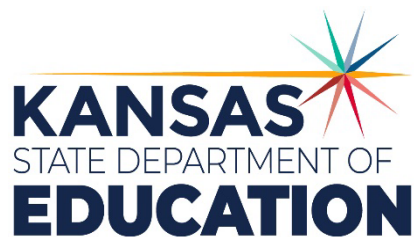


IDEA & Gifted File Review Self-Assessment



2024-2027 (Cohort 1-3)



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Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
www.ksde.gov

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IDEA & GIFTED FILE REVIEW SELF-ASSESSMENT

TABLE OF CONTENTS

INTRODUCTION 3

PARENT RIGHTS 4

EVALUATION & ELIGIBILITY 5

IEP DEVELOPMENT, REVISION, & REVIEW 12

PLACEMENT 19

IDEA & GIFTED FILE REVIEW SELF-ASSESSMENT

INTRODUCTION

This document provides the most current self-assessment questions included in the Kansas State Department of Education Special Education and Title Services Individuals with Disabilities Education Act (IDEA) & Gifted Requirements File Review.

The file review is conducted annually, as part of the Kansas Integrated Accountability System (KIAS), with a cohort of school districts and other state agencies responsible for providing special education services to students with exceptionalities. It is designed to ensure school districts and state agencies are correctly implementing key regulatory requirements of the IDEA and the Kansas Special Education for Exceptional Children Act.

School districts and state agencies are selected for review on a cyclical basis using a representative sample based on large, medium, and small student enrollment/population. Every school district and state agency responsible for providing special education services to students with exceptionalities is reviewed at least once during a three-year cycle. The questions included in this review are not exhaustive of IDEA and gifted requirements but can be used to prepare for a KIAS file review or as part of internal file review procedures.

IDEA & GIFTED FILE REVIEW SELF-ASSESSMENT

PARENT RIGHTS

1. Was a copy of parent rights/procedural safeguards provided to both of the student's parents (or legal education decision-maker) and the student (if the student is 18 or older) in all required instances and in the native language of the parents/adult student or other mode of communication used by the parents/adult student? [34 C.F.R. 300.504\(a\), \(d\)](#); [34 C.F.R. 300.520\(a\)\(1\)\(i\)](#); [K.S.A. 72-3430\(e\)](#); [K.S.A. 72-3431\(a\)](#)

METHOD: First determine the native language or other mode of communication used by the parents (or legal education decision-maker) and student (if 18 years or older). Next check the student's file to determine whether a copy of parent rights/procedural safeguards was provided to both of the student's parents (or legal education decision-maker) and the student (if 18 or older) in all required instances and in their native language or other mode of communication. To do this, determine all instances when the provision of parent rights/procedural safeguards was required. Parent rights/procedural safeguards must be provided **one time each school year AND in EACH of the following instances:**

- Upon initial referral or parent request for evaluation;
- Upon receipt of the first state complaint in a school year;
- Upon receipt of the first due process complaint in a school year;
- On the date the decision is made to subject a student with a disability (not applicable to gifted) to a disciplinary change of placement because of a violation of a code of student conduct;
- Upon request by a parent.

YES

Select **YES** if documentation shows ALL of the following:

- A copy of parent rights/procedural safeguards was provided to both of the student's parents (or legal education decision-maker) and student (if 18 or older) in ALL required instances.
- AND
- The parent rights/procedural safeguards provided were written in the native language or other mode of communication used by the parents/adult student.

NO

Select **NO** if documentation **DOES NOT** show ALL of the following:

- A copy of parent rights/procedural safeguards was provided to both of the student's parents (or legal education decision-maker) and student (if 18 or older) in ALL required instances.
- AND
- The parent rights/procedural safeguards provided were written in the native language or other mode of communication used by the parents/adult student.

[Kansas Special Education Process Handbook, Chapter 1, Sections B., C., H., Questions and Answers – Q.3.](#)

United States, Office of Special Education and Rehabilitative Services. [71 Federal Register 46,568](#) (Aug. 14, 2006).

SPECIAL NOTE: If a copy of the parent rights/procedural safeguards was not sent to both of the student's parents, then the student's file should contain documentation indicating why (e.g., one parent's rights have been terminated or despite documented reasonable efforts to locate a parent, school staff are unable to, etc.).

IDEA & GIFTED FILE REVIEW SELF-ASSESSMENT

EVALUATION & ELIGIBILITY

2. Were the assessments and other evaluation materials used to assess the student (for an initial evaluation or reevaluation) selected and administered so as not to be discriminatory on a racial or cultural basis? [34 C.F.R. 300.304\(c\)\(1\)\(i\); K.A.R. 91-40-9\(a\)\(1\)\(A\)](#)

METHOD: Review the education record to determine whether there is evidence that the group of people responsible for conducting the student’s most recent evaluation/reevaluation selected and administered assessments and other evaluation materials so as not to be discriminatory on a racial or cultural basis. There must be documentation to show that elimination of racial and cultural discrimination was considered when selecting and administering evaluation materials. This information could be found in a prior written notice form, an evaluation/eligibility report, teacher/provider notes, or other documentation in the education record. Staff who conduct assessments could cite relevant information from the assessment technical manual, or refer to that information in professional notes, or provide some other type of documentation about how those findings were taken into consideration.

YES Select YES if documentation shows that the assessments and other evaluation materials used to assess the student, for the initial evaluation or most recent reevaluation, were selected and administered so as not to be discriminatory on a racial or cultural basis.	NO Select NO if documentation DOES NOT show that the assessments and other evaluation materials used to assess the student, for the initial evaluation or most recent reevaluation, were selected and administered so as not to be discriminatory on a racial or cultural basis.
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[Kansas Special Education Process Handbook, Chapter 3, Section E.1. and Questions and Answers Section, Q&A 5.; Chapter 7, Section E.](#)

3. Were the assessments and other evaluation materials used to assess the student (for an initial evaluation or reevaluation) provided and administered in the student’s native language or other mode of communication? [34 C.F.R. 300.304\(c\)\(1\)\(ii\); K.A.R. 91-40-9\(a\)\(1\)\(B\)](#)

METHOD: First, review the education record to determine the student’s native language or other mode of communication.
Next, review the education record to determine whether the assessments and other evaluation materials used for the student’s most recent evaluation or reevaluation were provided and administered in the student’s native language or other mode of communication. If the assessments and other evaluation materials were not provided and administered in the native language or other mode of communication, review the education record for information showing that it was clearly not feasible to do so. This information could be found in a prior written notice form, an evaluation/eligibility report, teacher/provider notes, or other documentation in the education record.

YES

- Select **YES** if documentation shows that the assessments and other evaluation materials used to assess the student, for the initial evaluation or most recent reevaluation, were provided and administered in the student's native language or other mode of communication.
- OR
- Select **YES** if documentation shows that it was clearly not feasible to provide or administer the assessments and other evaluation materials in the student's native language or other mode of communication.

NO

Select **NO** if documentation **DOES NOT** show that the assessments and other evaluation materials used to assess the student, for the initial evaluation or most recent reevaluation, were provided and administered in the student's native language or other mode of communication.

Kansas Special Education Process Handbook, Chapter 3, Section E.1.; Chapter 7, Section E.

4. During the most recent evaluation or reevaluation of the student, was the student assessed in ALL areas related to the suspected exceptionality, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities? [34 C.F.R. 300.304\(c\)\(4\)](#); [K.A.R. 91-40-9\(b\)\(1\)\(A\)-\(H\)](#)

METHOD: First, review the education record to determine the student's suspected needs and areas of concern that were observed or contemplated at the time of the referral for evaluation or reevaluation. This information could be found in communications or information provided by the parent, teacher notes and observations, Student Intervention Team (SIT) notes/documents, discipline records, emergency safety intervention (ESI) records, health and vision screenings, etc.

Next, review the education record to determine whether the evaluation assessed the student in ALL suspected needs and areas of concern that were observed or contemplated at the time of the referral for evaluation or reevaluation, whether or not commonly linked to the disability category in which the child has been classified. If ALL areas were not assessed, review the education record for information showing which areas were selected and why those not selected were not assessed. This information could be found in a prior written notice form, an evaluation/eligibility report, teacher/provider notes, or other documentation in the education record.

YES

Select **YES** if documentation shows that during the most recent evaluation or reevaluation, the student was assessed in ALL areas related to the suspected exceptionality, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

NO

Select **NO** if documentation **DOES NOT** show that during the most recent evaluation or reevaluation, the student was assessed in ALL areas related to the suspected exceptionality, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Kansas Special Education Process Handbook, Chapter 3, Section E.1.; Chapter 7, Section E.

SPECIAL NOTE: The list of areas in the question above (health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities) is not an exhaustive list of areas that must be assessed. Decisions regarding the areas to be assessed are determined by the suspected needs of the child.

5. If the school required the parent to obtain a medical diagnosis as part of the evaluation or re-evaluation, did the public agency pay for it? [34 C.F.R. 300.17\(a\)](#), [300.34\(c\)\(5\)](#); [K.A.R. 91-40-1\(z\)\(1\)](#), [91-40-1\(nn\)](#)

METHOD: First review the education record for documentation indicating whether the parent was required to obtain a medical diagnosis for the student as part of the evaluation or re-evaluation. If documentation shows that a medical diagnosis was required, review the education record for documentation that the public agency paid for the medical diagnosis or reimbursed the parent for the cost of obtaining the medical diagnosis.

YES Select YES if documentation shows that the parent was required to obtain a medical diagnosis AND the public agency paid for it.	NO Select NO if documentation shows that the parent was required to obtain a medical diagnosis and the public agency did NOT pay for it.	N/A Select N/A if documentation shows: <ul style="list-style-type: none">• This is a file for a gifted-only student. OR• The public agency did not require the parent to obtain a medical diagnosis for the student as part of the evaluation or re-evaluation.
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Kansas Special Education Process Handbook, Chapter 3, Questions and Answers Section, Q. 13.

Kansas State Department of Education Eligibility Indicators

SPECIAL NOTES: A medical diagnosis may be considered as supporting information. However, a diagnosis is not required by law, nor necessarily determinative, in eligibility decisions. If the parent elected to unilaterally obtain a medical diagnosis at any time, the public agency is not required to reimburse the parent.

6. Upon completing the most recent evaluation or reevaluation of the student, did a team of qualified professionals AND the parent determine whether the student is a student with an exceptionality? [34 C.F.R. 300.306\(a\)\(1\)](#); [K.S.A. 72-3428\(e\)\(1\)](#)

METHOD: Review the education record for documentation indicating who was included as part of the group responsible for determining the student’s initial or continued eligibility. This information could be found in the evaluation/eligibility report, a meeting attendance record, meeting notes, etc. Note that [K.A.R. 91-40-10\(a\)\(2\)](#) requires each member of the team of qualified professionals (but not the parent) to certify in writing whether the evaluation report reflects the team member’s conclusion; this certification document would serve as evidence of who was on the team. Documentation must show

that all professionals on the team provided input and contributed to the decision. For evidence of the parent's involvement in the eligibility determination, look for documentation that they had the opportunity to provide input in the preparation of the evaluation report and at the eligibility meeting.

YES Select YES if documentation shows that the most recent (initial or continued) eligibility determination was made by ALL of the following: <ul style="list-style-type: none">• A <u>team</u> of qualified professionals AND• The parent	NO Select NO if documentation DOES NOT show that the most recent (initial or continued) eligibility determination was made by ALL of the following: <ul style="list-style-type: none">• A <u>team</u> of qualified professionals AND• The parent	N/A Select N/A if documentation shows: <ul style="list-style-type: none">• File is for a student that is suspected to have a specific learning disability.
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Kansas Special Education Process Handbook, Chapter 3, Sections C. and F.; Chapter 7, Sections D. and F.

SPECIAL NOTE: A team of qualified professionals includes more than one professional. One professional alone (e.g., a school psychologist alone) is not a team of qualified professionals.

7. If the student was suspected to have a specific learning disability, did the group responsible for determining (initial or continued) eligibility include ALL of the following?: [34 C.F.R. 300.308](#); [K.A.R. 91-40-11\(a\)](#)

- The student's parents; and
- The student's regular teacher; or if the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of his or her age; or for a child of less than school age, an individual qualified by the 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

METHOD: First, review the education record to determine if the student was suspected to have a specific learning disability when the evaluation or reevaluation was conducted. This information could be found in a parent's or teacher's/provider's referral, Student Intervention Team (SIT) notes/documents, a prior written notice form, an evaluation/eligibility report, the IEP, etc.

Next, review the education record for documentation indicating who was included as part of the group responsible for determining the student's initial or continued eligibility. This information could be found in the evaluation/eligibility report, a meeting attendance record, meeting notes, etc. Note that [K.A.R. 91-40-10\(a\)\(2\)](#) requires each member of the team of qualified professionals (but not the parent) to certify in writing whether the evaluation report reflects the team member's conclusion; this certification document would serve as evidence of who was on the team. For evidence of the parent's involvement in the eligibility determination, look for documentation that they had the opportunity to provide input in the preparation of the evaluation report and at the eligibility meeting.

<p>YES</p> <p>Select YES if documentation shows that the group responsible for determining initial or continued eligibility included ALL of the following:</p> <ul style="list-style-type: none"> • The student's parents; AND • The student's regular teacher, or if the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of his or her age, or for a child of less than school age, an individual qualified by the 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. 	<p>NO</p> <p>Select NO if documentation DOES NOT show that the group responsible for determining initial or continued eligibility included ALL of the following:</p> <ul style="list-style-type: none"> • The student's parents; AND • The student's regular teacher, or if the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of his or her age, or for a child of less than school age, an individual qualified by the 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. 	<p>N/A</p> <p>Select N/A if documentation shows:</p> <ul style="list-style-type: none"> • This is a file for a gifted-only student. OR • This is a file for a student who was not suspected to have a specific learning disability.
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Kansas Special Education Process Handbook, Chapter 3, Sections C. and F., Chapter 7, Sections D. and F.

8. When interpreting evaluation data to determine if the student is or continues to be a student with an exceptionality and the educational needs of the student, did the team of qualified professionals and the parent draw upon, document, and carefully consider information from a variety of sources including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior? [34 C.F.R. 300.306\(c\)\(1\)\(i\)-\(ii\)](#); [K.A.R. 91-40-10\(d\)\(1\)-\(2\)](#)

METHOD: Review the evaluation/eligibility report, team meeting notes, prior written notice forms, and other documentation in the education record to determine if the team and the parent drew upon, documented, and carefully considered information from a variety of sources when determining eligibility and the educational needs of the student. A checklist of these sources alone would not be sufficient to show that the information was carefully considered and documented.

YES

Select **YES** if documentation shows that when determining initial or continued eligibility and the educational needs of the student, the team of qualified professionals and the parent drew upon, documented, and carefully considered information from a variety of sources.

NO

Select **NO** if documentation **DOES NOT** show that when determining initial or continued eligibility and the educational needs of the student, the team of qualified professionals and the parent drew upon, documented, and carefully considered information from a variety of sources.

[Kansas Special Education Process Handbook, Chapter 3, Section F;](#) [Chapter 7, Section F.](#)

SPECIAL NOTE: The list of sources in the question (aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior) is not an exhaustive list of sources that must be drawn upon, documented and carefully considered. The point of [34 C.F.R. 300.306\(c\)\(1\)\(i\)-\(ii\)](#) and [K.A.R. 91-40-10\(d\)\(1\)-\(2\)](#) is to ensure that more than one source is used in interpreting evaluation data and making these determinations, and although these regulations include a list of examples of sources that may be used, the public agency would not have to use all the sources in every instance. [64 Federal Register 12,636 \(Mar. 12, 1999\).](#)

9. Did the group responsible for determining the student's (initial or continued) eligibility ensure that NONE of the following were the determinant factor? [34 C.F.R. 300.306\(b\)\(1\)\(i\)-\(iii\); K.A.R. 91-40-10\(c\)](#)

- Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act (December 9, 2015)); or
 - "The term 'essential components of reading instruction' means explicit and systematic instruction in-- (A) Phonemic awareness; (B) Phonics; (C) Vocabulary development; (D) Reading fluency, including oral reading skills; and (E) Reading comprehension strategies" Federal Register, Vol. 71, August 14, 2006, p.46646
- Lack of appropriate instruction in math; or
- Limited English proficiency

METHOD: Review the evaluation/eligibility report to determine whether the team and the parent examined ALL of these exclusionary factors before determining the student is or continues to be a student with an exceptionality.

YES

Select **YES** if documentation shows that **NONE** of the following were a determinant factor when determining the student's initial or continued eligibility:

- Lack of appropriate instruction in reading including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral reading skills, and reading comprehension strategies.
OR
- Lack of appropriate instruction in math.
OR
- Limited English proficiency.
- Mark **YES** if student is gifted only

NO

Select **NO** if documentation **DOES NOT** show that **NONE** of the following were a determinant factor when determining the student's initial or continued eligibility:

- Lack of appropriate instruction in reading including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral reading skills, and reading comprehension strategies.
OR
- Lack of appropriate instruction in math.
OR
- Limited English proficiency.

Kansas Special Education Process Handbook, Chapter 3, Section F.1.(a)-(b); Chapter 7, Section F.

IDEA & GIFTED FILE REVIEW SELF-ASSESSMENT

IEP DEVELOPMENT, REVISION, & REVIEW

10. Does the IEP include a description of the student's present level of **academic achievement** as part of the Present Levels of Academic Achievement and Functional Performance (PLAAFPs)?

[34 C.F.R. 300.320\(a\)\(1\)](#); [K.S.A. 72-3429\(c\)\(1\)](#)

METHOD: Review the IEP to determine if it includes information about the student's current academic achievement.

YES

Select **YES** if the IEP includes a description of the student's current level of academic achievement.

NO

Select **NO** if the IEP **DOES NOT** include a description of the student's current level of academic achievement.

Kansas Special Education Process Handbook, Chapter 4, Section E.2.a.

11. Does the IEP include a description of the student's present level of **functional performance** as part of the PLAAFPs? [34 C.F.R. 300.320\(a\)\(1\)](#); [K.S.A. 72-3429\(c\)\(1\)](#)

METHOD: Review the IEP to determine if it includes information about the student's current functional performance. If there are no current concerns about functional performance, the IEP must include a statement that functional performance was considered.

YES

Select **YES** if the IEP includes a description of the student's current level of functional performance or a statement that functional performance was considered and there are no current concerns.

NO

Select **NO** if the IEP **DOES NOT** include a description of the student's current level of functional performance or a statement that functional performance was considered and there are no current concerns.

[Kansas Special Education Process Handbook, Chapter 4, Section E.2.a.](#)

12. Does the IEP describe how the student's disability or giftedness affects the student's involvement and progress in the general education curriculum as part of the PLAAFPs? For preschool children, as appropriate, does the IEP describe how the disability affects the child's participation in appropriate activities as part of the PLAAFPs? [34 C.F.R. 300.320\(a\)\(1\)\(i\)](#); [K.S.A. 72-3429\(c\)\(1\)\(A\)-\(B\)](#)

METHOD: Review the IEP for a specific description of how the student's disability or giftedness affects the student's involvement and progress in the general curriculum (impact of exceptionality). For preschool children, review the IEP for a description of how the disability affects the child's participation in appropriate activities.

YES

Select **YES** if the IEP includes a specific description of how the student's disability or giftedness affects the student's involvement and progress in the general curriculum.

For preschool children, select **YES** if the IEP describes how the disability affects the child's participation in appropriate activities.

NO

Select **NO** if the IEP **DOES NOT** include a specific description of how the student's disability or giftedness affects the student's involvement and progress in the general curriculum.

For preschool children, select **NO** if the IEP **DOES NOT** describe how the disability affects the child's participation in appropriate activities.

[Kansas Special Education Process Handbook, Chapter 4, Section E.2.a.](#)

13. Are all of the annual goals in the IEP designed to meet the student's needs that result from the student's disability or giftedness, to enable the student to be involved in and make progress in the general education or advanced curriculum? [34 C.F.R. 300.320\(a\)\(2\)\(i\)\(A\)](#); [K.S.A. 72-3429\(c\)\(2\)\(A\)](#)

METHOD: First review the PLAAFP section of the IEP for information about the student's needs and how the student's exceptionality affects involvement and progress in the general education curriculum. Then review all of the annual goals in the IEP. Determine if each of the annual goals is related to meeting the student's needs that result from the student's exceptionality, to enable the student to be involved and progress in the general or advanced curriculum. There should be a direct relationship between the annual goal and the needs identified in the PLAAFPs.

YES Select YES if EVERY annual goal in the IEP is designed to meet the student’s needs that result from the student’s disability or giftedness, to enable the student to be involved in and make progress in the general education or advanced curriculum.	NO Select NO if: <ul style="list-style-type: none">• The IEP DOES NOT contain at least one annual goal. OR• One or more of the annual goals in the IEP is/are NOT designed to meet the student’s needs that result from the student’s disability or giftedness, to enable the student to be involved in and make progress in the general education or advanced curriculum.
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Kansas Special Education Process Handbook, Chapter 4, Section E.2.b.

SPECIAL NOTE: Students who take the alternate assessment must have annual goals that enable them to be involved in and make appropriate progress in the general education curriculum. Any separate curriculum is supplementary, not an alternate to Tier 1 grade-aligned standards-based instruction. Alternate achievement standards are performance standards that align to the general education content standards at a reduced depth, breadth, and complexity.

14. Are all of the annual goals in the IEP measurable? [34 C.F.R. 300.320\(a\)\(2\)\(i\)](#); [K.S.A. 72-3429\(c\)\(2\)](#)

METHOD: Review all of the annual goals in the IEP. Determine if each of the annual goals is measurable. Read about the four critical components of a well-written goal in the [Kansas Special Education Process Handbook, Chapter 4, Section E.2.b.](#)

YES Select YES if EVERY annual goal in the IEP is measurable. <ul style="list-style-type: none">• Timeline AND• Behavior AND• Criteria AND• Condition	NO Select NO if: <ul style="list-style-type: none">• The IEP DOES NOT contain at least one annual goal. OR• One or more of the annual goals in the IEP is/are NOT measurable.
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Kansas Special Education Process Handbook, Chapter 4, Section E.2.b.

15. Was the student’s progress toward meeting each annual IEP goal measured and reported using the method and frequency described in the IEP? [34 C.F.R. 300.320\(a\)\(3\)](#); [K.S.A. 72-3429\(c\)\(3\)](#)

METHOD: First, review the IEP to determine if the IEP includes a description of how the student’s progress toward meeting each of the annual goals will be measured. **The goal, the baseline, and the progress reports must use the same method of measuring the student’s performance.** This information could be contained within each goal or in a separate section of the IEP. Next, review the IEP to determine if the IEP includes a description of when periodic reports on the progress the student is making toward meeting each of the annual goals will be provided.

Finally, compare these descriptions in the IEP to progress reports in the education record to determine if there is documentation to show a) the student's progress toward meeting each annual IEP goal was measured as described in the IEP, and b) periodic reports on the progress were provided to the parents (or legal education decision-maker) at the times/intervals required by the IEP.

YES

Select **YES** if documentation shows ALL of the following:

- The IEP includes a description of how the student's progress toward meeting EACH annual IEP goal will be measured.
AND
- The IEP includes a description of when periodic reports on the progress the student is making toward meeting each of the annual goals will be provided.
AND
- The goal, the baseline, and the progress reports used the same method of measuring the student's performance.
AND
- Progress was reported to the parent (or education decision-maker) according to the frequency/intervals described in the IEP.

NO

Select **NO** if documentation **DOES NOT** show ALL of the following:

- The IEP includes a description of how the student's progress toward meeting EACH annual IEP goal will be measured.
AND
- The IEP includes a description of when periodic reports on the progress the student is making toward meeting each of the annual goals will be provided.
OR
- The goal, the baseline, and the progress reports didn't use the same method of measuring the student's performance.
OR
- Progress wasn't reported to the parent (or education decision-maker) according to the frequency/intervals described in the IEP.

Kansas Special Education Process Handbook, Chapter 4, Section E.2.d.

16. If the IEP team has determined that the student with a disability must take an alternate assessment instead of a particular state or districtwide assessment, was that determination made in alignment with the [KSDE Dynamic Learning Maps Participation Guidelines for Kansas](#) and does the IEP include BOTH of the following?: (A) A statement of why the student cannot participate in the general state or district assessment; and (B) A statement of why the particular alternate assessment selected is appropriate for the student. [34 C.F.R. 300.320\(a\)\(6\)\(ii\)](#), [300.160\(c\)](#); [K.S.A. 72-3429\(c\)\(6\)\(B\)](#)

METHOD: First, review the IEP to determine if the student must take an alternate assessment or regular state/districtwide assessment.

If the IEP states the student must take an alternative assessment, next review the education record for documentation that the student meets all of the criteria listed in the [KSDE Dynamic Learning Maps Participation Guidelines for Kansas](#). This documentation could be in the IEP, evaluation/eligibility report, IEP Team meeting notes, a prior written notice, etc.

Finally, review the IEP to determine if it includes a statement of why the student cannot participate in the general state or districtwide assessment, and a statement of why the particular alternate assessment selected is appropriate for the student.

<p>YES</p> <p>Select YES if documentation shows ALL of the following:</p> <ul style="list-style-type: none"> • The student meets all of the criteria listed in the KSDE Dynamic Learning Maps Participation Guidelines for Kansas; AND • The IEP includes a statement of why the student cannot participate in the general state or district assessment; AND • The IEP includes a statement of why the particular alternate assessment selected is appropriate for the student. 	<p>NO</p> <p>Select NO if documentation DOES NOT show ALL of the following:</p> <ul style="list-style-type: none"> • The student meets all of the criteria listed in the KSDE Dynamic Learning Maps Participation Guidelines for Kansas; AND • The IEP includes a statement of why the student cannot participate in the general state or district assessment; AND • The IEP includes a statement of why the particular alternate assessment selected is appropriate for the student. 	<p>N/A</p> <p>Select N/A if:</p> <ul style="list-style-type: none"> • This is a file for a gifted-only student; OR • This is a file for a student who is convicted as an adult under State law and incarcerated in an adult prison (34 C.F.R. 300.324(d)(1)(i); K.A.R. 91-40-5(c)(2)(A)); OR • The IEP Team determined that the student with a disability will take a regular State or districtwide assessment.
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Kansas Special Education Process Handbook, Chapter 4, Section E.2.e.

KSDE Dynamic Learning Maps Participation Guidelines for Kansas

KSDE Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM) for Students with the Most Significant Cognitive Disabilities

17. Does the IEP include the projected date for the beginning of special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel? [34 C.F.R. 300.320\(a\)\(7\)](#); [K.S.A. 72-3429\(c\)\(7\)](#)

METHOD: Review the IEP to determine whether it contains a projected beginning date for EACH of the special education and related services, the supplementary aids and services (including accommodations), program modifications and supports for school personnel that will be provided.

<p>YES</p> <p>Select YES if the IEP contains a projected beginning date for EACH of the special education and related services, supplementary aids and services (including accommodations, program modifications, and supports for school personnel that will be provided).</p>	<p>NO</p> <p>Select NO if the IEP DOES NOT contain a projected beginning date for EACH of the special education and related services, supplementary aids and services (including accommodations, program modifications, and supports for school personnel that will be provided).</p>
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Kansas Special Education Process Handbook, Chapter 4, Section E.2.h.

18. Does the IEP include anticipated frequency, location and duration of special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel? [34 C.F.R. 300.320\(a\)\(7\)](#); [K.S.A. 72-3429\(c\)\(7\)](#)

METHOD: Review the IEP to determine whether it contains the anticipated frequency, location, and duration for EACH of the special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel.

YES Select YES if the IEP contains the anticipated frequency, location, and duration for EACH of the special education and related services, supplementary aids and services (including accommodations), program modifications, and supports for school personnel.	NO Select NO if the IEP DOES NOT contain the anticipated frequency, location, and duration for EACH of the special education and related services, supplementary aids and services (including accommodations), program modifications, and supports for school personnel.
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[Kansas Special Education Process Handbook, Chapter 4, Section E.2.h.](#)

19. Did the IEP team consider parent concerns for enhancing the education of their student in developing, reviewing and revising the IEP? [34 C.F.R. 300.324\(a\)\(1\)\(ii\)](#); [K.S.A. 72-3404\(r\)](#); [72-3429\(d\)\(1\)](#)

METHOD: This information could be found in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements or another IEP section or other documentation in the student's file indicating the IEP team requested and considered the concerns the parent had for enhancing the education of their student in developing, reviewing and revising the IEP.

YES Select YES if the IEP or the education record contains documentation that the IEP team considered the concerns of the parent for enhancing the education of their student in developing, reviewing and revising the IEP.	NO Select NO if the IEP or the education record DOES NOT contain documentation that the IEP team considered the concerns of the parent for enhancing the education of their student in developing, reviewing and revising the IEP.
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[Kansas Special Education Process Handbook, Chapter 4, Section E.1.b. and Section F.](#)

20. If the student's behavior impedes the student's learning or that of others, did the IEP Team consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior when developing, reviewing or revising the IEP? [34 C.F.R. 300.324\(a\)\(2\)\(i\), \(b\)\(2\)](#); [K.S.A. 72-3429\(d\)\(4\)](#)

METHOD: First, review the education record for documentation indicating whether the student displays behavior that impedes the student's or others' learning. If the student's behavior impedes learning (of self or others), then review the education record for documentation showing that the IEP Team considered the use of positive behavior interventions and supports and other strategies when developing the initial IEP, conducting the annual IEP review, or revising the IEP. This information can be found in the IEP, a prior written notice form, IEP Team meeting notes, and IEP amendment form, or other documentation in the education record.

YES Select YES if documentation shows that when developing, reviewing or revising the IEP, the IEP Team considered the use of positive behavior interventions and supports and other strategies to address the student's behavior that impedes the student's or others' learning.	NO Select NO if documentation DOES NOT show that when developing, reviewing or revising the IEP, the IEP Team considered the use of positive behavior interventions and supports and other strategies to address the student's behavior that impedes the student's or others' learning.	N/A Select N/A if documentation shows that the student DOES NOT have behavior that impedes the student's or others' learning.
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Kansas Special Education Process Handbook, Chapter 4V, Section E.1.e.

21. When developing, reviewing or revising the IEP, in the case of a student who has limited English proficiency, did the IEP Team consider the language needs of the student as those needs relate to the student's IEP? [34 C.F.R. 300.324\(a\)\(2\)\(ii\), \(b\)\(2\); K.S.A. 72-3429\(d\)\(5\)](#)

METHOD: First, review the education record for documentation indicating whether the student has limited English proficiency. If the student has limited English proficiency, then review the education record for documentation showing that the IEP Team considered the student's language needs as those needs relate to the IEP when developing, reviewing, or revising the IEP. This information can be found in the IEP, a prior written notice form, IEP Team meeting notes, and IEP amendment form, or other documentation in the education record.

YES Select YES if documentation shows that when developing, reviewing or revising the IEP, the IEP Team considered the language needs of the student as those needs relate to the student's IEP.	NO Select NO if documentation DOES NOT show that when developing, reviewing or revising the IEP, the IEP Team considered the language needs of the student as those needs relate to the student's IEP.	N/A Select N/A if documentation shows that the student DOES NOT have limited English proficiency.
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Kansas Special Education Process Handbook, Chapter 4, Section E.1.f.

IDEA & GIFTED FILE REVIEW SELF-ASSESSMENT

PLACEMENT

22. Was the student’s educational placement determined at least annually?

[34 C.F.R. 300.116\(b\)\(1\)](#); [K.A.R. 91-40-21\(e\)\(1\)](#)

METHOD: Review the education record for documentation that the exceptional student’s educational placement was determined at least annually. Compare dates of placement decisions documented in the student’s IEP or prior written notice documents. Review meeting records for evidence that the student’s placement was discussed and determined within one year of the previous placement determination.

YES Select YES if the education record contains documentation that the student’s educational placement was determined at least annually.	NO Select NO if the education record DOES NOT contain documentation that the student’s educational placement was determined at least annually.
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[Kansas Special Education Process Handbook, Chapter 6, Section B.](#)

23. If the student’s LRE (least restrictive environment) placement is outside of the regular education environment for any part of the school day (including nonacademic and extracurricular services and activities), did the team first determine that the nature or severity of the disability is such that placement in the regular education environment with the use of supplementary aids and services could not be achieved satisfactorily? [34 C.F.R. 300.114\(a\)\(2\)\(ii\)](#), [300.117](#); [K.S.A. 72-3420\(a\)](#); [K.A.R. 91-40-21\(i\)](#)

METHOD: First, review the education record to determine whether the student with a disability is placed in the regular education environment for the whole school day or in a more restrictive environment for any part of the school day. If the student is placed in a more restrictive environment for any part of the school day (including nonacademic and extracurricular services and activities – i.e. meals, recess, transportation, assemblies, clubs, athletics, etc.), next review the education record for documentation showing that the team first considered or implemented placement in the regular environment with the use of supplementary aids and services before considering more restrictive environments. Finally, review the education record for documentation showing that the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily.

YESSelect **YES** if:

- The education record contains documentation showing the student is placed in the regular education environment for the entire school day, including nonacademic and extracurricular services and activities.
- OR
- The education record contains documentation showing a) the team first considered placement in the regular environment with supplementary aids and services, AND b) when placing the student outside of the regular environment the team determined that the nature or severity of the student's disability is such that placement in the regular education environment with supplementary aids and services cannot be achieved satisfactorily.

NO

Select **NO** if the education record **DOES NOT** contain documentation showing a) the team first considered placement in the regular environment with supplementary aids and services, AND b) when placing the student outside of the regular environment the team determined that the nature or severity of the student's disability is such that placement in the regular education environment with supplementary aids and services cannot be achieved satisfactorily.

N/ASelect **N/A** if:

- This is a file for a gifted-only student.
- OR
- This is a file for a student who: (a) has been convicted as an adult under state law and is incarcerated in an adult prison; AND (b) the student's IEP team has modified the student's IEP or placement because the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated ([34 C.F.R. 300.324\(d\)\(2\)](#)).

Kansas Special Education Process Handbook, Chapter 6, Sections B., C., and D.

Early Childhood (beginning with cohort 2 2025)

24. This question only applies to students in early childhood (3-5 year olds). If this student is an early childhood student, did the student receive early intervention services under an individualized family service plan (IFSP)? [34 C.F.R. § 303.13](#) [[34 CFR §300.124\(c\)](#)]

METHOD: Review the education record for documentation that the student received early intervention services. If the student received early intervention services, select yes.

YES	NO
Select YES if the education record contains documentation showing the student received early intervention services.	Select NO if the education record DOES NOT contain documentation showing the student received early intervention service OR this isn't an early childhood student.

If yes continue. If no you're finished

24a. Was there LEA representation at the 90-day transition conference? [\[34 CFR §303.209\]](#) [\[34 CFR §300.124\(c\)\]](#)

METHOD: Review the file to see if a LEA representative was at the 90-day conference? This could be located in: meeting attendance record, meeting minutes or notes, email or written confirmation, documentation including the efforts of the Part B program to ensure they are invited.

YES	NO
Select YES if the education record contains documentation that the LEA representative was present at the 90-day conference.	Select NO if the education record DOES NOT contain documentation that the LEA representative was present at the 90-day conference.

24b. Did the IEP Team consider the child's transition plan when developing the child's initial Part B IEP? [\(K.S.A. 72-3428\(b\)\(1\)\)](#)

METHOD: Review the file to see if there was a transition plan in place. This could be located in the evaluation report, meeting notes, PWN, or IEP. The team could document the IFSP information (Including goal progress) and relevant information from the transition conference in the evaluation report as well as note that both were data sources considered within the PWN.

YES	NO
Select YES if the education record contains documentation that the transition plan was considered when developing the child's initial Part B IEP.	Select NO if the education record DOES NOT contain documentation that the transition plan was considered when developing the child's initial Part B IEP.

[Kansas Special Education Process Handbook, Chapter 6, Section B.](#)