

PS IDEA Monitoring Questions

There are two sections of questions that will be answered by the district for self-review, desk review and onsite review.

Section 1: Questions for District

This section is to be completed by **all districts**.

Section 2: Questions for District, When Contracting for Services.

This section is to be completed by the District of Residence (DOR) when they purchase special education and/or related services for preschool children with disabilities.

For example: The district operates their own preschool classrooms, but contracts with an Educational Service Center (ESC) to provide itinerant services. The district will answer Preschool (PS) Individuals with Disabilities Education Act (IDEA) Monitoring Questions Section 1 for their own program and staff, then the district will answer the PS IDEA Monitoring Questions Section 2 to address the contract with the ESC for the itinerant services.

Table 1 Description of PS IDEA Monitoring Questions Table

Topic Area

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|---|--|---|--|---|---|
| Description: <i>Unique identifier for each question</i> | Description: <i>Rules and/or laws that describe the requirements</i> | Description: <i>The question that needs to be answered by the district.</i> | Description: <i>Lists possible choices of Yes, No or Not Applicable (NA)</i> | Description: <i>Lists the criteria that must be addressed in order to answer yes, no or NA to the question.</i> | Description: <i>Lists examples of what evidence could be used and submitted. A district could choose to submit any of the listed examples suggested or submit something that was not suggested UNLESS it states Required Evidence</i> |

In the document, “service provider” refers to anyone providing services directly or indirectly to a child such as: Preschool Special Education Supervisor, Early Childhood Intervention Specialist, Speech Language Pathologist, Occupational Therapist and/or Physical Therapist.

In the document, “district” refers to the school district of residence.

Section 1: Questions For District

The following section is to be completed by the District of Residence (DOR).

WORKLOAD/CASELOAD

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|--|---|-----------|--|---|
| WC-1 | OAC 3301-51-09(I) Service provider workload determination for delivery of services ORC 3323.08 Districts to submit implementation plans – interdistrict contracts | <i>Does the district have written policies and procedures that comply with state and federal rules for determining workload/caseload?</i> | YES | A. Written policies and procedures that must describe: <ul style="list-style-type: none"> • How workload is determined (methodology, calculator/tool and/or spreadsheet) for individual preschool special education staff and • How caseload is determined (methodology, calculator/tool and/or spreadsheet) for individual preschool special education staff and • How assurances are made that the service provider has enough time to provide specially designed instruction or direct related service to all assigned children and adjust workload/caseload if necessary. | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following: <ul style="list-style-type: none"> • Special education policies/procedures • Employee/Staff Handbook |
| | | | NO | Any of the criteria not met | |
| WC-2 | OAC 3301-51-09(I) Service provider workload determination for delivery of services OAC 3301-51-11 (J)(9) Service provider workload determination for delivery of services | <i>Do all district early childhood intervention specialists and related service personnel workload/caseload’s always meet the district’s requirements for their positions, whether center based and/or itinerant?</i> | YES | a. District policies and procedures for workload/caseload are implemented with district early childhood intervention specialists, related service personnel, itinerant staff to reflect staff always meet their district determined workload/caseload requirements for their positions and b. If a provider cannot perform all workload duties and meet the direct service/specially designed instruction needs for the district’s assigned children, then the district must reduce the caseload or workload. This is regardless of the maximum numbers outlined in the Ohio | Self-Review and Desk Review (Tier 2 and Tier 3): Any of the following: <ul style="list-style-type: none"> • Workload/caseload spreadsheet, tool, calculator used for current staff • Staff person’s assigned job responsibilities • Meeting minutes/notes for administrator and staff meeting(s) regarding workload/ caseload assignments Onsite (Tier 4): Any of the following with all staff: <ul style="list-style-type: none"> • Workload/caseload spreadsheet, tool, |

| WORKLOAD/CASELOAD | | | | | |
|-------------------|------------|-----------------------------|-----------|--|---|
| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
| | | | | Operating Standards for the Education of Children with Disabilities and c. The district will analyze their caseload/workload tool results to determine that all personnel necessary to carry out the purposes of IDEA Part B are employed | calculator used for all current staff <ul style="list-style-type: none"> All Staff person's assigned job responsibilities Meeting minutes/notes for administrator and staff meeting(s) regarding workload/caseload assignments |
| | | | NO | Any of the criteria not met | |
| | | | NA | If no preschool special education staff employed by the school district | |

RESOURCES

- [2/3/16: Service Provider Ratio and Workload Clarification Memo 2016-2:](#)** Provides guidance to school districts on use of a process for making decisions about the workload for providers of services to students with disabilities as required by Ohio Administrative Code (OAC) 3301-51-09(I).
- [Ohio Department of Education and Workforce caseload/workload calculator:](#)** A workload calculator to assist local school districts in making decisions about the workloads of service providers.
- [Working in Partnership to Strengthen Paraprofessional Preparation and Development throughout Ohio - OPEPP:](#)** Resources to support professional development and capacity building efforts related to paraprofessionals.

STAFF QUALIFICATIONS/CREDENTIALS

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|-------------|--|---|-----------|--|---|
| SQ-1 | ORC 3323.11 Employment and qualifications of necessary personnel ORC 3323.08 Districts to submit implementation plans – interdistrict contracts | <i>Does the district have written policies and procedures that address staff qualifications/ credential requirements at time of hire?</i> | YES | The district has written policies and procedures that address staff qualifications/credential requirements at time of hire. | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following: <ul style="list-style-type: none"> • Special education policies/procedures • Employee/Staff Handbook |
| | | | NO | Any of the criteria not met | |
| SQ-2 | OAC 3301-51-09 (H) Personnel qualifications and personnel development OAC 3301-51-11 (J)(7) Preschool personnel qualifications | <i>Do all preschool staff currently meet the required qualifications/ credentials necessary for their position?</i> | YES | All preschool staff currently meet the required qualifications/ credentials necessary for their position. | Self-Review and Desk Review (Tier 2 and Tier 3): <ul style="list-style-type: none"> • Personnel files to ensure licenses are current Onsite (Tier 4): Required Evidence: <ul style="list-style-type: none"> • Complete list of preschool staff with their current role and Ohio state ID number (PSE staff will look up credentials within CORE). |
| | | | NO | Any of the criteria not met | |
| | | | NA | If no preschool staff employed by the school district | |
| SQ-3 | OAC 3301-51-09 (H)(4) Personnel qualifications and personnel development OAC 3301-51-01(B)(52) Definitions | <i>Does the district have a Preschool Special Education Supervisor that meets the qualifications/ credentials necessary for the position?</i> | YES | The district has qualifications and credentials defined for the position of Preschool Special Education Supervisor and The district has a person in that position that meets those district qualifications. | Self-Review and Desk Review (Tier 2 and Tier 3): All of the following: <ul style="list-style-type: none"> • Preschool special education supervisor job Description • Qualifications and name of individual serving as preschool special education supervisor Onsite (Tier 4): Required Evidence: <ul style="list-style-type: none"> • Preschool special education supervisor Job Description • Name, role, educator, and state ID of staff who serves as the preschool special education supervisor (PSE staff will look up credentials within CORE). |
| | | | NO | Any of the criteria not met | |
| | | | NA | If the Preschool Special Education Supervisor is not employed by the school district | |

STAFF QUALIFICATIONS/CREDENTIALS

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|-------------|---|--|-----------|--|--|
| SQ-4 | OAC 3301-51-11 (J)(8) <u>Preschool supervisory services</u> ORC 3301.58 <u>Licensing of preschool programs and school child programs - enforcement of rules</u> OAC 3301-24-06 <u>Professional development</u> ORC 3319.223 <u>Ohio teacher residency program</u> ORC 5104.29 <u>Step up to quality program</u> | <p><i>Does the district's Preschool Special Education Supervisor fulfill the required responsibilities for preschool supervisory services?</i></p> | YES | <p>The Preschool Special Education Supervisor shall be responsible for the following:</p> <ol style="list-style-type: none"> Ensuring the development and implementation of an interagency agreement and Providing assistance to early childhood personnel responsible for providing special education and related services to preschool children with disabilities and Ensuring compliance and oversight with the licensing of preschool programs and enforcement of rules and Facilitating the provision of comprehensive early childhood delivery systems for young children with disabilities including the integration of education, health, social services, and parent education components and Participating in the development and evaluation of professional development plans and induction programs that apply to early childhood personnel and Participating in the Step Up to Quality (SUTQ) program and maintaining a status of Silver or Gold; and Assisting with the implementation and evaluation of state standards (e.g., Early Learning and Development Standards (ELDS), Step Up to Quality standards, Operating Standards for the Education of Children with Disabilities) that apply to early childhood programs; and | <p>Self-Review, Desk Review and Onsite (Tier 2 – Tier 4):</p> <p>The following are examples of what could be reviewed and/or submitted as evidence for each of the criteria:</p> <ol style="list-style-type: none"> Preschool supervisor signature on Interagency Agreement; Interagency Team meeting minutes Evidence of 1 Professional development/ training materials; meeting minutes Preschool special education supervisor is also listed as a preschool licensing director in Ohio Child and Licensing Quality System (OCLQS); OR Evidence of 1 meeting agenda/minute of Preschool special education supervisor meeting with a PS director Evidence of 1 agenda/minutes etc., of meeting with preschool staff in the specific areas of service delivery, education, health, social services, and parent education; Evidence of 1 agenda/minutes etc., of meetings with stakeholder groups, parent groups etc. Evidence of participation in the development /evaluation of 1 preschool staff personnel's professional development plan; Preschool special education supervisor job description/policy listing supervisor's role in professional development plans and evaluation of staff Preschool special education (PSE) supervisor is also listed as preschool director in OCLQS; Evidence of 1 meeting agenda/minutes of PSE supervisor meeting with PS; |

STAFF QUALIFICATIONS/CREDENTIALS

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|-------------|------------|-----------------------------|-----------|--|--|
| | | | | <p>h. Collaborating with early childhood providers including Head Start programs, Part C Early Intervention providers, County Boards of Developmental Disabilities, local Family and Children First Councils, community childcare programs and community preschools and</p> <p>i. Collaborating with the regional State Support Team in the provision of training and technical assistance responsive to the needs of preschool special education staff.</p> | <p>Evidence of Silver or Gold rating</p> <p>g. Evidence of involvement with implementing any of the state standards could be any of the following:</p> <ul style="list-style-type: none"> • Example of evidence for ELDS and SUTQ standards: Preschool special education supervisor is also listed as preschool director in OCLQS. • Example of evidence for ELDS and Operating Standards: evidence that ensures access to the general curriculum for each child with a disability. • Example of evidence for Step Up to Quality standards: evidence that involved with developing Professional Development plans or conducting classroom observations. • Example of evidence for Operating Standards: served as district representative at Individualized Education Program (IEP) meeting; reviewed preschool Evaluation Team Reports (ETR) and/or IEPs <p>h. Evidence of 1 meeting (agenda, minutes, etc.) with early childhood providers</p> <p>i. Evidence of 1 State Support Team meeting attended; evidence of 1 individual technical assistance meeting with State Support Team; evidence of 1 Support Team training provided to staff</p> |
| | | | NO | Any of the criteria not met | |
| | | | NA | If the Preschool Special Education Supervisor is not employed by the school district | |

RESOURCES

[Educator Licensure | Ohio State Board of Education](#): Information and resources on Ohio's licensure pathways and requirements.

[Preschool Teacher Qualifications Chart](#): Details qualification requirements for preschool teachers based on classroom type.

PROFESSIONAL DEVELOPMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|-------------|---|--|-----------|---|---|
| PD-1 | OAC 3301-51-09 (H) Personnel qualifications and personnel development ORC 3323.08 Districts to submit implementation plans – interdistrict contracts | <i>Does the district have written policies and procedures to ensure preschool staff are appropriately and adequately prepared and trained to provide services to preschool children with disabilities?</i> | YES | a. The district’s written policies and procedures address training and professional development to ensure preschool staff are appropriately and adequately prepared to provide services to preschool children with disabilities. Language specific to: <ul style="list-style-type: none"> • Training existing preschool staff, • Onboarding and training new preschool staff • Training contractual preschool staff | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following: <ul style="list-style-type: none"> • Special education policies/procedures • Employee/Staff Handbook |
| | | | NO | Any of the criteria not met | |
| PD-2 | OAC 3301-51-09 (H)(5) Personnel qualifications and personnel development | <i>Does the district implement their policies and procedures to ensure staff are appropriately and adequately prepared and trained to provide services to preschool children with disabilities?</i> | YES | a. Personnel are provided professional development <ul style="list-style-type: none"> • As described in the district’s policies and procedures and • That aligns with school district goals and objectives and • That meets the changing needs of preschool children with disabilities. | Self-Review and Desk Review (Tier 2 and Tier 3): Any of the following: <ul style="list-style-type: none"> • Training Plan • Training Calendar • Training Sign in Sheet • Individual Professional Development Plan Onsite (Tier 4): Required Evidence: <ul style="list-style-type: none"> • Documentation of professional development provided that school year Documentation must include all of the following: <ol style="list-style-type: none"> a. What was the training: training title and training description is provided, b. Who was trained: list of preschool staff attended training and c. When was the training: date the training was provided |
| | | | NO | Any of the criteria not met | |
| | | | NA | If no preschool special education staff employed by the school district | |

RESOURCES

[PBIS Professional Development Guidance](#): This outline serves as guidance for local professional development committees to consider when establishing model courses for professional development and continuing education in Positive Behavioral Intervention and Supports (PBIS).

[Ohio Standards for Professional Development](#): Defines the essential elements of a strong professional learning system. Designed to support what effective schools and districts are currently doing and help educators integrate authentic professional learning into their regular routines.

[Early Learning Professional Development](#): This webpage lists other resources focused on professional development.

[Step Up To Quality: A Guide for Early Learning and Development Programs](#): This resource connects to Step Up to Quality program standards and addresses staff qualifications and professional development.

[Leadership for Early Childhood Care and Education](#): Module, ECE leadership OLAC approach to leadership, improved equity of schooling outcomes.

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|--------------|--|--|-----------|--|--|
| DS/ LRE-1 | OAC 3301-51-09 (B)(1) LRE requirements | <i>Does the district have written policies and procedures that comply with state and federal rules to ensure that children are receiving a free and appropriate public education in the least restrictive environment?</i> | YES | a. The district’s written policies and/or procedures contain language that address the following: <ul style="list-style-type: none"> • Free Appropriate Public Education, (FAPE) (access to general education, provision of special education, at no cost to the parent) and • How the district charges tuition to parents of students with disabilities and how district makes determination that they should or should not charge and • Least Restrictive Environment, continuum of placement options and • Placement made based on individual needs of the child. | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following: <ul style="list-style-type: none"> • Special education policies/procedures • Employee/Staff Handbook • Tuition fee scale |
| | | | NO | Any of the criteria not met | |
| DS/ LRE-2 | OAC 3301-51-11 (J)(2) Delivery of services/least restrictive environment | <i>Does the district make a full continuum of options available?</i> | YES | a. The district makes a full continuum of options available as follows: <ul style="list-style-type: none"> • A public school preschool general education class, co-taught, Head Start, non-public school preschool program with natural proportions, • A public school preschool general education class, co-taught, Head Start, non-public school preschool program in which no more than eight children with disabilities are enrolled and remains fifty percent or fewer children with disabilities, • Head Start or non-public school preschool program with more than eight children with disabilities but remains fifty percent or fewer children with disabilities in the class, | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following: <ul style="list-style-type: none"> • Policy, process, or procedure that lists available options • Professional development provided to staff that lists available options • Optional Form Least Restrictive Environment (LRE) Guiding Questions for Section 11 AND Onsite (Tier 4) Required Evidence: <ul style="list-style-type: none"> • Preschool Continuum of LRE Placement Options Form |

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|--------------|---|---|-----------|--|---|
| | | | | <ul style="list-style-type: none"> • A public school preschool integrated class in which fifty per cent or fewer of the students are children with disabilities, • A public school preschool special education class in which more than fifty per cent of the students are children with disabilities, • A special school, • A home or service provider location | |
| | | | NO | Any of the criteria not met | |
| DS/ LRE-3 | OAC 3301-51-09 (D) Placements OAC 3301-51-09 (H)(1) Personnel qualifications and personnel development OAC 3301-51-09 (H)(5) Personnel qualifications and personnel development | Do preschool staff receive professional development and/or training regarding the district's continuum of options and making placement decisions? | YES | a. Preschool staff receive professional development and or training regarding the district's continuum of options and the process of determining placement decisions and b. Required content for training materials regarding the district's continuum of options and the process of determining placement decisions must include information from OAC 3301-51-09(D) | Self-Review and Desk Review (Tier 2 and Tier 3): Any of the following: <ul style="list-style-type: none"> • Special education policies/procedures • Employee/Staff Handbook • Internal Monitoring Team Process • Professional Development calendar/plan Onsite (Tier 4): Required Evidence: <ul style="list-style-type: none"> • Documentation of professional development provided. Documentation must include all of the following: <ul style="list-style-type: none"> • What was the training: training title and training description is provided, • Who was trained: list of preschool staff who attended training and • When was the training: date the training was provided • Training materials to check for content |
| | | | NO | Any of the criteria not met | |
| | | | NA | If no preschool staff employed by the school district | |

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|----------------------|---|--|-----------|--|---|
| DS/ LRE-4 | OAC 3301-51-11 (J)(1) Delivery of services/least restrictive environment | <i>Does the district use a list of the available preschool education service options in the community to inform discussions and decisions on placement?</i> | YES | a. The district has a list that is: <ul style="list-style-type: none"> Annually prepared and Posted publicly and Made available to parent during evaluation process and Not limited to service providers within the geographic boundaries of the district and Used to inform discussions and decisions on placement | Self-Review and Desk Review (Tier 2 and Tier 3): Any of the following: <ul style="list-style-type: none"> Optional Form Least Restrictive Environment (LRE) Guiding Questions for Section 11 for 1 child Document in Prior Written Notice (PR-01) for 1 child Parent Acknowledgement (signed paper) that the list was made available and discussed for 1 child List and/or link to website Onsite (Tier 4) Required evidence: List and/or link to website made available AND any of the following: <ul style="list-style-type: none"> Optional Form Least Restrictive Environment (LRE) Guiding Questions for Section 11 for 1 child Document in Prior Written Notice (PR-01) for 1 child Parent Acknowledgement (signed paper) that the list was made available and discussed for 1 child |
| | | | NO | Any of the criteria not met | |
| DS/ LRE-5 | OAC 3301-51-11 (J)(3)-(5) Delivery of services/least restrictive environment | <i>Does the district use the first option on the Least Restrictive Environment continuum to begin the placement decision-making process with the parent during the Individualized Education Program (IEP) meeting?</i> | YES | a. The district with the parent during the Individualized Education Program (IEP) meeting ensures the following factors are considered: <ul style="list-style-type: none"> Placement decision-making begins with the first option on Least Restrictive Environment Continuum and The setting he or she would have attended if nondisabled and The child's ability to participate and progress in the general early childhood curriculum and | Self-Review and Desk Review (Tier 2 and Tier 3): Any of the following: <ul style="list-style-type: none"> Optional Form Least Restrictive Environment (LRE) Guiding Questions for Section 11 Prior Written Notice (PR-01) AND <ul style="list-style-type: none"> Signed Individualized Education Program (IEP) Onsite Review (Tier 4): No additional evidence required. The individual student records selected for record review will also be reviewed to satisfy this item. |

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|----------------------|---|--|-----------|--|--|
| | | | | <ul style="list-style-type: none"> The child’s socialization needs and The child’s educational and developmental progress and A child who already participates in a regular early childhood setting when identified as a child with a disability shall remain in the program in which the child is enrolled unless the Individualized Education Program (IEP) team determines that it is unable to serve the child | |
| | | | NO | Any of the criteria not met | |
| | | | NA | If the district representative at the IEP team meeting is <u>not</u> employed by the school district | |
| DS/ LRE-6 | OAC 3301-51-11 (J)(5)(b) Delivery of services/least restrictive environment | <i>Does the district document the number of required hours of general education instruction and special education based upon the setting that the Individualized Education Program (IEP) team determined for each child?</i> | YES | a. Written documentation of the number of hours provided for each child and written justification for any hours provided less than what is outlined in rule | Self-Review and Desk Review (Tier 2 and Tier 3): Any of the following: <ul style="list-style-type: none"> Prior Written Notice (PR-01) Section 11 of the IEP Onsite Review (Tier 4): No additional evidence required. The individual student records selected for record review will also be reviewed to satisfy this item. |
| | | | NO | Any of the criteria not met | |
| | | | NA | If district staff do not write the IEP | |
| DS/ LRE-7 | OAC 3301-51-09 (G)(3)(b) Role of preschool and school-age service providers OAC 3301-51-11(J)(8)(b) – supervisory services | <i>Does the district ensure early childhood intervention specialists or related service personnel support lead teachers in general education classrooms?</i> | YES | a. The district provides support to early childhood intervention specialists and/or relate service personnel that enables them to support lead teachers in general education classrooms and b. Early childhood intervention specialists or related service personnel support lead teachers in general education classrooms through consultation on the <u>strategies</u> needed to meet children’s Individualized Education Program (IEP) goals | Self-Review and Desk Review (Tier 2 and Tier 3): The following are examples of what could be reviewed as evidence for each of the criteria: <ol style="list-style-type: none"> a. Professional Development/training/in-services provided; schedule showing co-planning time; meeting between staff to discuss support to lead teachers in the general education classroom b. Individualized Education Program (IEP) Section 7 Support for School Personnel |
| | | | NO | Any of the criteria not met | |
| | | | NA | | |

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|--------------|--|---|-----------|---|---|
| | | | NA | If the district does not employ early childhood intervention specialists or related personnel that are supporting lead teachers in general education classrooms | <p>Onsite Review (Tier 4)</p> <p>a. Evidence of 1 professional development/training/in-service provided; 1 schedule showing co-planning, evidence of 1 meeting between staff to discuss support to lead teachers in the general education classroom</p> <p>b. No additional evidence required. The individual student records selected for record review will also be reviewed to satisfy the criteria of (b).</p> |
| DS/ LRE-8 | ORC 3301.0714 Guidelines for statewide education management information system OAC 3301-51-03 (D)(1) Data reporting OAC 3301-14-01, operation of education management information system | Does the district have written procedures in place to ensure data regarding preschool educational environments are accurately entered into Education Management Information System (EMIS)? | YES | <p>a. Written procedures are available to all necessary staff to ensure:</p> <ul style="list-style-type: none"> Preschool educational environment data is reported and entered accurately into Education Management Information System (EMIS) and District designates staff responsible for reporting and District addresses quality assurance practices for accurately reporting data | <p>Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following:</p> <ul style="list-style-type: none"> Special education procedures Employee/Staff Handbook Education Management Information System (EMIS) Coordinator Trainings <p>Onsite (Tier 4): In addition to the items listed above for Tiers 2-4, the following required evidence:</p> <ul style="list-style-type: none"> Documentation that the written process was followed for Indicator 6 (placement data) for each of the individual student records supplied |
| | | | NO | Any of the criteria not met | |
| DS/ LRE-9 | OAC 3301-51-11 (K) Transportation of children with disabilities OAC 3301-83-17 (A)(6) Authorized Passengers | If the Individualized Education Program (IEP) team determines transportation is necessary for preschool special education children to access a free and appropriate education, is it provided | YES | <p>a. Individualized Education Program (IEP) team considers transportation to access Free Appropriate Public Education (FAPE) and</p> <p>b. The Individualized Education Program (IEP) team documents transportation decisions and</p> | <p>Self-Review and Desk Review (Tier 2 and Tier 3): Any of the following:</p> <ul style="list-style-type: none"> Prior Written Notice (PR-01) Section 8 of the Individualized Education Program (IEP) <p>Onsite Review (Tier 4):</p> |

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|-------------|------------|--|-----------|--|--|
| | | <i>at no cost to the parent or guardian?</i> | | c. When the Individualized Education Program (IEP) team determines, transportation is required to access Free Appropriate Public Education (FAPE), it is made available at no cost to the parent | No additional evidence required. The individual student records selected for record review will also be reviewed to satisfy the criteria. |
| | | | NO | Any of the criteria not met | |
| | | | NA | If the district representative at the IEP team meeting is <u>not</u> employed by the school district | |

RESOURCES

[ECTA and DaSY- Local District Preschool Inclusion Self-Assessment](#): This self-assessment tool provides a framework for discussion to promote partnerships among schools and early care and education providers to further promote the inclusion of young children with disabilities and their families in early childhood programs.

[Preschool Inclusion Ohio’s Guidance](#): Ohio’s guidance and vision on preschool inclusion.

[Least Restrictive Environment Decision Tree](#): Tool to assist districts on how to report the educational environments for children ages 3-5 with IEPs.

[A Guide to Transportation for Preschool Students with Disabilities](#): Outlines rules and laws on the topic of transportation of students with disabilities and guidance on how to complete Section 8 of the Individualized Education Program.

[Preschool LRE Guiding Questions](#): Guiding questions to assist districts in determining placement in the least restrictive environment.

[Indicator 6 Description of Compliance Calculation](#): Details the compliance calculation for Indicator 6: Preschool Least Restrictive Environment.

[Ohio PROMISE Child Care Inclusion Program | Department of Children and Youth](#) Governor DeWine has established Ohio PROMISE, a new statewide initiative that will Promote Resources, Opportunities, and Meaningful Inclusion through Support and Education.

CHILD OUTCOMES

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence |
|-------------|---|---|-----------|---|--|
| CO-1 | 20 U.S.C. 1416 (a)(3)(A) Monitoring Priorities Child Outcomes Policy | <i>Does the district have written policies and procedures that comply with the state Child Outcomes Policy?</i> | YES | a. The district has written policies and procedures that include: <ul style="list-style-type: none"> • The required timelines and • Completion of the Child Outcomes policy (COS) form and sources of information and • Ratings and • Roles in the rating process and • Supervisor responsibilities | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following: <ul style="list-style-type: none"> • Special education policies/procedures (district policy that reflects the state Child Outcomes policy) • Employee/Staff Handbook |
| | | | NO | Any of the criteria not met | |
| CO-2 | Child Outcomes Policy ORC 3301.0714 Guidelines for statewide education management information system OAC 3301-51-03 (D)(1) Data reporting OAC 3301-14-01, operation of education management information system | <i>Does the Preschool supervisor complete all Child Outcomes Summary supervisor responsibilities?</i> | YES | a. The preschool special education supervisor must ensure staff have been trained in the use of the form, evaluating the quality of the data and interpreting assessment results in relationship to the summary rating. <ul style="list-style-type: none"> • New staff must be trained by qualified State Support Team or Department staff. Trainings will be posted on the Ohio Professional Registry and/or in System to Achieve Results for Students (STARS) and • Refreshers for existing staff (who have been previously trained by the State Support Team) may be conducted by preschool special education supervisors and • Professional development must consist of the approved Department materials and • Training should be documented in case of an audit, such as selective monitoring review. The employing agency and each teacher should maintain documentation of trainings completed. | Self-Review and Desk Review (Tier 2 and Tier 3): <ol style="list-style-type: none"> Documentation that indicates the date of the last Child Outcome Summary (COS) training for staff, who provided the training and a list of staff that participated Completed Quality Assurance Checklist for all staff completing the COS process Any of the following: <ul style="list-style-type: none"> • Special education procedures • Employee/Staff Handbook • Educational Management Information System (EMIS) Coordinator Trainings Onsite (Tier 4): Required evidence: <ol style="list-style-type: none"> Documentation that indicates the date of the last Child Outcome Summary (COS) training for staff, who provided the training and a list of staff that participated Completed Quality Assurance Checklist for 1 staff completing the COS process Each of the following: <ul style="list-style-type: none"> • Written procedures (Special education procedures, Employee/Staff Handbook, Educational Management Information System (EMIS) Coordinator Trainings) |

CHILD OUTCOMES

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence |
|-------------|------------|-----------------------------|-----------|---|--|
| | | | | <p>b. The preschool special education supervisor is ultimately responsible for the accuracy and quality of the data reported on the summary form.</p> <p>c. The preschool special education supervisor is responsible for making sure procedures are in place to ensure data regarding the Child Outcomes Summary (COS) are accurately entered into Educational Management Information System (EMIS).</p> | <ul style="list-style-type: none"> Documentation that the written procedures were followed for Indicator 7 (COS data) for each of the individual student records supplied |
| | | | NO | Any of the criteria not met | |
| | | | NA | If the preschool special education Supervisor is not employed by the school district | |

RESOURCES

- [Preschool Special Education | State of Ohio](#): See resources for Indicator 7: Child Outcomes Summary (COS)
- [ECTA Center](#): An overview of the outcomes including a description of the [breadth of the three outcomes](#).

PART C TO PART B TRANSITION

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|-------------|--|--|-----------|---|---|
| C/B-1 | 20 U.S.C. 1416 (a)(3)(A) Monitoring Priorities 34 CFR §300.124 Transition of children from the Part C program to preschool programs 34 CFR §303.209 Transition to preschool and other programs | <i>Does the district have written policies and procedures that meet state and federal compliance about transitioning from Part C Early Intervention?</i> | YES | a. The district has written policies and procedures that meet 3301-51-11 (D)(3) including: <ul style="list-style-type: none"> • District attendance at Transition Planning Conference and • Adherence to the referral timeline and • Inviting the Part C service coordinator to initial Individualized Education Program (IEP) meeting and • Ensuring the Individualized Education Program (IEP) is in place and implemented by a child's third birthday and • Considering extended school year services and • Following procedures for any noncompliance finding | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following: <ul style="list-style-type: none"> • Special education policies/procedures • Employee/Staff Handbook |
| | | | NO | Any of the criteria not met | |
| C/B-2 | OAC 3301-51-11 (D)(2) Interagency agreements | <i>Does the district have an Interagency Agreement?</i> | YES | a. The district has an interagency agreement that includes the following: <ul style="list-style-type: none"> • Signatures from the required partners and • The requirements stated in 3301-51-11 (D)(2)(b) | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Required evidence: <ul style="list-style-type: none"> • Interagency Agreement |
| | | | NO | Any of the criteria not met | |
| C/B-3 | OAC 3301-51-11 (D)(2) Interagency agreements | <i>Do partners meet annually to review and revise the interagency agreement?</i> | YES | a. At minimum the required partners meet annually to review the effectiveness of the interagency agreement and revise the agreement as needed. | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): <ul style="list-style-type: none"> • Interagency Agreement meeting minutes |
| | | | NO | Any of the criteria not met | |

PART C TO PART B TRANSITION

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|-------------|--|--|-----------|---|--|
| C/B-4 | ORC 3301.0714 – Guidelines for statewide education management information system OAC 3301-51-03 (D)(1) Data reporting OAC 3301-14-01, operation of education management information system | <i>Does the district have written procedures in place to ensure data regarding Part C Early Intervention to Part B Preschool Special Education transitions are accurately entered into Education Management Information System (EMIS)?</i> | YES | a. Written procedures are available to all necessary staff to ensure: <ul style="list-style-type: none"> Part C Early Intervention to Part B Preschool Special Education transition data is reported and entered accurately into Education Management Information System (EMIS) and District designates staff responsible for reporting and District addresses quality assurance practices for accurately reporting data | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following: <ul style="list-style-type: none"> Special education procedures Employee/Staff Handbook Onsite (Tier 4): In addition to the items listed above for Tiers 2-4, the following required evidence: <ul style="list-style-type: none"> Documentation that the district’s written process was followed for Indicator 12 (C to B data) for one of the individual student records supplied |
| | | | NO | Any of the criteria not met | |

RESOURCES

- [Indicator 12 Compliance for LEAs Overview](#): PowerPoint overview of the requirements, roles, and responsibilities of the school district surrounding Indicator 12 compliance.
 - [Printable Version of PPT](#)
 - [Transcript of PPT](#)
- [Indicator 12 Description of Compliance Calculation](#): Details the compliance calculation for Indicator 12: Transition from Part C (Early Intervention) to Part B (Preschool Special Education).
- OCALI [Part C to Part B Training Opportunity](#) : A free training opportunity provided by OCALI to assist early care and education providers to better understand the transition process between agencies and state-level requirements for collaborative and cooperative agreements.

EVALUATION TEAM REPORT (ETR)/INDIVIDUALIZED EDUCATION PROGRAM (IEP)

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|---------------|--|---|-----------|---|--|
| ETR/ IEP-1 | ORC 3323.08 Districts to submit implementation plans – interdistrict contracts OAC 3301-51-03 (A) Child Find OAC 3301-51-06 (A)(2) Evaluations OAC 3301-51-07 (A) Individualized education program (IEP) OAC 3301-51-07 (B) Individualized education program (IEP). | <p>Does the district have written policies and procedures that comply with state and federal rules regarding Child Find, Evaluations, Individualized education program (IEP) and Delivery of Services for preschool students with disabilities?</p> | YES | <p>a. The district has adopted the Special Education Model Policies and Procedures developed by the Department or The district has developed their own written policies and procedures that at minimum include the content within the Special Education Model Policies and Procedures and</p> <p>b. The district clearly describes the procedures for Child Find, Evaluations, Individualized education program (IEP) and Delivery of Services for preschool students with disabilities.</p> | <p>Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following:</p> <ul style="list-style-type: none"> • Special education policies/procedures • Employee/Staff Handbook |
| | | | NO | Any of the criteria not met | |
| ETR/ IEP-2 | ORC 3323.08 Districts to submit implementation plans – interdistrict contracts OAC 3301-51-03 (A) Child Find OAC 3301-51-06 (A)(2) Evaluations OAC 3301-51-07 (A) Individualized education program (IEP) OAC 3301-51-07 (B) Individualized education program (IEP). OAC 3301-51-01(A) Applicability of requirements | <p>Does the district have an internal system to ensure compliant preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs)?</p> | YES | <p>a. The district has written policies and procedures describing an internal system to ensure compliant preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs).</p> | <p>Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following:</p> <ul style="list-style-type: none"> • Special education policies/procedures • Employee/Staff Handbook • Staff record selection schedule |
| | | | NO | Any of the criteria not met | |
| | | | NA | If district staff do <u>not</u> write the ETR and/or the IEP | |
| ETR/ IEP-3 | OAC 3301-51 Education of Students with Special Needs | <p>Does the district use data from their internal system of reviewing Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) for compliance to make policy/procedures/process changes?</p> | YES | <p>a. The district uses data from its internal system of reviewing Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) compliance to make policy/procedures/process changes.</p> | <p>Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following:</p> <ul style="list-style-type: none"> • Evidence of 1 meeting minutes/agenda of data discussions • Updated policy/procedures/process |
| | | | NO | Any of the criteria not met | |
| | | | NA | If district staff do not write the ETR and/or the IEP | |

EVALUATION TEAM REPORT (ETR)/INDIVIDUALIZED EDUCATION PROGRAM (IEP)

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|---------------|---|---|-----------|--|--|
| ETR/ IEP-4 | OAC 3301-51-09 (H) Personnel qualifications and personnel development | Do all necessary preschool staff receive professional development on writing compliant preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs)? | YES | a. All necessary preschool staff receive professional development on writing compliant Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs). | Self-Review and Desk Review (Tier 2 and Tier 3): Any of the following: <ul style="list-style-type: none"> • Training Plan • Training Calendar • Training Sign in Sheet Onsite (Tier 4): Required evidence: <ul style="list-style-type: none"> • Documentation of all professional development on Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) provided. Documentation must include all of the following: <ul style="list-style-type: none"> • What was the training: training title and training description is provided, • Who was trained: list of preschool staff attended training and • When was the training: date the training was provided • A copy of training materials from one preschool Evaluation Team Reports (ETRs) training and/or from one preschool Individualized Education Programs (IEPs) training |
| | | | NO | Any of the criteria not met | |
| | | | NA | If district staff do <u>not</u> write the ETR and/or the IEP | |
| ETR/ IEP-5 | OAC 3301-51-03 (A) Child Find OAC 3301-51-06 (A)(2) Evaluations OAC 3301-51-07 (A) Individualized education program (IEP) OAC 3301-51-07 (B) Individualized education program (IEP) OAC 3301-51-01(A) Applicability of requirements | Does the district review preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) for compliance? | YES | a. Preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) are reviewed for compliance using the compliance standards as directed in the Preschool Record Review Guide | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): <ul style="list-style-type: none"> • Tracking system- record review forms and tools Onsite Tier 4 Additional Required evidence: <ul style="list-style-type: none"> • One preschool record that has been reviewed by the district with the documentation of their review (such as the Record Review Comment Form, PS IEP Verification Form) |
| | | | NO | Any of the criteria not met | |
| | | | NA | If district staff do <u>not</u> write the ETR and/or the IEP | |
| ETR/ IEP-6 | OAC 3301-51-09 (H) Personnel | Based on results of data does the district have | YES | Based on results of data the district has targeted professional | Self-Review and Desk Review (Tier 2 and Tier 3): |

EVALUATION TEAM REPORT (ETR)/INDIVIDUALIZED EDUCATION PROGRAM (IEP)

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|-------------|--|---|-----------|---|--|
| | qualifications and personnel development | <i>targeted professional development to support staff on writing compliant preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs)?</i> | | <p>development to support staff on writing compliant preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs)</p> <p>a. <i>What data was analyzed?</i> Identify data sources, at minimum must include data from ETRs and IEPs reviewed for compliance. Examples of additional data sources may be staff needs survey, ETRs and IEPs knowledge quiz, Improvement Plan, Special Education Profile etc.</p> <p>b. <i>What decision was made based on the data analyzed?</i> Identify support based on the data</p> <p>c. <i>What evidence shows that the support was provided as planned?</i> Provide evidence that support (for example, professional development/Training, coaching) was given.</p> | <p>a. Data Evidence: Meeting minutes of data discussions</p> <p>b. Identify Support: Meeting minutes of data discussions and the outcome of targeted support necessary</p> <p>c. Support (for example, professional development/training, coaching):</p> <ul style="list-style-type: none"> • Training plan • Training calendar • Training sign in sheet • Coaching meeting <p>Onsite (Tier 4):</p> <p>a. Data Evidence: Evidence of 1 meeting (minutes, notes) of data discussions</p> <p>b. Identify Support: Evidence of 1 meeting (minutes, notes) of data discussions <u>and</u> the outcome of targeted support necessary</p> <p>c. Support (for example, Professional development/training, coaching):</p> <ul style="list-style-type: none"> • Documentation of all support provided that school year, for example, ETR and IEP professional development, individual coaching sessions <p>Documentation of support must include all of the following:</p> <ul style="list-style-type: none"> • What was the support: training title or description of support, • Who was supported: list of preschool staff that received the support and • When was the support provided: date the training or support was provided <p>• A copy of training materials from one targeted support professional development/training provided</p> |
| | | | NO | Any of the criteria not met | |
| | | | NA | If district staff do not write the ETR and/or the IEP | |

RESOURCES

- [Preschool Universal Supports modules](#): Universal support materials that provide guidance for completing the ETR and IEP forms.

PRESCHOOL SPECIAL EDUCATION POLICIES AND PROCEDURES

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria | Potential Source(s) of Documentation/Evidence |
|-------------|---|---|-----------|---|--|
| PP-1 | OAC 3301-51-09 (H) Personnel qualifications and personnel development ORC 3323.08 Districts to submit implementation plans – interdistrict contracts | <i>Does the district provide its preschool staff access to all its written preschool special education policies and procedures?</i> | YES | The district’s preschool staff are: a. Made aware of and b. Have access to all district written preschool special education policies and procedures | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): a. Awareness Any of the following: <ul style="list-style-type: none"> • Human Resources documents such as a sign off sheet for 1 staff to indicate that policies and procedures were reviewed • Email to staff informing them of policies and procedures b. Access Any of the following: <ul style="list-style-type: none"> • New staff orientation • Staff handbook • Posted on website that staff have access to |
| | | | NO | Any of the criteria not met | |

Section 2: Questions for District When Contracting for Services

The following section is to be completed by the District of Residence (DOR) **when they purchase special education and/or related services for preschool children with disabilities**. The purpose is to learn more about the role and responsibilities of both the DOR and the contracted agency(s) when ensuring compliance with the Individuals with Disabilities Education Act (IDEA).

| WORKLOAD/CASELOAD | | | | | |
|-------------------|---|--|-----------|--|--|
| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
| 1 | OAC 3301-51-09(I) Service provider workload determination for delivery of services OAC 3301-51-11(J)(9) Service provider workload determination for delivery of services | When contracting for special education and/or related services, does the district of residence assure that the service providers have enough time to provide specially designed instruction and/or direct related service to all assigned children? | YES | a. Written information that assures that service providers have enough time to provide specially designed instruction and/or direct related service to all assigned children | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Any of the following: <ul style="list-style-type: none"> • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Interagency Agreement |
| | | | NO | Any of the criteria not met | |

STAFF QUALIFICATIONS/CREDENTIALS

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|--|--|-----------|---|---|
| 2 | OAC 3301-51-09 (H) Personnel qualifications and personnel development OAC 3301-51-11 (J)(7) Preschool personnel qualifications OAC 3301-51-09 (H)(4) Personnel qualifications and personnel development OAC 3301-51-01(B)(52) Definitions | <p><i>When contracting for special education and/or related services, does the district of residence assure that the service providers meet the required qualifications/credentials necessary for their position.</i></p> | YES | <p>a. Written information that assures the contracted agency staff serving preschool children with disabilities from the district meet the required qualifications/credentials necessary for their position</p> | <p>Self-Review, Desk Review and Onsite (Tier 2 – Tier 4):</p> <p>Any of the following:</p> <ul style="list-style-type: none"> Purchased services agreement/contract Written assurances from contracted agency(s) Communication plan Meeting minutes Interagency Agreement |
| | | | NO | <p>Any of the criteria not met</p> | |

COMMUNICATION PLAN

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|--|--|-----------------------------|---|--|
| 3 | OAC 3301-51-11 (J)(8) Preschool supervisory services ORC 3301.58 Licensing of preschool programs and school child programs - enforcement of rules | <i>a. When contracting for special education and/or related services does the district of residence and the contracted agency(s) communicate with one another regarding how the agreed upon services are being fulfilled?</i> | YES | a. Written information that assures that the district of residence and the contracted agency(s) communicate with one another regarding how the agreed upon services are being fulfilled | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Evidence of one communication, for example: <ul style="list-style-type: none"> Communication plan Meeting minutes Emails |
| | | | NO | Any of the criteria not met | |
| | | | NA | If not contracting for preschool special education supervisory services | |
| | OAC 3301-24-06 Professional development ORC 3319.223 Ohio teacher residency program ORC 5104.29 Step up to quality program | <i>b. When contracting for special education and/or related service does the district of residence and the contracted agency(s) communicate with one another regarding how the required responsibilities for preschool special education supervisory services are fulfilled?</i> | YES | b. Written information that assures that the district of residence and the contracted agency(s) communicate with one another regarding how the required responsibilities for preschool special education supervisory services are fulfilled | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Evidence of one communication, for example: <ul style="list-style-type: none"> Communication plan Meeting minutes Emails |
| | | | NO | Any of the criteria not met | |
| | | | NA | If not contracting for preschool special education supervisory services | |
| | | <i>c. When contracting for special education and related services does the district of residence and the contracted agency(s) communicate with one another</i> | Yes | c. Written information that assures that the district of residence and the contracted agency(s) communicate with one another regarding the timely resolution of parent concerns | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Evidence of one communication, for example: <ul style="list-style-type: none"> Communication plan Meeting minutes Emails |
| | No | | Any of the criteria not met | | |

| | | | | | |
|--|--|---|----|---|--|
| | | regarding the timely resolution of parent concerns? | NA | If not contracting for preschool special education supervisory services | |
|--|--|---|----|---|--|

| PROFESSIONAL DEVELOPMENT | | | | | | | |
|--------------------------|---|---|--|---|---|-----------------------------|--|
| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met | | |
| 4 | OAC 3301-51-09 (H)(5) Personnel qualifications and personnel development OAC 3301-51-09 (D) Placements OAC 3301-51-09 (H)(1) Personnel qualifications and personnel development | a. When contracting for special education and/or related services, does the district of residence assure that the service providers are appropriately and adequately prepared and trained to provide special education and related services to preschool children with disabilities? | YES | a. Written information that assures that the service providers are appropriately and adequately prepared and trained to provide special education and related services to preschool children with disabilities | Self-Review, Desk Review and Onsite (Tier 2-4): Evidence from one source that communicates the district's requirement to the contracted agency, for example: <ul style="list-style-type: none"> • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Interagency Agreement | | |
| | | | NO | Any of the criteria not met | | | |
| | | | YES | b. Contracted agency(s) staff who will be attending IEP team meetings, and/or serving as the district's representative are adequately prepared and trained regarding the provision of FAPE, least restrictive environment and making placement decisions based upon the district's continuum of options. | | | |
| | | | | b. When contracting for special education and/or related services, does the district of residence assure that the service providers who will be attending IEP team meetings, and/or serving as the district's representative are adequately prepared and trained regarding the provision of FAPE, least restrictive environment and making placement decisions based upon the district's continuum of options? | NO | Any of the criteria not met | Self-Review and Desk Review (Tier 2 and Tier 3): Evidence to indicate that staff serving as district representative are prepared/trained, for example: <ul style="list-style-type: none"> • Special education policies/procedures • Employee/Staff Handbook • Internal Monitoring Team Process • Professional Development calendar/plan • District's continuum of options that is shared with contracted agency(s) Onsite (Tier 4): Required Evidence: <ul style="list-style-type: none"> • District's continuum of options that is shared with contracted agency(s) • Documentation of professional development provided that school year • Documentation must include all of the following: |
| | | YES | b. Contracted agency(s) staff who will be attending IEP team meetings, and/or serving as the district's representative are adequately prepared and trained regarding the provision of FAPE, least restrictive environment and making placement decisions based upon the district's continuum of options. | | | | |
| | | NO | Any of the criteria not met | | | | |

PROFESSIONAL DEVELOPMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|------------|-----------------------------|-----------|--|---|
| | | | | | <ul style="list-style-type: none"> • What was the training: training title and training description is provided • Who was trained: list of preschool staff attended training and • When was the training: date the training was provided • A copy of training materials from one professional development/training provided |

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|---|--|--------------------------------|---|--|
| 5 | OAC 3301-51-11 (J)(3)-(5) Delivery of services/least restrictive environment OAC 3301-51-11 (J)(5)(b) Delivery of services/least restrictive environment OAC 3301-51-09 (G)(3)(b) Role of preschool and school-age service providers OAC 3301-51-11(J)(8)(b) - | a. <i>When contracting for special education and/or related services does the district of residence assure that the contracted agency(s) has the district's list of available preschool educational options located in the community to inform the IEP team's discussions and decisions regarding the child's placement?</i> | <p>YES</p> <p>NO</p> <p>NA</p> | <p>a. Written information that assures that the district's list is used to inform the IEP team's discussions and decisions on placement</p> <p>Any of the criteria not met</p> <p>If district is running the IEP team meeting</p> | <p>Self-Review, Desk Review and Onsite (Tier 2-Tier 4)</p> <p>Documentation that district's list was shared with the contracted agency</p> <p>And</p> <p>Documentation for at least one child that the contracted agency used the district's list during an IEP team meeting, for example:</p> <ul style="list-style-type: none"> • Optional Least Restrictive Environment placement form for 1 child • Document in Prior Written Notice (PR-01) for 1 child • Parent Acknowledgement (signed paper) that the list was made available and discussed for 1 child |

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met | |
|-------------|--|---|-----------|--|--|---|
| | supervisory services OAC 3301-51-11 (K) Transportation of children with disabilities OAC 3301-83-17 (A)(6) Authorized Passengers | b. When contracting for special education and/or related services does the district of residence assure that the contracted agency(s) staff acting as the district representative is considering the first option on the least restrictive environment continuum to begin the placement decision-making process with the parent? | YES | b. Written information that assures the contracted agency(s) staff acting as the district representative is considering the first option on the least restrictive environment continuum to begin the placement decision-making process with the parent | Self-Review and Desk Review (Tier 2 – Tier 3) Evidence to indicate that the first option on the LRE continuum was considered, for example: <ul style="list-style-type: none"> Optional Least Restrictive Environment placement form for 1 child, or Document in Prior Written Notice (PR-01) for 1 child and IEP Onsite Review (Tier 4): No additional evidence required. The individual student records written/implemented by the contracted agency on the district’s behalf will be selected for record review satisfy this item. | |
| | | | NO | Any of the criteria not met | | |
| | | | NA | If district is running the IEP team meeting | | |
| | | c. When contracting for special education and/or related services does the district of residence assure that the contracted agency(s) ensures that the early | YES | c. Written information that assures the early childhood intervention specialist and/or related service personnel are supporting the lead teacher in the general education classroom, when required | | Self-Review, Desk Review, and Onsite (Tier 2 – Tier 4) Evidence from one source that communicates the district’s requirement to the contracted agency, for example: <ul style="list-style-type: none"> Purchased services agreement/contract |
| | | | NO | Any of the criteria not met | | |

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|------------|--|-----------|---|--|
| | | <i>childhood intervention specialist and/or related service personnel are supporting the lead teacher in the general education classroom, when required?</i> | NA | If not contracting for early childhood intervention specialist and/or related service | <ul style="list-style-type: none"> Written assurances from contracted agency(s) Communication plan Meeting minutes Emails And evidence from IEPs <p>Onsite Review (Tier 4): No additional evidence required. The individual student records written /implemented by the contracted agency on the district’s behalf will be selected for record review satisfy this item.</p> |
| | | d. When contracting for special education and/or related services does the district of residence assure that the contracted agency(s) is making available and documenting the number of required hours of general education instruction and special education based upon the child’s setting, which was determined by the IEP team? | YES | d. Written information that assures the contracted agency(s) is making available and documenting the number of required hours of general education instruction and special education based upon the child’s setting, which was determined by the IEP team | <p>Self-Review and Desk Review (Tier 2 and Tier 3): Evidence from one source to indicate that required number of hours are being provided, for example:</p> <ul style="list-style-type: none"> Purchased services agreement/contract Written assurances from contracted agency(s) Communication plan Meeting minutes Emails IEP PR-01 <p>Onsite Review (Tier 4): No additional evidence required. The individual student records written/implemented by the contracted agency on the district’s behalf will be selected for record review satisfy this item.</p> |
| | | | NO | Any of the criteria not met | |
| | | | NA | If district is running the IEP team meeting and documenting the number of required hours | |

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|---|--|-----------|--|--|
| | | e. <i>When contracting for special education and/or related services does the district of residence assure that the contracted agency(s) staff acting as the district representative during the IEP team meeting determines if transportation is necessary so that the preschool child with a disability can access a free appropriate public education, at no cost to the parent?</i> | YES | e. Written information that assures that the contracted agency(s) staff acting as the district representative during the IEP team meeting determines if transportation is necessary so that the preschool child with a disability can access a free appropriate public education, at no cost to the parent | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4) Evidence from one source that communicates the district’s requirement to the contracted agency, for example: <ul style="list-style-type: none"> • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails Self-Review and Desk Review (Tier 2 and Tier 3): Evidence from one source to indicate that transportation was provided, if necessary, for example: <ul style="list-style-type: none"> • PR-01 • Section 8 of the IEP Onsite Review (Tier 4): No additional evidence required. The individual student records selected for record review will also be reviewed to satisfy this item. |
| | | | NO | Any of the criteria not met | |
| | | | NA | If district is not contracting for district representative services | |
| 6 | Child Outcomes Policy ORC 3301.0714 Guidelines for statewide education management information system OAC 3301-51-03 (D)(1) Data reporting OAC 3301-14-01, operation of education management information system | When contracting for special education and/or related services, does the district of residence assure that preschool special education data for Indicators 6, 7 and 12 are accurately entered into EMIS? | YES | a. The district determines with the contracted agency(s): <ul style="list-style-type: none"> • Who is responsible for reporting Indicators 6, 7 and 12 data to the district, • What Indicators 6, 7 and 12 data are to be reported to the district, • When Indicators 6, 7 and 12 data are to be reported to the district and • How the Indicators 6, 7 and 12 data are to be reported to the district | Self-Review, Desk Review and Onsite (Tier 2 – Tier 4): Evidence from any source(s) that communicates all of the district’s requirements for Indicators 6, 7 and 12 to the contracted agency, for example: <ul style="list-style-type: none"> • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails |
| | | | NO | Any of the criteria not met | |
| | | | NA | Contracted Agency not responsible for collecting and reporting Indicator 6, 7, and 12 data to district. | |

CHILD OUTCOMES

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|---|--|-----------|---|---|
| 7 | Child Outcomes Policy ORC 3301.0714 Guidelines for statewide education management information system OAC 3301-51-03 (D)(1) Data reporting OAC 3301-14-01, operation of education management information system | <p>When contracting for special education and/or related services does the district of residence assure that responsibilities regarding the Child Outcomes Summary process are carried out?</p> | YES | <p>a. Written information that assures:</p> <ul style="list-style-type: none"> Contracted agency staff will be trained in the COS process Data reported by contracted agency staff on the summary form will be checked for accuracy and quality | <p>Self-Review and Desk Review (Tier 2 and Tier 3): Evidence from one source that communicates the district's requirement to the contracted agency, for example:</p> <ul style="list-style-type: none"> Purchased services agreement/contract Written assurances from contracted agency(s) Communication plan Meeting minutes Emails <p>And Evidence from any source(s) that indicates that contracted agency staff have been trained in the COS process, for example:</p> <ul style="list-style-type: none"> Professional Development calendar/plan Staff's Professional Registry (OPR) information <p>And Evidence from any source(s) that indicates that data reported by contracted agency staff on the summary form has been checked for accuracy and quality, for example:</p> <ul style="list-style-type: none"> COS Quality Assurance Checklist <p>Onsite (Tier 4): Evidence from one source that communicates the district's requirement to the contracted agency, for example:</p> <ul style="list-style-type: none"> Purchased services agreement/contract Written assurances from contracted agency(s) Communication plan Meeting minutes Emails <p>And Required Evidence: Documentation that indicates the date of the last Child Outcome Summary (COS) training for contracted agency staff, who provided the training and a list of contracted agency staff that participated</p> <p>And Completed Quality Assurance Checklist for 1 contracted agency staff who completed the COS process</p> |
| | | | NO | Any of the criteria not met | |

EVALUATION TEAM REPORT (ETR)/INDIVIDUALIZED EDUCATION PROGRAM (IEP)

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|---|--|--------------------------------------|--|--|
| 8 | OAC 3301-51-03 (A) Child Find OAC 3301-51-06 (A)(2) Evaluations OAC 3301-51-07 (A) Individualized education program (IEP) OAC 3301-51-07 (B) Individualized education program (IEP). OAC 3301-51-01(A) Applicability of requirements OAC 3301-51-09 (H) Personnel qualifications and personnel development | <p>a. When contracting for special education and/or related services does the district of residence assure that the contracted agency(s), when acting on behalf of the district of residence, is compliant with state and federal rules and regulations regarding the:</p> <ul style="list-style-type: none"> • Child Find activities • Evaluation process to determine whether a preschool child is a child with a disability • Development of the preschool child's Individualized Education Program (IEP) • Delivery of Services will be provided in the child's Least Restrictive Environment (LRE) | YES | <p>a. Written information that assures the contracted agency(s), when acting on behalf of the district of residence, is compliant with state and federal rules and regulations regarding the:</p> <ul style="list-style-type: none"> • Child Find activities • Evaluation process to determine whether a preschool child is a child with a disability • Development of the preschool child's Individualized Education Program (IEP) • Delivery of Services will be provided in the child's Least Restrictive Environment (LRE) | <p>Self-Review, Desk Review and Onsite (Tier 2 – Tier 4) Evidence from one source that communicates the district's requirement to the contracted agency, for example:</p> <ul style="list-style-type: none"> • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails |
| | | NO | Any of the criteria not met | | |
| | | NA | If district writes all ETRs and IEPs | | |
| | | <p>b. When contracting for special education and/or related services does the district of residence assure that ETRs and IEPs are reviewed for compliance and implemented as written?</p> | YES | | <p>b. Written information that assures that ETRs and IEPs written by the contracted agency(s) are reviewed for compliance and implemented as written</p> |
| | | NO | Any of the criteria not met | | |
| | | NA | If district writes all ETRs and IEPs | | |

EVALUATION TEAM REPORT (ETR)/INDIVIDUALIZED EDUCATION PROGRAM (IEP)

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|------------|--|-----------|--|---|
| | | | | | <p>And</p> <p>Evidence of ETRs and IEPs written by the contracted agency(s) were reviewed by the district or contracted agency(s)</p> |
| | | <p>c. When contracting for special education and/or related services does the district of residence assure that data from the review of ETRs and IEPs written and implemented by the contracted agency(s) is used to make corrections and/or changes to policy or procedures?</p> | YES | c. Written information that assures that data from the review of ETRs and IEPs written and implemented by the contracted agency(s) is used to make corrections and/or changes to policy or procedures. | <p>Self-Review, Desk Review and Onsite (Tier 2 – Tier 4)</p> <p>Evidence that communicates who will be responsible for using data from the review of ETRs and IEPs written and implemented by the contracted agency(s), for example:</p> <ul style="list-style-type: none"> • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails • Internal monitoring system schedule <p>And</p> <p>Evidence that indicates that data was used, for example:</p> <ul style="list-style-type: none"> • Policy/procedure/practices changes based on review of data • Meeting minutes reflecting data discussions |
| | | | NO | Any of the criteria not met | |
| | | | NA | If district writes all ETRs and IEPs | |
| | | <p>d. When contracting for special education and/or related services does the district of residence assure that the contracted agency(s) agrees with the district in how ETR and IEP compliance is determined?</p> | YES | d. Written documentation of the process in which ETR and IEP compliance is agreed upon between the district and contracted agency(s) | <p>Self-Review, Desk Review and Onsite (Tier 2 – Tier 4)</p> <p>Evidence of the process in which ETR and IEP compliance is agreed upon, for example:</p> <ul style="list-style-type: none"> • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails • Written process |
| | | | NO | Any of the criteria not met | |
| | | | NA | If district writes all ETRs and IEPs | |

EVALUATION TEAM REPORT (ETR)/INDIVIDUALIZED EDUCATION PROGRAM (IEP)

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|------------|---|-----------|---|--|
| | | e. <i>When contracting for special education and/or related services does the district of residence assure that the contracted agency(s) ensures that their staff receive professional development on writing compliant ETRs and IEPs?</i> | YES | e. Written information that assures the contracted agency(s) ensures that their staff receive professional development on writing compliant ETRs and IEPs | <p>Self-Review and Desk Review (Tier 2 and Tier 3): Evidence that communicates the district’s requirement to the contracted agency, for example:</p> <ul style="list-style-type: none"> • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails <p>And Evidence from any source(s) that indicates that contracted agency staff have been trained on writing compliant ETRs and IEPs, for example:</p> <ul style="list-style-type: none"> • Training plan • Training calendar • Training sign-in sheet <p>Onsite (Tier 4): Evidence that communicates the district’s requirement to the contracted agency, for example:</p> <ul style="list-style-type: none"> • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails <p>And Required Evidence: Documentation of all professional development on ETRs and IEPs provided. Documentation must include all of the following:</p> <ul style="list-style-type: none"> • What was the training: Training title and training description is provided, • Who was trained: list of preschool staff attended training and • When was the training: date the training was provided. |
| | | | NO | Any of the criteria note met | |
| | | | NA | If district writes all ETRs and IEPs | |

EVALUATION TEAM REPORT (ETR)/INDIVIDUALIZED EDUCATION PROGRAM (IEP)

| Item Number | Regulation | PS IDEA Monitoring Question | Compliant | Criteria {Can answer yes to this? if...} | Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met |
|-------------|------------|---|------------|--|---|
| | | | | | <ul style="list-style-type: none"> • Training plan • Training calendar • Training sign in sheet • A copy of training materials from one preschool ETR training and/or from one preschool IEP training |
| | | <p><i>f. When contracting for special education and/or related services does the district of residence assure that the contracted agency(s) ensures that their staff receive targeted professional development on writing compliant ETRs and IEPs based upon the results of a review of ETRs and IEPs and tailored to meet the individual needs of staff?</i></p> | <p>YES</p> | <p>f. Written information that assures the contracted agency(s) ensures that their staff receive targeted professional development on writing compliant ETRs and IEPs based upon the results of a review of ETRS and IEPs and tailored to meet the individual needs of staff</p> <ol style="list-style-type: none"> 1. What data was analyzed? Identify data source (examples may be staff needs survey, Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) knowledge quiz, record review results from internal monitoring, Improvement Plan, Profile etc.) 2. What decision was made based on the analyzed data? Identify the support based on the data 3. What evidence is provided to show the support was given as planned? Provide evidence that the support (For example, Professional development/Training, coaching) was given | <p>Self-Review, Desk Review and Onsite (Tier 2 – Tier 4) Evidence that communicates the district’s requirement to the contracted agency, for example:</p> <ul style="list-style-type: none"> • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails <p>And Evidence that contracted agency staff receive targeted professional development on writing compliant ETRs and IEPs based upon the results of data:</p> <ol style="list-style-type: none"> 1. Data Evidence: Meeting minutes of data discussions 2. Identify Targeted Support: Meeting minutes of data discussions and the outcome of targeted support necessary 3. Targeted support provided (For example, Professional development/training, coaching): <ul style="list-style-type: none"> • Training plan • Training calendar • Training sign in sheet • Coaching meeting |
| | | | <p>NO</p> | <p>Any of the criteria not met</p> | |
| | | | <p>NA</p> | <p>If district writes all ETRs and IEPs</p> | |