COLORADO
Department of Education

2026-2027 Standard Record Review Including Early Childhood and Transition Age Students

Present Levels of Academic Achievement and Functional Performance

In developing each child's IEP, the IEP Team must consider the results of the initial or most recent evaluation of the child *300.320(a)(1)(iii)* and the academic, developmental, and functional needs of the child *300.320(a)(1)(iv)*

1. **Strengths of the child. 300.324(a)(1)(i); 4.03(2)**

   ☐ **Yes**
   ☐ **No**

2. **The IEP team must consider the results of the initial or most recent evaluation of the child. 300.324(a)(1)(iii); 4.03**
   ***Note*: Consider benchmark testing, curriculum-based assessments, progress monitoring data of interventions, etc. Data should be a summarized discussion or triangulation of data presented to develop measurable goals.**
   For CLD students, look for input pertinent to second language (e.g., ACCESS scores, ELA input, parental input)

   ☐ **Yes**
   ☐ **No**

3. **Statement of the child's present levels of academic achievement and functional performance. 300.320(a)(1); 4.03(6)**

   ☐ **Yes**
   ☐ **No**

4. **Academic, developmental, and functional needs of the child. 300.324(a)(1)(iv); 4.03(2)**

   ☐ **Yes**
   ☐ **No**

5. **How the child's disability affects the child's involvement and progress in the general education curriculum. 300.320(a)(1)(i); 4.03(6)**
   For preschool, as appropriate, how disability affects the child's participation in appropriate activities. 300.320(a)(1)(ii); 4.03(6)

   ☐ **Yes**
   ☐ **No**

6. **Concerns of the parents for enhancing the education of their child. 300.324(a)(1)(ii); 4.03**
   - ☐ **Yes**
   - ☐ **No**

Notes:

Mandatory
FORM # SED-222
EDAC REVIEWED
03/07/2026 for 2026-2027

Early Childhood

(Preschool grade level only, ages 3 through 5). For students 3 through 5 years of age the IEP includes:

7. **The AU participated in a transition planning conference held to ensure a smooth transition from Part C to Part B services. 300.124(c); 4.03(1)(c)**

   ☐ **Yes**
   ☐ **No**
   ☐ **N/A**

8. **At the request of the parents, an invitation to the IEP meeting was sent to Part C service coordinator or other representative of the Part C system to assist with the smooth transition of services. 300.321(f); 5.01(6)**

   ☐ **Yes**
   ☐ **No**
   ☐ **N/A**

9. **Special education services are delivered by an Early Childhood Special Educator. 3.03(2); 3.04(1)(a)(i)**

   ☐ **Yes**
   ☐ **No**
   ☐ **N/A**

10. **The child's IEP includes the number of hours of access to integrated/general preschool education programming.**

    ☐ **Yes**
    ☐ **No**
    ☐ **N/A**

11. **The child's LRE setting code is aligned with the service delivery statement.**

    ☐ **Yes**
    ☐ **No**

The student attends a "regular early childhood program" (defined by OSEP as a classroom that includes at least 50 percent of nondisabled children), for at least 10 hours a week, and most of the specialized instruction and related services occur within the classroom. When a child is placed in another setting or most services are outside of a "regular" classroom, a clear and appropriate justification has been provided. *300.17 and 300.114(a)(2)*

Notes:

Transition Notice of Meeting

12. The public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under 300.322(b)(2)(i)(B). 300.321(b)(1); 4.03(7)(b)(i)(B)

- ☐ **Yes**
- ☐ **No**

13. The notice of meeting indicates the purpose of the meeting will be the consideration of the postsecondary goals and transition services. 300.322(b)(2)(i)(A); 4.03(7)(b)(i)(A)

- ☐ **Yes**
- ☐ **No**

14. Prior consent of the parent to invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. 300.322(b)(2)(ii); 300.321(b)(3); 4.03(7)(b)(i)(C)

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A**

Notes:

Post-School Considerations

Beginning with the first IEP developed when the child is age 15, but no later than the end of 9th grade, or earlier if deemed appropriate by the IEP Team, and updated annually. *ECEA 4.03(6)(d)(i)*

15. Age-appropriate transition assessments that will reasonably enable the child to meet the postsecondary goals. 300.320(b)(1); 4.03(6)(d)(ii)

- ☐ **Yes**
- ☐ **No**

16. Appropriate measurable postsecondary goals must be updated annually. 300.320(b); 4.03(6)(d)(i)

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A (The first IEP developed after the student turned 15)**

17. Appropriate measurable postsecondary goals related to <u>education/training</u>. 300.320(b)(1); 4.03(6)(d)(ii)

- ☐ **Yes**
- ☐ **No**

18. Appropriate measurable postsecondary goals related to <u>career/employment</u>. 300.320(b)(1); 4(6)(d)(ii)

- ☐ **Yes**
- ☐ **No**

19. Appropriate measurable postsecondary goals related to <u>independent living skills where</u> appropriate. 300.320(b)(1); 4.03(6)(d)(ii)

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A**

20. Courses of study that will assist the child in reaching the postsecondary goals. 300.320(b)(2); 4.03(6)(d)(iii)

- ☐ **Yes**
- ☐ **No**

21. Transition services means a coordinated set of activities focused on improving the academic and functional achievement of the child to facilitate the child's movement from school to post-school activities. 300.43(a)(1); 2.52(1)(a)

☐ **Yes**
☐ **No**

22. Annual goals are related to the students' secondary transition services. 300.320(a)(2)(i)

☐ **Yes**
☐ **No**

Notes:

Accommodations/Modifications

23. 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. 300.320(a)(6)(i)

- ☐ **Yes**
- ☐ **No**

24. A statement of the program modifications or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education curriculum and to participate in extracurricular and other non-academic activities. 300.320(a)(4)(i)-(ii)

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A**

Annual Goals/Objectives

Goals should be aligned with information in the Evaluation Report and the PLAAFP.
For students eligible for alternate State assessments, short-term objectives are required.

25. A statement of measurable annual goals. 300.320(a)(2)(i)

☐ **Yes**
☐ **No**

26. A description of how the child's progress toward meeting the annual goals will be measured. 300.320(a)(3)(i)

☐ **Yes**
☐ **No**

27. Goals enable the child to be involved in and make progress in the general education curriculum. 300.320(a)(2)(i)(A)

☐ **Yes**
☐ **No**

28. Goals are designed to meet the child's needs that result from the child's disability. 300.320(a)(2)(i)(A)

☐ **Yes**
☐ **No**

29. For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives are included. 300.320(a)(2)(ii); 4.03(6)(f)(i)

☐ **Yes**
☐ **No**
☐ **N/A**

Notes:

Service Delivery Statement

A statement of the special education and related services and supplementary aides and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child.

30. Services are designed to enable the child to advance appropriately toward attaining the annual goals. 300.320(a)(4)(i)

- ☐ **Yes**
- ☐ **No**

31. Services are designed to enable the child to be involved in and make progress in general education. 300.320(a)(4)(ii)

- ☐ **Yes**
- ☐ **No**

32. Services are designed to enable the child to participate in extracurricular and other nonacademic activities, as appropriate. 300.320(a)(4)(ii)

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A**

33. Services are designed to enable the child to be educated and participate with other children with and without disabilities. 300.320(a)(4)(iii)

- ☐ **Yes**
- ☐ **No**

Notes:

Recommended Placement in the Least Restrictive Environment (LRE)

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children without disabilities.300.114(a)(2)(i)

34. Placement decisions were made by a group of people including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. 300.116(a)(1)

☐ **Yes**
☐ **No**

35. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services the child needs. 300.116(d)

☐ **Yes**
☐ **No**

36. Student participates with children without disabilities to the maximum extent appropriate. 300.114(a)(2)(i)

☐ **Yes**
☐ **No**

37. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and relevant activities. 300.320(a)(5)

☐ **Yes**
☐ **No**
☐ **N/A**

Prior Written Notice

Written notice that must be given to the parents of a child with a disability within a reasonable time before the public agency proposes to initiate or refuse to change the identification, evaluation, or educational placement or provision of FAPE to the child. *300.503(a)(1)-(2)*

38. Evidence that PWN was provided when the AU proposed or refused to initiate or change the identification of the child. 300.503(a); 6.02(3)

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A**

39. Evidence that PWN was provided when the AU proposed or refused to initiate or change an evaluation of the child. 300.503(a); 6.02(3)

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A**

40. Evidence that PWN was provided when the AU proposed or refused to initiate or change the educational placement of the child. 300.503(a); 6.02(3)

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A**

41. Evidence that PWN was provided when the AU proposed or refused to initiate or change the provision of FAPE to the child. 300.503(a); 6.02(3)

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A**

42. A description of the action proposed or refused. 300.503(b)(1); 6.02 (3)

- ☐ **Yes**
- ☐ **No**

43. An explanation of why the agency proposes or refuses to take action 300.503(b)(2);6.02 (3)

☐ **Yes**
☐ **No**

44. A description of each evaluation procedure, assessment record, or report used as a basis for the proposed or refused action. 300.503(b)(3); 6.02 (3)

☐ **Yes**
☐ **No**

45. The parents of a child with a disability were provided their procedural safeguards notice. 300.503(b)(4); 6.02 (3)

☐ **Yes**
☐ **No**

46. Sources for the parent to contact in the event they have questions. 300.503(b)(5); 6.02 (3)

☐ **Yes**
☐ **No**

47. A description of other options that the IEP Team considered and the reasons why those options were rejected. 300.503(b)(6); 6.02 (3)

☐ **Yes**
☐ **No**

48. A description of other factors that are relevant to the agency's proposal or refusal. 300.503(b)(7); 6.02 (3)

☐ **Yes**
☐ **No**

Notes:

Appendix A: Evaluation/Reevaluation

1. **Parental consent for initial evaluation OR reevaluation was obtained prior to evaluation. Initial 300.300(a)(1)(i) Reevaluation 300.300(c)(1)(i); 4.02(5)**

   ☐ **Yes**
   ☐ **No**
   Date consent received
   _____/_____/_____

2. **If parental consent was not obtained, reasonable efforts were made and documented to obtain consent and parents failed to respond (revaluation only). 300.300(c)(2)(i)-(ii);4.02(4)(a);4.02(5)**

   ☐ **Yes**
   ☐ **No**
   ☐ **N/A**

3. **A variety of technically sound assessment tools and strategies were used to gather relevant information about the child, including information provided by the parent. 300.304(b)(1); 4.02(4) and (5)**

   ☐ **Yes**
   ☐ **No**

4. **Child was assessed in all areas of suspected disability. 300.304(c)(4); 4.02(4) and (5)**

   ☐ **Yes**
   ☐ **No**

5. **Evaluation was sufficiently comprehensive to identify all of the child's special education and related service's needs whether or not commonly linked to the identified disability category. 300.304(c)(6); 4.02(4) and (5)**

   ☐ **Yes**
   ☐ **No**

6. **Did the team consider the question: "Can the child receive reasonable educational benefit from general education alone?" 300.8(a)(2);300.306(b)(1)(i); 2.08**

   ☐ **Yes**
   ☐ **No**

7. **Did the team consider the question: "Is the child's performance due to the lack of instruction in reading and/or math?" 300.306(b)(1)(i)-(ii); 2.08**

- ☐ **Yes**
- ☐ **No**

8. **Did the team consider the question: "For the child whose primary language is other than English, is limited English acquisition the primary cause of the child's learning problems?" 300.306(b)(1)(iii); 2.08**

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A**

9. **A reevaluation is conducted at least every 3 years, unless evidence exists that the parent and the AU determine that a reevaluation is unnecessary. 300.303(b)(1) and (2); 4.02(5)**

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A (For initial evaluation only)**

10. **Per ECEA, once a written special education referral has been initiated, the initial IEP is completed within 90 calendar days from the date that parental consent was obtained. 4.03(1)(d)(i)**

- ☐ **Yes**
- ☐ **No**
- ☐ **N/A**

Notes:

Appendix B: Manifestation Determination

The IEP Team may need to consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct. *300.530(a)*

1. **Manifestation determination was held after child was removed for 10 consecutive days, or for 10 cumulative days, when those removals constitute a pattern. 300.530(e); 6.02(10)**

   ☐ **Yes**
   ☐ **No**

2. **Manifestation determination is held within 10 school days of the change of placement based on a violation of the student code of conduct. 300.530(e); 6.02(10)**

   ☐ **Yes**
   ☐ **No**

3. **Services were provided to the child after disciplinary removal beyond 10 school days. 300.530(b)(2) and (d)(1); 6.02(10)**

   ☐ **Yes**
   ☐ **No**

Notes:

Appendix C: Consideration of Special Factors

All areas of special factors that may interfere with a child's learning must be considered by the IEP Team. Documentation of how these special factors will be addressed/supported throughout the IEP should be included.

1. **In the case of a child whose behavior impedes the child's learning or that of others, were the use of positive behavioral interventions and supports, and other strategies, considered to address the behavior? 300.324(a)(2)(i)**

   ☐ **Yes**
   ☐ **No**
   ☐ **N/A**

2. **A Learning Media Plan is included in the IEP for child with vision disability, including deaf-blind. 300.324(a)(2)(iii); 4.03(6)(b)**

   ☐ **Yes**
   ☐ **No**
   ☐ **N/A**

3. **A Communication Plan is included in the IEP for child who is deaf/hearing impaired or deaf-blind. 300.324(a)(2)(iv); 4.03(6)(a)**

   ☐ **Yes**
   ☐ **No**
   ☐ **N/A**

4. **For a child who is limited English proficient, were the language needs of the child considered as those needs relate to the child's IEP? 300.324(a)(2)(ii)**

   ☐ **Yes**
   ☐ **No**
   ☐ **N/A**

5. **Consideration of whether the child needs assistive technology devices or services. 300.324(a)(2)(v)**

   ☐ **Yes**
   ☐ **No**
   ☐ **N/A**

Notes:

Appendix D: Transfer

1. **For a child with a disability who transfers from within state to a public agency in Colorado within the same school year, evidence exists that the AU provided the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency). 300.323(e); 4.03(1)(f)**

   ☐ **Yes**
   ☐ **No**
   ☐ **N/A – (Out of state transfer)**

2. **For a child with a disability who transfers from out of state to a public agency in Colorado within the same school year, evidence exists that the AU provided the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency). 300.323(f); 4.03(1)(g)**

   ☐ **Yes**
   ☐ **No**
   ☐ **N/A – (In state transfer)**

Notes:
