



ARIZONA DEPARTMENT OF EDUCATION

Memorandum

To: Special Education Directors
From: Exceptional Student Services
cc: Superintendents/Charter Holders
Date: June 9, 2025
Re: Release of Annually Reviewed Programmatic Monitoring Guide Steps

Each year, ADE/ESS reviews and revises, as needed, the Program Support and Monitoring (PSM) Guide Steps, which are used during the PSM programmatic monitoring activities. Revisions are generally made to adjust for updates in federal and state requirements and/or interpretations as well as case law, including state due process hearing decisions. Revisions are also made based on feedback from the field, where clarifications may be needed. Below are highlights of some main areas where revisions were made this year. Public education agencies (PEAs) are encouraged to review the entire document for all programmatic compliance requirements to ensure that PEA policies and practices are properly aligned.

- All Sections:
 - Added [related requirements](#), where appropriate, to assist PSM in collecting additional data requirements mandated by OSEP
- Section III:
 - Other considerations (III.A.5) removed. This line item has consistently evidenced high percentages of statewide compliance and was determined not necessary for monitoring and technical assistance purposes.
 - Secondary Transition examples were removed in lieu of the addition of a [secondary transition planning guide](#).
 - Updated secondary transition requirements to conform with A.A.C R7-2-401 G.4.

- Section IV:
 - Prior Written Notice (PWN) examples were removed in lieu of the addition of a planning tool, to be released soon.

It is important to remember that these guide steps are a technical assistance document created to aid PEAs in understanding the requirements specific to programmatic monitoring. These guide steps do not cover every requirement a PEA is responsible for implementing, as outlined in federal and state statute. Only items reviewed through programmatic monitoring purposes are included. Additionally, legal compliance, as it relates to a state complaint or due process, may be more extensive than what is included in the guide steps. Any examples included are intended to provide additional clarification and understanding on how to apply a compliance lens to a student's evaluation or IEP. These examples should not be taken directly and added to a student's IEP or evaluation, because each student is unique and has their own set of unique circumstances that must be addressed through their evaluation and IEP. We hope these guide steps assist PEAs in reviewing created student documents as part of an internal review of implementation of systems.