

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION ON-SITE FILE REVIEW
INDIVIDUALIZED EDUCATION PROGRAM COMPLIANCE & IMPROVEMENT
MONITORING DISTRICT SELF-ASSESSMENT DATA COLLECTION FORM**

2020 – 2021

District:	Student Name:	Date of Birth:	SASID#:
Current School:	Disabilities: (Please list primary first.)	Grade: (as identified on IEP)	Begin & End Date of Currently Agreed Upon IEP Reviewed: Amended Date: (if applicable)
			Date of Parent Consent:

Name of School Staff Completing Form:	Role:	Date Completed:	Signature:
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NHDOE USE ONLY:	Date of Review:	Signature of DOE Reviewer:
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School: OFFICE	SASID: USE	Reviewer: ONLY	Code:
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<p>Currently agreed upon IEP with the signature of the parent or, where appropriate, student, and a representative of the LEA stating approval of the provisions of the IEP 34CFR 300.321(a)(4); Ed 1109.01(a)(5). If a district was unable to obtain written parental consent have they implemented Ed 1120.06? IEP does not have a "DRAFT" watermark on it.</p>	<p><input type="checkbox"/> Yes, District has obtained written parental consent or has implemented Ed 1120.06 and authorized LEA representative has signed IEP.</p> <p><input type="checkbox"/> No—IEP will be deemed out of compliance or not applicable for the follow areas: D(#7-8), F(#16-22), G(#23), H(24-26), I (27 & 28), J(#29-30), K(#31-38), L(#39), M(#40-42), N(#43)</p> <p><i>If No, Please note reason:</i></p>
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**GUIDANCE AND NEXT STEPS FOR COMPLETING THE 2019-2020 DISTRICT SELF-ASSESSMENT DATA COLLECTION FORM
IN PREPARATION FOR THE NH DEPARTMENT OF EDUCATION SPECIAL EDUCATION COMPLIANCE AND IMPROVEMENT MONITORING ON-SITE REVIEW**

The self-assessment is just one part of the special education on-site monitoring that your district is participating in. Six weeks prior to the visit, your district will receive a list of students per school for school age children. Additional list(s) will be included separately for preschool children. The number of students on the list will vary depending on the number of special education students at each school. The school list may include students with IEPs attending Charter Schools, district placed out-of-state students, and Off-site/Alternative programs pursuant Ed 306.21 (if applicable). At the on-site monitoring visit, the New Hampshire Department of Education (NHDOE) Bureau of Student Support (Bureau) monitoring team will randomly pick all but two students from each list at each school to review. The Bureau's expectation is that the self-assessment will be completed prior to the on-site monitoring visit for all students selected at each school.

Schools may complete the self-assessment in many ways. Here are a few ways:

- Special education teacher completes the self-assessment.
- Special education teacher completes the self-assessment, and another special education teacher reviews what was identified for evidence.
- School teams meet together as a group to complete the self-assessment. Teams may be comprised of special education building coordinators and special education teachers; related service providers; and special education and regular education teachers.

The intent of the compliance monitoring is to improve student outcomes for students with IEPs by:

1. Ensuring districts understand and are implementing special education requirements in accordance with the *New Hampshire Standards for Education of Children with Disabilities (NH Standards)*, *New Hampshire Statutes*, and the *Individuals with Disabilities Act (IDEA)*; and
2. Improving special education procedures, and practices.
3. Identifying and supporting correction of noncompliance, consistent with OSEP Memo 09-02.

Annually the Bureau aggregates instances of student specific compliance to determine trend data. Based on the aggregated data the Bureau reviews each specific regulation or administrative rule to determine if the trend data reveals substantial compliance. If there is a pattern of substantial compliance the Bureau may consider removing this regulation.

The Compliance and Improvement Monitoring (CIM) process is divided into two stages so that all findings of noncompliance are corrected and verified within a year of the report.

The first stage includes:

- District selection and meetings with district administrative staff and the NHDOE
- District training provided by the Bureau regarding CIM process
- Student SASID numbers provided to the district
- The initial on-site visit
- Meeting with district administrative staff to review written documentation (report, appendices provided of findings by student as well as district wide)

- Report of findings of noncompliance posted on NHDOE website
- Technical assistance & trainings offered by the NHDOE
- **District correction of findings of noncompliance within the given timeframe, as prescribed in the report, district-wide (appendix 1) and student specific (appendix 2) which includes:**
 - IEP amendments to address any child specific areas of noncompliance (2 months)
 - Forms and related practices (3 months)
 - Training / Professional Development in areas on noncompliance (3 months)
 - Special education procedures, and personnel (6 months)
- Follow up visit from the NHDOE to verify corrective actions of noncompliance, beginning 2 to 3 months from the report
- Additional monthly follow up visits scheduled as necessary to verify evidence of correction for any outstanding findings of noncompliance

The second stage (the areas in which Corrective Actions Regarding the Implementation of Regulations were identified in the report & appendix 3) includes:

- District selection of new student files in accordance with the number of files and student selection criteria provided by NHDOE approximately 3 weeks prior to a scheduled NHDOE subsequent on-site visit
- The scheduled on-site visit to verify implementation of the regulations that were identified as noncompliant in the original report using the new files
- Technical Assistance offered by the NHDOE
- Follow up visit by the NHDOE to verify corrective action of noncompliance from the subsequent on-site visit
- Additional monthly follow up visits scheduled as necessary verify evidence of correction for any outstanding findings of noncompliance

The self-assessment data collection form includes a cover page with thirteen boxes to be completed regarding the student selected for the IEP compliance monitoring on-site file review. The district of liability for the student must be the district being monitored. If a student selected by the NHDOE attends the school that is being reviewed and is from another district, please contact the NHDOE.

The body of the self-assessment data collection form includes three columns. The first column identifies the rule that is being monitored for compliance along with directions for providing evidence based on the rule. The second column is for the district to identify the evidence that demonstrates compliance with the rule and check off if this item is in compliance or not. Schools are responsible for documenting the evidence before the on-site monitoring visit and checking yes, no or N/A if applicable for each item on the assessment based on the evidence they provided. Please be as specific as possible since the self-assessments may be used as evidence in verifying noncompliance. Some schools tab evidence in the student's file and note the corresponding question number from the data collection form.

The last column of the data collection form will be used by the monitoring team from the NHDOE at the on-site file review. "Yes" responses indicate evidence has been verified as being in compliance with the rule and "No" responses indicate noncompliance. "NA" responses indicate that the rule does not apply to the student and therefore, cannot be monitored.

Do not alter the student's file and/or make copies of the evidence. The NHDOE monitoring team will only be reviewing original student files.

In order to assist with the on-site review, 30 days prior to the visit please provide the NHDOE with:

- A copy of the school's list of authorized employees who can access students' records and
- A copy of the school's list of authorized Local Education Agency (LEA) representatives for each school for the current and past school year.

The monitoring team will consist of two to six NHDOE trained staff, including at least one special education administrator from another district who has been trained in the process by the NHDOE. District staff members are encouraged to be available as recommended by the special education director to assist the monitoring team should questions arise regarding the evidence provided.

On the date(s) of the on-site monitoring visit, the monitoring team will need: a private meeting space, access to the students' complete files, district completed self-assessment forms for each student on the student list, any additional documents that may be needed to demonstrate evidence, internet access, and electrical outlets. At the end of the visit, each completed self-assessment data collection form will be collected by the monitoring team. Should districts wish to keep copies of the data collection form, which have the documented evidence of compliance yet to be verified, copies must be made by the district prior to the on-site monitoring visit.

The NHDOE will have reviewed the district's special education procedures, special education personnel certification, special education forms, special education program descriptions, equitable services documentation (if applicable), and the district's procedural safeguards prior to the visit.

The final step will be the report citing child specific findings of noncompliance as well as a summary of the review of the district's special education procedure, effective implementation of practices, personnel, and monitoring of special education process. The district will receive the written documentation within 60 days of the on-site monitoring visit. Thereupon, NHDOE staff will meet with district administration to answer questions about the report. Following the meeting with district administration, the NHDOE will issue the public report.

The report specifies the district corrective actions and provides specific timelines to address areas of noncompliance. Child specific findings of noncompliance must be corrected within 2 months of receipt of the written documentation of findings of noncompliance. NHDOE staff will return to the district 2 to 3 months from the issuance of the report to review evidence and verify correction of child specific incidences of noncompliance. Six to nine months from the written documentation of findings of noncompliance, NHDOE staff will again return to the district to review updated data regarding implementation of the regulations. At least three weeks prior to this follow-up visit, the district will be notified of the number of files and student selection criteria for the district to select the new student files that will be reviewed. The NHDOE Coordinating Consultant for your district is available for technical assistance.

<p style="text-align: center;">IMPLEMENTATION OF POLICIES, PROCEDURES, AND PRACTICES</p>	<p style="text-align: center;">Evidence Provided by District (Name & description of evidence, location of evidence, page number, date, policy) Evidence verifies compliance with NH Standards</p>	<p style="text-align: center;">Evidence verifies compliance with NH Standards (Gray areas are for NHDOE use only)</p>
<p>A. Record of Access; Confidentiality Requirements</p>		
<p><i>34 CFR 300.614 Record of access.</i></p> <p>Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.</p> <p><i>Ed 1119.01(a) Confidentiality Requirements.</i></p> <p>(a) Each participating agency shall comply with 34 CFR 300.610 - 300.627, relative to confidentiality of information, including compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99.</p> <p>1. Provide the evidence of a record of parties that have obtained access to the education records collected, maintained or used under Part B of the Act.</p> <p><i>Cite where the record of access can be found in the student file.</i></p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

B. Procedural Safeguards		
<p>34 CFR 300.504(a); Ed 1120.03(b)</p> <p>2. Provide the evidence that a copy of the procedural safeguards, available to the parents of a child with a disability, was given to the parent one time in the school year.</p> <p><i>Provide the documentation that the procedural safeguards was given to the parent one time in the school year.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
C. Evaluation; Determination of Eligibility for Special Education		
<p>34 CFR 300.306(a)(1); Ed 1108.01(b)</p> <p>3. Provide the evidence that a group of qualified professionals and the parent of the child determined whether the child, upon completion of assessments, is a child with a disability.</p> <p><i>Provide the location in the file where the meeting participants for determining eligibility signed in and identify the role of the qualified professional(s).</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p>
<p>34 CFR 300.306(c)(1)(i)</p> <p>4. Provide the evidence that the team drew upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior.</p> <p><i>Provide the location in the file where the evidence of a variety of sources can be found, which includes the required assessments per Table 1100.1 of the NH Standards.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p>

<p>34 CFR 300.304(c)(1)(iv); Ed 1107.04(b)</p> <p>5. Provide the qualified examiners for specific disabilities as set forth in Table 1100.1 “Required Assessments and Qualified Examiners by Type of Disability”.</p> <p><i>Provide the names and credentials of personnel who administered the assessments.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p>
<p>Ed 1107.05(a) ; Ed 1107.05(b)</p> <p>6. Provide the evidence of an evaluation report (Evaluation Summary Report) containing the results of the various diagnostic findings. The report shall include but not be limited to, the results of each evaluation procedure, test, record, or report; a written summary of the findings of the procedure, test, record, or report; and information regarding the parent’s rights of appeal in accordance with Ed 1123 and a description of the parent’s right to an independent evaluation in accordance with Ed 1107.03.</p> <p><i>Provide the location in the file where the evaluation written summary report, which includes the required assessments per Table 1100.1 of the NH Standards, is located.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Only if current eligibility was not completed by this district</p>

<p>D. Individualized Education Program</p>		
<p>Ed 1109.01(a)(5)</p> <p>7. Provide the evidence of the signature of the parent or, where appropriate, student, and a representative of the LEA stating approval of the provisions of the IEP. Provide both the LEA representative and the parent listed on the response section of the IEP. For adult student, the LEA representative and adult student.</p> <p><i>Provide the location in the file of the current IEP with Parent/adult student and LEA signatures. The LEA signature must match the LEA Representative at the meeting.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

<p>34 CFR 300.323(c)(1); Ed 1109.03(a)</p> <p>8. If an initial IEP, provide the evidence that there was a meeting to develop an IEP for the student conducted within 30 days of a determination that the child needs special education and related services.</p> <p><i>Provide the location in the file where the following can be found:</i></p> <p>a. <i>The eligibility determination date (date the parent gave consent).</i></p> <p>b. <i>The date of the meeting to develop the IEP. The eligibility date and the IEP development date must be within 30 calendar days.</i></p> <p><i>If reviewing an amendment to the initial IEP then this amended IEP is the initial IEP.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not an initial IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not an initial IEP</p>
<p>34 CFR 300.324(b)(1)(i); Ed 1109.03(d)</p> <p>9. Give the dates of the previous IEP that demonstrate evidence that the IEP was reviewed at least annually.</p> <p><i>Provide the location(s) in the file of the current and previous IEP and the dates of those IEPs.</i></p> <p><i>If reviewing an amendment to the initial IEP then this amended IEP is the initial IEP.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—initial IEP or student moved from another district or state</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—initial IEP or student moved from another district or state</p>

<p>E. IEP Team; Participants in the Special Education Process</p>		
<p>34 CFR 300.322; Ed 1103.01(a)</p> <p>10. Provide the evidence that one or both of the parents are present at the IEP Team meeting or are afforded the opportunity to participate.</p> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the parent signed in as a meeting participant. If parent(s) was not present at meeting, provide the other methods to ensure parent participation or record of attempts to arrange a mutually agreed on time and place per 34 CFR 300.322.</i></p> <p><i>Check yes, if:</i></p> <p>1) <i>Parent physically attended</i></p> <p>2) <i>Parent participated via phone or video conferencing</i></p> <p>3) <i>Record of attempts (2 or more)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

<p>34 CFR 300.321(a)(2); Ed 1103.01(a)</p> <p>11. Provide evidence that at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment) participated in the meeting. If there was no regular education teacher please explain.</p> <p>For preschool children the regular education teacher may be:</p> <ul style="list-style-type: none"> • Staff with early childhood certification • A teacher in a regular early childhood program (childcare, Head Start, etc.) • A kindergarten teacher <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the regular education teacher signed in as a meeting participant.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p><input type="checkbox"/> NA- student is not and will not participate in the regular education environment.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p> <p><input type="checkbox"/> NA- student is not and will not participate in the regular education environment.</p>
<p>34 CFR 300.321(a)(3); Ed 1103.01(a)</p> <p>12. Provide evidence that not less than one special education teacher or, where appropriate, not less than one special education provider of the child participated in the meeting. If there was no special education teacher or provider, please explain.</p> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the special education teacher/provider signed in as a meeting participant.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—excused per 34 CFR 300.321(e)</p>
<p>34 CFR 300.321(a)(4); Ed 1103.01(a)</p> <p>13. Provide the evidence that the IEP Team included an LEA representative.</p> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the LEA representative signed in as a meeting participant. The LEA Representative must be on the district's authorized LEA Representatives list.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

<p>Ed 1103.01(d)</p> <p>14. If vocational, career or technical education components are being considered, provide the evidence that the IEP team membership included an individual knowledgeable about the vocational education and/or career and technical education programs being considered.</p> <p><i>Provide the page of the meeting participants' form of the currently agreed upon IEP where the individual knowledgeable about the vocational education program and/or Career and Technical Education Center (CTE) signed in as a meeting participant.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—vocational education/CTE not considered</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—vocational education/CTE not considered</p>				
<p>34 CFR 300.322(a); Ed 1103.02(a), (c), (d)</p> <p>15. Provide the evidence that the parent(s) received a written invitation no fewer than 10 days before an IEP meeting which included the purpose, time, location and identification of the participants. If the parent(s) agrees in writing, the LEA may satisfy this requirement via transmittal by electronic mail. Such an agreement shall be effective until revoked in writing. A notice sent by first class or U.S. mail 12 days prior to the meeting shall be deemed received 10 days before an IEP meeting.</p> <p><i>Provide the date when the written invitation was received by the parent(s) and the IEP meeting date. If less than 10 days, per Ed 1103.02(b), provide evidence of written consent of the parent(s) that the notice requirements were waived.</i></p> <p><i>If parent has agreed in writing to receive special education meeting invitations by electronic mail, provide location in student file of this written parent consent. In this case, provide documentation of invitation and documentation that the invitation was transmitted by electronic mail to the parent.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No – less than 10 days with no waiver <u>or</u> in the case of transmittal by email, no evidence that the parent agreed in writing to receive meeting invitations by electronic mail.</p> <table border="1" data-bbox="1129 982 1598 1198"> <tr> <td data-bbox="1129 982 1402 1047">Written invitation received:</td> <td data-bbox="1402 982 1598 1047">IEP meeting date:</td> </tr> <tr> <td colspan="2" data-bbox="1129 1047 1598 1198"> <p>If less than 10 days between: is there evidence of written consent of the parent(s) that the notice requirements were waived?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA – more than 10 days</p> </td> </tr> </table>	Written invitation received:	IEP meeting date:	<p>If less than 10 days between: is there evidence of written consent of the parent(s) that the notice requirements were waived?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA – more than 10 days</p>		<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No – less than 10 days with no waiver <u>or</u> in the case of transmittal by email, no evidence that the parent agreed in writing to receive meeting invitations by electronic mail.</p>
Written invitation received:	IEP meeting date:					
<p>If less than 10 days between: is there evidence of written consent of the parent(s) that the notice requirements were waived?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA – more than 10 days</p>						

F. Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)

34 CFR 300.320 Definition of individualized education program.

- a. General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that must include--
- (1) A statement of the child's present levels of academic achievement and functional performance.

34 CFR 300.324(a)(1)(i); Ed 1109.01(a)(1)

16. Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered **the strengths of the child**.

Provide the page number in the currently agreed upon IEP where the child's strengths are included. For example: learner variability. Must contain at least one strength of the student related to learning and must be objective (not subjective).

Yes

Yes

No

No

34 CFR 300.324(a)(1)(iv); Ed 1109.01(a)(1)

17. Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered **the academic, developmental, and functional needs of the child**.

- (a) Academic—level of academic performance when measured against the general education curriculum.
- (b) Developmental—physical, cognitive, communication, social or emotional, and/or adaptive development.
- (c) Functional—how the child demonstrates skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas.

Provide the page number in the currently agreed upon IEP where the child's academic, developmental and functional needs are included.

Yes

Yes

No

No

34 CFR 300.324(a)(1)(ii); Ed 1109.01(a)(1)

18. Provide the page number in the currently agreed upon IEP documenting evidence that **the concerns of the parents** for enhancing the education of their child were considered.

Provide the page number in the currently agreed upon IEP where the parents' concerns for enhancing the education of their child are included.

Yes

Yes

No

No

<p>34 CFR 300.324(a)(1)(iii); Ed 1109.01(a)(1)</p> <p>19. Provide the page number in the currently agreed upon IEP demonstrating evidence that the results of the initial or most recent evaluation of the child were considered.</p> <p>For Preschool students evaluations could include POMS, ESS assessments, Pediatrician reports, arena assessments, etc.</p> <p><i>Provide the page number in the currently agreed upon IEP where the results of the initial or most recent evaluations of the child are included. For example: initial evaluation results, re-evaluation results, curriculum based measures, district wide assessments, classroom assessments.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>34 CFR 300.320(a)(1)(i); Ed 1109.01(a)(1)</p> <p>20. Provide the evidence of a statement in the IEP that describes how the student's disability affects the student's involvement and progress in the general education curriculum.</p> <p><i>Provide the page number in the currently agreed upon IEP where the description of how the student's disability affects progress in the general education curriculum is included. Any classes with a curriculum are academic classes, including music, art, computer, physical education, etc.</i></p> <p>For preschool age children, please see question #30.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – preschool age child</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – preschool age child</p>
<p>34 CFR 300.320(a)(4)(ii); Ed 1109.01(a)(1)</p> <p>21. Provide the evidence of a statement in the IEP that describes how the student's disability affects participation in extracurricular and non-academic activities.</p> <p><i>Provide the page number in the currently agreed upon IEP where the description of how the student's disability affects participation in extracurricular and non-academic activities is included. Non-academic activities would include lunch, recess, and transition times, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

<p>34 CFR 300.320(a)(1)(ii); Ed 1109.01(a)(1)</p> <p>22. For preschool children, as appropriate, provide the evidence of a statement in the IEP that describes how the disability affects the child’s participation in appropriate activities.</p> <p><i>Provide the page number in the currently agreed upon IEP where the description of how the disability affects the child’s participation in appropriate activities is included.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not preschool</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not preschool</p>
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<p>G. Courses of Study</p>	<p>This section of the IEP, secondary transition, is monitored through a separate NHDOE process.</p>	
<p>Ed 1109.01(a)(10)</p> <p>23. For each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, provide the evidence of a statement of the transition service needs of the student under the applicable components of the student’s IEP that focuses on the student’s courses of study such as participation in advanced-placement courses, vocational education, or career and technical education.</p> <p><i>Provide the page number in the currently agreed upon IEP where the courses of study are listed. This should be written as a projected transcript for grade levels beyond the student’s current grade and specific courses taken should be listed for current and previous years.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—student is age 13 or younger and no evidence that the IEP team determined this is necessary</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—student is age 13 or younger and no evidence that the IEP team determined this is necessary</p>

H. Measurable Annual Goals; Short-term Objectives or Benchmarks

<p>34 CFR 300.320(a)(2)(i); Ed 1109.01(a)(1)</p> <p>24. Provide the evidence of a statement of measurable annual goals, including academic and functional goals.</p> <p><i>Provide the page number in the currently agreed upon IEP where the goals are located.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Measurable annual goals contain the following criteria. (The section below is for school districts and reviewers to note which goals are measurable and which are not. All goals must contain all the criteria for the reviewers to check the "Yes" box above. Reviewers will choose two goals to review unless the IEP contains just one or two goals.)

Present Level of Academic Achievement and Functional Performance (Current level from which goal will be measured*)	Goal Number	Time Frame	Condition/Situation (Materials, settings, accommodations for student to perform behavior)	Student's Name	Clearly Defined/Observable Behavior	Performance Criteria			
						How Well (Level to demonstrate mastery)	How Consistently (Number of times to demonstrate mastery)	Evaluation Schedule	
								How Often	How Measured
<i>Format:</i>	<i>By...,</i>	<i>given...,</i>	<i>Student's name</i>	<i>will do this</i>	<i>this well</i>	<i>this many days/times</i>	<i>as measured this often</i>	<i>using this....</i>	

***BASELINE DATA** can be in the goal and/or part of the present levels above the goal in EasyIEP

School District Use Below:

<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No							
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No							

NHDOE Use Only Below:

<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No							
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No							

<p>34 CFR 300.320(a)(2)(i)(A),(B); Ed 1109.01(a)(1)</p> <p>25. Provide the evidence that the measurable annual goals 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 as well as the child’s other educational needs that results from the child’s disability.</p> <p><i>Provide evidence that the goals are based on the student’s identified needs as stated in the present levels section of the IEP.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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For the question below, please note that short-term objectives break the skills described in the annual goal down into discrete components and that benchmarks describe the amount of progress the child is expected to make within specified segments of the year...benchmarks establish expected performance levels that allow for regular checks of progress within specified segments of the year. (Retrieved from www.fetaweb.com on August 15, 2012)

<p>Ed 1109.01(a)(6)</p> <p>26. Provide the evidence of short-term objectives or benchmarks for all children unless the parent determines them unnecessary for all or some of the child’s annual goals.</p> <p>All students who are taking DLM assessments must have short-term objectives or benchmark.</p> <p><i>Provide the page number in the currently agreed upon IEP, or provide the document noting the evidence that the parent determined them unnecessary.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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I. Review and Revision of IEPs (Measuring Progress)

<p>34 CFR 300.320(a)(3)(ii); Ed 1109.01(a)(8)</p> <p>27. Provide the evidence that the IEP includes a description of when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p> <p><i>Provide the page number in the currently agreed upon IEP where this information is located. NHSEIS dropdown options that do not comply with Ed 1109.01(a)(8) include: As Needed, End of Unit, and Oral Report.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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<p>34 CFR 300.320(a)(3)(ii) ; Ed 1109.01(a)(1)</p> <p>28. Provide evidence that periodic reports were provided to parents on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).</p> <p><i>Provide the evidence that periodic reports in accordance with 300.320(a)(3)(ii).</i></p> <p><i>Examples of evidence will include copies of each quarterly or trimester progress report(s) provided to parents since IEP start date.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – periodic reports not due at this time based on start date of the IEP.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA – periodic reports not due at this time based on start date of the IEP.</p>
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J. Accessibility of Child’s IEP to Teachers and Others (General Accommodations and General Modifications)		
<p>Ed 1102.01(b)</p> <p>29. If accommodations are included, are the accommodations changes in instruction or evaluation determined necessary by the IEP team that do not impact the rigor, validity, or both of the subject matter being taught or assessed?</p> <p><i>Provide the page number in the currently agreed upon IEP where the accommodations are located. Accommodations address specific student needs that are above and beyond what is provided to all students and do not impact the rigor, validity, or both of the subject matter.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no accommodations</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no accommodations</p>
<p>Ed 1102.03(v)</p> <p>30. If modifications are included, are the modifications changes in instruction or evaluation determined necessary by the IEP team that impact the rigor, validity, or both of the subject matter being taught or assessed?</p> <p><i>Provide the page number in the currently agreed upon IEP where the modifications are located. Modifications address specific student needs that do impact the rigor, validity, or both of the subject matter.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no modifications</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no modifications</p>

K. Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)

34 CFR 300.320(a)(4); Ed 1109.01(a)(1)
 34 CFR 300.320(a)(4) 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—
 (i) To advance appropriately toward attaining the annual goals;
 (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
 (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;

In order to enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children...

<p>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</p> <p>31. Provide the evidence of a statement of special education.</p> <p><i>Provide the page number where the special education service is in the currently agreed upon IEP that includes the specially designed instruction that relates to the students disability area(s) and needs. The provider of this service must be a certified teacher or specialist.</i></p> <p>34 CFR 300.39 Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including— (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (ii) Instruction in physical education.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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For Question #45 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.

<p>Ed 1109.04(b)(1)</p> <p>32. Provide the written evidence documenting implementation of the IEP with regards to special education services provided.</p> <p><i>Provide the evidence that special education services have been implemented.</i></p> <p><i>Examples of evidence may include detailed progress notes specifically referencing the special education services, logs that document the special education service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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<p>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</p> <p>33. Provide the evidence of a statement of related services.</p> <p><i>Provide the page number of the related services in the currently agreed upon IEP. The provider of this service must be a licensed related service provider.</i></p> <p>If N/A, question #47 must also be N/A because there is no statement of related services in the IEP.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary</p>
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For Question #47 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.

<p>Ed 1109.04(b)(1)</p> <p>34. Provide the written evidence documenting implementation of the IEP with regards to related services provided.</p> <p><i>Provide the evidence that related services have been implemented.</i></p> <p><i>Examples of evidence may include detailed progress notes specifically referencing the related service, logs that document the related service being provided to the child, work samples from the child demonstrating participation in the service, student schedule, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no related services in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no related services in IEP</p>
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<p>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</p> <p>35. Provide the evidence of a statement of supplementary aids and services.</p> <p><i>Provide the page number of the supplementary aids services in the currently agreed upon IEP.</i></p> <p><i>34 CFR 300.42 Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with 34 CFR 300.114 through 300.116.</i></p> <p>If N/A, question #49 must also be N/A because there is no statement of supplementary aids and services in the IEP.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary</p>
<p>For Question #49 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.</p>		
<p>Ed 1109.04(b)(2)</p> <p>36. Provide the written evidence documenting implementation of the IEP with regards to supplementary aids and services provided.</p> <p><i>Provide the evidence that supplementary aides and services have been implemented. Examples of evidence may include detailed notes specifically referencing the supplementary aides and services, logs that document the supplementary aides and services being provided, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supplementary aids and services in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supplementary aids and services in IEP</p>
<p>34 CFR 300.320(a)(4); Ed 1109.01(a)(1)</p> <p>37. Provide the evidence of a statement of the supports for school personnel.</p> <p><i>Provide the page number of the supports for school personnel in the currently agreed upon IEP.</i></p> <p>If N/A, Question #51 must also be N/A because there is no statement of supports for personnel in the IEP.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no evidence that IEP Team determined this is necessary</p>

For Question #51 below additional documents to the student file for evidence of implementation will be required which may include progress reports, logs, checklists, and student work.

<p>Ed 1109.04(b)(4)</p> <p>38. Provide the written evidence documenting implementation of the IEP with regards to supports for school personnel.</p> <p><i>Provide the evidence that supports for personnel have been implemented. Examples of evidence may include detailed notes specifically referencing the supports that have been provided for school personnel, logs that document the supports being provided, etc.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supports for personnel in IEP</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no supports for personnel in IEP</p>
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L. Definition of Individualized Education Program (Justification for Non-Participation)

<p>34 CFR 300.320(a)(5); Ed 1109.01(a)(1)</p> <p>39. Provide the evidence of an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP.</p> <p><i>Provide the page number of the currently agreed upon IEP where this explanation of the extent is located.</i></p> <p><u>For preschool children</u>, the regular class may include a Head Start classroom, childcare classroom, public or private preschool or kindergarten or other regular early childhood setting. It does not include preschool special education programs.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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M. Definition of Individualized Education Program (State and District Wide Assessments)		
<p>34 CFR 300.320(a)(6)(i); Ed 1109.01(a)(1)</p> <p>40. Provide the evidence of 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.</p> <p><i>Provide the page number in the currently agreed upon IEP in which the accommodations for state and district assessments are located.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no state or district wide assessment for the student's age/grade level</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—no state or district wide assessment for the student's age/grade level</p>
<p>For students participating in the NH Statewide Assessment System (NH SAS) or SAT accommodations are changes in procedures or materials that increase equitable access for students, which are documented on the student's IEP. Please note that universal tools are available to all students and designated supports are available for any student for whom the need has been indicated by an educator or team of educators.</p>		
<p>34 CFR 300.320(a)(6)(ii)(A); Ed 1109.01(a)(1)</p> <p>41. 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, provide the evidence of a statement of why the child cannot participate in the regular assessment.</p> <p><i>Provide the documentation or location in the file of the documentation of a statement of why the child cannot participate in the regular assessment.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not taking an alternate assessment</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not taking an alternate assessment</p>
<p>34 CFR 300.320(a)(6)(ii)(B); Ed 1109.01(a)(1)</p> <p>42. If the child is taking an alternate assessment, provide the evidence describing why the particular alternate assessment selected is appropriate for the child.</p> <p><i>Provide the documentation or location in the file of the documentation of why the particular alternate assessment that was selected is appropriate for the child.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not taking an alternate assessment</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—not taking an alternate assessment</p>

N. Copy of IEP Provided to Each Teacher/Provider		
<p>34 CFR 300.323(d)(2)(i),(ii); Ed 1109.03(a); Ed 1109.04(a)</p> <p>43. Provide evidence that a copy of the IEP has been provided to each teacher and provider so that they are informed of their specific responsibilities for implementing the IEP and specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.</p> <p><i>Provide the documentation that shows evidence that a copy of the IEP has been provided to each teacher (listed on the student's schedule) and service provider (listed in the IEP).</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

O. Procedural Safeguards (Written Prior Notice for IEP)		
<p>34 CFR 300.503(b)(1); Ed 1120.03(b)</p> <p>44. Provide the evidence that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>34 CFR 300.503(b)(2); Ed 1120.03(b)</p> <p>45. Provide the evidence that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>34 CFR 300.503(b)(3); Ed 1120.03(b)</p> <p>46. Provide the evidence that the notice given to the parents of a child with a disability included a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>34 CFR 300.503(b)(6); Ed 1120.03(b)</p> <p>47. Provide the evidence that the notice given to the parents of a child with a disability included a description of other options that the IEP team considered and the reasons why those options were rejected.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>34 CFR 300.503(b)(7); Ed 1120.03(b)</p> <p>48. Provide the evidence that the notice given to the parents of a child with a disability included a description of other factors that were relevant to the LEA's proposal or refusal.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>34 CFR 300.503(c)(1)(ii); Ed 1120.03(b)</p> <p>49. Provide the evidence that the notice given to the parents of a child with a disability was provided in the native language of the parent or other mode of communication used by the parent, unless it was clearly not feasible to do so.</p> <p><i>Provide the location in the file where the WPN for the IEP can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

P. Written Prior Notice (Placement)

<p>34 CFR 300.503(b)(1); Ed 1120.03(b)</p> <p>50. Provide the evidence that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency.</p> <p><i>Provide the location in the file where the WPN for Placement can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA— Student is enrolled in a Charter school and all services are provided at the Charter School.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p>
<p>34 CFR 300.503(b)(2); Ed 1120.03(b)</p> <p>51. Provide the evidence that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action.</p> <p><i>Provide the location in the file where the WPN for Placement can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA— Student is enrolled in a Charter school and all services are provided at the Charter School.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p>
<p>34 CFR 300.503(b)(3); Ed 1120.03(b)</p> <p>52. Provide the evidence that the notice given to the parents of a child with a disability included a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action.</p> <p><i>Provide the location in the file where the WPN for Placement can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA— Student is enrolled in a Charter school and all services are provided at the Charter School.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p>

<p>34 CFR 300.503(b)(6); Ed 1120.03(b)</p> <p>53. Provide the evidence that the notice given to the parents of a child with a disability included a description of other options that the IEP team considered and the reasons why those options were rejected.</p> <p><i>Provide the location in the file where the WPN for Placement can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA— Student is enrolled in a Charter school and all services are provided at the Charter School.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p>
<p>34 CFR 300.503(b)(7); Ed 1120.03(b)</p> <p>54. Provide the evidence that the notice given to the parents of a child with a disability included a description of other factors that were relevant to the LEA's proposal or refusal.</p> <p><i>Provide the location in the file where the WPN for Placement can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA— Student is enrolled in a Charter school and all services are provided at the Charter School.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p>
<p>34 CFR 300.503(c)(1)(ii); Ed 1120.03(b)</p> <p>55. Provide the evidence that the notice given to the parents of a child with a disability was provided in the native language of the parent or other mode of communication used by the parent, unless it was clearly not feasible to do so.</p> <p><i>Provide the location in the file where the WPN for Placement can be found.</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA— Student is enrolled in a Charter school and all services are provided at the Charter School.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA—Student is enrolled in a Charter school and all services are provided at the Charter School.</p>