



2016-2017

IDEA Monitoring Process Guide

Office for Exceptional Children

Office of Early Learning and School Readiness

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Overview

The Office for Exceptional Children (OEC), in coordination with the Office for Early Learning and School Readiness (OEL&SR), developed a Comprehensive Monitoring System for Continuous Improvement and implementation of IDEA. The purpose is to determine compliance with federal and state laws for serving students with disabilities; and to assist LEAs in building a continuous improvement process. The process will include the following:

1. Pre-Onsite Activities
2. Onsite Review Activities
3. Post Onsite Activities
4. Strategic Improvement Plan
5. Review of Strategic Improvement Plan Progress

LEAs may be scheduled for a review for one or more of the following reasons:

- Random selection;
- Education Management Information System (EMIS) and other data that suggest irregularities in the LEA's special education process;
- Patterns of repeated and/or systemic complaints and due process hearing requests about special education services.

When agencies serving multiple districts (Career Technical Schools, Educational Service Centers and County Board of Developmental Disabilities) are selected for review, all associate districts will be included in the review activities. While the district of residence is responsible for compliance with all state and federal special education laws and regulations, there is responsibility and accountability for agencies that have agreed to provide educational services to member districts and communities. As such, both the selected educational service agency and all associate districts will be expected to share responsibility to ensure that special education services and documentation are complete and compliant. Any corrections required from the review process are expected to be completed quickly and accurately. The agency (CTE, ESC, DD) will notify the associate districts of the review schedule and other pertinent details regarding the review process.

OEC's Pre-Onsite Activities

OEC Risk Analysis and Data Review

OEC will review the LEA's background information and performance data to identify possible areas to target for the onsite review. The purpose of the data review is to identify trends or patterns in the LEA or buildings, which may point to an area(s) of concern (placement, performance, disability categories, discipline, etc.) and to allow the team to target the review and determine:

- The rationale for record selection
- Student records selected for review
- Questions for the interviews
- Other activities or documents needed for the review

Risk analysis is based upon multiple factors and measures associated with compliance and outcomes data, including fiscal issues and other results driven outcome. The data review includes, but is not limited to, Special Education Profile Report, Local Report Cards, district/agency policies and procedures, dispute resolution issues, Ohio Improvement Process (OIP), Comprehensive Continuous Improvement Plan (CCIP) and use of early intervening funds and other resource management areas.

Student Record Reviews

OEC staff will review a sample number of records based on the area(s) of concern and representative of the population of students with disabilities that are impacted by the concern using the Record Review Questions (See Appendices 1 and 2). Record selection may be random across grade levels, disability categories, buildings or may be targeted based on the analysis of LEA data.

OEC will review Evaluation Team Reports (ETRs), at least two consecutive years of Individualized Education Programs (IEPs) and IEP Progress Reports. OEC will evaluate the goals, data utilized and description of progress. Prior to the onsite, the district will be directed to submit selected records to OEC in an approved, secure, electronic format.

The district will provide copies of student and staff schedules and special education files during the onsite for clarification as needed.

LEA's Pre-Onsite Activities

LEA Review Team

The LEA will identify a ***cross-functional team*** which will include:

- LEA administration: Superintendent, Treasurer or other central office staff and building principals (include administrators with authority to direct resources that affect change)
- Community school sponsor and management company representative (as applicable)
- Special education coordinator
- Early childhood coordinator
- Curriculum supervisors or coordinators
- Data management staff (EMIS coordinator)
- Individual(s) familiar with the Comprehensive Continuous Improvement Plan (CCIP)
- Related service providers
- School psychologists
- Teachers
- State Support Team (SST) representatives
- LEA OIP Facilitator
- ODE representatives

The LEA will also identify an ***internal monitoring team*** which will include:

- Special Education Coordinator/Director
- Intervention Specialists (Lead intervention specialists based on building and grade assignments)
- General Education Teachers (English Language Arts teachers and Math teachers)
- School Psychologist
- Speech language pathologist
- Occupational therapist
- Physical therapist

Analysis and Determination of Areas of Concern

The LEA, with the assistance of SST personnel, will analyze data from the following areas:

Performance Data

1. Results of key performance indicators for students and adults;
2. Graduation/Dropout trends for SWD vs. non-disabled, by disability category, and multi-category;
3. Dropout prevention and graduation promotion;
4. Decision Framework Data, Implementation Management and Monitoring Tool (IMM), OIP strategies and action steps, and CCIP;

5. Annual Measurable Objective (AMO) performance in reading and math: trend data grade level analysis, disability categories, multi-categories, gap analysis comparison to non-disabled students;
6. Processes for addressing individual student growth for students with disabilities (i.e., IEP progress monitoring);
7. Discipline information: SWD vs non-disabled, by grade levels, trends, disability categories and multi-categories (disability, economically disadvantaged and racial minority for instance);
8. Any additional (targeted) concerns that are identified.

Special Education Profile Reports

The LEA will review its Special Education Profile Reports for the last five years and determine what, if any, areas are of concern:

- Graduation/Dropout (Indicators 1 & 2)
- Least Restrictive Environment (LRE – Indicator 5)
- Discipline (Indicator 4)
- Over-identification (Disproportionality – Indicators 9 & 10)
- Child Find (Indicator 11)
- Post-secondary Transition (Indicator 13)
- Preschool Indicators (Indicators 7 & 12)
- Other Indicators not met

Self-Review Summary Report

The LEA, with OEC and SST assistance, will compile the data and prioritize any areas of concern:

- Graduation/Dropout
- Reading Performance
- Math Performance
- Discipline
- Other areas identified (through special education profile report, dispute resolutions and/or other data analyzed)

See Appendix 6 for Data Analysis Guiding Questions

Onsite Review Activities

IEP Verification

OEC will randomly select student IEPs from previously submitted records and conduct classroom verification of the delivery of IEP services. Team members will hold brief conversations with the teachers to confirm that the students are receiving identified services as described in their IEP. Documentation ensuring IEP implementation will be collected and reviewed. The focus of IEP verification is on the implementation of the student's IEP, not teacher performance.

Public Parent Meeting

The district will coordinate scheduling of a public parent meeting and inform OEC of the location for the meeting. The district will mail a notice to all parents/guardians of students with disabilities at least four weeks prior regarding the meeting purpose, time and location. The notice must be posted on the district's website at least four weeks prior to the onsite visit. This notice will be provided to the district by OEC. OEC will contact the district to arrange for any special accommodations, such as interpreters, that may be needed for the meeting. Documentation of the notice will be provided to OEC prior to the onsite visit.

OEC will conduct the public parent meeting at the district-designated location to gather parental input regarding the district's special education services. The OEC and SST representatives will invite parents to comment concerning the district's special education program. Parents may also submit written comments to OEC by e-mail or USPS. Information will be available for parents regarding resources, the dispute resolution process and contacts.

Interviews

OEC and SST representatives will work with the district to select personnel who will participate in the interviews (administrators, intervention specialists, related service providers, general education teachers and other personnel who are associated with the records reviewed). **When agencies serving multiple districts (Career Technical Schools, Educational Service Centers and County Board of Developmental Disabilities) are selected for review, all associate districts will cooperate with the agency in selecting staff and administration in participating with interviews.**

The district will coordinate with OEC concerning the interview location and times.

Interviews will be conducted **separately** with:

- Teams consisting of special education teachers, general education teachers, related service providers and other personnel whose records were reviewed (team size will be 8 to 10 members)
- Teams of district administrators
- Any other stakeholders involved in the district's special education process

The district may be asked to provide additional documentation or evidence of policies, procedures and/or practices in response to information gathered during the interviews.

Exit Meeting

OEC's Review Team will conduct an exit meeting with the district's cross-functional team. The purpose of the exit meeting is to address the following:

- A general summary of preliminary review results
- Additional documentation or data as required
- An explanation of the LEA's report and timelines of the post onsite activities
- Areas of required professional development that the LEA will begin with the assistance of the SST

Post Onsite Activities

OEC will complete a Summary Report of the review findings. If systemic noncompliance issues are found, the LEA will be required to develop a corrective action plan (CAP) to address those systemic areas. **Systemic noncompliance** is identified when OEC finds a noncompliance level of 30% or greater in any area of the onsite review (student records, IEP verification, interviews, parental input and document reviews).

OEC will schedule a two-day onsite presentation and training with the LEA team and SST staff. The purpose of the meeting is for:

- The cross-functional team to review OEC's findings and prioritize district areas of concern, determine training and professional development needs and create a guiding outline for the development of the Corrective Action Plan (CAP). **CAPs are due within 30 school days of the date of the summary report.**
- The internal monitoring team to receive training on the record review and internal monitoring processes.

See sample agenda in Appendix 5.

Individual Corrections

The LEA is required to correct all findings of individual noncompliance within 60 school days of the date of the LEA's Summary Report. If the review identifies any issue(s) denying the provision of a **Free and Appropriate Public Education (FAPE)**, the district must correct the issue(s) **within 15 calendar days** of notification to ensure compliance with the requirements of (OAC) 3301-51-09(H) (1), OAC 3301-24, (ORC) Chapter 3323.

Technical assistance will be provided by OEC and SST staff. Individual student record review comments are provided with the summary report and record review issues are communicated to the parent/guardian by a separate letter. Individual corrections will be reviewed and verified by OEC. The LEA will receive a confirmation letter of completion of individual correction from OEC once all corrections have been verified.

Verification of CAP Completion

OEC will coordinate the review of the LEA's implementation of and progress on corrective action steps (including collection of evidence). The SST consultant will assist the LEA in reporting CAP progress to the OEC contact.

The LEA will be required to demonstrate completion of CAP activities within 90 school days of the date of the summary report. The LEA will complete and submit the CAP Verification Form to OEC. OEC will verify completion through a review of documentation associated with each CAP activity. Upon documented completion of all CAP activities, the LEA will receive a letter of clearance from OEC.

Strategic Improvement Plan (SIP)

Develop and Implement Strategic Improvement Plan

Once the LEA has completed the CAP activities, the LEA will develop and implement a Strategic Improvement Plan. The SIP will provide a plan for continued activities and professional development to address each of the areas in the CAP.

The LEA and the SST will produce a quarterly SIP progress report related to the LEA's Strategic Improvement Plan (See Appendix 13: SIP Progress and Update Report). If at any point progress is impeded, the LEA, with OEC and SST assistance, will make adjustments to the improvement plan. OEC and SSTs will work with the LEA to provide technical assistance.

Technical assistance is designed to build the capacity of individuals and organizations to achieve desired outcomes. It relies on the recipients to make effective use of the information and training provided to them. It assists in the planning, implementation and use of existing tools to achieve desired changes. When the scale or depth of change is more extensive, intensive technical assistance may be required.

Review of Strategic Improvement Plan Progress

Data Analysis

The LEA, with SST support and assistance, will conduct a progress review of its Strategic Improvement Plan using guiding questions provided by OEC. The LEA will also review the Special Education Profile Report; Self-Review Summary Report; policies, practices and procedures; and staff and parent survey results. The following data sources must also be considered:

- OIP;
- Reading Improvement and Monitoring Plans (RIMPs);
- Key performance indicator results for adults and students;
- Multi-Tiered Systems of Support results;
- Coordinated Early Intervening Services (CEIS);
- CCIP and other LEA initiatives;
- Other sources specific to LEA goals.

Review of Student Documents

The LEA will continue to review and monitor IEP and ETR compliance through a systematic in-house monitoring process developed with assistance from the SST and OEC. A sample number of preschool/school-age special education records will be selected for periodic review, based on current SPP Indicator and other related LEA data.

The LEA will review corresponding ETRs and IEPs spanning at least two consecutive years. Particular emphasis should be placed on IEP Progress Reports and student schedules to evaluate the use of goals, objectives, data documenting progress, and appropriately implemented specially designed instruction to meet individual needs in the least restrictive environment.

IEP Verification

The LEA will conduct IEP verifications with a representative sample from previously reviewed records. This will include conversations with teachers to confirm that the students are receiving services as described in their IEP. The LEA will provide summary documentation ensuring IEP implementation with fidelity as part of the periodic report process. See Appendix 3 for the IEP Verification Checklist.

Optional Public Parent Forum

OEC encourages transparency throughout this process. A public parent forum offers LEAs the opportunity to report back to and receive input from all interested stakeholders. This event can be organized with assistance from the SST and OEC.

Perception Surveys

The LEA will survey its population of stakeholders, including parents, staff and administrators, regarding special education services. See Appendix 11 for sample perception surveys.

Progress and Update Reports

Periodic update reports will be developed in consultation with the SST/OEC and submitted to OEC. These reports will provide data on SIP progress for each action step.

The LEA will review CCIP/OIP strategies and action steps and compare the results to the strategic improvement plan outcomes. Appropriate action will then be taken in regard to revision and integration when necessary.

Status Meeting and Plan for Continued Improvement

A status meeting with the LEA's cross-functional team, OEC program specialists and SST consultants will be held to determine next steps in the process. The purpose of the meeting is to address the following:

- A general summary of the Strategic Improvement Plan results for students with disabilities;
- The need for additional documentation or data;
- Review of a continuous improvement process map connected to the OIP and the Decision Framework, where applicable.

After reviewing the results from previous improvement activities, the LEA will develop/determine further improvement activities to update its plan for continuous improvement.

If data analysis demonstrates a need for additional support in achieving, sustaining and integrating improvement, OEC and the SST will provide training and technical assistance in the form of directed activities in targeted areas.

Lack of adequate progress may result in additional directed activities by OEC/ODE.

The LEA will periodically review its progress and data to update its plan and report to OEC.

Reimbursements

OEC will **reimburse the district for substitute and postage costs** in relation to this review. An invoice for the substitute and postage costs will need to be submitted within 30 days of the review to:

Attn: Donna Horn
Office for Exceptional Children
25 S. Front St., 4th Floor
Columbus, OH 43215

OEC will reimburse the district for substitute and postage costs **through the district's CCIP as Additional Allocation.**

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Record Review Questions

Record Review Questions

Child Find					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-1	300.305(a) and 3301-51-11(c)(1)(a)	For children transitioning from Part C, did the district utilize child information from the Individual Family Service Plan (IFSP) and other documentation provided by Help Me Grow in suspecting or when determining eligibility for Part B supports and services? <i>*Preschool Only</i> <i>*Initial Evaluation Only</i>	YES	Information from Part C must be documented and <u>can</u> include: <ul style="list-style-type: none"> • Observations in more than one setting and in multiple activities; • Interviews (information provided by parents or caregiver); • Results of the Bailey or Battelle. 	* Help Me Grow Forms, * Records from the Transition Conference, * PR-06 Evaluation Team Report- Part 2, * PR-04 Referral Form, * PR-01 Prior Written Notice
			NO	There is no evidence that the data indicated above are documented as part of the decision making process for suspecting or determining eligibility.	
			NA	The child is not transitioning from C to B.	

Record Review Questions

Child Find					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-2	3301-51-06	Does the district provide interventions to resolve concerns for any school-age child who is performing below grade-level standards?	YES	<p>The record shows evidence of intervention data and provides a summary of the interventions that have been implemented prior to referral <u>or</u> during the evaluation process.</p> <p>For initial evaluations the summary of interventions provided must include:</p> <ol style="list-style-type: none"> 1. A description of the research-based intervention(s) used, 2. How long the intervention was provided (how many weeks), 3. The intensity of the intervention – how often, and for how many minutes, 4. A description of the results compared to the baseline data, and 5. The decision was made as a result of the intervention(s). <p>For reevaluations, the summary of interventions provided would include:</p> <ol style="list-style-type: none"> 1. A description as delineated above if interventions were provided in addition to the specially designed instruction, related services, and other supports contained in the IEP. 2. If no additional interventions were provided, a statement that it was determined by the ETR team that the IEP special education supports and services were sufficient to meet the child’s needs. 3. This area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications. 	<ul style="list-style-type: none"> * Data from interventions, * PR-06 Evaluation Team Report- Section 2, * PR-04 Referral Form, * PR-01 Prior Written Notice.
			NO	The student record contains no evidence that interventions were provided to the child.	
			NA	Transfer ETR from previous LEA OR Preschool Record	

Record Review Questions

Child Find					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-3	300.501(b)(1) and 3301-51-06(E)(2)(a)	Were the parents/guardians afforded an opportunity to participate?	YES	There is evidence of parental involvement <u>or</u> evidence the parent was provided the opportunity to participate.	<ul style="list-style-type: none"> * Evaluation Planning Form, * PR-01 Prior Written Notice* * PR-02 Parent Invitation, * PR-04 Referral Form * Other Documentation; Phone logs, parent contact logs, e-mails, conference call. *Documentation of LEA and Parent Agreement (must be verified by consultant for compliance).
			NO	No evidence of parental involvement <u>or</u> no evidence the parent was provided the opportunity to participate. No Planning Form	
			NA	The parent and the district agreed that a reevaluation was unnecessary <u>or</u> Transfer ETR from previous LEA.	

Record Review Questions

Child Find					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-4	300.304(c)(4); 3301-51-01; and 3301-51-06(E)(2)(a)	Is there evidence that the evaluation addresses all areas related to the suspected disability including: <ul style="list-style-type: none"> • health, • vision and hearing • social and emotional status, • general intelligence, • academic performance, • communicative status, and • motor abilities 	YES	There is evidence that the evaluation addressed all areas related to the suspected disability, including, if appropriate: <ul style="list-style-type: none"> • health, • vision and hearing • social and emotional status, • general intelligence, • academic performance, • communicative status, and • motor abilities. Refer to the definitions within OAC 3301-51-01 for direction when determining if the child is assessed in all areas. (Operating Standards, pages 105-116) Operating Standards 3301-51-06 contains additional procedures for evaluating for Specific Learning Disabilities (pages 110-115, Multiple Disabilities (pages 115-116), and Deafness or Hearing Impairment and preschool-age children (Operating Standards pages 117 and 164). The preschool form addresses the requirements in Rule 3301-51-11(C). Multiple sources of information are required to determine eligibility. For preschool, these sources include but are not limited to, information from Part C when children transition from early intervention, structured observations in more than one setting and in multiple activities, information provided by the parent or caregiver <u>and</u> criteria and norm-referenced evaluations. All developmental areas, not just those related to the disability, must be assessed with at least one source of information.	* Evaluation Planning Form, * PR-04 Referral Form, * PR-01 Prior Written Notice, * Preschool evaluation form.
			NO	The evaluation report did not address all areas related to the suspected disability. If no Planning Form (unless tested for everything).	
			NA	The parent and the district agreed that a reevaluation is not necessary OR Transfer ETR from previous LEA.	

Record Review Questions

Child Find					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-5	300.306 (c)	Does the ETR clearly state the summary of assessment results?	YES	There is a clear and concise summary of the data and assessment results, and not just a word for word copy of all the assessments conducted. The summary of the assessment results is in language understandable to the parent. And the evaluation team report meets the requirements of 3301-51-06 (g)(1)(b)(1)(a) (summary of information).	
			No	The ETR does not contain a clear summary of the results of all the data and assessments. Or there is merely a re-statement of all the assessments conducted without a concise summarization.	
			NA	The parent and the district agreed that a reevaluation is not necessary <u>or</u> Transfer ETR from previous LEA.	
CF-6	300.306 (c)	Does the ETR contain a clear and succinct description of educational needs?	YES	The description of educational need contains specific and adequate information about this child that will allow the IEP team to develop an effective and actionable IEP. This includes the need for special education and related services.	
			NO	The ETR does not contain a clear description of educational need for the child, or contains generic information that is not individualized to this child's needs.	
			NA	The parent and the district agreed that a reevaluation is not necessary <u>or</u> Transfer ETR from previous LEA. Or, this ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.	

Record Review Questions

Child Find					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-7	300.306 (c)	Does the ETR contain specific implications for instruction <i>and progress monitoring?</i>	YES	The ETR clearly describes the need and implications for specially designed instruction and, if applicable, related services. This must include how progress could be monitored in relation to IEP goals and services.	
			NO	There is no description of the implications for instruction or for progress monitoring. Or, the implications description is generic in nature and does not address the specific needs of this child.	
			NA	The parent and the district agreed that a reevaluation is not necessary <u>or</u> Transfer ETR from previous LEA. Or, this ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.	

Record Review Questions

Child Find					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-8	300.306(a)(1) and 3301-51-01 (B)(21)	<u>Determining Eligibility</u> Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?	YES	A group of qualified professionals determines eligibility. Refer to OEC's established guidelines for Qualified Professionals <ol style="list-style-type: none"> 1. Parent, 2. District Representative, 3. Person qualified to interpret the results of the assessments used, 4. Additional group members, <ul style="list-style-type: none"> • The child's general education teacher; or If the child does not have a general education teacher, a general education classroom teacher qualified to teach a child of his or her age; or • For a child of less than school age, an individual qualified by the SEA to teach a child of his or her age; and • At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher. <u>Reevaluations</u> IEP Team Members <ol style="list-style-type: none"> 1. Parent, 2. Regular Education Teacher, 3. Special Education Provider, 4. District Representative, 5. An individual who can interpret the instructional implications of evaluation results, 6. At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; Whenever appropriate, the child with a disability.	* PR-06 Evaluation Team Report- Section 1 Individual Evaluator's Assessment and Section 5 Signatures * PR-01 Prior Written Notice to Parents, * PR-02 Parent Invitation, * Documentation of LEA and Parent Agreement (must be verified by consultant for compliance).
			NO	Eligibility was not determined by a group of qualified professionals.	
			NA	The parent and the district agreed that a reevaluation is not necessary <u>OR</u> Transfer ETR from previous LEA.	

Record Review Questions

Delivery of Service					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-1	SPP Indicator 13 300.320 (b) 3301-51-07(H) (2)	Does the transition plan in the current IEP meet all 8 required elements for IDEA?	YES	The transition planning elements of the IEP are compliant with criteria established on the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist.	IEP (PR-07) Sections 4 & 5
			NO	Transition planning on the IEP is noncompliant with one or more of the 8 required federal elements outlined on the checklist.	
			NA	The child is not 14 or above.	
Delivery of Service					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation

Record Review Questions

DS-2	300.320(a)(1)	Does the IEP include Present Levels of Academic Achievement and Functional Performance (PLOP) that address the needs of the student?	YES	<p>PLOP must include the following information as it relates to each goal:</p> <ul style="list-style-type: none"> • Summary of current daily academic/behavior and/or functional performance (strengths and needs) in comparison to nondisabled peers; • Baseline data provided for developing a measurable goal. (E.g. ETR results, if current; formative, curriculum-based, ecological, transition, functional behavior assessments.) 	*PR-07 IEP Section 6 (Present Level of Academic Achievement and Functional Performance)
			NO	Present levels of performance do not provide detailed and targeted summary of current daily academic/behavior and /or functional performance related to the development of measurable goals.	
DS-3	300.320 (a)(2)(i)	Do annual goals address the child’s academic area(s) of need?	YES	There is alignment between the academic needs identified in the ETR and the annual goals <u>or</u> evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize addressing the needs.	*PR-07 IEP Section 6
			NO	Annual goals fail to address the child’s academic needs identified in the IEP.	
			NA	Academic needs were not identified at this time.	
Delivery of Service					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation

Record Review Questions

DS-4	300.320(a)(2)(i)	Do annual goals address the child's functional area(s) of need?	YES	<p>There is alignment between the functional needs identified in the ETR and the IEP annual goals. or Evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize addressing the needs.</p> <p>Functional means nonacademic, as in "routine activities of everyday living."</p> <p><i>"It is not necessary to include a definition of "functional" in these regulations because we believe it is a term that is generally understood to refer to skills or activities that are not considered academic or related to a child's academic achievement. "Functional" is often used in the context of routine activities of everyday living." (Commentary in the Federal Register, page 46661)</i></p>	*PR-07 IEP Section 6
			NO	The annual goals fail to reasonably address functional area(s) of need identified in the ETR.	
			NA	Functional needs were not identified at this time.	
Delivery of Service					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation

Record Review Questions

DS-5	300.320(a)(2)(i)	Are annual goals stated in measurable terms?	YES	<p>Measurable annual goals are statements in measurable terms that describe what can be taught to that child using specially designed instruction within a twelve-month period.</p> <p>A measurable annual goal must contain the following:</p> <ul style="list-style-type: none"> • <u>Clearly defined behavior</u>: the specific action the child will be expected to perform. • The <u>condition</u> (situation, setting or given material) under which the behavior is to be performed. • <u>Performance criteria</u> desired: the level the child must demonstrate for mastery and the number of times the child must demonstrate the skill or behavior. <p>There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.</p> <p style="color: red;">The goal must be measurable on its own.</p>	*PR-07 IEP Section 6 (Measurable Annual Goals)
			NO	<p>The annual goals do not describe what can be taught to the child using specially designed instruction, and do not contain the above.</p>	

Delivery of Service

Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS 6	3301-51-07 (B) & (C)	Was progress reporting data collected and analyzed to monitor	YES	Instructional data collected for each measurable annual goal; evidence of data analyzed to inform future instruction	<ul style="list-style-type: none"> • Progress Reports; • Progress toward last year's goals;

Record Review Questions

	<p>3301-51-07(L) 3301-51-07 (H) (1) (d)</p>	<p>performance on each goal? <i>This refers to progress reporting data used to inform instruction.</i></p>	<p style="text-align: center;">NO</p>	<p>No evidence of data collection, progress reports/analysis.</p>	<ul style="list-style-type: none"> ● Concerns of parents; ● Student’s desired school/post-school outcome goals; ● Input from related service providers; ● Use of objective/measurable terms in present levels of performance and goals/objectives.
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Record Review Questions

Delivery of Service					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-7	300.320(a)(4) 3301-51-07(H)(1)(e)	Does the IEP contain a statement of specially designed instruction that addresses the needs of the child and supports annual goals?	YES	<p>The IEP specifically identifies the provision of specially designed instruction and describes the nature of the instruction that aligns with the needs of the child and supports achievement of annual goals.</p> <p><u>Definition 300.39 (b)(3)</u> Specially designed instruction means adapting, as appropriate to the needs of a child under the <i>content, methodology, or delivery of instruction</i>; or The child is receiving related services that the IEP team has determined is specially designed instruction; i.e., only related services listed on the IEP.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Direct instruction (with a multisensory approach) in basic reading skills, to include phonics, vocabulary, analysis of the structure of words. • Instruction in the area of math multi-step problem solving to include modeling, corrective feedback, repeated practice. • Instruction in organization skills to include use of daily checklist and academic subject organizers. 	*PR-07 IEP Section 7 Description(s) of Specially Designed Services
			NO	<p>The IEP does not specifically identify the provision of specially designed instruction and does not describe the nature of the instruction that aligns with the needs of the child and support achievement of annual goals.</p>	

Record Review Questions

Delivery of Service					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-8	3301-51-07(L) (2)	Do subsequent IEPs contain measurable annual goals and services/placement consistent with progress made?	YES	From year to year, the IEP increased in complexity and moved towards more inclusive environments relative to the student's progress and demands of the general education curriculum and activities; or the IEP decreased in complexity as a result of adjustments made to reflect the student's current needs and capabilities.	Previous year/current year data documentation <ul style="list-style-type: none"> IEP data binder Student work portfolio Documentation records Progress Reports IEP Data Sampling Progress toward last year's goals
			NO	There is no evidence of change from previous IEP.	
			NA	Initial IEP	
DS-9	300.320(a)(7) 3301-51-07(H) (1)(i)	Does the statement of specially designed instruction indicate the location where it will be provided?	YES	The IEP specifically identifies the location of services. If more than one location, each location must show the specially designed instruction that will be provided in that location.	*PR-07 IEP Section 7 Description(s) of Specially Designed Services (Location of Services)
			NO	The IEP does NOT specify where specially designed instruction will be provided.	
DS-10	300.320(a)(7) 3301-51-07(H) (1)(i)	Does the statement of specially designed instruction indicate amount of time and frequency?	YES	The statement of specially designed instruction specifically identifies the amount of time and frequency of services the child will receive. And is clear and understandable to parent.	*PR-07 IEP Section 7 Description(s) of Specially Designed Services (Amount of Time and Frequency)
			NO	The specially designed instruction statement does not specify the amount of time and frequency of services received. More than one goal is lumped in the amount of time.	

Record Review Questions

Delivery of Service					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-11	300.320(a)(4) 3301-51-07(H)(1)(e)	Does the IEP identify related services that address the needs of the child and support annual goals?	YES	<p>The IEP specifically identifies the provision of related services that align with the needs of the child and support achievement of annual goals.</p> <p>From the Operating Standards:</p> <p>Related Services means transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools and parent counseling and training.</p>	*PR-07 IEP Section 7 Description(s) of Specially Designed Services (Related Services)
			NO	The IEP does not specify related services that align with the needs of the child or support annual goals.	
			NA	Based on the needs of the child, related services were not identified at this time.	

Record Review Questions

Delivery of Service					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-12	300.320(a)(7) 3301-51-07(H)(1)(i)	Does the statement of related services indicate the location where they will be provided?	YES	The IEP specifically identifies where related services will be provided.	*PR-07 IEP Section 7 Description(s) of Specially Designed Services (Related Services)- (Location of Services)
			No	Location is not specified for each related service.	
			NA	Based on the needs of the child, related services were not identified at this time.	
DS-13	300.320(a)(7) 3301-51-07(H)(1)(i)	Does the statement of related services indicate amount of time, duration , and frequency?	YES	The IEP specifically identifies the amount of time, frequency and duration of related services that will be provided. And is clear and understandable to the parent.	*PR-07 IEP Section 7 Description(s) of Specially Designed Services (Related Services)- (Amount of Time and Frequency)
			NO	Amount of time and frequency are not specified for each related service. More than one goal is lumped in the amount of time.	
			NA	Based on the needs of the child, related services were not identified at this time.	

Record Review Questions

Delivery of Service					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS 14	3301-51-07	<p>During the IEP Verification process, was there evidence of the following?</p> <ul style="list-style-type: none"> • Teacher has copy of IEP(s) for SWD(s) in the classroom • Teacher is aware of contents of IEP(s) for which he/she is responsible and what should be implemented within the classroom • Teacher is providing what is required in IEP • Addressing goals/objectives as per IEP • Specially designed instruction; Related services; Accommodations; Modifications; and/or Assistive technology provided as per IEP • Setting for instruction as described in the LRE statement • Ongoing Progress Monitoring • Transition Services are being delivered as written. 	YES	There is evidence the IEP is implemented as written (See IEP Verification Checklist).	<ul style="list-style-type: none"> • Written documentation of observations • Copies of lesson plans; • Interviews; • Contact logs; • Classroom instruction and activities are aligned with the IEP goals and objectives; • Collection of appropriate data (process, impact, implementation) • IEP data binder; • Student work portfolio; • Progress Reports; • IEP Data Sampling; • The establishment of a measurable baseline of student’s abilities and needs for determining progress; • Instructional staff use a broad range of objective data collection methods to monitor student progress; • Impact achieved from implementation of recommended strategies is documented; • Instructional staff use data from progress monitoring to inform instruction
			NO	No evidence is available, or partial evidence is available for review (See IEP Verification Checklist).	
			NA	Student’s IEP was not verified for delivery of special education services.	

Record Review Questions

Delivery of Service					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS 15	3301-51-07(L)	<p>During this school year, were revisions to the IEP made based on data indicating changes in student needs or abilities?</p> <p>(See DS-6)</p>	YES	<ul style="list-style-type: none"> Data from progress monitoring drives decisions made to modify the IEP. After data analysis, the decision was made to adjust instruction to promote increase student learning. Rationale for instructional adjustment is documented The amended IEP documents the instructional adjustment(s) 	<ul style="list-style-type: none"> Staff use student progress data as evidence to assess the effectiveness of each special education instructional service and strategy that has been implemented to determine if the instructional approach is effective with the student. Documentation verifies that interventions have been implemented with fidelity (training, observations) prior to request for change. Evidence exists that when progress monitoring shows the student is not likely to reach his/her annual goals, the district schedules IEP reviews in a timely manner to review and, if appropriate, revise the IEP. Data analysis worksheet indicating the necessary instructional adjustment(s); Parental participation to adjust instructional strategies actively pursued; The IEP amendment.
			NO	Data indicating the need for revision was available (goal was mastered or no progress was made) but no revisions were evident (PR-02, IEP amendment, change of placement).	
			NA	This is the first assessment period of the year and sufficient data is not yet available to inform IEP adjustments; or based on progress monitoring data, no revisions were necessary.	

Record Review Questions

Least Restrictive Environment					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-1	300.324(a)(2)(v) 3301-51-01(B) (3)	Does the IEP identify assistive technology to enable the child to be involved in and make progress in the general education curriculum?	YES	<p>The IEP includes identified assistive technology and/or services the child needs. Definition(s). It may be defined in the goal.</p> <p>300.5 Assistive Technology Device: any device item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that directly assist a child with a disability to increase, maintain, or improve his or her functional capabilities. A medical device that is surgically implanted or the replacement of such a device is not included under the term assistive technology device.</p> <p>300.6 Assistive Technology Service: Any service that directly assists the child in the selection, acquisition or use of an assistive technology device.</p>	<p>*PR-07 IEP Section 2 Special Instructional Factors, *PR-07 Section 7 Description(s) of Specially Designed Services- Assistive Technology</p>
			NO	Assistive technology and/or services was identified in the ETR but not included on the IEP or assistive technology is listed as needed, at the discretion of the teacher, as requested.	

Record Review Questions

Least Restrictive Environment					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
			NA	Based on the needs of the child, assistive technology and/or services were not identified at this time.	
LRE-2	300.320(a)(6)(i) 3301-51-07(H) (1)(g)	Does the IEP identify accommodations provided to enable the child to be involved in and make progress in the general education curriculum?	YES	(This can be listed anywhere in the IEP.) The IEP describes accommodations provided to the child and explains the conditions for and the extent of the accommodation. Accommodations provide access to course content but do not alter the amount or complexity of the information taught to the child.	*PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Accommodations Profile or PLOP ETR
			NO	<ul style="list-style-type: none"> Accommodations were identified by the IEP team but not included on the IEP <u>or</u> Accommodations listed <i>as needed</i>, at the discretion of the teacher, as requested <u>or</u> The conditions and/or extent were not explained (who, when, where services provided). 	
			NA	Based on the needs of the student, accommodations were not identified at this time.	

Record Review Questions

Least Restrictive Environment					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-3	300.320(a)(4) 3301-51-07(H) (1)(e)	Does the IEP identify modifications to enable the child to be involved in and make progress in the general education curriculum?	YES	<p>The IEP describes the type of modification and the extent of the modification provided to the child.</p> <p>Modifications means changes made to the content that students are expected to learn where amount or complexity of materials is altered from grade level curriculum expectations. When an instructional or curriculum modification is made, either the specific subject matter is altered or the performance expected of the student is changed. Sometimes the nature and severity of the student’s disability require that both the materials and the performance expected of the student are changed.</p> <p>Modifications of the curriculum result in the child being taught the same information as the same-age and grade-level peers, but with less complexity. Explain how the curriculum is being modified.</p>	<p>*PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Modification Profile or PLOP</p>
			NO	The IEP does not describe the type of modification and the extent of the modification provided to the child or modifications listed as needed, at the discretion of the teacher, as requested.	
			NA	Based on the needs of the child, modifications were not identified at this time.	

Record Review Questions

Least Restrictive Environment					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-4	300.320(a)(4) 3301-51-07(H) (1)(e)	Does the IEP identify supports for school personnel to enable the child to be involved in and make progress in the general education curriculum?	YES	The IEP describes support(s) to school personnel who may need assistance in implementing the child’s IEP. For each support, the team must list the school personnel to receive the support, the specific support that will be provided, who will provide the support, and when the support will take place.	*PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Support for School Personnel
			NO	Supports for school personnel were identified by the IEP team but were not included on the IEP, or is listed “as needed at the discretion of the teacher.” Did not specify the support, who would provide the support or when the support would take place.	
			NA	Supports for school personnel were not identified at this time.	

Record Review Questions

Least Restrictive Environment					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-5	300.320(a)(5) 3301-51-07(H) (1)(f)	Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the regular education classroom?	YES	<p>The IEP includes a <i>justification</i> for why the child was removed from the general education classroom, and</p> <ul style="list-style-type: none"> • Is based on the individual needs of the child, not the child’s disability. • Reflects that the team has given adequate consideration to meeting the student’s needs in the general education classroom with supplementary aids and services. • Documentation that the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. • Describes potential harmful effects to the child or others, if applicable. <p>Students moving from preschool special education to kindergarten, information including the Early Learning Assessment, and the Child Outcomes Summary Form; parent information; previous setting was an EC classroom or not; severity of the disability and adequate supports, should be found.</p>	<p>*PR-07 IEP- Section 11(LRE) *PR-07- Section 3 (Profile) *PR-07- Section 6 Present levels of academic achievement and functional performance</p>
			NO	<p>A rationale is not given <u>or</u> the rationale given:</p> <ul style="list-style-type: none"> • Is NOT based on the student’s individual needs; • Does NOT reflect consideration or provision of supplementary aids and services in the general education classroom; • Does NOT describe potential harmful effects to the child or others, if applicable. 	
			NA	The student receives all special education services with nondisabled peers.	

Record Review Questions

Least Restrictive Environment					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-6	300.321(1)-(5) 3301-51-07(I)	Did the IEP meeting consist of a qualified team?	YES	<p>The IEP Team consisted of the following:</p> <ul style="list-style-type: none"> • Parent • General Education Teacher • Special Education Teacher • District representative (authorized to allocate funds) • Person qualified to interpret instructional implications participated in the meeting and signed the IEP. <p>A member of the IEP team may be excused from attending an IEP team meeting, in whole or in part, if:</p> <p>(i) The parent and the school district consent, in writing, to the excusal; and</p> <p>(ii) The member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.</p>	
			NO	One or more of the above were not involved in the IEP meeting.	

Record Review Questions

Discipline					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DIS-1	300.530(e)(1) 3301-51-05(K) (20)(e)	Did the district conduct a manifestation determination to determine the relationship of the child's behavior of concern to the child's disability?	YES	The team completed a manifestation determination review form (PR-03).	* PR-03
			NO	The team did not complete a manifestation determination review form (PR-03).	
DIS-2	300.530(e)(1) SPP Indicator 4	Was the manifestation determination conducted within 10 school days of the district's decision to change the placement of a child with a disability? (When a student is removed for more than 10 days, this is considered a change in placement.)	YES	The date of the manifestation determination review is <u>not</u> more than 10 school days from the date of the decision to go over 10 days of out-of-school suspension or expulsion.	* Student discipline record documenting cumulative days of out-of-school suspension/expulsion, from which the MD review timeline can be calculated. * PR-03
			NO	The date of the manifestation determination review is more than 10 school days from the date of the decision to go over 10 days of out-of-school suspension or expulsion.	
			NA	If DIS-1 is "NO"	
DIS-3	300.530(f)(1) (i)-(ii) 3301-51-05(K) (20)(f)	Did the district conduct a functional behavioral assessment (FBA) after the manifestation determination? (Unless the district conducted the FBA before the behavior that resulted in the change of placement.)	YES	An FBA is included in the student's file.	* Could be documented on OP-1 FBA form (optional form) or district-created form * Could be documented in the PR-06 Evaluation Team Report, PR-07 IEP Student Profile, or IEP Present Level of Performance
			NO	An FBA is <u>not</u> included in the student's file.	
			NA	The team determined that the conduct was <u>not</u> a manifestation of the student's disability.	

Record Review Questions

Discipline					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DIS-4	300.530(f)(1)(i)-(ii) 3301-51-05(K)(20)(f)	Did the district develop a behavioral intervention plan (BIP) for the child as a result of the FBA? OR If the BIP had already been developed, did the district review the BIP after the manifestation determination and modify it as necessary to address the child's behavior?	YES	A BIP is included in the student's file.	* Could be documented on OP-2 BIP form (optional form) or district-created form * Could be documented in the PR-07 IEP
			NO	A BIP is <u>not</u> included in the student's file.	* Could be documented on OP-2 BIP form (optional form) or district-created form
			NA	The team determined that the conduct was <u>not</u> a manifestation of the student's disability.	* Could be documented in the PR-07 IEP

Record Review Questions

Data Verification					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DV-1	300.645 R.C. 3301.07.14	Did the child have an IEP in effect on October 31?	YES	The child had an IEP in effect on October 31.	Current IEP (PR-07) that had effective dates encompassing October 31. IEP includes IEP team signatures and no evidence is on file that parent revoked consent prior to October 31.
			NO	The child did not have an IEP in effect on October 31.	
			NA	The child was not included in the October Child Count.	
DV-2	300.645 R.C. 3301.07.14	Does the child have an ETR in effect on October 31 on file?	YES	The child had an ETR in effect on October 31.	Current ETR (PR-06) that determined the student as a student with a disability. ETR includes evaluation team signatures.
			NO	The child did not have an ETR in effect on October 31.	
			NA	The child was not included in the October Child count.	

Record Review Questions

Data Verification					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DV-3	SPP Indicator 20: Accurate and Timely Reporting of Special Education Event Record	<p>Does the child’s EMIS data accurately reflect information from the student record, specifically:</p> <p>a) DOB</p> <p>b) IEP dates (IIEP, RIEP, TIEP, CIEP, or FIEP events) on special education event record</p> <p>c) ETR dates (IETR, RETR, TETR) on special education event record</p> <p>d) Referral date on special education event record</p> <p>e) Consent date on special education event record</p> <p>f) Disability category as indicated as an outcome of ETR on special education event record</p> <p>g) Admission date (district will provide documentation)</p> <p>h) Withdrawal date (district will provide documentation.)</p> <p>i) Noncompliance reason for ETR or IEP dates</p>	YES	All information from the child’s record matches the data entered in EMIS, where applicable.	<p>a) IEP (PR-07) Child’s Information section, student master file or electronic record</p> <p>b) IEP (PR-07) Meeting Information section</p> <p>c) ETR (PR-06) Date of meeting on cover, date of meeting on signature page and date of evaluation team signatures.</p> <p>RETR – Review of ETR, or decision that current documentation is sufficient</p> <p>TETR – IEP team reviews ETR of a transfer student, and accepts it in its entirety</p> <p>d) Referral for Evaluation (PR-04) only for initial evaluations</p> <p>e) Parent Consent for Evaluation (PR-05) only for initial evaluations. Date Signed may not be the date entered on the form- the date reported is the date the district RECEIVED the consent. The receipt date must be documented (i.e date stamped on the form, other written documentation referencing the receipt of consent).</p> <p>f) ETR (PR-06) Section 4 – Eligibility Determination</p> <p>g) Student master file or electronic record</p> <p>h) Student master file or electronic record</p> <p>i) Written documentation that describes reasons why an ETR or IEP was not completed according to the federally mandated timelines.</p> <ul style="list-style-type: none"> • 05 Parental Choice Documented --usually a PR-01 • 06 Parent Refused Consent OR repeatedly didn’t show up at scheduled meeting and consent was never obtained • 07 Child’s Health • 08 Student’s Incarceration <p>09 Compliance with timelines, but incorrect/missing data reported in a prior reporting period</p>
			NO	The information from the child’s record did not match the data entered in EMIS.	
			NA		

Record Review Questions

Data Verification					
Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DV-4	SPP Indicator 11 300.301(c)(1)(i)	Was the initial evaluation conducted within 60 days of the district receiving parental consent for the evaluation?	YES	<p>The date of the signatures on the Evaluation Team Report (Form PR-06) are within 60 calendar days of district receipt of Parent Consent for Evaluation (Form PR-05).</p> <p>OR</p> <p>The LEA has documentation that initial evaluation was completed beyond 60 day timeline due to one of the following:</p> <ul style="list-style-type: none"> • Parent failed or refused to produce the child (EMIS 06 CODE) • Parent failed to respond to LEA’s continued attempts to convene a meeting (EMIS 05 CODE) • Parent and district agreed, in writing, to extend timelines (EMIS 05 CODE) • Child was hospitalized (EMIS 07 CODE) • Incarcerated (EMIS 08 CODE) • Reporting error in previous reporting period (EMIS 09 CODE) 	Evaluation Team Report (Form PR-06), Parent Consent for Evaluation (Form PR-05), and (if appropriate) written documentation that describes reasons why an ETR or IEP was not completed according to the federally mandated timelines.
			NO	There are more than 60 days between receipt of parental consent and completion of the initial evaluation and LEA fails to show documentation supporting allowable reasons for missing the timeline.	
			NA	This is not an initial evaluation.	

Indicator 13 Checklist



District _____

Student Initials _____

DOB _____

Reviewer Initials _____

Compliant

Indicator 13 Checklist

Postsecondary Goals

Questions	Education/ Training	Employment	Independent Living
1. Is there an appropriate measurable postsecondary goal or goals in this area?			
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N			
Comments:			
2. Is (are) the postsecondary goal(s) updated annually?			
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then circle Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N			
Comments:			
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?			
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then circle Y OR if <i>no</i> , then circle N			
Comments:			
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?			
Is a type of <i>instruction, related service, community experience, or 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</i> listed in association with meeting the post-secondary goal(s)? • If yes, then circle Y OR if <i>no</i> , then circle N			
Comments:			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?			
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then circle Y OR if <i>no</i> , then circle N			
Comments:			
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?			
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then circle Y OR if <i>no</i> , then circle N			
Comments:			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?			
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?			

Questions	Education/ Training	Employment	Independent Living
<ul style="list-style-type: none"> If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 			
Comments:			
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?			
<p>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)?</p> <ul style="list-style-type: none"> If <i>yes</i> to both, then circle Y If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA 			
Comments:			
Does the IEP meet the requirements of Indicator 13? (Check one) <input type="checkbox"/> Yes (all Yes or NAs for each item [1-8] on the checklist included in the IEP) or <input type="checkbox"/> No (one or more Nos)			
Overall Comments for Record Correction: 			

Suggested Resources:

- 1) The Transition Contact from your [State Support Team](#) can provide technical assistance with correcting any identified errors.
- 2) For guidance, resources and best practices for transition planning, visit the [Secondary Transition Planning](#) page of the Ohio Department of Education website, or the [National Secondary Transition Technical Assistance Center](#).

IEP Verification Checklist

IEP Verification Checklist

School Name: _____ **Name of Student(s):** _____
Room Number: _____ **Date of Observation:** _____
Teacher Name: _____ **Observation Start Time:** _____ **End Time:** _____
Subject and Grade: _____ **Number of Students in Class:** _____
Name of Observer: _____ **Title of Observer:** _____

ITEMS TO OBSERVE

	Yes	No	N/A	Comments
1. Evidence that teacher has copy of IEP(s) for SWD(s) in the classroom.				
2. Evidence when asked by observer that teacher is <u>aware</u> of contents of IEP(s) for which he/she is responsible and what should be implemented within the classroom.				
3. Evidence that teacher is <u>providing</u> what is required in IEP.				
4. Evidence of addressing goals/objectives as per IEP.				
5. Evidence of specially designed instruction as per IEP.				
6. Evidence of related services as specified in IEP.				
7. Evidence of accommodations as per IEP.				
8. Evidence of modifications as per IEP.				
9. Evidence of assistive technology as per IEP.				
10. Evidence of setting for instruction as described in the LRE statement.				
11. Evidence of Ongoing Progress Monitoring				
12. Evidence that Transition Services are being delivered as written				

Comments:

Record Review Data Collection Form

District Name: _____ IRN: _____
 Reviewer's Initials _____ Record # _____ Student: _____ DOB: _____ Disability: _____
 Grade: _____ Circle one: IETR or RETR Date: _____ Circle one: IEP or RIEP Date: _____

RR #	Item Reviewed	Yes	No	NA	NR	Comments/Notes
CF-1	Part C to B					
CF-2	ETR-Interventions provided					
CF-3	ET planning include parent					
CF-4	ETR address all areas related to disability					
CF-5	ETR clearly states summary of assessment results					
CF-6	ETR contains clear description of educational needs					
CF-7	ETR contains specific implications for instruction and progress monitoring					
CF-8	IETR/RETR – qualified group of professionals determine eligibility					
DS-1	Transition Plan					
DS-2	PLOP					
DS-3	Goals address academic needs					
DS-4	Goals address functional needs					
DS-5	Measurable goals					
DS-6	Data collected and analyzed					
DS-7	Statement of specially designed instruction					
DS-8	Goals and services consistent with progress made					
DS-9	Location					
DS-10	Amount & frequency					
DS-11	Identify related services					
DS-12	Location					
DS-13	Amount & Frequency					
DS-14	IEP Verification Checklist					
DS-15	IEP revisions based on data					

RR #	Item Reviewed	Yes	No	NA	NR	Comments/Notes
LRE-1	AT					
LRE-2	Accommodations					
LRE-3	Modifications					
LRE-4	Supports for School Staff					
LRE-5	Justification for removal from regular education class					
LRE-6	IEP meeting-Qualified team					
DIS-1	Manifestation determination form was completed					
DIS-2	Manifestation determination conducted within 10 school days of the LEA's decision to change the placement					
DIS-3	LEA conducted a functional behavioral assessment (FBA)					
DIS-4	LEA developed a behavioral intervention plan (BIP)					
DV-1	IEP in effect on October 31					
DV-2	ETR in effect on October 31					
DV-3	EMIS data accurately reflect information from the student record					
DV-4	Initial evaluation conducted within 60 days					
Additional Notes						

5

Sample Agenda 2-Day Presentation/ Training

Sample Agenda for 2-Day Presentation/Training

Date: Tuesday, October 6, 2016

Time & Place	Office for Exceptional Children (OEC) Region State Support Team (SST)	District Staff
8:00 am - Team Arrives, 8:30 am to 9:30 am Introductory Meeting Brief review of the two-day onsite meeting.	OEC Team SST Members	District Leadership Team and Cross Functional Team Superintendent Special Education Director Treasurer Principal(s) Director of Curriculum EMIS Coordinator Other staff upon request *Sponsor Representative *Management Company
9:30 am to 11:30 am Summary Report Presentation	OEC Team SST Members	Special Education Director and others as requested (including associate districts)* <i>Agency serving multiple districts</i>
11:30 am – 12:45 pm	Lunch	
1:00 pm to 2:30 pm Record Review Training	OEC Teams SST Members	District's Internal Monitoring Team Special Ed. Coordinator/ Director Intervention Specialists General Education Teachers School Psychologist Speech language pathologist Occupational therapist Physical therapist
2:45 pm to 4:00 pm OEC Team Meeting	OEC Team	None Required

Date: Wednesday, October 7, 2015

Time & Place	Office for Exceptional Children	District Staff
8:00 am – 11:00 am District Self-Review Summary Report	OEC Teams SST Members	District's Internal Monitoring Team
11:30 am – 12:45 pm	Lunch	
1:00 pm – 2:00 pm Affinity and Relationship	OEC Teams SST Members	District's Internal Monitoring Team
2:15 pm – 3:00 pm Planning Ahead/Next Steps *Sample Project Map	OEC Team SST Members	District's Internal Monitoring Team

6

Data Analysis Guiding Questions

Data Analysis Guiding Questions

Graduation/Dropout

1. What is the dropout rate? By Disability; Race/Ethnicity
2. What is the graduation rate? By Disability; Race/Ethnicity
3. Which students are not graduating? Why?
4. Which students ARE graduating? Why?
5. Evaluate characteristics of those students, i.e., demographics, attendance, discipline, academic performance, etc.
6. Analyze factors impacting students' dropout decisions.
7. What programs and services are available for students at risk of dropping out? How are students targeted to participate?
8. Analyze trends/issues contributing to low graduation rates.
9. What programs and services are available for students at risk of not graduating? How are students targeted to participate?

Reading Performance

1. What percentage of students falls into the Does Not Meet category?
2. Do any subgroups of students perform significantly below (10 points or more) compared to other subgroups of students?
3. Do the current results show significant improvement or gain from the previous year's results?
4. Do the current results show significant improvement or gain over a period of years?
5. How are similar schools performing?
6. How is progress tracked for students?
7. How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated?

Math Performance

1. What percentage of students falls into the Does Not Meet category?
2. Do any subgroups of students perform significantly below (10 points or more) compared to other subgroups of students?
3. Do the current results show significant improvement or gain from the previous year's results?
4. Do the current results show significant improvement or gain over a period of years?
5. How are similar schools performing?
6. How is progress tracked for students?
7. How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated?

Discipline

1. How many student discipline referrals were made? Why were they made?
2. Was a significantly high number of discipline referrals made by the same teacher(s)?
3. How many students were placed in in-school suspension?
4. How many students received out-of-school suspension?
5. How many students were expelled from school?
6. Which subgroups by disability receive more discipline actions compared to other disability subgroups?
7. What is the relationship between discipline and student performance?
8. Are disciplinary policies proactive or reactive?

Additional Data Analysis

1. What are the procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance?
2. What types of support services are available to intervene and establish accountability with students and parents?
3. What is the average number of parent complaints and what is the nature of the complaints?
4. Are there any patterns in parent complaints (i.e., lack of related services, lack of assistive technology, etc.)?
5. What methods are used to seek parent input and participation?
6. What do classroom observations reveal about specially designed instruction, accommodations, and modifications?
7. How are professional development strategies implemented and monitored?

Summarize Data Analysis

1. What are the current data?
2. What do the data reveal about the trends and patterns over time? What is the impact of these trends and patterns?
3. Is this an area identified as a concern?
 - a. If yes, what is the potential influence?
 - b. What is the priority for this area of concern overall?
4. What current initiatives are in place to address identified concerns?

7

Self-Review Summary Report

Instructions for Completion and Prioritization of Needs

I. LEA completes the data analysis for students with disabilities

- A. Graduation and Dropout analysis
- B. Student achievement in reading, including gap analysis
- C. Student performance in math, including gap analysis
- D. Discipline analysis of manifestation determination timelines, including functional behavior assessments and behavior intervention plans
- E. Analysis of additional data including, as appropriate:
 - 1. School climate
 - 2. Parent and stakeholder satisfaction
 - 3. Adult learning and professional development
 - 4. Other key performance indicators for staff and students
- F. Issues raised in the LEA Special Education Profile Report and Special Education Determinations
- G. Issues raised in the LEA Ohio School Report Card
- H. Current CCIP priorities and action steps
- I. Record review data analysis using the Excel record review tally provided by OEC
 - 1. Child Find
 - 2. Delivery of Services
 - 3. Least Restrictive Environment
 - 4. Discipline procedures
 - 5. Data Verification

II. LEA, with SST assistance, completes the Self-Review Summary Report

- A. Summarize current data for each area of focus (graduation/dropout, reading, math performance, discipline and any other additional data analysis the LEA saw a need to focus on) in the first column
- B. Summarize the analysis of the specific data in the second column
- C. Determine if each particular area of focus shows a need for improvement as a result of the data analysis
- D. If the analysis indicates a need for improvement, develop a hypothesis for the root cause, explaining what action steps might address the issue for improvement
- E. After examining all the areas identified as needing improvement, as a team, priority rank the areas for improvement to determine what will be addressed in the LEA Strategic Improvement Plan

III. LEA, with SST assistance, develops the Strategic Improvement Plan

See the FY2015 Strategic Improvement Plan for rollover instructions.

2016-2017 District Self-Review Summary Report

District/School:

Date Submitted to OEC:

Graduation/Dropout

Current Data	Summary of Analysis	Area of Concern	Potential Influence (Root Cause) (if identified as a concern)	Priority Rank
		<input type="checkbox"/> Yes <input type="checkbox"/> No		

Reading Performance

Current Data	Summary of Analysis	Area of Concern	Potential Influence (Root Cause) (if identified as a concern)	Priority Rank
		<input type="checkbox"/> Yes <input type="checkbox"/> No		

Math Performance

Current Data	Summary of Analysis	Area of Concern	Potential Influence (Root Cause) (if identified as a concern)	Priority Rank
		<input type="checkbox"/> Yes <input type="checkbox"/> No		

Discipline

Current Data	Summary of Analysis	Area of Concern	Potential Influence (Root Cause) (if identified as a concern)	Priority Rank
		<input type="checkbox"/> Yes <input type="checkbox"/> No		

Additional Data Analysis:

Current Data	Summary of Analysis	Area of Concern	Potential Influence (Root Cause) (if identified as a concern)	Priority Rank
		<input type="checkbox"/> Yes <input type="checkbox"/> No		

Special Education Profile Reports (Review 5 years of reports and summarize below)

Summary of Analysis	Area of Concern	Potential Influence (Root Cause) (if identified as a concern)	Priority Rank
	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Dispute Resolution Issues (Review 3 years and summarize below)

Summary of Analysis	Area of Concern	Potential Influence (Root Cause) (if identified as a concern)	Priority Rank
	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Perception Surveys (parents, staff, and administrators)

Summary of Analysis	Area of Concern	Potential Influence (Root Cause) (if identified as a concern)	Priority Rank
Parents:	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Staff:	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Administrators:	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Internal Monitoring and Review Process

Summary of Current Process	Area of Concern	Potential Influence (Root Cause) (if identified as a concern)	Priority Rank
	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Additional Information:

Record Review

Summarize results of record review using the tally (please include a copy of the tally with this report)

Section	Summary of Record Review Results	Area of Concern	Potential Influence (Root Cause) (if identified as a concern)
Child Find		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Delivery of Services		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Least Restrictive Environment		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Discipline		<input type="checkbox"/> Yes <input type="checkbox"/> No	

Additional Information:

Corrective Action Plan Instructions

Corrective Action Plan Development Directions

These directions for the development of a Corrective Action Plan (CAP) apply to districts and agencies who are involved in the Review Process. The CAP form will be provided by the OEC contact. It is also available on the ODE website.

1. The OEC Contact will identify all areas for systemic correction that must be addressed in the CAP. Which will include all systemic areas from the record review and any additional areas cited for required correction that are addressed elsewhere in the Summary Report, if applicable.
2. All corrective actions and activities will be grouped into the following four categories:
 - a. Writing, re-writing or review of **policies, practices and procedures**, including the development of **internal monitoring or review procedures**.
 - b. **Training and professional development** for staff members or other stakeholders.
 - c. **Technical assistance** provided for staff members or other stakeholders.
 - d. Any **other areas** that are addressed with a corrective action step that would be in addition to the three areas described above, including efforts to include students, parents and families.
3. The LEA will add all activities consecutively starting with the first activity listed.
4. The CAP will include all areas of noncompliance, by record review number and title, that are addressed by an activity, so that all reviews or rewriting of **policies, practices and procedures**, including **internal monitoring procedures**, would be described in one activity. Then describe all **training and professional development** in the next activity, listing all areas of noncompliance addressed by all training and professional development events. The same would be true for **technical assistance** – describe all processes and opportunities covered by technical assistance in one activity. Describe any **other areas** in the fourth category, listing all the areas of noncompliance addressed by this activity.
5. The LEA and SST will electronically sign the CAP form and submit to OEC for final approval.

Strategic Improvement Plan (SIP) Instructions

SISR Strategic Improvement Plan (SIP) Development Instructions

These directions are for the development of a Strategic Improvement Plan (SIP). OEC with SST support, will guide the LEA through the process of prioritizing areas for improvement and developing the SIP. The SIP form template can be found on ODE's website.

- I. **General Instructions:** Group all Strategic Improvements, initiatives, and activities into the following four categories as follows:
 1. Writing, re-writing, or review of **policies, practices, and procedures**, including the development of **internal monitoring and review procedures**.
 2. **Training and professional development** for staff members or other stakeholders.
 3. **Technical assistance** provided for staff members or other stakeholders.
 4. Any **other areas** that are addressed with a Strategic Improvement action step that would be in addition to the three areas described above.
 5. Under each separate goal, number all activities consecutively starting with the first activity listed for a goal.

- II. **Specific Instructions:**
 1. In collaboration with the LEA SST consultant, refer to the completed LEA Self-Review Summary Report (SRSR) to identify all areas for correction and improvement that have been selected and prioritized for inclusion in the SIP. Include all systemic areas from the record review section; and any additional areas cited for priority action that are addressed elsewhere in the SRSR.
 2. Start with the Record Review results from the SRSR priorities. On the SIP form, choose the Record Review Area of Concern from the drop-down menu. Then go to the SRSR Summary of Analysis and copy this information into the box on the SIP form labeled "Summary (Baseline Data and Potential Influence)".
 3. Next, develop a goal that addresses all of the record review non-compliance systemic areas of concern from the SRSR. For instance, *"All special education records will be 100% compliant by (date)."*
 4. Then develop activities for the record review goal in each of the following areas: **1) policies, practices, and procedures; 2) training and professional development; 3) technical assistance; 4) internal monitoring process; and 5) other areas** (see general instructions above).
 5. Complete all the other steps under the described activities for the record review goal and activities using the roll-over instructions to guide you.
 6. Now return to the SRSR and locate the highest priority rank area of concern from those remaining.
 7. Choose "Add an Area of Concern" from the bottom of the SIP page, and then use to drop-down to select the specific area, or explain a new area under "other".
 8. Copy and paste the current data and summary of analysis for the selected area into the "Summary (Baseline Data and Potential Influence)" box.
 9. Then follow the procedures described in items 3, 4 and 5, above.
 10. Follow this procedure to address all other prioritized areas of concern from the SRSR.

Instructions for Creating Electronic Signature


Instructions for Creating Electronic Signature Corrective Action Plan/Strategic Improvement Plan

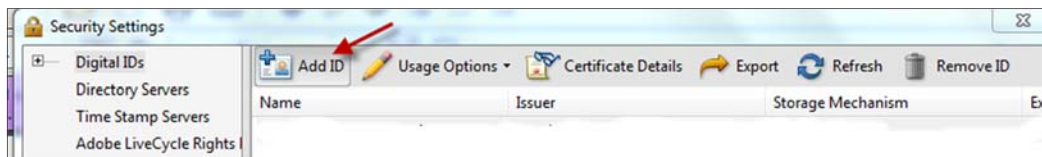
The Corrective Action Plan and Strategic Improvement Plan are formatted with an electronic signature so LEAs do not need to print the page for signatures.

1. Complete all areas of the form.
2. For additional activities, click on the “Add New Page” button located at the bottom of the first page.
2. Once the superintendent and SST sign the form electronically (see below for instructions on creating a digital ID to electronically sign form), the LEA needs to save the form by clicking on the “Save” button. Use the LEA name and IRN in the title of the document.
3. E-mail the plan by clicking on the “E-mail to OEC” button on the form. NOTE: The LEA will not need to print or scan the document.

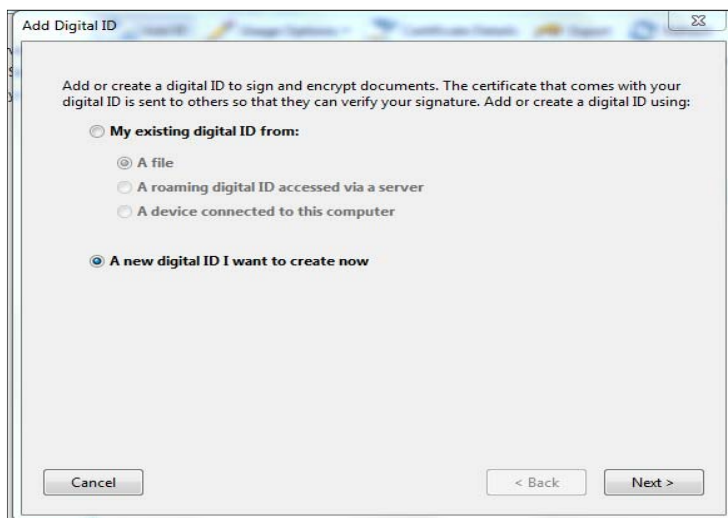
Create a self-signed digital ID

A digital ID usually contains your name and e-mail address, the name of the organization that issued it, a serial number, and an expiration date. Digital IDs are used for certificate security and digital signatures.

1. Do one of the following:
 - o Click in the Superintendent Signature box and continue to Step 3
 - o In Acrobat, choose View >Tools > Sign & Certify > More Sign & Certify > Security Settings.
 - o In Reader, choose Edit > Protection > Security Settings.
2. Select Digital IDs on the left, and then click the Add ID button .



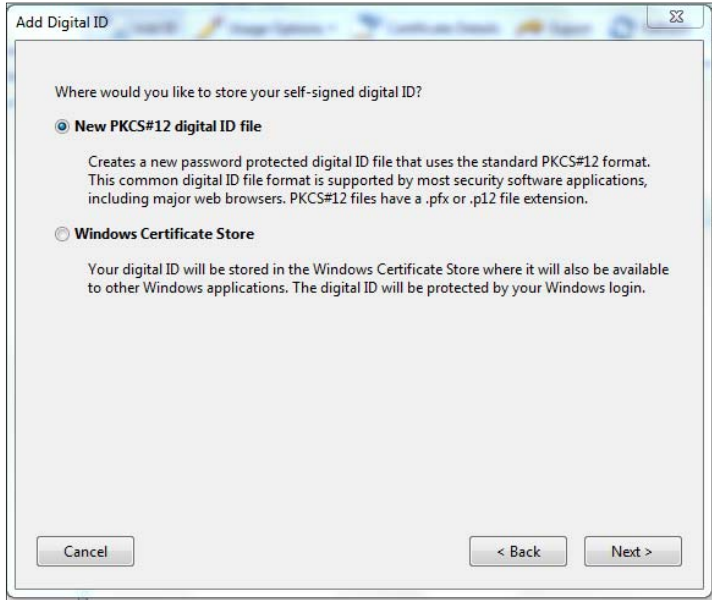
3. Select the option “A New Digital ID I Want to Create Now”, and click Next.



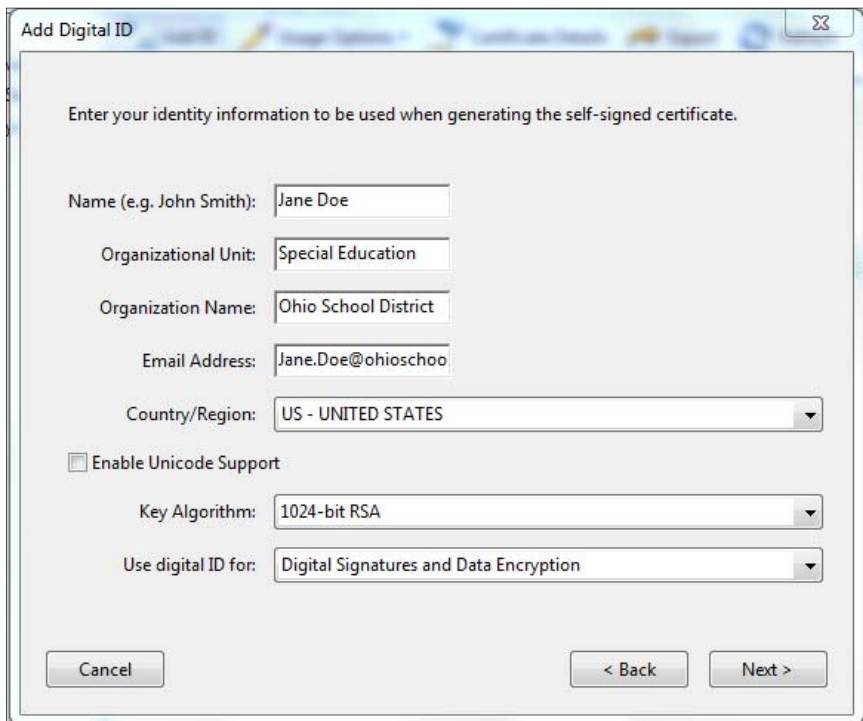
4. Specify where to store the digital ID, and click Next.

New PKCS#12 Digital ID File: Stores the digital ID information in a file, which has the extension .pfx in Windows and .p12 in Mac OS. You can use the files interchangeably between operating systems. If you move a file from one operating system to another, Acrobat still recognizes it.

Windows Certificate Store (Windows only): Stores the digital ID to a common location from where other Windows applications can also retrieve it.



5. Type a name, e-mail address, and other personal information for your digital ID. When you certify or sign a document, the name appears in the Signatures panel and in the Signature field.



6. (Optional) To use Unicode values for extended characters, select Enable Unicode Support, and then specify Unicode values in the appropriate boxes.
7. Choose an option from the Key Algorithm menu. The 2048-bit RSA option offers more security than 1024-bit RSA, but 1024-bit RSA is more universally compatible.
8. From the Use Digital ID For menu, choose whether you want to use the digital ID for signatures, data encryption, or both.
9. Type a password for the digital ID file. For each keystroke, the password strength meter evaluates your password and indicates the password strength using color patterns. Reconfirm your password.

Add Digital ID

Enter a file location and password for your new digital ID file. You will need the password when you use the digital ID to sign or decrypt documents. You should make a note of the file location so that you can copy this file for backup or other purposes. You can later change options for this file using the Security Settings dialog.

File Name:

Password:

■■■■ Not Rated

Confirm Password:

To sign the Corrective Action Plan using your digital ID

1. Click in the Superintendent Signature box
2. Enter your password and then click "Sign".

11

Perception Surveys

Administrator Survey

The Office for Exceptional Children, at the Ohio Department of Education, is conducting an onsite monitoring review of your district. The monitoring process requires selected districts to analyze their special education program and services. As part of the process, our office examines compliance with federal and state laws and regulations applicable to children with disabilities.

Your participation in the survey is part of the Office for Exceptional Children's monitoring process and your responses will help guide efforts to improve services and results for children and families.

For each statement below, please select one of the following response choices: *Agree*, *Disagree*, *Don't Know*, or *Not Applicable*.

School District: _____ Title _____

		Agree	Disagree	Don't Know	Not Applicable
1.	When a child has behavior concerns we look for ways for the student to be successful in his or her classroom, and avoid removing them from the regular instructional setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	All school personnel have been trained in behavior intervention and prevention processes (if no, please explain in the comments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The district utilizes a multi-tiered system of support to assist struggling or at-risk students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The district monitors the implementation and effectiveness of staff professional development in terms of outcomes for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	All students with disabilities have access to the general education curriculum or receive appropriate instruction in the general education classroom (if no, please explain in the comments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	During IEP team meetings, a district representative is always present who has the authority to authorize the resources necessary to implement the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Staff members always keep parents updated regarding their child's progress on annual goals and needs throughout the implementation of the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The components required for postsecondary transition goals, age appropriate transition assessments, and secondary transition services (middle school and high school) are clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	All staff members involved in implementing a child's IEP have access to, and understand, the requirements in the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The district identifies students at risk of dropping out of school, and provides prevention and intervention services to keep students in school and promote graduation (all grade levels).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Our district uses the co-teaching model for including students with disabilities in the regular education setting across all grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

12.

Parent Survey

The Office for Exceptional Children is conducting a review of your child's school district. Our review requires your school district to look at their special education program and services. As part of the review, our office looks to see if your child's school district is following the rules and laws for educating children with disabilities.

This is a survey for parents of children with disabilities receiving special education services. The Office for Exceptional Children would like you to help us in reviewing your child's school district by filling out this survey. In filling out this survey, you will help the school district improve services and education for children with disabilities and their families.

For each statement below, please select one of the following response choices: *Agree, Disagree, Don't Know, or Not Applicable.*

Child's School District: _____ Child's Age _____ Grade _____
Level _____

		Agree	Disagree	Don't Know	Not Applicable
1.	When my child has learning problems, the school quickly comes up with a plan to help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I am involved in the planning of my child's evaluation and included in a discussion of tests to be given to assess my child's needs for special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	During the IEP meeting, we review my child's evaluation, state achievement test results and current classroom progress to determine what is needed to help my child to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Reading my child's IEP, I understand what special education help my child is receiving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The school works with me to help my child make a smooth transition from one grade to the next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The school keeps me informed about my child's progress on IEP goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	When my child has behavioral issues, the school looks for positive ways for my child to be successful in his or her classroom. (Respond N/A if your child is not having behavior issues at school).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Before my child's third birthday, a meeting was held to discuss various service and program options for my child. (Respond N/A if your child did not receive special education services before age three.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	When my child moved from the Early Intervention program at age 3, other special education services were available right away. (Respond N/A if your child did not receive special education services before age three.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The IEP team developed an effective plan for my child's future after high school. (Respond N/A if your child is younger than 14 years old).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Overall, the special education services meet my child's needs.

12. **Additional Comments:**

Teacher Survey

The Office for Exceptional Children, at the Ohio Department of Education, is conducting an onsite monitoring review of your district. The monitoring process requires selected districts to analyze their special education program and services. As part of the process, our office examines compliance with federal and state laws and regulations applicable to children with disabilities.

Your participation in the survey is part of the Office for Exceptional Children's monitoring process and your responses will help guide efforts to improve services and results for children and families.

For each statement below, please select one of the following response choices: *Agree, Disagree, Don't Know or Not Applicable*. You may skip any item that you feel does not apply to your district program.

School District: _____ Title _____ Grade _____
 Level _____

		Agree	Disagree	Don't Know	Not Applicable
1.	Adequate materials and resources to implement specially designed instruction described in IEPs are provided to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Professional development and training addressing the diverse needs of students with disabilities is available to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	A multi-tiered system of support to assist struggling or at-risk students is utilized in my building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I serve as a member on the ETR team and/or IEP team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	During ETR meetings, the district uses data (classroom, intervention, record review, parental input) in the evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	During IEP team meetings, a district staff member is present who has the authority to authorize the resources necessary to implement the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The specially designed instruction provided to a student with a disability in my classroom is based upon that student's individual needs and is different from what other students receive in the general education setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	When determining the least restrictive environment for students with disabilities we consider all settings including placement in the general education classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Positive behavior intervention supports are in place in my school building and I have been trained in the positive behavior intervention support process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. The components required for post-secondary goals, age appropriate transition assessments and secondary transition services are clear to me.

11. I keep parents updated regarding their child's progress on annual goals and needs throughout the implementation of the IEP.

12. **Additional Comments:**

12

Sample Project Map

SAMPLE

OEC/SST Protocols: Creating a Project Map of the Plan by Month

Item	Aug/Sept 2015	October	November	December	January	February	March	April 2015	May/June 2015
OEC Monitoring Meetings Scheduled (Dates, Times)									
SST Technical Assistance/PD Scheduled for above Meetings*									
Process									
SST Technical Assistance/PE Scheduled for Above Process*									
Process									
Monitoring Plan									
SST Technical Assistance for the Above Action Steps, Strategies									
District Plan to guide individual, team, system improvements									
SST Coaching with Internal Facilitators, principals, coaches*									

Item	Aug/Sept 2015	October	November	December	January	February	March	April 2015	May/June 2015
Complete Evaluation Components, including Data Evaluations									
Attend PD on shared leadership, process coaching, equity practices, Parent Partnership, Content Implementation									

13

SIP Progress and Update Reports

SIP Progress and Update Report

This report should be developed in collaboration between the LEA core team, the State Support Team (SST) consultant(s), and the Office for Exceptional Children. It should include any and all relevant events, processes, revisions, developments, trainings, meetings, and documentation related to the current phase and next phase of the self-review.

Please attach by email any documentation for substantiation of the SIP process requirements and specific milestones in the LEA Project Map and timeline. Send to OEC at the end of each month.

LEA: _____ Date of Report: _____

LEA Representative: _____

SST Consultant: _____ OEC Team Members _____



Key Self-Review Highlights from the Previous Month



Process and Procedure Updates and Documentation Submitted



Emerging Issues and Milestones or Deadlines



Upcoming Events and Processes in the Next Month



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Definitions

Definitions

Following are definitions of terms encountered during review activities:

Accountability/Interactive Local Report Card Workbooks – This series of files and workbooks summarizes the accountability data that LEAs submit to the Ohio Department of Education (ODE) Education Management Information System (EMIS). The workbooks are designed to help LEAs and buildings understand how the data they submit will be used in calculations of achievement rates, attendance rates, graduation rates and other factors.

Benchmarks – These are expected levels of performance. Some benchmarks are indicated on the LEA and building Local Report Cards and include the Adequate Yearly Progress (AYP) goals associated with the *No Child Left Behind Act*.

Example: Federal AYP requirements identify a series of standards that each school and LEA must reach.

CCIP – The Continuous Improvement Plan (CCIP) is a unified grants application and verification system that consists of two parts: the Planning Tool and the Funding Application. The Planning Tool contains the goals, strategies, action steps and LEA goal amounts for all grants in the CCIP. The Funding Application contains the budget, budget details, nonpublic services and other related pages. There are six Funding Applications in the CCIP: Consolidated; Competitive; Student Intervention; Career-Technical and Adult Education; Adult Basic and Literacy Education; and Community School.

Data Analysis - Data analysis is conducted by the LEA with the assistance of the SST to identify strengths and weaknesses through quantitative and qualitative indicators. The results may indicate necessary professional development or other areas that emphasize the improvement of educational results and functional outcomes for students with disabilities.

Disaggregated Data – Disaggregated data points are those that have been separated into components. For example, LEA data can be disaggregated to show individual building data, and student data can be separated into various demographic subgroups (e.g. LEA's current SPP Indicator data).

Disproportionality – This term refers to the disproportionate representation of children from various racial or ethnic groups in the areas of disability identification, restrictive educational placements and disciplinary actions.

EMIS – The Education Management Information System (EMIS) is the statewide data collection system for Ohio's primary and secondary education programs. Staff, student, LEA, building and financial data are collected through this system. Staff data include demographic, attendance and course information. General school LEA and school building data, including financial data, are also reported through EMIS. Demographic, attendance, program, course and test data about students are submitted to OEC.

FAPE — a free appropriate public education—is an entitlement of a child with a disability, as IDEA defines that term, with the IEP serving as a means by which this entitlement is mapped out.

While each child's education must be free and while a public agency provides and pays for that education, what is "appropriate" for one child will not necessarily be appropriate for another. Determining what is appropriate for a specific child requires an individualized evaluation in which the child's strengths and weaknesses are identified in detail.

Finding of Noncompliance – A finding is defined as a written notification from the state to a LEA that contains the state's conclusion that the LEA is in noncompliance, and that includes the citation of the regulation and a description of the quantitative and/or qualitative data supporting the state's conclusion of noncompliance with the regulation.

Formative Assessment – When incorporated into classroom practice, formative assessments provide information that teachers can use to assess student understanding of grade-level content standards while instruction is occurring. This type of assessment provides information that allows the teacher to adjust instruction at a time when adjustments can enhance student learning. It also informs the student about his or her progress in mastering grade-level content standards. A formative assessment does not replace summative assessment, since the two types of assessment differ in purpose. The primary purpose of a formative assessment is to measure student understanding during instruction, while summative assessment measures student mastery after instruction has occurred.

Indicator – An indicator is a data point that measures how well a LEA or the state is performing within a priority area. The State Performance Plan (SPP) includes 20 indicators designed to measure state and LEA efforts to implement the requirements and purposes of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Example: The performance of students with disabilities on statewide reading achievement tests is an indicator.

Parent - Under FERPA, a "parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. 34 CFR § 99.3 definition of "Parent." Additionally, in the case of the divorce or separation of a student's parents, schools are required to give full rights under FERPA to either parent, unless the school has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights. 34 CFR § 99.4.

Root Cause - A root cause is the deepest underlying cause, or causes, of performance needs.

Scientifically-Based Research – Defined in both the *No Child Left Behind* Act of 2001 and IDEA as "research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs."

Supplemental Aides and Services – means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Summative Assessment – Summative assessment provides a measurement of student mastery of grade-level content standards after instruction has occurred. Unlike formative assessment, summative assessment does not provide information that can assist teachers in making instructional adjustments during the actual learning process, but it does help measure the overall effectiveness of instructional practices and programs. Examples of summative assessments include standardized state-level assessments and interim LEA and classroom assessments, such as end-of-unit or semester exams. The results of summative assessments can be used as part of the LEA and state accountability measures, as in the case of standardized statewide assessments. They also can be used in the grading process, as in the case of LEA and classroom developed assessments.

State Systemic Improvement Plan (SSIP) – IDEA requires each state to have a **Part B State Performance Plan** to evaluate the state’s efforts to implement the requirements and purposes of Part B of IDEA and to describe how the state will improve such implementation. The SSIP includes rigorous and measurable targets for required indicators.

State Support Teams (SST) –Ohio’s state support system includes 16 regional State Support Teams who use a connected set of tools to improve instructional practice and student performance on a continuing basis.

Triangulation – Also called “cross examination,” triangulation relies on more than one method in a study to double (or triple) check results. The on-site review uses a triangulation of data from public input, record reviews, IEP verification and staff interviews to draw conclusions. This process is referred to as “conducting evidence-based investigations.”

Resource Links:

[Special Education Profile](#)

[LEA Determinations](#)

[Ohio School Report Cards](#)

[Value Added Resources](#)

[Comprehensive Continuous Improvement Plan \(CCIP\)](#)

[ODE Data Tools](#)

[Required and Optional Special Education Forms](#)