



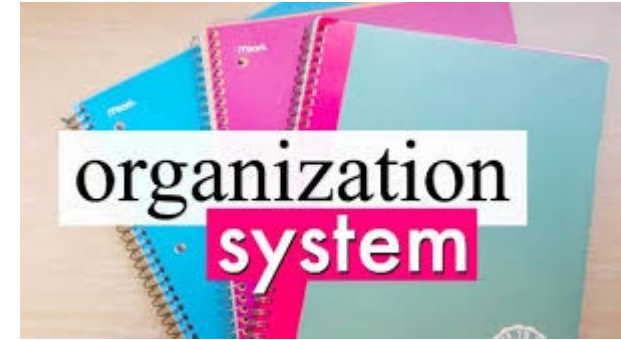
Guide Steps Training

PEA Name and Date



Format of Guide Steps

- Acronyms and General Instructions
- Organized by section
 - Child Find
 - Evaluation
 - IEP
 - Notices
- Starts with the line item and moves to components
- Includes relevant citations
- Includes a general explanation and then a file/agency review method for each component



Student File Form

Please fill in the demographic info completely. For "teacher" most people use the main Sp. Ed. teacher or case manager. "Monitor" is the person doing the file review. For "ethnicity" and "language", please use a primary source from the parent such as registration info and the PHLOTE. Please use the "eligibility" from the evaluation (MET) report. "ID/SSID" scheme should be uniform and provide you with good information. Start each number with an indication of the student's campus, followed by the SSID number, if available, and the six-digit DOB if no SSID can be found, and ending with the student's first and last initials. EX: HS123456SC

Student _____ Teacher _____ School _____ Monitor _____
 Ethnicity _____ SSID No. _____ DOB _____ Eligibility _____

Primary home language indicated by the parent _____ Language in which the student is most proficient _____

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.1	_____	Current Evaluation – 60-Day
<input type="checkbox"/>	II.A.2	_____	Review of Existing Data
<input type="checkbox"/>		<input type="checkbox"/>	Current information provided by the
		<input type="checkbox"/>	Current classroom based assessment
		<input type="checkbox"/>	Teachers and related service provider observation(s), including pre-referral interventions.
		<input type="checkbox"/>	Formal assessments
		<input type="checkbox"/>	Team determination of need for additional
		<input type="checkbox"/>	Team determined that existing data were insufficient or determined that additional data were needed.
		<input type="checkbox"/>	For re-evaluation only, parents were informed of reason and right to request data
		<input type="checkbox"/>	Obtained informed parental consent or, for re-evaluation, documented efforts to obtain

The lines can be marked "I" for IN, "O" for OUT, and "U" for UNREPORTED. In order for a line to be marked IN all components of that item must be compliant. If even one component is noncompliant the line must be marked OUT. Marking a line UNREPORTED doesn't mean you couldn't find it. The "U" is reserved for times when the particular item doesn't apply to that student such as secondary transition items for an elementary aged student.

II.A.4	Eligibility Considerations
<input type="checkbox"/>	Student assessed in all areas related to the suspected behavior, or for preschool students, not been assessed in the 60-Day
<input type="checkbox"/>	Performance in general curriculum
<input type="checkbox"/>	Educational curriculum
<input type="checkbox"/>	For re-evaluation only, modification needed for curriculum
<input type="checkbox"/>	The impact of the student's behavior on the general curriculum
<input type="checkbox"/>	The impact of the student's behavior on the general curriculum

These component boxes are meant to be marked when a component of the line is noncompliant. Thus if there is an "X" or checkmark in one of the component boxes, it will indicate the required component was noncompliant and, therefore, the line item the component rolls up to is "OUT." Note: Line II.A.4 has the most components under it.

The PEA box is for the special education director/other PEA representative to "check" and initial to indicate that any noncompliance discovered during the monitoring has been corrected. So if there is an "O" on the line or an "X" or checkmark in a component box then the PEA box must be addressed to indicate the item was brought into compliance for this student. (SA schools: Please use this to indicate correction of any noncompliance discovered in your file reviews or noncompliance found during PSM specialist validation or verification of your calls.)

The line item refers to the corresponding item in the "Guidesteps" section of the Monitoring Manual. There will be ONE finding for each line item, and appropriate components for that item are grouped underneath it.

This is the brief description of the item. In order to determine if the item is truly compliant you must refer to the "Guidesteps" section of your Monitoring Manual rather than depending on these brief descriptions.

File Review

- You each have an evaluation and IEP from your district that has been redacted.
- You will each review the file using the guide steps and make calls—talking is allowed. 😊
- Be sure to ask questions.



Let's Review





Contact Us