**Critical Element I – Data Management:** Does the LEA/ESA have a data system that is reasonably designed to timely collect and report data that are valid and reliable and reflect actual practice and performance?

* 1. How does the LEA/ESA ensure that its data systems collect and report valid and reliable data in a timely manner?
	2. How does the LEA/ESA ensure that data collected at the local level reflect actual practice and performance?
	3. Describe the LEA/ESA’s procedures for ensuring timely correction.
	4. If applicable, describe the LEA/ESA’s procedures for collecting and reporting CEIS program data.

**Critical Element II – Fiscal Accountability (1):** Does the LEA/ESA have procedures that are reasonably designed to ensure that funds are budgeted and expended in accordance with Federal requirements?

* 1. Does the LEA/ESA have procedures in place to track time and effort for personnel and related costs charged to IDEA Part B funds?
	2. How does the LEA/ESA ensure that it expends IDEA funds only for the excess costs of providing special education and related services to eligible children with disabilities?
	3. If applicable, describe the process for documenting and reporting CEIS fiscal data.

**(2):** Does the LEA/ESA have procedures that are reasonably designed to ensure the allowable use of IDEA funds?

1. How does the LEA/ESA ensure that funds are used to provide services in accordance with the requirements of EDGAR and the IDEA?
2. How does the LEA/ESA ensure that it uses the required proportionate share of Federal funds under 34 CFR §300.133(b) to provide equitable services to children with disabilities placed by their parents in private schools?
3. How does the LEA/ESA ensure that it maintains financial and programmatic records for the period of time required by State and Federal law?
4. How does the LEA/ESA ensure sole use of property purchased by it with Part B funds? How does the LEA/ESA ensure that it maintains a physical inventory of property purchased with Part B funds?
5. Describe the LEA/ESA procedures for ensuring that contracts paid using IDEA Part B funds are properly approved, have clear deliverables, and are properly monitored.

**Critical Element III – Dispute Resolution:** Does the LEA/ESA have procedures and practices that are reasonably designed to implement the dispute resolution requirements of IDEA?

A. (Citizen Complaints) - How does the LEA/ESA ensure the implementation of complaint decisions to address district systemic issues and/ or student specific violations?

1. (Due Process) - How does the LEA/ESA ensure that resolution sessions occur within 15-days or 7 if expedited, of the parent filing of a due process complaint unless the parties agree to waive or agree to mediation?
2. (Due Process) - How does the LEA/ESA ensure that it implements the resolution settlement agreements consistent with 34 CFR §300.510?
3. (Due Process) - How does the LEA/ESA ensure the implementation of administrative law judge decisions, including addressing district-wide violations to ensure violations do not recur?
4. (Mediation) - How does the LEA/ESA ensure that it implements mediation decisions?

**Critical Element IV – Monitoring Priority Areas:** Does the LEA/ESA have in effect policies, procedures, and practices that are consistently implemented in accordance with state policies and procedures established in WAC 392-172A subject to state monitoring as described in WAC 392-172A-07010?

* 1. Child Find - How does the LEA/ESA ensure that all children ages 3 to 21, with suspected disabilities who reside within its jurisdiction and who may be eligible for special education services are identified, located, and evaluated?
	2. Least Restrictive Environment - How does the LEA/ESA ensure that a student’s placement is individually determined, based on the student’s least restrictive environment, and enables the student to participate in the general education program to the maximum extent possible?
	3. Discipline - How does the LEA/ESA ensure that students eligible for special education services are not improperly excluded from school for disciplinary reasons and are provided services in accordance with WAC 392-172A-05145?
	4. System of Transition Services - Describe the LEA/ESA procedures for ensuring that children participating in early intervention services through Part C, and who will participate in preschool program services through Part B, experience a smooth and effective transition in accordance with WAC 392-172A-02080.
	5. System of Transition Services - How does the LEA/ESA ensure that students eligible for special education services who are or will be turning 16 years of age have measurable post-secondary goals in the areas of training, education, employment, and where appropriate, independent living skills based on age-appropriate assessments, including transition services and courses of study in accordance with WAC 392-172A-03090?
	6. Disproportionality - How does the LEA/ESA ensure that appropriate assessments chosen for use with special education students are selected and administrated so as not to be discriminatory on a racial/cultural basis in accordance with WAC 392-172A-03020(3)(a)(i)?
	7. Disproportionality - Is there clear guidance for consideration of cultural factors and the inclusion of parents in the eligibility and placement process (WAC 392-172A-06000(1)(a))?

**Critical Element V – Individualized Education Program (1) Implementation:** Based on the student records reviewed, does the LEA/ESA provide enrolled special education students, ages 3–21, a free appropriate public education (FAPE) consisting of individualized specially designed instruction and any necessary related services? **(2) Procedural:** Does the LEA/ESA have policies and procedures that are consistently implemented to ensure the development and implementation of the IEP program? Do IEPs and evaluations contain the required components?

1. How does the LEA/ESA ensure evaluations are sufficient in scope to develop an appropriate IEP and that IEPs and services are consistent with evaluation recommendations?
2. Does the LEA/ESA ensure that students are receiving specially designed instruction and related services as reflected in the evaluation report and identified in the IEP at no cost to the parents?
3. How does the LEA/ESA ensure that present levels of academic achievement and functional performance include evidence or data to support the student’s current level of functioning and that annual goals are written in measurable terms?
4. Are evaluations and IEPs completed within the required timelines?
5. Do IEPs indicate frequency, location, and duration of specially designed instruction, related services, modifications, and accommodations?