



2019-2020

Individuals with Disabilities Education Act (IDEA) Monitoring Process Guide

Office for Exceptional Children

Office of Early Learning and School Readiness

25 South Front Street, Columbus, Ohio 43215-4183

(614) 466-2650

Table of Contents

[Overview](#)..... 3
[OEC’s Pre-Onsite Activities](#) 4
[Educational Agency’s Pre-Onsite Activities](#) 6
[Onsite Review Activities](#) 6
[Post-Onsite Activities](#) 8
[Educational Agency’s Self-Review](#) 9
[Strategic Improvement Plan \(SIP\)](#)..... 10
[Review of Strategic Improvement Plan Progress](#) 11
[Reimbursements](#) 13

Appendices

1. [Pre-Onsite Documents](#)
2. [Record Review Activities/Timelines](#)
3. [Record Review Questions](#)
 - a. [Child Find](#)
 - b. [Delivery of Services](#)
 - c. [Least Restrictive Environment](#)
4. [Indicator 13 Checklist](#)
5. [IEP Verification Checklist](#)
6. [Record Review Data Collection Form](#)
7. [Data Analysis Guiding Questions](#)
 - a. [Career Technical Centers \(CTC\)](#)
 - b. [County Boards of Developmental Disabilities \(DD\)](#)
8. [Perception Surveys](#)
 - a. [Educational Agencies](#)
 - b. [Career Technical Centers \(CTC\)](#)
 - c. [County Boards of Developmental Disabilities \(DD\)](#)
 - d. [Educational Service Centers \(ESCs\)](#)
9. [Self-Review Summary Report](#)
10. [Corrective Action Plan \(CAP\) Instructions](#)
11. [Strategic Improvement Plan \(SIP\) Instructions](#)
12. [Sample Project Map](#)
13. [SIP Progress and Update Report](#)
14. [Definitions](#)

Overview

The Office for Exceptional Children (OEC), in coordination with the Office of Early Learning and School Readiness (ELSR), developed a Comprehensive Monitoring System for Continuous Improvement and Implementation of the Individuals with Disabilities Education Act (IDEA). The purpose is to determine compliance with federal and state laws for serving students with disabilities and to assist educational agencies in building a continuous improvement process. “Educational agency” refers to all school districts, community schools, electronic schools, career technical centers (CTCs), educational service centers (ESCs) and county boards of developmental disabilities (DDs).

Educational agencies 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 educational agency’s special education process
- Patterns of repeated and/or systemic complaints and due process hearing requests about special education services
- Risk analysis based upon multiple factors and measures associated with compliance and outcomes data

When agencies serving multiple districts (CTCs, ESCs, DDs) are selected for review, all associate educational agencies 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 shared responsibility and accountability for agencies that have agreed to provide educational services to member districts and communities. As such, both the selected educational agency and all associate educational agencies will be expected to share responsibility and collaborate 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 educational agencies 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 educational agency's background information and performance data to identify possible focus areas for the onsite review. The purpose of the data review is to identify trends or patterns in the educational agency or buildings which may point to an area(s) of concern (placement, performance, disability categories, discipline, etc.) and to allow the team to focus 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 outcomes. The data review includes, but is not limited to, Special Education Profile, Local Report Cards, 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 that are representative of the population of students with disabilities that are impacted by the concern using the Record Review Questions (See Appendices 3, 4 and 6). Record selection may be either random across grade levels, disability categories, buildings or may be targeted based on the analysis of educational agency data.

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

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

Educational Agency's Pre-Onsite Activities

Review Team

The educational agency will identify a ***cross-functional team*** which may include:

- 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 (if applicable)
- Representative from each Associate Educational Agencies (if applicable)
- Special education director and coordinators
- 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
- OIP Facilitator
- ODE representatives

The educational agency will also identify an ***internal monitoring team*** which may include:

- Special Education Coordinator/Director
- Intervention Specialists (lead intervention specialists based on building and grade assignments)
- Associate Educational Agency Representatives
- General Education Teachers (English Language Arts teachers and Math teachers)
- School psychologist
- Speech language pathologist
- Occupational therapist
- Physical therapist
- Others as designated by the educational agency

Please note: Each associate educational agency will need to identify their own internal monitoring team.

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. This will include conversations with the teachers to confirm that the students are receiving identified services as described in their IEP, including verification of transition services, as applicable. 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 educational agency will coordinate scheduling of a public parent meeting and inform OEC of the location for the meeting. The educational agency will mail an OEC-provided notice to all parents/guardians of students with disabilities as well as post the notice on its website at least four weeks prior to the onsite visit regarding the meeting purpose, time and location. Documentation of the notice will be provided to OEC prior to the onsite visit. OEC will contact the educational agency to organize any meeting accommodations (e.g., interpreters, materials in languages other than English, large print, etc.).

OEC will conduct the public parent meeting at the designated location to gather parental input regarding the educational agency's special education services. The OEC and SST representatives will invite parents to comment on the educational agency's special education program and services. Parents may also submit written comments to OEC by e-mail or United States Postal Service (USPS). Parents have up to 30 days after the public meeting to submit comments to OEC. Information will be available at the meeting for parents regarding resources, the dispute resolution process and contacts.

While educational agency representatives are not permitted to attend the public meeting, an educational agency representative will introduce OEC and SST consultants at the beginning of the meeting and remain available after the meeting for any questions or issues that may arise.

The educational agency will have copies of *A Guide to Parent Rights in Special Education* available at the meeting.

Interviews

OEC, ELSR and SST representatives will work with the educational agency to select personnel who will participate in the onsite interviews (administrators, intervention specialists, related service providers, general education teachers, school psychologists and other personnel who are associated with the records reviewed). **When agencies serving multiple districts (CTCs, ESCs, DDs) are selected for review, all associate educational agencies will cooperate with the agency in selecting school staff and administrators who will participate in interviews.**

The educational agency 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)
- When applicable, separate preschool interviews may be scheduled
- Teams of educational agency administrators
- **For CTCs, ESCs and DDs**, teams of associate educational agency staff consisting of special education teachers, general education teachers, related service providers and other personnel
- **For CTCs, ESCs and DDs**, teams of associate educational agency administrators
- Any other stakeholders involved in the educational agency's special education process

In the interest of transparency and open communication, supervisory staff cannot attend interviews with instructional staff.

The educational agency 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 educational agency'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 educational agency's report and timelines of the post-onsite activities
- Areas of required professional development that the educational agency will begin. This may include targeted technical assistance with the SST, Universal Supports on ODE's website and/or the Learning Management System (LMS) through the OH|ID portal

Post-Onsite Activities

OEC Summary Report

OEC will complete a summary report of the onsite review findings. If OEC finds a noncompliance level of 30% or greater in any single area or in specific areas of concern found during the onsite review activities, a Corrective Action Plan (CAP) will need to be developed.

OEC will schedule a summary report presentation with the educational agency's cross-functional team to review OEC's findings. If a CAP is required, OEC will provide an outline for the development of the CAP. **CAPs are due within 30 school days of the date of the summary report.** The educational agency and SST consultant will electronically sign and email the CAP to OEC for approval.

Training

OEC will schedule an onsite training with the internal monitoring team (to include associate educational agency representation when reviewing CTCs, ESCs or DDs) and SST staff. The purpose of this required training is for the team to receive training on internal monitoring processes and reviewing records.

Individual Corrections

The educational agency, and the associate educational agencies when applicable, are required to correct all findings of individual noncompliance within 60 school days of the date of the educational agency's summary report. If the review identifies any issue(s) denying the provision of a **Free and Appropriate Public Education (FAPE)**, the educational agency must correct the issue(s) **within 15 school 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. Record review issues are communicated to the parent/guardian by a separate letter. Individual corrections will be reviewed and verified by OEC. The educational agency will receive a confirmation letter of completion of individual corrections from OEC once all corrections have been verified.

Verification of CAP Completion and Systemic Correction

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

The educational agency will be required to demonstrate completion of CAP activities and systemic correction within the given timelines in the educational agency's summary report. The educational agency will complete and submit the CAP Verification Form (included in the CAP form) to OEC. OEC will verify completion through a review of documentation. Upon documented completion of all CAP activities and systemic corrections, the educational agency will receive a letter of clearance from OEC.

Educational Agency's Self-Review

The educational agency, with the assistance of SST personnel, will analyze data, policies and procedures to identify areas of concern to prepare a Self-Review Summary Report ([See Appendix 9 for template](#)). The following are possible areas to analyze:

Performance Data

- Results of key performance indicators for students and adults
- Graduation/Dropout trends for students with disabilities vs. non-disabled, by disability category, and multi-category
- Dropout prevention and graduation promotion
- Decision Framework Data, OIP strategies and action steps, and CCIP
- Performance in reading and math: trend data grade level analysis, disability categories, multi-categories, gap analysis comparison to non-disabled students
- Processes for addressing individual student growth for students with disabilities (i.e., IEP progress monitoring)
- Discipline information: students with disabilities vs. non-disabled, by grade levels, trends, disability categories and multi-categories (e.g., disability, economically disadvantaged and racial minority)
- Alternate Assessment data
- Any additional (targeted) concerns that are identified

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 initiatives
- Other sources specific to goals

Special Education Profile Reports

The educational agency 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, including results indicators that began in 2018

Special Education Policies and Procedures

The educational agency will review its policies and procedures, including admissions criteria and practices for CTCs, DDs and ESCs.

Perception Surveys

The educational agency will survey its population of stakeholders (e.g., parents, staff, administrators, associate districts, community partners) regarding special education services. [See Appendix 8 for sample perception surveys.](#)

The educational agency, with OEC and SST assistance, will compile the data and prioritize any areas of concern using the Self-Review Summary Report template ([See Appendix 9](#))

Strategic Improvement Plan (SIP)

Develop and Implement Strategic Improvement Plan

The educational agency will develop and implement a Strategic Improvement Plan (SIP) to address areas of concern identified in the Self-Review Summary Report. The SIP will provide a plan for continued action steps, improvement activities and professional development. The educational agency and SST consultant will electronically sign and email the SIP to OEC for approval.

The educational agency and the SST, with OEC support, will produce a periodic SIP progress report related to the educational agency's SIP ([See Appendix 13: SIP Progress and Update Report](#)). If at any point progress is impeded, the educational agency, with OEC and SST assistance, will adjust the improvement plan. OEC and the SST will work with the educational agency 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 educational agency, with SST support and assistance, will conduct a progress review of its SIP using guiding questions provided by OEC.

The educational agency will continue to review its Special Education Profile and Rating; Self-Review Summary Report; policies, practices and procedures; and staff and parent survey results. The following data sources will 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 initiatives
- Other sources specific to the educational agency goals
- Associate educational agency improvement plans, where applicable

Review of Student Documents

The educational agency will 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 State Performance Plan Indicators and other related educational agency data. The educational agency will be responsible to correct any noncompliance findings within a reasonable time.

The educational agency will review corresponding ETRs and IEPs spanning at least two consecutive years. 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. The educational agency will use OEC's Record Review Tool located on OEC's website.

IEP Verification

The educational agency will conduct IEP verifications on 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 educational agency will provide summary documentation ensuring IEP implementation with fidelity as part of the periodic report process. [See Appendix 5 for the IEP Verification Checklist.](#)

Optional Public Parent Forum

A public parent forum offers educational agencies the opportunity to receive input from all stakeholders, answer questions and provide transparency to parents regarding the review process. This event may be organized with assistance from the SST and OEC.

Progress and Update Reports

Periodic update reports will be developed in conjunction with the SST, OEC and associate districts (if applicable) and submitted to OEC. These reports will provide data on SIP progress for each action step.

The educational agency will review CCIP/OIP strategies and action steps and compare the results to the strategic improvement plan outcomes. Appropriate action regarding revision and integration will be taken, when necessary.

Status Meeting and Plan for Continued Improvement

The OEC and SST will hold a status meeting with the educational agency's cross-functional team to determine next steps in the process and 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 educational agency 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.

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

Reimbursements

OEC will **reimburse the educational agency for substitute and postage costs** in relation to this review. Substitute teachers will be needed during staff interviews and IEP verifications. An invoice for the substitute teacher 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 educational agency for substitute and postage costs **through the CCIP as Additional Allocation.**

Pre-Onsite Documents

Pre-Onsite Documents

The following documents may be requested by OEC for review prior to the onsite visit:

1. Staff list with titles and grade level
2. Verification that the workload/caseload ratios for special education service providers meet the requirements in the Operating Standards 3301-51-09 (I)
3. Restraint and Seclusion Policy
4. Communication plan with other associated educational agencies
5. OEC-approved special education policies and procedures manual
6. Student schedules
7. For preschool, interagency agreements for Part C Head Start and/or community people
8. Other specific documents or policies identified by OEC prior to the review

Additional documents requested for Career Technical Centers (CTCs):

1. The local Perkins Plan with supporting evidence of implementation
2. Program/Course Catalog including statement of equal access to all programs
3. The CTC Admissions Policy and Procedures

Additional documents requested for Educational Service Centers (ESCs)

1. List of districts served
2. List of services provided
3. List of districts sponsored (if applicable)

Additional documents requested for Electronic Schools

1. How Specially Designed Instruction (SDI) and related services are provided
2. Locations where services are provided

2

Review Activities/Timelines

IDEA Monitoring Review Activities/Timelines

| Responsible | Review Activity | Timeline |
|---|--|---------------------|
| OEC | Compliance Indicator Review and Special Education Profile Report | Prior to Phase 1 |
| OEC | Review of educational agency data for selection of onsite reviews | |
| OEC | Notification to educational agency & SST for selected reviews | |
| OEC and EL&SR | Review Student Records | |
| OEC, SST and Educational Agency | Initial Meeting with educational agency core team and administrators | |
| SST and Educational Agency | Begin Data Analysis (Graduation/Dropout; Reading and Math Performance; Discipline; Policies and Procedures; Parent Complaints, Due Process; Special Education Profile; LRE; and, where appropriate, OIP data and other measures specific to the educational agency) | |
| SST and Educational Agency | LMS Training (ETR, IEP and Transition) | Phase 1 |
| SST and Educational Agency | Continue Data Analysis (Graduation/Dropout; Reading and Math Performance; Discipline; Policies and Procedures; Parent Complaints, Due Process; Special Education Profile; LRE; and, where appropriate, OIP data and other measures specific to the educational agency) | |
| OEC, SST, and Educational Agency | Onsite Review (Opening Meeting, Interviews, IEP Verification, Parent Meeting, Exit Meeting) | |
| OEC and EL&SR | Develop Summary Report and CAP Outline (6 weeks from onsite review) | |
| OEC, SST, and Educational Agency | Summary Report Presentation and Internal Monitoring Training | |
| OEC, SST, and Educational Agency | Review CAP outline to develop CAP | |
| Educational Agency | Submit CAP to OEC for approval (within 30 school days from date of Summary Report) | |
| Educational Agency Staff and SST Technical Assistance | Implement CAP activities | Phase 2 |
| Educational Agency Staff and SST Technical Assistance | Correct any individual noncompliance found during OEC's record review within 60 school days from Summary Report Meeting | |
| OEC, SST and Educational Agency | Training on the SIP process, activities, tools and timelines | |
| Educational Agency Staff and SST, OEC | Perception surveys to administrators, staff and parents within 60 school days from the date of the training | |
| Educational Agency Staff with SST and OEC assistance | Complete data analysis including results from perception surveys to determine priorities for improvement and complete a Self-Review Summary Report | |

| Responsible | Review Activity | Timeline |
|--|--|----------|
| Educational Agency with SST Technical Assistance | Complete all CAP activities and submit evidence to OEC within the timeline specified in the Summary Report | Phase 3 |
| Educational agency, SST and OEC | Develop and implement strategic improvement plan <ul style="list-style-type: none"> • Trainings and Professional Development Calendar • Measures to close the achievement gaps in math and reading and other areas of focus • Develop Phase 3 Project Map and timelines | |
| Educational Agency Staff and SST and OEC | Submit updates and documentation to OEC; revise SIP and Project Map as necessary | |
| Educational Agency Staff and SST | Notify OEC of SIP and Project Map completion and submit documentation | |
| OEC | Review all SIP and Project Map documentation to verify completion | |
| Educational Agency and SST | Review new data and results from SIP and Project Map activities | Phase 4 |
| Educational Agency and SST | Review student documents and continue monitoring for IEP and ETR compliance | |
| Educational Agency and SST | Prepare a summary of results and submit to OEC | |
| Educational Agency, OEC and SST | Status Review Meeting to determine next steps/plan for continued activities | |
| Educational Agency and SST | Implement plan for continued improvement/activities | |

3

Record Review Questions

Child Find

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--------------------------------------|---|-----------|--|---|
| CF-1 | 300.305(a) | For children transitioning from Part C, did the educational agency 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. | |

Child Find

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|--|-----------|--|--|
| CF-2 | 3301-35-06 3301-51-06(A) | <p>Does the educational agency provide interventions to resolve concerns for any child who is performing below grade-level standards?</p> <p>Preschool Note: The summary of interventions provided is required for preschool children only if the preschool child previously received services under Part C and/or Part B of IDEA or is being evaluated under the suspected disability category of specific learning disability.</p> | YES | <p>The record shows evidence of intervention data and provides a summary of the interventions that have been implemented prior to referral OR 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 appropriate 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; OR On a reevaluation no statement indicating there were no additional interventions provided. | |
| | | | NA | Transfer ETR from previous educational agency OR using ETR form previous 2018; OR If the preschool child did not previously receive services under Part C and/or Part B of IDEA. | |

Child Find

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--------------------------------------|--|-----------|--|--|
| CF-3 | 300.501(b) 300.9 | Were the parents/guardians provided the opportunity to be involved in the ETR planning meeting to establish informed parental consent? | YES | There is evidence of parental involvement ; OR Evidence the parent was provided the opportunity to participate in the ETR planning meeting. This applies to transfer-in ETRs adopted by the educational agency. | <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 educational agency and Parent Agreement (must be verified by consultant for compliance) * If transfer ETR, adopting educational agency documentation of parent involvement in the ETR planning |
| | | | NO | No evidence of parental involvement; OR No evidence the parent was provided the opportunity to participate in the ETR planning meeting. | |
| | | | NA | The parent and the educational agency agreed that a reevaluation was unnecessary. | |
| CF-4 | 300.300 300.9 | Was parental consent obtained prior to new testing? | YES | Signed PR-05 | PR-05 PR-01 |
| | | | NO | No evidence of PR-05; OR If PR-05 is signed prior to the planning form; OR The evaluation report addressed other areas NOT noted on the planning form; OR New testing was completed prior to the date of consent. | |
| | | | NA | The parent and the educational agency agreed that a reevaluation was unnecessary; OR No new testing was conducted. For reevaluations only, if the district can demonstrate it made reasonable efforts to obtain such consent and the child's parent has failed to respond. | |

Child Find

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--------------------------------------|--|-----------|---|---|
| CF-5 | 300.304(c)(4); 300.307-311 | <p>Is there evidence that the evaluation addresses all areas related to the suspected disability including:</p> <ul style="list-style-type: none"> • health, • vision and hearing • social and emotional status, • general intelligence, • academic performance, • communicative status, and • motor abilities <p>Note: If anything is checked on planning form then it must be in Part 1 and summarized in Part 2.</p> | YES | <p>There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form, including, if appropriate:</p> <ul style="list-style-type: none"> • health, • vision and hearing • social and emotional status, • general intelligence, • academic performance, • communicative status, and • motor abilities. <p>There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, and Deafness or Hearing Impairment and preschool-age children.</p> <p>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.</p> | <ul style="list-style-type: none"> * Evaluation Planning Form * PR-04 Referral Form * PR-01 Prior Written Notice * Preschool evaluation form * OP-4 documentation of Agreement not to Reevaluate |
| | | | NO | <p>The evaluation report did not address all areas related to the suspected disability; OR The evaluation report did not address all areas noted on the planning form. If no Planning Form (unless tested for everything).</p> | |
| | | | NA | <p>The parent and the educational agency agreed that a reevaluation is not necessary.</p> | |

Child Find

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--------------------------------------|---|-----------|---|--------------------------------------|
| CF-6 | 300.306 (c) | Does the ETR clearly state the summary of assessment results? | YES | There is a clear and concise summary of the data/information obtained during the evaluation process and the assessment results; 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. | |
| | | | 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; OR Copying and pasting subtests scores, graphs, charts, etc. not summarized in parent-friendly language. | |
| | | | NA | The parent and the educational agency agreed that a reevaluation is not necessary. | |
| CF-7 | 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 educational agency agreed that a reevaluation is not necessary; OR This ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA | |
| CF-8 | 300.306 (c) | Does the ETR contain specific implications for instruction? | YES | The ETR clearly describes the need and implications for specially designed instruction and, if applicable, related services. | |
| | | | NO | There is no description of the implications for instruction; OR The implications description is generic in nature and does not address the specific needs of this child. | |
| | | | NA | The parent and the educational agency agreed that a reevaluation is not necessary; OR This ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA. | |

Child Find

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--------------------------------------|---|-----------|---|---|
| CF-9 | 300.306(a)(1) 300.303(a) | <p><u>Determining Eligibility</u></p> <p>Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?</p> | YES | <p>A group of qualified professionals determines eligibility. Refer to OEC’s established guidelines for Qualified Professionals</p> <ol style="list-style-type: none"> 1. Parent, 2. Educational Agency Representative, 3. Person qualified to interpret the results of the assessments used, 4. Additional group members for determining a specific learning disability (SLD) would include: <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 State Educational Agency (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. <p><u>Reevaluations</u></p> <p>IEP Team Members</p> <ol style="list-style-type: none"> 1. Parent, 2. General Education Teacher, 3. Special Education Provider, 4. Educational Agency Representative, 5. An individual who can interpret the instructional implications of evaluation results, 6. At the discretion of the parent or the school educational agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; <p>Whenever appropriate, the child with a disability.</p> | <ul style="list-style-type: none"> * 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 educational agency 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 educational agency agreed that a reevaluation is not necessary. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | 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? 1. There are appropriate measurable postsecondary goal(s). 2. The postsecondary goals are updated annually. 3. The postsecondary goals were based on age appropriate transition assessment (AATA). 4. There are transition services that will reasonably enable the student to meet the postsecondary goal(s). 5. The transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s). 6. The annual goal(s) are related to the student's transition service needs. 7. There is evidence the student was invited to the IEP Team Meeting where transition services were discussed. 8. When appropriate, there is evidence that a representative of any participating agency was invited to the IEP Team Meeting. | 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, or the IEP reported in EMIS is the current IEP. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|--|-----------|--|--|
| DS-2 | 300.320(a)(1) | Does the IEP include Present Levels of Performance (PLOP) that address the needs of the student? | YES | Present Levels of Performance must include the following information as it relates to each goal: <ul style="list-style-type: none"> Summary of current daily academic/behavior and/or functional performance (strengths and needs) compared to expected grade level standards in order to provide a frame of reference; Baseline data provided for developing a measurable goal. (E.g. ETR results, if current; formative, curriculum-based, ecological, transition, functional behavior assessments.) Current performance measurement directly relates to the goal measurement. | *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. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|---|-----------|---|---|
| DS-3 | 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: <ul style="list-style-type: none"> Clearly <u>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. The goal must be measurable on its own. | *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. | |
| DS-4 | 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; 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. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|---|-----------|--|--------------------------------------|
| DS-5 | 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 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>"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)</p> | *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. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|---|-----------|---|---|
| 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 | <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. The SDI describes skills and methods used for instruction specific to the goal.</p> <p><u>Definition 300.39 (b)(3)</u> Specially designed instruction means adapting, as appropriate to the needs of a child under 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.</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 | 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. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|---|-----------|--|--|
| 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 AND is clear and understandable to parents. | *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. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|--|-----------|--|--|
| DS-9 | 300.320(a)(4) | 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><u>From the Operating Standards:</u> 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. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|--|-----------|--|--|
| DS-10 | 300.320(a)(7) | 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-11 | 300.320(a)(7) | Does the statement of related services indicate amount of time, duration , and frequency? | YES | The IEP specifically identifies the amount of time, duration and frequency 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, duration 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. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|---|-----------|--|---|
| DS-12 | 300.324(a)(2)(v) | 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. | |
| | | | NA | Based on the needs of the child, assistive technology and/or services were not identified at this time. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|--|-----------|---|--|
| DS-13 | 300.320(a)(6)(i) 300.320(a)(6)(i) | Does the IEP identify accommodations provided to enable the child to be involved in and make progress in the general education curriculum? | YES | <p>(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.</p> <p>Accommodations provide access to course content but do not alter the scope or complexity of the information taught to the child.</p> | <p>*PR-07 IEP, Section 7 Description(s) of Specially Designed Services- Accommodations</p> <p>Profile or PLOP</p> <p>ETR</p> |
| | | | NO | <ul style="list-style-type: none"> • Accommodations were identified by the IEP team but not included on the IEP; OR • Accommodations listed as needed, at the discretion of the teacher, as requested OR • 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. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--------------------------------------|--|-----------|---|--|
| DS-14 | 300.320(a)(4) | 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</p> <p>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. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|--|-----------|---|---|
| DS-15 | 300.320(a)(4) | 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. | |
| DS-16 | 3301-51-07 (H)(1)(h) | Is there a justification statement regarding alternate assessment participation? | YES | A statement of why the child cannot participate in the regular assessment and the particular alternate assessment selected is appropriate for the student. | Section 12: Justification statement for AASCD |
| | | | NO | The statement does not state why the child cannot participate in the regular assessment or how the selected alternate assessment is appropriate for the student. | |
| | | | NA | The student did not participate in the alternate assessment. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--|--|-----------|--|--|
| DS-17 | 300.320(a)(3) 3301-51-07(L) | Was progress reporting data collected and analyzed to monitor performance on each goal? This refers to progress reporting data used to inform instruction. | 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; 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. |
| | | | NO | No evidence of data collection, progress reports/analysis. | |
| DS-18 | 300.324(b) | During this school year , were revisions to the IEP made based on data indicating changes in student needs or abilities? | 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 educational agency 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. | |

Delivery of Service

| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
|--------------------|--------------------------------------|--|-----------|---|--------------------------------------|
| DS-19 | 300.321(1)-(5) | 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 • Educational Agency 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 educational agency 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 | <p>One or more of the above were not involved in the IEP meeting.</p> | |

| Least Restrictive Environment | | | | | |
|-------------------------------|--------------------------------------|---|-----------|--|---|
| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
| LRE-1 | 300.320(a)(5) | Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom? | YES | <p>The IEP includes a justification 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 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 OR 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. | |

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? <ul style="list-style-type: none"> If <i>yes</i> 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? <ul style="list-style-type: none"> If <i>yes</i>, 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? <ul style="list-style-type: none"> If <i>yes</i>, 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)? <ul style="list-style-type: none"> If <i>yes</i>, 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)? <ul style="list-style-type: none"> If <i>yes</i>, 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? <ul style="list-style-type: none"> If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N | | | |
| Comments: | | | |

| Questions | Education/ Training | Employment | Independent Living |
|--|------------------------|------------|-----------------------|
| 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? • 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? | | | |
| 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)? <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 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. | | | | |
| 2. Evidence that teacher is <u>providing</u> what is required in IEP. | | | | |
| • Addressing goals/objectives | | | | |
| • Specially designed instruction | | | | |
| • Related services | | | | |
| • Accommodations | | | | |
| • Modifications | | | | |
| • Assistive technology | | | | |
| 3. Evidence of setting for instruction as described in the LRE statement. | | | | |
| 4. Evidence of Ongoing Progress Monitoring. | | | | |
| 5. Evidence that Transition Services are being delivered as written. | | | | |
| Comments: | | | | |
| | | | | |

Record Review Data Collection Form

Agency 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 | Parents participated in planning | | | | | |
| CF-4 | Informed parental consent for testing | | | | | |
| CF-5 | ETR addresses all areas related to disability | | | | | |
| CF-6 | ETR clearly states summary of assessment results | | | | | |
| CF-7 | ETR contains clear description of educational needs | | | | | |
| CF-8 | ETR contains specific implications for instruction | | | | | |
| CF-9 | Qualified group of professionals determine eligibility | | | | | |
| DS-1 | Transition Plan | | | | | |
| DS-2 | Present Levels of Performance | | | | | |
| DS-3 | Measurable goals | | | | | |
| DS-4 | Goals address academic needs | | | | | |
| DS-5 | Goals address functional needs | | | | | |
| DS-6 | Statement of specially designed instruction | | | | | |
| DS-7 | SDI Location | | | | | |
| DS-8 | SDI Amount & frequency | | | | | |
| DS-9 | Identify related services | | | | | |
| DS-10 | Location of related services | | | | | |
| DS-11 | Amount & Frequency of related services | | | | | |
| DS-12 | Identify assistive technology | | | | | |
| DS-13 | Identify accommodations | | | | | |
| DS-14 | Identify modifications | | | | | |

| RR # | Item Reviewed | Yes | No | NA | NR | Comments/Notes |
|-------------------------|--|-----|----|----|----|----------------|
| DS-15 | Supports for school personnel | | | | | |
| DS-16 | Alternate assessment justification | | | | | |
| DS-17 | Data collected and analyzed to inform instruction | | | | | |
| DS-18 | Revisions to IEP made based on data | | | | | |
| DS-19 | IEP Meeting-Qualified team | | | | | |
| LRE-1 | Justification for removal from general education classroom | | | | | |
| Additional Notes | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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, e.g., 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 fall 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?

Alternate Assessment

1. What are your educational agency's current policies, procedures and practices surrounding the Alternate Assessment?
2. What students in your educational agency qualify for the Alternative Assessment?
3. What factors are considered when determining eligibility for participation in the Alternate Assessment?
4. Is there a formal written procedure for determination of eligibility to participate in the Alternate Assessment?
5. Does your educational agency use the flowchart or any type of rubric in determining eligibility for the Alternate Assessment?
6. What members of the IEP team are present when determining eligibility for the Alternate Assessment?
7. How are parents involved in the decision making and made aware of the implications of their student participating in the Alternate Assessment?
8. If determination is not appropriate for a student who has been previously identified as participating in the Alternate Assessment (another educational agency, previous IEP team decision, etc.), how would this issue be approached?
9. If a student is determined eligible to participate in the Alternate Assessment, how would this be reflected in their day-to-day educational programming?
10. What kind of professional development or formal training have you received regarding the Alternate Assessment and determination for eligibility?

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?
8. What are the procedures to track and respond to the removal from the classroom (the LRE) but not "out of school suspension"?

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? If yes, what is the potential influence? What is the priority for this area of concern overall?
4. What current initiatives are in place to address identified concerns?

County Boards of Developmental Disabilities (DD) – Preschool Data Analysis Guiding Questions

Least Restrictive Environment

1. What is the continuum of alternative placements? How are placement decisions made?
2. Where are children being provided services?
3. How is your educational agency ensuring that LRE continues when a “typical” child is identified as a child with a disability in the classroom?
4. Does your educational agency partner with community and county preschool programs?

Transition from Part C to Part B

1. Is the data coded correctly in EMIS?
2. Are all transition planning and evaluations completed and documented prior to the third birthday?
3. Is the IEP in place and stated on or before the child’s third birthday?

Functional Outcomes

1. Is the Child Outcomes Summary (COS) process being completed with fidelity? How many Quality Assurance Checklists have been completed?
2. At the program level, what are your outcomes on the COS?

Early Learning Assessment (ELA)

1. Do students perform better on any one specific domain?
2. Do any subgroups of students perform significantly below 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 many preschool children are on Reading Improvement and Monitoring Plans at Kindergarten? At later grades?
7. How do ELA scores compare to Kindergarten Readiness Assessment (KRA) scores for the same children?

Behavior

1. Is behavior data collected for preschool children? If so, how many behavior incident reports were completed?
2. How many children have had an FBA completed?
3. How many children have a BIP?

Administration

1. How often do administrators from the DD meet with associate districts?
2. What is the process for reviewing and revising the Interagency Agreement among early childhood partners?

Step Up to Quality (SUTQ) and Licensing

1. Has the program had any serious risk of noncompliance and/or required CAP activities?
2. Has the program received a high quality rating?
3. As part of the SUTQ Continuous Improvement Plan, in what activities is the program engaged and are they effective?

Additional Data Analysis Guiding Questions for Career-Technical Centers (CTCs)

Least Restrictive Environment

1. What is the continuum of alternative placements, and how are placement decisions made for students entering CTC programs and courses?
2. Where are students being provided services?
3. How are related services provided to full-time students in CTC programs?
4. How does your agency ensure that the LRE is provided when a “typical” child is newly identified as a child with a disability?
5. How does the CTC ensure that the IEP is implemented as written, including the provision of all special education instruction, supports and services?
6. How does your agency partner with community and county resources and agencies to provide improved opportunities and outcomes for students with disabilities?

Behavior

1. Do you collect behavior data for students with disabilities? If so, how are these data shared with associate districts, and how are they used for analyses and improvement?
2. How are CTC personnel involved in manifestation determinations?
3. How many children have had an FBA completed?
4. How many children have a BIP, and how is the BIP implemented and monitored?

Administration

1. How often do administrators from the CTC meet with associate district administrators?
2. How often do CTC special education leaders meet with special education supervisors from associate districts?
3. What topics or issues are addressed at these meetings?
4. What is the collaborative process for reviewing and revising the communications plan between the CTC and associate districts?
5. What is the process for reviewing and revising application procedures, entrance criteria and selection/acceptance processes?
6. What is the process for reviewing and revising the CTC special education policies and procedures in collaboration with associate districts?

Staffing

1. How are special education staffing levels tracked and maintained?
2. How does the CTC ensure compliance with special education staff workload and caseload requirements?
3. How are special education staffing levels adjusted to meet changing special education enrollment levels?

Perception Surveys

School Districts/Community Schools

Administrator Survey

The Office for Exceptional Children (OEC), 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, OEC examines compliance with federal and state laws and regulations applicable to the education of children with disabilities.

Your participation in the survey is part of OEC'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 him or her 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 who has the authority to authorize the resources necessary to implement the IEP is always present. | <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 general education setting across all grade levels. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Parent Survey

The Office for Exceptional Children (OEC), at the Ohio Department of Education, is conducting a review of your child's school. This is a survey for parents of children with disabilities receiving special education services. By filling out this survey, you will help improve your child's school's services and contribute to the improvement of the education of 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 I am 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 assessment results and current classroom progress to determine what is needed to help my child 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 (such as Help Me Grow) 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Teacher Survey

The Office for Exceptional Children (OEC), 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 the education of children with disabilities.

Your participation in the survey is part of OEC'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 _____

| | | 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 with the authority to authorize the resources necessary to implement the IEP is always present. | <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 (PBIS) 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | I 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"/> |
| 12. | I have sufficient opportunities to engage and collaborate with other instructional staff (i.e., other teachers, related service professionals, aides) in order to provide the services as listed in the IEP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Educational Service Centers (ESCs)

Administrator Survey

The Office for Exceptional Children (OEC), at the Ohio Department of Education, is conducting an onsite monitoring review of your Educational Service Center (ESC). The monitoring process requires selected ESCs to analyze their special education program and services. As part of the process, OEC examines compliance with federal and state laws and regulations applicable the education of children with disabilities.

Your participation in the survey is part of OEC'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*.

ESC: _____ 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 him or her from the described 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 ESC 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 ESC 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 (Ohio Learning Standards – Extended) 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, an ESC representative with the authority to authorize the resources necessary to implement the IEP is always present. | <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 ESC 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. | The ESC uses the co-teaching model to promote access to the general education curriculum for all children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Parent Survey

The Office for Exceptional Children (OEC), at the Ohio Department of Education, is conducting a review of your child's school. This is a survey for parents of children with disabilities receiving special education services through the Educational Service Center (ESC). By filling out this survey, you will help improve the ESC's services and education of 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: _____ Child's Age _____

Grade Level _____

| | | Agree | Disagree | Don't Know | Not Applicable |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | When my child has learning challenges, 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 assessment results and current classroom progress to determine what is needed to help my child 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 needs, 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 (such as Help Me Grow) at age three, 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 transition plan for my child's life 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The school has a plan to reintegrate my child back into the home school general education classroom. | | | | |

Additional Comments:

Teacher Survey

The Office for Exceptional Children (OEC), at the Ohio Department of Education, is conducting an onsite monitoring review of your Educational Service Center (ESC). The monitoring process requires selected ESCs to analyze their special education program and services. As part of the process, OEC examines compliance with federal and state laws and regulations applicable to the education of children with disabilities.

Your participation in the survey is part of OEC'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.

ESC: _____ Title _____

Grade Level _____

| | | Agree | Disagree | Don't Know | Not Applicable |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Adequate materials and resources to implement specially designed instruction (SDI) 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 are 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 ESC 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 of Residence (DOR) staff member with the authority to authorize the resources necessary to implement the IEP is always present. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | The SDI provided to a student with a disability in my classroom is based upon that student's individual needs. | <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 appropriate settings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Positive behavior intervention supports (PBIS) and crisis intervention policies are in place in my ESC and I have been trained in these processes. | <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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | I 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"/> |
| 12. | I have sufficient opportunities to engage and collaborate with other instructional staff (i.e., other teachers, related service professionals, aides) in order to provide the services as listed in the IEP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Career Technical Centers (CTCs)

Administrator Survey

The Office for Exceptional Children (OEC), at the Ohio Department of Education, is conducting an onsite monitoring review of your Career Technical Center (CTC). The monitoring process requires selected CTCs to analyze their special education program and services. As part of the process, OEC examines compliance with federal and state laws and regulations applicable to the education of children with disabilities.

Your participation in the survey is part of the OEC'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.*

CTC: _____ 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 described 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 CTC 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 CTC 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 and 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 CTC representative with the authority to authorize the resources necessary to implement the IEP is always present. | <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 CTC 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. | The CTC uses the co-teaching model to promote access to the general education curriculum for all children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Parent Survey

The Office for Exceptional Children (OEC), at the Ohio Department of Education, is conducting a review of your child's school. This is a survey for parents of children with disabilities receiving special education services through the Career Technical Center (CTC). By filling out this survey, you will help improve the CTC's services and education of 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: _____ Child's Age _____ Grade _____

| | | Agree | Disagree | Don't Know | Not Applicable |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | When my child has learning challenges, the CTC 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 assessment results and current classroom progress to determine what is needed to help my child 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 CTC 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 CTC 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 needs, the CTC 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. | The CTC works to provide post-school employment and education opportunities for my child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | The IEP team developed an effective transition plan for my child's life after high school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Overall, the special education services meet my child's needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Teacher Survey

The Office for Exceptional Children (OEC), at the Ohio Department of Education, is conducting an onsite monitoring review of your Career Technical Center (CTC). The monitoring process requires selected CTCs to analyze their special education program and services. As part of the process, OEC examines compliance with federal and state laws and regulations applicable to the education of children with disabilities.

Your participation in the survey is part of OEC’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.

CTC : _____ Title _____ Grade _____

| | | Agree | Disagree | Don't Know | Not Applicable |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Adequate materials and resources to implement specially designed instruction (SDI) 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 are 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 CTC 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, an associate school staff member with the authority to authorize the resources necessary to implement the IEP is always present. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | The SDI provided to a student with a disability in my classroom is based upon that student’s individual needs. | <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 appropriate settings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Positive behavior intervention supports (PBIS) and crisis intervention policies are in place in my CTC and I have been trained in these processes. | <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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | I 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"/> |
| 12. | I have sufficient opportunities to engage and collaborate with other instructional staff (i.e., other teachers, related service professionals, aides) in order to provide the services as listed in the IEP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

County Boards of Developmental Disabilities (DD)

Teacher Survey

The Office for Exceptional Children (OEC), at the Ohio Department of Education, is conducting an onsite monitoring review of your County Board of Developmental Disabilities (DD). The monitoring process requires selected DDs to analyze their special education program and services. As part of the process, OEC examines compliance with federal and state laws and regulations applicable to the education of children with disabilities.

Your participation in the survey is part of OEC'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.

DD Name: _____ Title _____ Grade _____

| | | Agree | Disagree | Don't Know | Not Applicable |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | I feel I am updated and adequately trained regarding curriculum materials and progress monitoring options. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | 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"/> |
| 3. | I serve as an active member on the ETR and IEP team. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | During ETR meetings, the district uses current and relevant data (classroom, intervention, record review, parental input) in the evaluation process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | During IEP team meetings, a district staff member with the authority to authorize the resources necessary to implement the IEP is always present. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | When a student is not progressing toward his or her goals as expected, there is a clear process in place to identify additional support. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | I receive prompt support when I share that a student is not progressing toward their goals, as expected. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | The specially designed instruction specified for each of my students is based upon individual needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | When determining the least restrictive environment for students with disabilities, the team considers all settings (including transition back to the student's district of residence). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | As part of the IEP team, parent input is considered regarding least restrictive environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | I am provided training in behavior prevention and intervention processes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | I have sufficient opportunities to engage and collaborate with other instructional staff (i.e., other teachers, related service professionals, aides) in order to provide the services as listed in the IEP. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Parent Survey

The Office for Exceptional Children (OEC), at the Ohio Department of Education, is conducting a review of your child's school. This is a survey for parents of children with disabilities receiving special education services through the County Board of Developmental Disabilities (DD). By filling out this survey, you will help improve the DD's services and education of 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: _____ Child's Age _____ Grade _____

| | | Agree | Disagree | Don't Know | Not Applicable |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | When my child's needs change, the school quickly develops a plan to address current needs. | <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 and progress monitoring information to determine what services and programs are needed for my child's success. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Based on my child's IEP, I understand what special education services and programs my child is receiving. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | 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"/> |
| 6. | I know who to talk with if I have questions regarding my child's progress or services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | If my child has behavioral needs, the school looks for positive ways for my child to be successful in his or her classroom. (Respond N/A if your child does not have behavioral needs at school). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | When my child moved from the Early Intervention program (such as Help Me Grow) at age three, 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"/> |
| 9. | The IEP team developed an effective plan for my child's future after high school. (Respond N/A if your child's IEP does not currently have a transition plan in place). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | There are opportunities for my child to transition to his or her home schools, if determined appropriate by the IEP team | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Overall, the special education services meet my child's needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Administrator Survey

The Office for Exceptional Children (OEC), at the Ohio Department of Education, is conducting an onsite monitoring review of your County Board of Developmental Disabilities (DD). The monitoring process requires selected DDs to analyze their special education program and services. As part of the process, OEC examines compliance with federal and state laws and regulations applicable to the education of children with disabilities.

Your participation in the survey is part of the OEC'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.*

DD Name: _____ 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 described 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. | All school personnel have been provided crisis intervention training program(s) (if no, please explain in the comments). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | The DD 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. | The DD provides student experience within the community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | During IEP team meetings, a DD representative with the authority to authorize the resources necessary to implement the IEP is always present. | <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 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 DD has written policies and procedures regarding communication with associate districts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The DD seeks community input and participation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The CBDD meets regularly with administrators from the associate districts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments:

Self-Review Summary Report

Instructions for Completion and Prioritization of Needs

- I. Educational agency 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 Alternate Assessment data
 - F. 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
 - G. Issues raised in the Special Education Profile Report and Special Education Ratings
 - H. Issues raised in the Ohio School Report Card
 - I. Current CCIP priorities and action steps
 - J. 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. Educational agency, with SST assistance, completes the Self-Review Summary Report**
 - A. Summarize current data for each area of focus (graduation/dropout, reading, math performance, discipline, alternate assessment and any other additional data analysis the educational agency 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 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 educational agency Strategic Improvement Plan

- III. Educational agency, with SST assistance, develops the Strategic Improvement Plan**

See the Strategic Improvement Plan form for rollover instructions.

Self-Review Summary Report

Educational Agency:

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 | | |

Alternate Assessment

| 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 | | |

Special Education Policies and Procedures

| 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:

10

Corrective Action Plan Instructions

Corrective Action Plan Development Directions

These directions for the development of a Corrective Action Plan (CAP) apply to educational agencies who are involved in the Review Process. The CAP form is available through the OEC contact or on the ODE website.

1. The OEC Contact will identify all areas for systemic correction that must be addressed in the CAP, including all systemic areas from the record review and, if applicable, any additional areas cited for required corrections that are addressed in the Summary Report.
 2. All corrective actions and activities will be grouped into the following four categories:
 - a. Writing, rewriting 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 areas described above, including efforts to include students, parents and families.
 3. The educational agency will address 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. All **training and professional development** will be described 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**, listing all the areas of noncompliance addressed by this activity.
1. The educational agency and SST will electronically sign the CAP form and submit to OEC for final approval.

Strategic Improvement Plan (SIP) Instructions

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 educational agency 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:
1. Writing, rewriting, 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 areas described above.

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 SST consultant, refer to the completed 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. 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. Develop activities for the record review goal in each area described in the 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. 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 the 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.

12

Sample Project Map

SAMPLE

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

| Item | Aug/Sept 2018 | October | November | December | January | February | March | April 2019 | May/June 2019 |
|---|---------------|---------|----------|----------|---------|----------|-------|------------|---------------|
| 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 2018 | October | November | December | January | February | March | April 2019 | May/June 2019 |
|--|---------------|---------|----------|----------|---------|----------|-------|------------|---------------|
| 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 with the educational agency core team, the State Support Team (SST), 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 educational agency Project Map and timeline.

Educational Agency: _____ Date of Report: _____

Educational Agency 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

14

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 educational agencies submit to the Ohio Department of Education (ODE) Education Management Information System (EMIS). The workbooks are designed to help educational agencies 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 educational agency 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 educational agency 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 educational agency 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 educational agency 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, educational agency data can be disaggregated to show individual building data, and student data can be separated into various demographic subgroups (e.g. educational agency'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.

Educational Agency – Includes all city, local and exempted village school districts, community schools, educational service centers, career technical centers and county boards of developmental disabilities.

EMIS – The Education Management Information System (EMIS) is the statewide data collection system for Ohio's primary and secondary education programs. Staff, student, educational agency, building and financial data are collected through this system. Staff data include demographic, attendance and course information. General educational agency 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 an educational agency that contains the state’s conclusion that the educational agency 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.

IDEA – Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

Indicator – An indicator is a data point that measures how well an educational agency or the state is performing within a priority area. The State Performance Plan (SPP) includes 20 indicators designed to measure state and educational agency 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 Aids 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 educational agency and classroom assessments, such as end-of-unit or semester exams. The results of summative assessments can be used as part of the educational agency 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 educational agency 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](#)

[Educational Agency Determinations](#)

[Ohio School Report Cards](#)

[Value Added Resources](#)

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

[ODE Data Tools](#)

[Required and Optional Special Education Forms](#)

[Universal Support Materials](#)