Standard Record Review 2026-27

Guidance for side by side completion of the Standard Record Review

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Information in this section should align with data and information in the Evaluation Report. Information should include current formal and informal evaluation information.
Source: *IEP Section: Present Levels of Academic Achievement and Functional Performance (PLAAFP)*

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

- *The student's strengths and personal interests, as well as concerns regarding the student's educational performance, physical development, social and emotional development, independent functioning (including vocational considerations, if appropriate) and participation in the home and community are discussed*

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

- *Results of the most recent formal and informal evaluation are included.*
- *The Team considered benchmark testing, curriculum-based assessments. Progress monitoring data of interventions, etc. Data is summarized and triangulated in order to develop measurable goals.*
- *For EL students, documentation of the impact learning English has on accessing the general curriculum. e.g., ACCESS scores and interpretation, ELD staff and parent input*
- *Preschool/619: Parent input includes extensive information about all languages that may be spoken in the home. When it is established that a young child is a dual language learner (DLL), best practice is to determine the language dominance of the child. An assessment of the child's language proficiency in both languages should be completed whenever possible. The use of a trained interpreter may be needed. In order to be sufficiently comprehensive, all relevant languages must be assessed.*
- *Preschool/619: ELD services and ACCESS testing are not required at the preschool level*

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

- *Review evaluation report against the PLAAFP to identify needs and evaluations that address the areas of need.*

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

- *The IEP Team (Team) describes the student's need for instructional accommodations as well as the student's progress toward any goals in the past school year.*
- *The Team includes information about how the student's disability affects his/her involvement and progress in the general education curriculum.*
- *Preschool/619: their participation in appropriate activities and daily routines*

5. *How the child's disability affects the child's involvement and progress in the general education curriculum §300.320(a)(1)(i) and (ii); 4.03(6)*

- *The IEP must specifically address the impact of the student's disability on his/her ability to participate and progress in general education curriculum expected at the student's age level ("because of the student's disability in reading, s/he has difficulty reading and understanding content material in science classes"…something this direct)*

For preschool children as appropriate, how the disability affects the child's participation in appropriate activities §300.320 (a)(1)(ii); 4.03(6)

- *Preschool/619: Preschool children referred for special education may not have participated in formal learning settings yet, indicate clearly whether they have or not. Often professionals must predict, in an individualized way, how the child's disability is predicted to affect the child's involvement and progress in the general education curriculum. For preschool aged children who have been enrolled in child care or other formal preschool settings, specific information should be included from those settings to describe the impact of the disability on access to the general education program/curriculum.*

6. *Concerns of the parents for enhancing the education of their child. §300.324(a)(1)(ii); 4.03*

- *The Team shares their expectations and vision of the student's future, including short-term and long-term issues. The parents and the student for whom the IEP is being developed contribute their perspectives on interests, strengths and needs, a future vision and goals, and any other pertinent considerations to general education.*

EARLY CHILDHOOD

For students 3 through 5 years of age and in preschool the IEP includes:
Source: *IEP: Early Childhood*

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)***
    - *Documentation the AU Team participated in a transition planning meeting*
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)***
    - *Initial IEP Notice of meeting includes the name and title of the Part C representative*
9. ***Special education services are delivered by an Early Childhood Special Educator. 3.03(2); 3.04(1)(a)(i)***
    - *Credentials are documented on IEP and then verified through CDE licensure*
    - *N/A is appropriate if the primary disability is SLI and the services are provided by a licensed Speech and Language Pathologist*
10. ***The child's IEP includes the number of hours of access to integrated/general preschool education programming.***
11. ***The child's LRE setting code is aligned with the service delivery statement.***
    - *The student attends a "regular early childhood program." (Defined by OSEP as a classroom that includes at least 50% of non-disabled children), for at least 10 hours a week, and the majority of specialized instruction and related services occur within the classroom. When a child is placed in another setting and the majority of services are provided outside of a (regular) classroom, a clear and appropriate justification must been provided. §§300.17 and 300.114 (a)(2)(i)(ii).*

Post-School Considerations

IEP Includes students 15 through 21 years of age

Beginning with the first IEP to be in effect when the child turns 15, or no later than the end of 9th grade, (or earlier if deemed appropriate by the team) the IEP includes: §300.320(b); 4.03(6)(d)(i)

Source: *IEP: Secondary Transition*

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 §300.320(b); 300.321(b)(1)

- *Evidence that the student was invited to the IEP meeting dated prior to the IEP.*

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)

- *Evidence that a purpose of the meeting is identified as transition.*

14. To the extent appropriate, with the consent of the parents, the public agency must 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)

- *Evidence of parental consent dated prior to IEP meeting invitation date to the agency*

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)

- *The IEP contains evidence of assessments that provided information on which to base the measurable postsecondary goals.*
- *Age appropriate means chronological age .*

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

- *The IEP includes PSGs and was reviewed within 12 months of the previous IEP.*
- *If this is the first IEP developed after the student turned 15, this element is not applicable. Choose "yes" as your answer since N/A is not an option on the record review protocol.*

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

The IEP contains appropriate, measurable postsecondary goals in the areas of:

Education/Training

- *PSGs are what the student will do after exiting the public school system. Because students in 18-21 transition programs are still part of the public school system, PSGs must address what the student will do after exiting the 18-21 program.*
- *PSGs are required in training/education and career/employment regardless of the severity of the student's disability*

18. Appropriate measurable postsecondary goals in <u>career/employment</u> §300.320(b)(1); 4.03(6)(d)(ii)

The IEP contains appropriate, measurable postsecondary goals in the areas of:

Career/Employment

- *PSGs are what the student will do after exiting the public school system. Because students in 18-21 transition programs are still part of the public school system, PSGs must address what the student will do after exiting the 18-21 program.*
- *PSGs are required in training/education and career/employment regardless of the severity of the student's disability*

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

The IEP contains appropriate, measurable postsecondary goals in the areas of:

- *Independent Living Skills, if appropriate N/A is acceptable*
    - *PSGs are what the student will do after exiting the public school system. Because students in 18-21 transition programs are still part of the public school system, PSGs must address what the student will do after exiting the 18-21 program.*

20. <u>Courses of study</u> that will assist the child in reaching the postsecondary goals. §300.320(b)(2)

- *Documentation of courses of study that will assist the student in reaching the PSGs*

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); 2.51(1)(a)

- A coordinated set of activities focused on improving the academic and functional achievement to facilitate the movement from school to post-school activities
- Based on individual student's needs, taking into account the student's strengths, preferences and interests and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

22. Annual goals are related to the student's transition services. §300.320(a)(2)(i)

Accommodations / Modifications

Special education and related services and supplementary aids and services that allow the child to participate in the general education curriculum and extracurricular activities.

Source: *IEP: Accommodations / Modifications Section*

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)

- *Accommodations do not change what the student is learning (standard) it changes how the student is learning a standard. Examples of Accommodations may include preferential seating, books on tape, extended time, directions read aloud, etc. Please note that some instructional accommodations may not be allowable on state and district assessments.*

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)

- *Modifications change what the student learns. If a student requires modifications to curriculum to access state standards, the student MAY require alternate assessments.*

Annual Goals / Objectives

Goals are aligned with information in the Evaluation Report and the PLAAFP.
Students eligible for alternate State assessments, short-term objectives are required.
Source: *IEP: Annual Goals and/or Objectives*

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

- *Annual goals are measurable and linked to student needs.*

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

- *How will the student's progress towards the annual goal be measured?*

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

- *Goals are designed for the child to make progress and be involved in the general education curriculum*

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

- *Annual goals are linked to the student's needs as documented in the PLAAFP*

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)

- *Students eligible for alternate State assessments, short term objectives are required*

Service Delivery Statement

Statement of types and anticipated location of all special education services to be provided to and on behalf of the student.

Source: *IEP: Service Delivery Statement*

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

- *Services are clearly linked to statements in the PLAAFP, and reasonably assist the student in meeting the measurable annual goals.*

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

- *Services, related services and supplementary aids and services, as well as accommodations and modifications are clearly linked to statements in the PLAAFP, and designed to reasonably assist the student in meeting the measurable annual goals.*

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

- *If applicable, documentation as to how the student will participate in extracurricular and other nonacademic activities*

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)

- *Statement as to how the child will participate with other children with and without disabilities*

Recommended Placement in the LRE

The continuum of services a student receives in his/her educational environment
Source: *IEP: Recommended Placement in the Least Restrictive Environment*

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

- *Qualitative review: are there clear links between the services needed, the child's placement, and the plan being provided by the AU?*

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

- ***Rationale for placement must be clearly articulated only when the student is removed from typical peers****. Information may not be solely articulated in the LRE section, but may need to be extrapolated from the body of the IEP, and may be found in PWN. There are boxes to check in this section of the IEP to indicate that the team considered advantages and disadvantages of the placement and that the child participates with nondisabled peers to the maximum extent appropriate.*

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

- *The student is removed from the regular education environment only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily even with supplementary aids and services*

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)

- *Note evidence that students have opportunities to participate in activities with students who are not disabled. Percentage of time in gen education is acceptable*
- ***Preschool/619****: Educational environments codes for children ages 3 – 5 are not based on percentage of time, but rather the number of hours of general education AND where services are provided. The number of hours listed in this box aligned with education environments code. If gen education hours are less than 10 hours per week, additional information will be needed to determine why.*

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)*

Source: *IEP: Prior Written Notice*

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

All required content *is included (as listed on SRR).* ***Blank or N/A*** *are not appropriate responses to any question; "None at this time" may be acceptable in response to other factors considered were:*

- *A description of the action proposed or refused- Clearly describes what will be done*
- *An explanation of why the AU proposed or refused that action- Clearly describes why the action will (or will not) be taken*
- *A description of the information used as a basis for the proposed or refused action- description includes specific quantitative data as well as qualitative data*
- *Specific assessments need not be listed, but domains to be evaluated are included*
- *If the AU is not proposing or refusing to initiate or change the* ***Identification*** *of the student, you may choose 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; 6.02(3)

All required content *is included (as listed on SRR).* ***Blank or N/A*** *are not appropriate responses to any question; "None at this time" may be acceptable in response to other factors considered were:*

- *A description of the action proposed or refused- Clearly describes what will be done*
- *An explanation of why the AU proposed or refused that action- Clearly describes why the action will (or will not) be taken*
- *A description of the information used as a basis for the proposed or refused action- description includes specific quantitative data as well as qualitative data*
- *Specific assessments need not be listed, but domains to be evaluated are included*
- *If the AU is not proposing or refusing to initiate or change the* ***Evaluation*** *of the student, you may choose N/A.*

40. Evidence that PWN was provided when the AU proposed or refused to initiate or change <u>the educational placement</u> of the child §300.50; 6.02(3)

***All required content** is included (as listed on SRR). **Blank or N/A** are not appropriate responses to any question; "None at this time" may be acceptable in response to other factors considered were:*

- *A description of the action proposed or refused- Clearly describes what will be done*
- *An explanation of why the AU proposed or refused that action- Clearly describes why the action will (or will not) be taken*
- *A description of the information used as a basis for the proposed or refused action- description includes specific quantitative data as well as qualitative data*
- *Specific assessments need not be listed, but domains to be evaluated are included*
- *If the AU is not proposing or refusing to initiate or change the **<u>Educational Placement</u** of the student, you may choose N/A.*

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

***All required content** is included (as listed on SRR). **Blank or N/A** are not appropriate responses to any question; "None at this time" may be acceptable in response to other factors considered were:*

- *A description of the action proposed or refused- Clearly describes what will be done*
- *An explanation of why the AU proposed or refused that action- Clearly describes why the action will (or will not) be taken*
- *A description of the information used as a basis for the proposed or refused action- description includes specific quantitative data as well as qualitative data*
- *Specific assessments need not be listed, but domains to be evaluated are included*
- *If the AU is not proposing or refusing the initiate or change the **<u>Provision of FAPE</u** for the student, you may choose N/A.*

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

***All required content** is included (as listed on SRR). **Blank or N/A** are not appropriate responses to any question; "None at this time" may be acceptable in response to other factors considered were:*

- *A description of the action proposed or refused- Clearly describes what will be done*
- *An explanation of why the AU proposed or refused that action- Clearly describes why the action will (or will not) be taken*
- *A description of the information used as a basis for the proposed or refused action- description includes specific quantitative data as well as qualitative data*
- *Specific assessments need not be listed, but domains to be evaluated are included*

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

***All required content** is included (as listed on SRR). **Blank or N/A** are not appropriate responses to any question; "None at this time" may be acceptable in response to other factors considered were:*

- *A description of the action proposed or refused- Clearly describes what will be done*
- *An explanation of why the AU proposed or refused that action- Clearly describes why the action will (or will not) be taken*
- *A description of the information used as a basis for the proposed or refused action- description includes specific quantitative data as well as qualitative data*
- *Specific assessments need not be listed, but domains to be evaluated are included*

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)

- *A description of other options considered, and why they were rejected-for all options considered, there is a rationale for the decision to reject the option; this field may note, "none considered at this time;" N/A is not an appropriate response; leaving this field blank is not acceptable*

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

- *A description of other relevant factors- information may be available here, or the AU may indicate "none noted at this time;" N/A is not an appropriate response; leaving this field blank is not acceptable*

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

- *A copy of the Procedural safeguards were provided to the parent/guardian*

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)

- *Name and contact information of person for the parent to contact in case they have questions or need additional information.*

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

Appendix A: Evaluation/Reevaluation

Initial evaluation*-the public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability.* ***Reevaluation****-a public agency must ensure that a reevaluation of each child with a disability is conducted every 3 years, unless the parent(s) and public agency agree otherwise.*
Source: *Consent for Initial Evaluation or Re-evaluation*

1. ***Parental consent for initial evaluation/re-evaluation was obtained prior to evaluation Initial Evaluation §300.300(a)(1)(i) 2.10 Re-evaluation §300.300(c)(1)(i); 4.02(5)***

   All required content *is included (as listed on SRR).* ***Blank or N/A*** *are not appropriate responses to any question; "None at this time" may be acceptable PWN/Consent for evaluation/re- evaluation are documented in the IEP*

   - *Specific assessments need not be listed, but domains to be evaluated are included*

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

   - *If* ***NO****, describe actions and data source*

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)***

   - *Formal/informal assessments, observations, classroom and parental reports and a BoE is documented to substantiate the student's areas of need*

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

   - *Determined by the BoE/RtI progress monitoring data*

5. ***Evaluation was sufficiently comprehensive to identify all of the child's special education and related service's needs §300.304(c)(6); 4.02(4) and (5)***

   - *Triangulation of multiple formal and informal data interpreted by the Team with the parents as part of the team in determining areas of strength and needs of the student in determining services and supports to be provided.*

6. ***Did the team consider the question: "Can the child receive reasonable educational benefit from general education alone?" §300.306(b)(1)(i); 2.08***
    - *Documentation this was considered, "yes or 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***
    - *Documentation this was considered, "yes or 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***
    - *Documentation this was considered, "yes or no"*
    - *If **yes**, provide details on how this was considered*
9. ***Reevaluation 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)***
    - *Documentation this was considered, "yes or no"*
    - *Choose N/A if this was not a Reevaluation*
10. ***Per ECEA, once a written special education referral has been initiated, the initial IEP is completed within 90 calendar days from the point of initiation of the special education referral. 4.03(1)(d)(i)***
    - *Documentation of all assessments completed by 60 calendar days following receipt of signed consent to evaluation from the parent(s)/guardian(s).*

Appendix B: Manifestation Determination

*A meeting must be held **within 10 school days** of any decision to change the placement of a student with a disability due to a violation of the student code of conduct.*

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)***
    - *Note date of decision to make a disciplinary removal, and date that parent was notified.*
    - *Determine cumulative number of days of removal for school year, and/or number of consecutive days of removal.*
    - *Note sources of information discussed (Is included in meeting minutes/notes). Note any information provided by parent.*
2. ***Manifestation determination is held within 10 school days of the disciplinary removal §300.530(e); 6.02(10)***
    - *Note date of most recent removal and date of manifestation.*
3. ***Services were provided to the child after disciplinary removal beyond 10 school days §300.530(b)(2) and (d)(1); 6.02(10)***
    - *Evidence that services were provided beyond 10 school days. Record type(s) of services provided.*

Appendix C: Consideration of Special Factors

In developing the IEP, the team must consider special factors which may require additional support to be provided in order for the child to access the general education
Source: *IEP: Consideration of Special Factors/eligibility determination*

1. **In the case of a child whose behavior impeded 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)**
    - *Documentation that the team considered all special factors that may interfere with the child's learning.*
    - *Documentation that these special factors were addressed and supported throughout the IEP*
2. **A Learning Media Plan is included in the IEP for students with <u>vision disability, including deaf-blind</u> §300.324(a)(2)(iii); 4.03(6)(b)**
    - *Documentation of need, "yes/no". A media plan is included in the IEP. If yes, the evaluation of Learning Media Plan is also included in this review*
3. **A Communication Plan is included in the IEP for child who is <u>deaf/hearing impaired or deaf-blind</u> §300.324(a)(2)(iv); 4.03(6)(a)**
    - *Documentation of need, "yes/no". A communication plan is included in the IEP. If yes, the evaluation of the Communication Plan is included in this review*
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)**
    - *Documentation that the team considered the impact of learning English in the general curriculum was considered by the IEP team*
5. **Consideration of whether the child needs assistive technology devices or services? §300.324 (a)(2)(v)**
    - *Documentation that the team considered the need for Assistive Technology devices or services*

Appendix D: Transfer

IDEA contains provisions specifically designed to ensure continuity of services for students with disabilities moving from one jurisdiction to another.

Source: *IEP: Documentation from in-state/out-state transfer forms*

1. ***For a child with a disability who transfers from <u>within state</u> to a public agency in Colorado <u>within the same school year</u>, 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)***

    - *Evidence exists that the child is provided FAPE, including services comparable to those described in the child's IEP from the previous public agency. Additional assessments may not have been conducted, but a review of data has been completed to support current placement, as determined by the IEP team.*
    - *If this is an Out of State Transfer, choose N/A*

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 agency) §300.323(f); 4.03(1)(g)***

    - *Evidence exists that the child is provided FAPE, including services comparable to those described in the child's IEP from the previous public agency. A re-evaluation may be conducted to ensure that the student meets Colorado's eligibility criteria(s) for special education, as determined by the IEP team.*
    - *If this is an Out of State Transfer, choose N/A*