

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.	

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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	

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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.	

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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.	

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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.	

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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.	

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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.	