

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-1	3301-51-06(A) [Evaluations – General]	Does the educational agency provide interventions to resolve concerns for any child who is performing below grade-level standards?	YES	<p>The record shows evidence of intervention data and provides a summary of the interventions that have been implemented prior to referral or during the evaluation process.</p> <p>For initial evaluations, the summary of interventions provided must include:</p> <ol style="list-style-type: none"> 1. A description of the research-based intervention(s) used; 2. How long the intervention was provided (how many weeks); 3. The intensity of the intervention – how often, and for how many minutes; 4. A description of the results compared to the baseline data; 5. The decision as a result of the intervention(s). <p>For reevaluations, the summary of interventions provided would include:</p> <ol style="list-style-type: none"> 1. A description as delineated above if interventions were provided in addition to the specially designed instruction, related services, and other supports contained in the IEP. 2. If no new interventions were provided, a statement that it was determined by the ETR team that the student is making adequate progress with current special education supports and services is required. 3. This area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications. 	<ul style="list-style-type: none"> • Data from interventions • PR-06 ETR – Part 2 • PR-04 Referral Form • PR-01 Prior Written Notice
			NO	The student record contains no evidence that interventions were provided to the child; OR For a reevaluation, there is no statement that the student was making adequate progress with current special education supports and services.	
			NA	Transfer ETR from previous educational agency;	

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CF-2	300.9 [Consent] 300.305 [Additional requirements for evaluations and reevaluations]	Were the parents/guardians provided opportunities to be involved in the ETR planning process to establish informed parental consent?	YES	There is evidence of parental involvement ; OR Evidence the parent was provided opportunities to participate in the ETR planning process. This also applies to in-state transfer-in ETRs adopted by the educational agency.	<ul style="list-style-type: none"> • Evaluation Planning Form • PR-01 Prior Written Notice • PR-02 Parent Invitation • PR-04 Referral Form • Other Documentation: Phone logs, parent contact logs, e-mails, conference calls • Documentation of educational agency and parent agreement (must be verified by consultant for compliance) • If transfer ETR, adopting educational agency documentation of parent involvement in the ETR planning
			NO	No evidence of parental involvement; OR No evidence the parent was provided opportunities to participate in the ETR planning process.	
			NA	The parent and the educational agency agreed that a reevaluation was unnecessary.	
CF-3	300.300 [Parental Consent] 300.9 [Consent]	Was written, informed parental consent obtained prior to any evaluation?	YES	Signed PR-05 Parent Consent for Evaluation; OR Evidence that the educational agency made reasonable efforts to obtain consent for evaluation and the child’s parent failed to respond. Written signature is defined as a physical signature or digitally timestamped signature.	<ul style="list-style-type: none"> • PR-05 Parent Consent for Evaluation • PR-01 Prior Written Notice • OP-9 Attempts to Obtain Parent Participation
			NO	No evidence of PR-05; OR PR-05 was signed after new testing was conducted; OR An individual evaluator’s assessment was completed for an area that was not noted on the planning form; OR An individual evaluator’s assessment was completed prior to the date of consent; OR Consent was not obtained in writing.	
			NA	The parent and the educational agency agreed in writing that a reevaluation was unnecessary and provided supporting documentation.	

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CF-4	300.304(c)(4) [Other evaluation procedures]; 300.305 [Additional requirements for evaluations and reevaluations]; 300.307-311 [Additional Procedures for Identifying Children with Specific Learning Disabilities]	Is there evidence that the evaluation addresses all areas related to the suspected disability? Note: Anything listed on the planning form for inclusion in the evaluation must be reported in Part 1 (Individual Evaluator’s Assessment).	YES	There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form. There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Blind/Visual Impairment, Deafness or Hearing Impairment and preschool-age children. Multiple sources of information are required to determine eligibility.	<ul style="list-style-type: none"> • Evaluation Planning Form • PR-04 Referral Form • PR-01 Prior Written Notice • Preschool evaluation form • OP-4 Agreement to Waive Reevaluation
			NO	The evaluation report did not address all areas related to the suspected disability; OR The evaluation report did not address all areas noted on the planning form in a Part 1; OR There is no Planning Form (unless tested for everything); OR Not all required components of a Part 1 were completed.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	
CF-5	300.304 [Evaluation procedures] ([Does the ETR summarize all assessment results in language understandable to the parent? Note: All information in Part 1s (Individual Evaluator’s Assessment) must be summarized in Part 2.	YES	All Part 1 sections of the ETR are summarized in language understandable to the parent.	<ul style="list-style-type: none"> • PR-06 ETR – Part 2
			NO	There is a re-statement of all the assessments conducted without a summarization in language understandable to the parent.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	

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CF-6	300.304 [Evaluation procedures] 300.305 [Additional requirements for evaluations and reevaluations]	Does the ETR contain a description of educational needs that allows the IEP team to develop effective and actionable goals?	YES	Educational needs include specific skills (such as academic, behavioral, functional) that will allow the IEP team to develop effective and actionable goals.	<ul style="list-style-type: none"> PR-06 ETR – Parts 1 and 2
			NO	The ETR does not contain a description of educational needs for the child or contains information that is not individualized to the child’s needs; OR The ETR does not address educational needs described in Part 1s, or educational needs described in Part 1 were omitted in Part 2 without explanation.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary; OR This ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-7	300.306(a)(1) [Determination of eligibility] 300.303(a) [Reevaluations]	Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability? Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team.	YES	<p>Initial Evaluations</p> <p>A group of qualified professionals determines eligibility:</p> <ol style="list-style-type: none"> 1. Parent 2. A group of qualified professionals that includes: <ul style="list-style-type: none"> • The child’s general education teacher; • Person qualified to conduct individual assessments and interpret the results of those assessments such as a School Psychologist; and • Educational agency representative. 3. Additional group members for determining a specific learning disability (SLD) would include: <ul style="list-style-type: none"> • The child’s general education teacher; or • If the child does not have a general education teacher, a general education classroom teacher qualified to teach a child of his or her age; or • For a child of less than school age, an individual qualified by the State Educational Agency (SEA) to teach a child of his or her age; and • At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher. 4. When appropriate, the child. <p>Reevaluations</p> <ol style="list-style-type: none"> 1. A group of qualified professionals determines eligibility to include the following: <ul style="list-style-type: none"> Parent General education teacher of the child Special education teacher of the child Educational agency representative An individual who can interpret the instructional implications of evaluation results At the discretion of the parent or the school educational agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate Whenever appropriate, the child with a disability 	<ul style="list-style-type: none"> • PR-06 ETR – Section 1 Individual Evaluator’s Assessment and Section 5 Signatures • PR-01 Prior Written Notice to parents • PR-02 Parent Invitation • Documentation of educational agency and parent agreement (must be verified by consultant for compliance) • OP-9 Attempts to Obtain Parent Participation
			NO	Eligibility was not determined by a group of qualified professionals OR The educational agency did not make reasonable efforts to obtain informed consent from the parent.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	

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CF-8	3301-51-01 (B)(10) [Definitions] 3301-51-06 (Evaluations)	Did the ETR team provide a justification for the eligibility determination decision?	YES	The statement provides a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria of all suspected disability categories listed on the planning form; AND The justification statement includes how the disability affects the child's progress in the general education curriculum.	<ul style="list-style-type: none"> PR-06 ETR – Part 4
			NO	The statement does not provide a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria of all suspected disability categories listed on the planning form; OR The justification statement does not include how the disability affects the child's progress in the general education curriculum; OR SLD was suspected but Part 3 was not completed.	

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DS-1	SPP Indicator 13 300.320 (b) [Transition Services] 3301-51-07(H) (2) [Transition Services]	Does the transition plan in the current IEP meet all 8 required elements for IDEA? 1. There are appropriate measurable postsecondary goal(s). 2. The postsecondary goals are updated annually. 3. The postsecondary goals were based on age-appropriate transition assessment (AATA). 4. There are transition services that will reasonably enable the student to meet the postsecondary goal(s). 5. The transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s). 6. The annual goal(s) are related to the student’s transition service needs. 7. There is evidence the student was invited to the IEP team meeting where transition services were discussed. 8. When appropriate, there is evidence that a representative of any participating agency was invited to the IEP team meeting.	YES	The transition plan in the IEP is compliant with all eight required elements outlined on the National Technical Assistance Center on Transition (NTACT) Indicator 13 Checklist.	<ul style="list-style-type: none"> PR-07 IEP – Sections 4 and 5
			NO	The transition plan is not compliant with one or more of the eight required elements outlined on the checklist.	
			NA	The child is not 14 or older within the current IEP year.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-2	300.320(a)(1) [Definition of individualized education program]	Does the IEP include Present Levels of Academic Achievement and Functional Performance that address the needs of the student?	YES	<p>Present Levels of Performance must include the following information as it relates to each goal:</p> <ul style="list-style-type: none"> Summary of current daily academic/behavior and/or functional performance compared to expected grade-level standards or to expected age-appropriate performance in order to provide a frame of reference for annual goal development in the specific area of academic and/or functional need; Current baseline data provided in alignment with the skill and measurement of the annual goal. 	<ul style="list-style-type: none"> PR-07 IEP – Section 6 (Present Level of Academic Achievement and Functional Performance)
			NO	<p>Present levels of performance do not provide a detailed and targeted summary of current daily academic/behavior and /or functional performance related to the development of measurable goals; OR There is no comparison to grade-level standards or to age-appropriate performance expectations.</p>	
DS-3	300.320(a)(2)(i) [Definition of individualized education program]	Are annual goals stated in measurable terms?	YES	<p>Annual goals are stated in measurable terms and meet the child’s needs to enable the child to be involved and make progress in the general education curriculum.</p> <p>A measurable annual goal must contain the following:</p> <ul style="list-style-type: none"> Clearly <u>defined behavior</u>: the specific action the child will be expected to perform. The <u>condition</u>: situation, setting or given material under which the behavior is to be performed. <u>Performance criteria</u>: the level the child must demonstrate for mastery AND the number of times the child must demonstrate the skill or behavior. <p>The goal must be measurable on its own.</p>	<ul style="list-style-type: none"> PR-07 IEP – Section 6 (Measurable Annual Goals)
			NO	<p>The annual goals are not stated in measurable terms; OR The goal is missing one or more of the above criteria.</p>	

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DS-4	300.320(a)(2)(i) [Definition of individualized education program]	Do annual goals address the child’s academic area(s) of need?	YES	There is alignment between the academic needs identified in the ETR and the annual goals; OR There is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize certain needs above others; OR There is a statement that the IEP team has determined there is no longer a need for a specific goal.	<ul style="list-style-type: none"> PR-07 IEP – Section 6
			NO	Annual goals fail to address the child’s academic needs identified in the ETR and/or IEP.	
			NA	Academic needs were not identified at this time.	
DS-5	300.320(a)(2)(i) [Definition of individualized education program]	Do annual goals address the child’s functional area(s) of need?	YES	There is alignment between the functional needs identified in the ETR and the annual goals; OR There is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize certain needs above others; OR There is a statement that the IEP team has determined there is no longer a need for a specific goal. Functional means nonacademic, as in “routine activities of everyday living.”	<ul style="list-style-type: none"> PR-07 IEP – Section 6
			NO	The annual goals fail to reasonably address functional area(s) of need identified in the ETR and/or IEP.	
			NA	Functional needs were not identified at this time.	

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DS-6	300.320(a)(4) [Definition of individualized education program] 3301-51-01 (B) (54) [Definition of Related Services] 3301-51-01(B) (60) (b) (iii) [Definition of Specially Designed Instruction]	Does the IEP contain a statement of specially designed instruction, including related services, that addresses the needs of the child and supports annual goals?	YES	The IEP specifically identifies the provision of specially designed instruction (SDI) and related services: <ul style="list-style-type: none"> • Describes the nature of the instruction that aligns with the needs of the child (delivery); AND • Supports achievement of annual goals by describing skills (content) and methods used for instruction specific to the goal (methodology). 	<ul style="list-style-type: none"> • PR-07 IEP – Section 7 Description(s) of Specially Designed Services
			NO	The IEP does not specifically identify the provision of specially designed instruction, including related services; AND/OR Does not describe the nature of the instruction that aligns with the needs of the child; AND/OR Does not describe skills (content) and methods used for instruction specific to the goal (methodology).	
DS-7	300.320(a)(7) [Definition of individualized education program]	Does the statement of specially designed instruction, including related services, indicate the location where it will be provided?	YES	The IEP specifically identifies the location of services. If more than one location, each location is separated to show the specially designed instruction and/or related services for each location.	<ul style="list-style-type: none"> • PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Location of Services)
			NO	The IEP does NOT specify where specially designed instruction and/or related services will be provided; OR Each location is not separated to show the specially designed instruction and/or related services for each location.	

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DS-8	300.320(a)(7) [Definition of individualized education program]	Does the statement of specially designed instruction, including related services, indicate the amount of time and frequency?	YES	Each statement of specially designed instruction and related services specifically identifies the amount of time and frequency of services the child will receive AND is understandable to parents regarding when services are being provided.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Amount of Time and Frequency)
			NO	The specially designed instruction statement does not specify the amount of time and frequency of services received; OR More than one goal or provider is specified in the amount of time; OR Amounts of time and frequency are not understandable to parents regarding when services are being provided.	
DS-9	300.324(a)(2)(v) [Consideration of special factors]	Does the IEP identify assistive technology to enable the child to be involved and make progress in the general education curriculum?	YES	<p>The IEP includes assistive technology and/or assistive technology services to meet the described needs for the child.</p> <p>300.5 Assistive Technology Device: any device item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that directly assist a child with a disability to increase, maintain, or improve his or her functional capabilities. A medical device that is surgically implanted or the replacement of such a device is not included under the term “assistive technology device.”</p> <p>300.6 Assistive Technology Service: Any service that directly assists the child in the selection, acquisition or use of an assistive technology device.</p>	<ul style="list-style-type: none"> PR-07 IEP – Section 2 Special Instructional Factors PR-07 IEP – Section 7 Description(s) of Specially Designed Services- Assistive Technology or Accommodations
			NO	Assistive technology and/or services were identified in the ETR but not included on the IEP; OR Assistive technology is listed as needed, at the discretion of the teacher, as requested.	
			NA	Based on the needs of the child, assistive technology and/or services were not identified at this time.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-10	300.320(a)(6)(i) [Definition of individualized education program]	Does the IEP identify accommodations provided to enable the child to be involved and make progress in the general education curriculum?	YES	The IEP identifies accommodations provided to the child that connect to the needs and implications identified in the child's ETR. Accommodations provide access to course content but do not alter the scope or complexity of the information taught to the child.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Accommodations
			NO	Accommodations are noted in the Profile or Present Levels of Performance or in the ETR only and not listed in Section 7; OR Accommodations were identified in the ETR but not included on the IEP.	
			NA	Based on the needs of the child, accommodations were not identified at this time.	
DS-11	300.320(a)(4) [Definition of individualized education program]	Does the IEP identify modifications to enable the child to be involved and make progress in the general education curriculum?	YES	The IEP describes the type of modification, and the extent of the modification provided to the child. Modifications means changes made to the content that students are expected to learn where the amount or complexity of materials is altered from grade-level curriculum expectations. When an instructional or curriculum modification is made, either the specific subject matter is altered, or the performance expected of the student is changed. Sometimes the nature and severity of the student's disability require that both the materials and the performance expected of the student be changed. Modifications of the curriculum result in the child being taught the same information as the same-age and grade-level peers, but with less complexity.	<ul style="list-style-type: none"> PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Modifications Profile or Present Levels of Performance
			NO	The IEP does not describe the type of modification, and the extent of the modification provided to the child; OR Modifications are listed as needed, at the discretion of the teacher, as requested.	
			NA	Based on the needs of the child, modifications were not identified at this time.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-12	300.320(a)(4) [Definition of individualized education program]	Does the IEP identify supports for school personnel to enable the child to be involved and make progress in the general education curriculum?	YES	The IEP describes support(s) to school personnel who may need assistance in implementing the child’s IEP. The section describes what support adult staff are receiving from other adult staff. For each support, the team lists the school personnel to receive the support, the specific support that will be provided and who will provide the support.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Support for School Personnel
			NO	Supports for school personnel were identified in other sections of the IEP but not stated in the supports for school personnel in Section 7; OR Section 7 of the IEP did not specify what the support is or who would provide the support; OR The section described student services and not what support adult staff are receiving from other adult staff.	
			NA	Supports for school personnel were not identified at this time.	
DS-13	300.320 (a)(6)(ii) [Definition of individualized education program]	Is there a justification statement regarding alternate assessment participation?	YES	There is a statement describing why the child cannot participate in the regular assessment and why the alternate assessment is appropriate for the student AND Evidence was provided that the IEP team used the required Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) Decision-Making Tool documenting evidence of the most significant cognitive disability.	<ul style="list-style-type: none"> PR-07 IEP – Section 12: Justification statement for AASCD
			NO	The statement does not describe why the child cannot participate in the regular assessment or how the selected alternate assessment is appropriate for the student; OR there is no evidence of the most significant cognitive disability documented in the AASCD Decision-Making Tool; OR The AASCD Decision-Making Tool with parent signature was not provided.	
			NA	The student did not participate in the alternate assessment.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-14	300.320(a)(3) [Description of individualized education program]	Was progress reporting data collected and analyzed to monitor performance on each goal? This refers to progress reporting data used to inform instruction. *Note: Progress on the annual goal itself needs to contain quantitative data relating to the mastery level of the goal.	YES	There are instructional data* collected for each measurable annual goal AND there is evidence that the progress data reported align to measurement(s) used in the annual goal statement.	<ul style="list-style-type: none"> Progress Reports Progress toward last year's goals Concerns of parents Input from related service providers Use of objective/measurable terms in present levels of performance and goals/objectives
			NO	There is no evidence of data* collection on each annual goal, progress reports/analysis; OR there is no evidence that the progress data for each annual goal were reported; OR Progress reported does not align to measurement(s) used in the annual goal statement; OR The progress reports did not include all required components (data sources, data points, comments, on track status, goal status)	
DS-15	300.324(b) [Review and revision of IEPs]]	During this school year, were revisions to the IEP made based on data indicating changes in student needs or abilities?	YES	Data from progress monitoring and/or recent evaluations drive decisions made to modify the IEP. After data analysis, the decision was made to adjust instruction to promote increased student learning. Rationale for instructional adjustment is documented. The IEP details the instructional adjustment(s) in the relevant sections.	<ul style="list-style-type: none"> Evidence that staff use student progress data to assess the effectiveness of each special education instructional service and strategy that have been implemented to determine if the instructional approach is effective with the student. Documentation verifies that interventions have been implemented with fidelity (training, observations) prior to request for change. Evidence exists that when progress monitoring shows the student is not likely to reach his/her annual goals, the educational agency schedules IEP reviews in a timely manner to review and, if appropriate, revise the IEP. Data analysis indicating the necessary instructional adjustment(s). Parental participation to adjust instructional strategies actively pursued. The IEP amendment.
			NO	Data indicating the need for revision were available (goal was mastered or no progress was made), but no revisions were evident (PR-02, IEP amendment, change of placement).	
			NA	This is the first assessment reporting period of the year and sufficient data are not yet available to inform IEP adjustments; OR Based on progress monitoring data, no revisions were necessary.	

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DS-16	300.321 (1)-(7) [IEP Team]	Did the IEP meeting consist of a qualified team?	YES	<p>The IEP Team consisted of the following:</p> <ul style="list-style-type: none"> • Parent • General education teacher of the child • Special education teacher of the child • Educational agency representative (authorized to allocate funds) • Person qualified to interpret instructional implications participated in the meeting and signed the IEP <p>A member of the IEP team may be excused from attending an IEP team meeting, in whole or in part, if the parent and the educational agency consent, in writing, to the excusal prior to the IEP meeting.</p> <p>If the IEP discussion involves any excused members' area of the curriculum or related service, the member must submit, in writing, input into the development of the IEP prior to the meeting.</p>	<ul style="list-style-type: none"> • PR-02 Parent Invitation • PR-01 Prior Written Notice • Signed excusal by parent and written information from the excused IEP team member
			NO	<p>One or more of the above team members were not involved in the IEP meeting with no evidence of excusal where appropriate.</p>	

Least Restrictive Environment

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-1	300.320(a)(5) [Definition of individualized education program]	Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom?	YES	The IEP includes a justification for why the child was removed from the general education classroom, AND <ul style="list-style-type: none"> • It is based on the individual needs of the child, not the child’s disability, and aligns with SDI or related services location; • It reflects that the team has given adequate consideration to meeting the student’s needs in the general education classroom with supplementary aids and services; • It describes that the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily; • It describes potential harmful effects on the child or others that explains the current least restrictive environment placement, if applicable. 	<ul style="list-style-type: none"> • PR-07 IEP - Section 11 (LRE) • PR-07 – Section 3 (Profile) • PR-07 – Section 6 • Present levels of academic achievement and functional performance
			NO	A rationale is not given; OR the rationale given: <ul style="list-style-type: none"> • Is NOT based on the student’s individual needs or does not align with SDI or related service location; • Does NOT reflect consideration for provision of supplementary aids and services in the general education classroom; • Does NOT describe potential harmful effects to the child or others, if applicable. 	
			NA	The student receives all special education services with nondisabled peers.	