OEC MONITORING RECORD REVIEW ITEMS

	Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
Delivery of Services	DS-1	SPP Indicator 13 300.320 (b)	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 (See addendum.).	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 (See addendum).	
				NA	The child is not 14 or above, or the IEP reported in EMIS is the current IEP.	
	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	School-age PLOP must include the following information as it relates to each goal: • Summary of current daily academic/behavior and/or functional performance (strengths and needs); • Baseline data provided for developing a measurable goal. (E.g. ETR results, if current; formative, curriculum-based, ecological, transition, functional behavior assessments.) Preschool IEP describes how the disability affects the child's participation in appropriate activities to access, participate, and progress in the general curriculum and/or participation in developmentally appropriate activities. Additional for Preschool PLOP relate to the child's developmental domains, functional performance and pre-academic skills. Functional skills are: integration of cognitive, language, and motor skills for the child to demonstrate positive social-emotional skills, acquisition and use of knowledge and skills; and to take care of personal needs (self-help).	*PR-07 IEP Section 6 (Present Level of Academic Achievement and Functional Performance)

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Delivery of Services				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)(A)	Do annual goals address the child's academic area(s) of need?	YES	There is alignment between the academic needs identified in the IEP and the annual goals **or** 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.	
	DS-4	300.320(a)(2)(i)(A)	Do annual goals address the child's functional area(s) of need?	YES	There is alignment between the functional needs identified in the IEP and the annual goals. **Functional means** nonacademic, as in "routine activities of everyday living." "*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)*	*PR-07 IEP Section 6
				NO	The annual goals fail to reasonably address functional area(s) of need identified in the IEP.	
				NA	Functional needs were not identified at this time.	

	Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
Delivery of Services	DS-5	300.320(a)(2)(i)	Are annual goals stated in measurable terms?	YES	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. A measurable annual goal must contain the following: • Clearly defined behavior: the specific action the child will be expected to perform. • The condition (situation, setting or given material) under which the behavior is to be performed. • Performance criteria desired: the level the child must demonstrate for mastery and the number of times the child must demonstrate the skill or behavior. There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.	*PR-07 IEP Section 6 (Measurable Annual Goals)
				NO	The annual goals do not describe what can be taught to the child using specially designed instruction, and **do not contain the above.**	

	Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
Delivery of Services	DS 5A	3301-51-07 (B) & (C)	Was data collected and analyzed to determine the exact progress a student made on each goal and objective?	YES	Instructional data collected for each measurable annual goal; evidence of data analyzed to inform future instruction	• IEP data binder • Student work portfolio • Documentation records • Progress Reports • IEP Data Sampling Classroom and curriculum-based assessments: • Observations and supporting anecdotal records, • Work samples, • Progress toward last year's goals, • Concerns of parents, • Student's desired school/post-school outcome goals, and • Input from related services providers. • Use objective/measurable terms in present level of performance and goals/objectives
				NO	No evidence of data collection/analysis	

	Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
Delivery of Services	DS-6	300.320(a)(4)	Does the IEP contain a statement of specially designed instruction that addresses the needs of the child and supports annual goals?	YES	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. Definition 300.39 (b)(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the *content*, *methodology*, or *delivery of instruction* **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. **Examples:** • 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-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	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.	

	Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
Delivery of Services	DS 6A	3301-51-07 (C)	Are subsequent measurable annual goals and services/placement consistent with progress made?	YES	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	Previous year/current year data documentation • IEP data binder • Student work portfolio • Documentation records • Progress Reports • IEP Data Sampling Progress toward last year's goals
				NO		
				NA	Initial IEP	
	DS-7	300.320(a)(7)	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-8	300.320(a)(7)	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.	*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.	

	Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
Delivery of Services	DS-9	300.320(a)(4)	Does the IEP identify related services that address the needs of the child and supports annual goals?	YES	The IEP specifically identifies the provision of related services that aligns with the needs of the child and supports achievement of annual goals. Related Services: Developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education and includes the following services: speech-language pathology and audiology, interpreting, psychological , physical and occupational therapy, recreation including therapeutic recreation, early identification and assessment of disabilities in children, counseling including rehabilitation, orientation and mobility, social work, health and school nurse, parent counseling and training ,and medical services for diagnostic or evaluation purposes.	*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 Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
Delivery of Services	DS-10	300.320(a)(7)	Does the statement of related services indicate the location where it 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-11	300.320(a)(7)	Does the statement of related services indicate amount of time and frequency?	YES	The IEP specifically identifies the amount of time and frequency of related services that will be provided.	*PR-07 IEP Section 7 Description(s) of Specially Designed Services (Related Services)- (Amount of Time and Frequency)
				NO	Amount of time and frequency is not specified for each related service.	
				NA	Based on the needs of the child, related services were not identified at this time.	

	Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
Delivery of Services	DS 12	3301-51-02	Was the student's program planned to result in educational benefit?	YES	• A clear relationship between the identified needs, goals, and services • 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 • The IEP reflected quality use of assessment and specially designed instruction.	• The alignment between assessments, goals, services, and progress • The continuous development of the IEP from year-to-year • Quality indicators for IEP development that extend and deepen the educational programming-promoting increased access to the general education curriculum • The IEP is reasonably calculated to merit educational benefit for the student • Educational Benefit Review Process Worksheet http://ctserc.org/edbenefit/serc-edbenefit.pdf • Other documentation analyzing relationships between student's needs/goals/services; year-to-year continuity; IEP quality; and overall educational benefit
				NO	• Lacks documentation of Educational Benefit Review	

	Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
Delivery of Services	DS 13	3301-51-07 (H)(1)(d)-(e)	Was there ongoing progress monitoring and formative assessment of student progress, goals and objectives?	YES	• Collection of appropriate data (process, impact, implementation) • Collection of data from multiple stakeholders to support triangulation	• IEP data binder • Student work portfolio • Documentation records • 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. • Periodic reports to parents and others provide specific data, in measurable terms, on the extent to which the student has progressed toward meeting annual goals. • Progress is reported to parents in a manner that is understandable to them (measurable, jargon free, objective not subjective).
				NO	No evidence of ongoing progress monitoring/formative assessment	

	Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
Delivery of Services	DS 14	3301-51-07(L)	Were revisions to the IEP made based on data indicating changes in student needs or abilities?	YES	• 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)	• 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		

	Record Review Item	Regulation 34 CFR	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
Delivery of Services	DS 15	3301-51-07	Was there alignment between written document and actual practice evident?	YES	Evidence is available that the IEP was implemented as written: • Specially designed instruction as delineated, including strategies, time/amount, staff, location. • Instructional supports-assistive technology, accommodations, modifications and support for staff.	• Observation documentation • Copies of lesson plans • Interviews • Contact logs • Classroom instruction and activities are aligned with the IEP goals and objectives. • Special education teachers and related service providers are providing specially designed instruction individualized to the student's needs and designed to support acquisition, generalization, and maintenance of knowledge, skill and learning strategies
				NO	No evidence is available, or partial evidence is available for review.	