes".) |

Rationale for response:

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8. 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; [006.03F2f; 006.04K3a; 006.04K3b; 006.04K3b(i)] (NOT COMPLIANCE. INFORMATION ONLY)

| 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 **and** does not make sufficient progress to meet age or state-approved grade level standards in one or more areas. |
| Yes | | Determination is based on RTI. |
| Yes | | Determination is based on a pattern of strengths and weaknesses. |

Rationale for response:

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# No Additional Information Needed (006.06D)

## No Additional Information Needed Regulations Reviewed

All regulations reviewed for MDT apply

**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.
**006.06D:** If the IEP team and other qualified professionals, as appropriate, 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
**300.305(d):** Requirements if additional data are not needed.
(1) If the IEP Team and other qualified professionals, as appropriate, 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 public agency must notify the child's parents of –
(i) That determination and the reasons for the determination; and
(ii) The right of the parent 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.

## No Additional Information Needed File Review Questions

9. 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. (Information should be provided within a summary, not just check boxes.) [006.06A; 006.06A1; 006.06A2b]

| 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. Information may be found in the MDT or "No Further Testing Needed" notification to parents. [006.06A1] |
| Yes | | Documentation of a review of existing evaluation data on the child, including **current classroom-based local or State assessments**. Information may be found in the MDT or "No Further Testing Needed" notification to parents. [006.06A1] |
| Yes | | Documentation of a review of existing evaluation data on the child, including **classroom-based observations**. Information may be found in the MDT or "No Further Testing Needed" notification to parents. [006.06A1] |
| Yes | | Documentation of a review of existing evaluation data on the child, including **observations by teachers and related services providers**. Information may be found in the MDT or "No Further Testing Needed" notification to parents. [006.06A1] |
| No | | One or more of the "yes" boxes is not checked. |

Rationale for response:

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10. The Determination Notice includes a statement of the child's disability, and that the child continues to be a child with a disability [006.06D]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Notice identifies the child's disability and that the child continues to be a child with a disability. [006.06D] |
| No | | Notice states the child continues to be a child with a disability, but the disability is not identified. [006.06D] |

Rationale for response:

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11. The Determination Notice includes a verification statement including reference to Rule 51 of the child's disability. [006.06D; 006.03E2a]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Notice indicates whether the child is a child with a disability based on the criteria contained in 92 NAC 51-006.04 (Rule 51). |
| No | | No mention of Rule 51 or uses Guidelines rather than Rule. |

Rationale for response:

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12. The Determination Notice includes a statement of the child's educational needs [006.06D; 006.03E2b]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Notice includes the child's educational needs. [006.03E2b] |
| No | | Notice does not state the child's educational needs. [006.03E2b] |

Rationale for response:

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## Consent for Services (009.08B)

Applies to Preschool and Students who have just had an initial evaluation.

### Consent for Services Regulations Reviewed

**009.08B1**: 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.

**003.09:** 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).

### Consent File Review Questions

13. Parental consent was obtained prior to providing special education and related services. (009.08B1; 003.09)

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The student is a student who transitioned from early intervention or had an initial evaluation and a copy of the Consent for services was found. (If no, skip to next section.) [009.08B1] |
| Yes | | Parent consent was obtained prior to the provision of special education and related services. [009.08B1] |
| Yes | | The parent agreed in writing to the provision of special education and related services (FAPE) (Consent was signed) [009.08B1] |
| Yes | | Parents understood that granting consent is voluntary and may be revoked at any time; except that revocation of consent is not retroactive. [003.09] |
| No | | One or more of the items above is missing. |

Rationale for response:

## IEP - Timeline & Excusals

### IEP Timeline Regulations Reviewed

**007.09C:** 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.

**007.10:** The IEP team shall revise the IEP as appropriate to address:

**007.10A:** Any lack of expected progress toward the annual goals described in 92 NAC 51-007.07 and in the general education curriculum, if appropriate:

**007.10B:** The results of any reevaluation conducted under 92 NAC 51-006.05A

**007.10C:** The information about the child provided to, or by, the parents, as described in 92 NAC 51-006.06A1

**007.10D:** The child's anticipated needs; or

**007.10E:** Other matters

**Tip for Reviewers:** There are not more than 365 days between the date of the previous IEP meeting and the current IEP meeting. (Example: May 1 to April 30). Look at current IEP and previous IEP meeting dates. IEP goals and/or objectives are changed/updated from year to year.

### Excusal from the Meeting Regulations Reviewed

**007.03A2:** Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment):

**007.03A5:** An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in 92 NACX 51-007.03A2 through 007.03A6

**007.04A:** 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.

**007.04B:** 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 member's area of the curriculum or related services, if:

**007.04B1:** The parent, in writing, and the school district or approved cooperative consent to the excusal; and

**007.04B2:** The member submits, in writing, to the parent and the IEP team, input into the development of the IEP prior to the meeting.

## IEP Timeline & Excusals File Review Questions

14. The IEP is reviewed periodically, but not less frequently than annually. [007.09C]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The date of the previous IEP meeting and current IEP meeting are not more than 365 days (May 1 to April 30). [007.09C] |
| Yes | | ALL Goals are changed/updated from year to year. (Change may be a more rigorous target or updated objectives.) [007.10A] |
| No | | IEP dates are more than 365 days apart |
| No | | All Goals have not been changed/updated. |
| N/A | | IEP is an initial IEP, and a year has not passed (no previous IEP to compare to) |

Rationale for response:

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15. Required members in attendance (logic question for next questions, if needed)

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Regular education teacher was in attendance or the regular early childhood teacher was in attendance. (007.03A2) |
| Yes | | A person to interpret results was in attendance. (007.03A5) |

Rationale for response:

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16. There is a signed agreement from the parent for a team member whose area is not being modified or discussed in the meeting. (007.04A)

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The IEP team, including the parent, has agreed in writing that a team member was not required because their area of curriculum or related service is not needed. |
| No | | A required member of the IEP team was absent, and no written agreement was found. |

Rationale for response:

17. For each required IEP team member who was not in attendance, respond to the prompts below. (007.04B) If any of the attendees above are not marked "yes", respond to the prompts below.

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | A written agreement between the district and the parent is found OR the IEP contains a statement that the parent agreed to the member's absence. (007.04B1) |
| Yes | | There is evidence that a member submitted, in writing, to the parent and IEP team, input into the development of the IEP prior to the meeting. (007.04B2) |
| No | | A required member was not in attendance and there is no written statement of agreement for the member's absence and/or there is no statement provided by the absent member for input into the development of the IEP. |

Rationale for response:

# Special Considerations

## Special Considerations Regulations Reviewed

**007.07B:** In developing, reviewing or revising each child's IEP:

**007.07B2:** 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.

**007.07B3:** In the case of a child whose behavior impedes his or her learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports and other strategies to address that behavior.

**007.07B7:** The IEP team shall consider whether the child needs assistive technology devices and services.

**007.07C3d:** On a case by case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's

IEP team determines that the child needs access to those devices in order to receive a free appropriate public education.

**REVIEWER NOTE:** Assistive Technology support can be any combination of the following:

- Related Service
- AT Accommodation & Modifications (Supplementary Aids and Services)
- Supports for School Personnel

## Special Considerations File Review Questions

18. There is documentation that shows the team's consideration of the results of the initial or most recent evaluation [007.07B2].

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The IEP contains results of the initial evaluation or most recent evaluation of the (preschool) child. [007.07B2] |
| No | | The IEP contains results of the initial evaluation or most recent evaluation of the (preschool) child. [007.07B2] |

Rationale for response:

19. 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 the child. [007.07B; 007.07B3]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The child was identified as having behavioral concerns and the team documents positive behavior interventions and supports. |
| No | | The child was identified as having behavioral concerns, but the team did not consider positive behavior interventions or supports. |
| N/A | | The child is not a child whose behavior impedes his or her learning. |

Rationale for response:

20. 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 and/or service needed. [007.07B; 007.07B7]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Documentation the team considered the child's assistive technology needs AND assistive technology devices and services are listed on the services page OR state assistive technology devices and services are not needed. |
| No | | No documentation that the team considered the child's assistive technology needs. |
| No | | Special considerations section states no assistive technology needed, but services and devices are listed on the services page or described in the present levels of academic achievement and functional development. |
| No | | Assistive technology is needed, but IEP states it will be provided by the parent and no alternate technology is documented for when the device is not sent. |

Rationale for response:

21. The IEP addresses the child's needs for assistive devices and services in the home or other settings as a provision of FAPE. [007.07C3d]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | There is a statement in the IEP documenting that the team considered the need for the use of school-purchased assistive technology in the home OR in other settings to receive FAPE and determined AT was necessary. |
| Yes | | There is a statement in the IEP documenting that the team considered the need for the use of school-purchased assistive technology in the home OR in other settings to receive FAPE and determined AT was **not** necessary. |
| No | | There is no documentation indicating the team considered the need for the use of school-purchased assistive technology in the home OR in other settings to receive FAPE. |

Rationale for response:

# PLAAFP

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

## PLAAFP Regulations Reviewed

**007.07A:** The IEP shall include:

**007.07A1:** Statements of the child's present levels of *academic achievement* and functional performance including:

**007.07A1a:** 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); or

**007.07A1b:** For preschool children, how the disability affects the child's participation in appropriate activities.

## PLAAFP File Review Questions

22. IEP includes the (preschool) child's present levels of academic achievement. [007.07A1]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | IEP includes appropriate levels of **academic achievement**. 007.07A1 |
| No | | IEP does not include **present** levels of academic achievement. |

Rationale for response:

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23. IEP includes the (preschool) child's present functional performance. [007.07A1]

| Compliant | ✓ | Response Criteria: |
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| Yes | | IEP includes appropriate levels of **functional performance** statements.007.07A1 |
| No | | IEP does not include **present** levels of functional performance. |

Rationale for response:

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24. 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); or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities. [007.07A1a; 007.07A1b]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Statements of how the child's disability affects their involvement in the general curriculum (or age-appropriate activities for preschool) are documented. |
| Yes | | The statement connects the specific characteristics of the student's disability to the specific barriers the student experiences. |
| No | | Missing statements of how the child's disability affects their involvement in the general curriculum (or age-appropriate activities for preschool) **or** no connection made between characteristics and barriers. |

Rationale for response:

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# Goals (007.07A)

## Goals Regulations Reviewed

**007.07A2:** A statement of measurable annual goals

**007.07A2a:** 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; or for preschool children, as appropriate, to participate in appropriate activities, and

**007.07A2b:** Meet each of the child's other educational needs that result from the child's disability

**007.07A3:** For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

**34 CFR § 300.320(a)(2)(i):** A statement of measurable annual goals, including academic and functional goals designed to

(A) 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; and

(B) Meet each of the child's other educational needs that result from the child's disability

## Goals File Review Questions

**25.** A statement of measurable annual goals [007.07A2; 300.320(a)(2)] **(All must be marked yes to be compliant.)**

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Each goal includes the **skill or behavior being measured**. [The goal should identify a specific, observable skill (e.g., "solve two-step word problems using all four operations," not "improve in math")]. |
| Yes | | Each goal includes the **conditions**. [The context or support is described (e.g., "given a grade-level reading passage and graphic organizer," or "during structured social group time").] |
| Yes | | Each goal includes **criteria for mastery**. [Includes accuracy, frequency, duration, or another clear performance level (e.g., "with 80% accuracy in 4 of 5 trials," or "for 15 consecutive minutes").] |
| Yes | | Each goal includes **how progress will be measured**. 007.07A4 , 300.320(3)(i) [The method of measurement is clear — teacher-collected data, work samples, curriculum-based measures, rubrics, etc.]] |
| Yes | | Each goal includes **when** the goal should be mastered. [A timeframe is specified (usually "by the end of the IEP year").] 300.320(3)(ii) |
| No | | One or more of the above is **not** checked "yes". |

Rationale for response:

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26. A statement of measurable annual goals, including academic and functional goals, designed to: 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 [007.07A2b; 300.320(a)(2)]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Goals are aligned to grade-level (age-level) curriculum/alternate achievement standards. 007.07A2a |
| No | | Goals are not aligned to grade-level (age-level) standards/alternate achievement standards. |

Rationale for response:

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27. Goals designed to meet each of the child's educational needs that result from the child's disability (Goals are aligned to educational needs identified in the Present Levels of Academic Achievement and Functional Performance.) [007.07A2b; 300.320(a)(2)]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Goals are **aligned to the educational needs identified in the PLAAFP.** (Educational needs may be met through supplementary aids/services and related services, but not have a specific goal.) |
| No | | One or more goals written do **not relate** to an educational need identified in the PLAAFP. Educational needs identified but no goal (or supplementary aid/service or related service) found. |

Rationale for response:

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28. Objectives, if included, are measurable [007.07A2; 007.07A3; 300.320(a)(2)

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Measurement of objectives are included and align to the goal and are stepping stones to achieve the goal. |
| No | | Objectives are not measurable. |
| No | | Objectives are a list of tasks and are not measurable. |
| N/A | | There are no objectives included and the student does not take the alternate assessment. |
| N/A | | There are no objectives included **and** the student takes the alternate assessment. |

Rationale for response:

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# Least Restrictive Environment (LRE) (008)

## LRE Regulations Reviewed

**008.01C2:** 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.

**008.01D:** Each school district or approved cooperative must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

**008.01D1:** The continuum must:

**008.01D1a:** Include instruction in regular preschool/pre-kindergarten classes, special classes, special schools, home instruction and instruction in hospitals and institutions

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

**008.01H:** In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the child or on the quality of services which he or she needs.

## LRE File Review Questions

29. In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the child or on the quality of services which he or she needs [008.01H] (**Only 1 "yes" needed - May refer to PWN, if needed**).

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | There is documentation that the team considered potential harmful effects on the student when determining services, supports, or placement. |
| Yes | | There is evidence the team considered whether proposed services or placement could negatively affect the student. |
| Yes | | There is documentation showing consideration of potential harmful effects on the quality of services the student needs. |
| Yes | | There is documentation showing consideration of any adverse impact that the educational placement may have on the student or service delivery. |
| Yes | | Multiple placement options listed with consideration and rule out of placement and discussion of possible harmful effects with placement chosen. (services page, summary on services page, etc.) |
| Yes | | Placement and harmful effects identified. |
| No | | No discussion of harmful effects found. |

Rationale for response:

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**30.** 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. Educational placement is based on his or her individualized education program (IEP). **PLAAFP and educational services and placement are aligned**. The student receives special education services for areas in which a deficit is noted. [008.01C2; 008.01E2] **(All must be marked yes to be compliant.)**

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The IEP identified the student's present levels of academic achievement and functional performance. (007.07A) |
| Yes | | The IEP included measurable annual goals. (007.07A2) |
| Yes | | The IEP included special education, related services, and supplementary aids and services (007.07A5) to meet the student's needs. (008.01E1I) |
| Yes | | The placement is determined by the student's individual needs rather than the availability of programs, staff, space, or funding. (Compare previous IEP to current to identify any drastic shifts that cannot be explained by information within the PLAAFP) (008.01E2) |
| Yes | | The student attends the same amount of time as their peers **or** if on a shortened day, there are notes about how the team plans to transition the student to a full day. (008.01D) |
| Yes | | PLAAFP, educational services, and placement are aligned. The student receives special education services for which a deficit is noted. (008.01E2) |
| No | | PLAAFP does not support the designated educational placement. The student receives special education services for classes in which no educational need is noted, or student is not receiving special education services for areas in which an educational need is noted. |
| No | | One of the "yes" is not marked. |

Rationale for response:

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31. Student attendance is for a full school day. If on a shortened day, placement on ADVISER matches what is on the student's IEP. [008.01C2; 008.01E2]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | When calculating LRE, the calculations match the environment shown in ADVISER (004.06A6). |
| No | | The LRE calculation does not match the environment shown in ADVISER. |

Rationale for response:

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### Early Childhood Special Education Continuum

32. Each school district or approved cooperative must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. [008.01D; 008.01D1; 008.01D1a]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The district has ensured a continuum of alternative placements, documentation shows that the placement options began with the regular preschool/pre-kindergarten classroom and the continuum of alternative placements includes all options. |
| No | | No. The district did not ensure a continuum of alternative placements and did not provide documentation showing that the placement options began with the regular preschool/pre-kindergarten classroom and worked its way through the continuum. |

Rationale for response:

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## Special Education Services

### Special Education Services Regulations Reviewed

**007.07A5:** 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:
**007.07A8:** 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;
**007.07C4:** 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 *(includes preschoolers*) with a verified disability an equal opportunity for participation in those services and activities**.**

**014.01:** The board of education shall furnish one of the following types of services to children with disabilities who are residents of the school district:

**014.01A:** Provide transportation for any child with a disability who is forced to leave the school district temporarily because of lack of educational services; and

**014.01B:** Provide transportation within the school district for any child with a disability who is enrolled in a special education program of the district when either:

**014.01B1:** The child is required to attend a facility other than what would be the normal school of attendance of the child to receive appropriate special education services; or

**014.01B2:** The nature of the child's disability is such that special education transportation is required.

**014.01C:** The board of education shall provide transportation for all children with disabilities birth to age five including children birth to age five who are wards of the court.

## Special Education Services File Review Questions

33. (Logic Only) What services are contained within the IEP?

| Yes | Service |
|---|---|
| | Special Education and related services |
| | Supports for school personnel |
| | Supplementary aids and services |
| | Program modifications and accommodations |
| | Transportation |

Indicate whether each area included all required elements. [007.07A5; 007.07A8] Remember:

- Frequency cannot include "as needed", "discretion of the student or teacher"
- Duration cannot include "all day", "all year", or "duration of the IEP"
- Location cannot include "public school", or generic "classroom"

| # | Area | Frequency Included | Duration Included | Location Included |
|---|---|---|---|---|
| 34. | Special education and related services | | | |
| 35. | Supports for school personnel | | | |
| 36. | Supplementary aids and services | | | |
| 37. | Program modifications and accommodations | | | |
| 38. | *Transportation | | | |

39. The IEP contains supplementary aids and services for nonacademic and extracurricular activities. (Examples of non-academic and extracurricular services and activities are field trips, assemblies, concerts, field day, intramural activities, after school clubs, etc.) [007.07C4]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Supplementary aids and services are listed for non-academic and extra curricular services and activities. |
| No | | Supplementary aids and services are not listed for non-academic and extra curricular services and activities. There is no mention of supplementary aids and services for non-academic and/or extra curricular services and activities. |
| No | | Box is selected to confirm that the student's needs in the area of physical education have been addressed but no other statement is included. (Please check to confirm that you have addressed the student's needs in the area of Physical Education.) |

Rationale for response:

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40. Is transportation a required service (only one yes is required)? [014.01]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Transportation is required because the student must leave the district temporarily due to a lack of educational services |
| Yes | | Transportation is required because the child attends a facility other than what would be the normal school of attendance of the child to receive appropriate special education services. |
| Yes | | Transportation is provided because the nature of the child's disability is such that special education transportation is required. |
| No | | No needs are identified based on requirements but transportation is identified as a need. |
| N/A | | Transportation is not a needed service. |

Rationale for response:

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41. The board of education shall provide transportation for all children with disabilities birth to age five, including children birth to age five who are wards of the court. [014.01C]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Documented evidence that transportation was addressed and being provided. |
| No | | Evidence of a transportation plan but does not include all required information to support IEP information. (e.g., the district provides transportation to all students, booster seat, harness, parent plan, etc.) |
| No | | No evidence that transportation was addressed. |
| No | | Transportation documented as not needed. |
| N/A | | Student is above the age of 5. |

Rationale for response:

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# Assessment Accommodations (007.07A7)

Alternate Assessment

## Assessment Accommodations Regulations Reviewed

**007.07A7:** 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:

**007.07A7a:** The child cannot participate in the regular assessment; and

**007.07A7b:** The particular alternate assessment selected is appropriate for the child

## Assessment Accommodations File Review Questions

42. The IEP contains a written statement of the individual appropriate accommodations or modifications the child will receive when participating in the state and district-wide assessments. [007.07A7] (All yes needed)

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Accommodations or modifications are identified for the state assessment **or** states the student will not take the state assessment. |
| Yes | | Accommodations or modifications are identified for the district-wide assessments **or** states the student will not take district-wide assessments. |
| No | | One of the above is not marked. |

Rationale for response:

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43. The IEP contains a written statement of why the child cannot participate in the regular assessment. [007.07A7a]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | IEP documents why and provides evidence as to **why** the student cannot participate in the regular assessment (Evidence as to how the student met eligibility) |
| No | | IEP does not provide why and/or evidence as to why the student cannot participate in the regular assessment (restatement of criteria does not count) |
| N/A | | The child is taking the regular assessment. |

Rationale for response:

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44. The IEP contains a written statement of why the child must take the alternate assessment. [007.07A7a]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | IEP provides a statement of **why** the student must take the alternate assessment. (Evidence as to how the student met eligibility) |
| No | | IEP does not provide a statement of why the student must take the alternate assessment. |
| No | | The child is taking the regular assessment. |

Rationale for response:

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# Prior Written Notice (PWN) (009.05)

## PWN Regulations Reviewed

**009.05:** Prior Written Notice

**009.05A:** 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 the child or the provision of a free appropriate public education to the child.

**009.05B:** Such prior written notice shall include:

**009.05B1:** A description of the action proposed or refused by the school district or approved cooperative;

**009.05B2:** An explanation of why the school district or approved cooperative proposes or refuses to take the action;

**009.05B3:** A description of other options the IEP team considered and the reasons why those options were rejected;

**009.05B4:** 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;

**009.05B5:** A description of any other factors which are relevant to the school district's or approved cooperative's proposal or refusal;

**009.05B6:** 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

**009.05B7:** Sources for parents to contact to obtain assistance in understanding the provisions of this Chapter.

## PWN File Review Questions

45. 45: Prior written notice shall be given to the parents of a child with a disability a **reasonable time before** (NOTE: Check for the date of delivery, if the PWN is prior to the start of services located on the services page/chart of the IEP. Examples may include: change of placement, addition or termination of services, proposal or refusal to conduct evaluations, etc..) [ 009.05A]

| 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. |
| No | | No PWN is available to review. |
| No | | PWN is dated well after the services start date. |

Rationale for response:

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**46.** The prior written notice describes an action the district is proposing or refusing. (009.05A) **At least 1 response must be checked "yes".**

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | Initiate or change the student's identification (eligibility category or special education eligibility status). |
| Yes | | Initiate or change the evaluation or reevaluation of the student. |
| Yes | | Initiate or change the student's educational placement. |
| Yes | | Initiate or change the provision of a free appropriate education (This may include addressing request(s) made by a parent, adding/removing supplementary aids/services, etc.) |
| No | | PWN describes a process instead of an action.<br>IEP met to discuss student's progress<br>Conduct an annual IEP meeting<br>Review MDT evaluation results<br>Discuss parent concerns |
| No | | None of the "yes" boxes is checked. |

Rationale for response:

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47. 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. |
| No | | No PWN is available to review. |

Rationale for response:

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48. 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] (**Both "yes" responses are required**)

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The PWN identifies one or more alternative options considered by the IEP team. |
| Yes | | The PWN provides a reason each option was rejected. |
| No | | The PWN does not identify one or more alternative options considered by the IEP team |
| No | | The PWN does not provide reasons for rejection. |

Rationale for response:

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**49.** 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. [009.05B4] **At least 1 response must be checked "yes".**

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The PWN identifies the evaluation procedures that were used to support the proposed or refused action. |
| Yes | | The PWN identifies the assessments that were used to support the proposed or refused action. |
| Yes | | The PWN identifies the reports that were used to support the proposed or refused action. |
| No | | None of the "yes" boxes are checked. |

Rationale for response:

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50. 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. [009.05B5]

| Compliant | ✓ | Response Criteria: |
|---|---|---|
| Yes | | The PWN describes one or more additional relevant factors. |
| Yes | | The PWN states no other factors were relevant. |
| No | | The PWN omits relevant factors. |
| No | | The PWN left the "other factors" section blank. |

Rationale for response:

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