

Preschool Record Review Guide

The Preschool Special Education team for the state of Ohio has developed the following Preschool Record Review Guide and Preschool Record Review Comment Form to determine compliance and document the review of individual preschool student records. As part of the internal monitoring process, the district will review Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) for compliance using the guide to document and summarize the findings. The Record Review Guide and Record Review Comment form are the same tools used by Department staff when reviewing submitted records for compliance.

The Record Review Guide outlines the record review questions in detail showing what is needed to be considered compliant. The guide is separated into three sections. These sections include Child Find, Delivery of Service and Least Restrictive Environment. Each record review item is comprised of the regulation in rule in which the item is associated, the record review question, a determination that the item is or is not compliant or is not applicable, evidence that is used as criteria to determine if the item is or is not compliant and potential source(s) of documentation where the evidence could be found.

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) [Review of existing evaluation data] 3301-51-11(G)(1)(a) [Evaluations]	<i>For children transitioning from Part C Early Intervention (EI), did the educational agency utilize child information from the Individual Family Service Plan (IFSP) and other documentation provided by Part C EI in suspecting or when determining eligibility for Part B supports and services?</i> <i>*Initial Evaluation Only</i>	YES	Information from Part C EI must be documented and can 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 required Part C EI assessments, Information included within the PR-01 and Information included within the PR-04 referral form Please note: This can include ANY information pertaining to the child coming from Part C EI.	<ul style="list-style-type: none"> Early Intervention forms Records from the Transition Conference PR-06 ETR – 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 Part C EI to Part 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	3301-51-06(A) [Evaluations – General]	<i>Does the educational agency provide interventions to resolve concerns for any child who is transitioning from Part C EI and/or receiving services from Part B of Individuals with Disabilities Education Act (IDEA) or is being evaluated under the suspected disability category of specific learning disability?</i>	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 as a result of the intervention(s) <p>Please note that if a child is attending a community childcare and not currently receiving Part B IDEA services then the district would NOT be required to provide any summary of interventions.</p> <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 student is making adequate progress with current special education supports and services required in the IEP and 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"> • PR-06 ETR – Part 2
			NO	The student record contains no evidence that interventions were provided for a child that transitioned from Part C EI and/or receiving services from Part B; OR For a reevaluation, there is no statement that the student was making adequate progress with current special education supports and services.	
			NA	Transfer ETR from previous educational agency; OR The preschool child did not previously receive services under Part C EI and/or Part B of IDEA.	

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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) [Parent participation in meetings] 300.9 [Consent]	<i>Were the parents/guardians provided the opportunity to be involved in the ETR planning meeting to establish informed parental consent?</i>	YES	There is evidence of parental involvement ; OR Evidence the parent was provided the opportunity to participate in the ETR planning meeting. This also applies to in-state transfer ETRs adopted by the educational agency. Note: A new evaluation for a child who transfers into Ohio from another state is considered to be an initial evaluation in Ohio.	<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 calls • 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	

CHILD FIND

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-4	300.300 [Parental Consent] 300.9 [Consent]	<i>Was written, informed parental consent obtained prior to an evaluation?</i>	YES	Signed PR-05 Parent Consent for Evaluation OR for a re-evaluation evidence that the district made reasonable efforts to obtain consent for evaluation and the child’s parent failed to respond AND the Part 1 (Individual Evaluators Assessment) only included evaluations noted on the planning form.	<ul style="list-style-type: none"> • PR-05 Parent Consent for Evaluation • PR-01 Prior Written Notice • OP-9 Attempts to Obtain Parent Participation
			NO	No evidence of PR-05; OR PR-05 is signed prior to the planning form date; OR The evaluation report addressed other areas NOT noted on the planning form; OR An individual evaluator’s assessment was completed prior to the date of consent; OR Consent was not obtained in writing.	
			NA	The parent and the educational agency agreed in writing that a reevaluation was unnecessary and provided supporting documentation.	

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	<p>300.304 (c) [Other evaluation procedures]; 300.307-311</p> <p>[Additional Procedures for Identifying Children with Specific Learning Disabilities]</p> <p>3301-51-11 (G)(1)(a-e) [Evaluations]</p>	<p><i>Is there evidence that the evaluation addresses all areas related to the suspected disability and evidence that each assessment method was used at least once?</i></p> <p>Note: The screening of a child shall not be considered to be an evaluation for eligibility for special education and related services.</p>	YES	<p>There is evidence that the evaluation addresses all areas related to the suspected disability including:</p> <ul style="list-style-type: none"> • Adaptive Behavior • Cognition (including pre-academic) • Communication • Hearing • Vision • Sensory/Motor Functioning • Social/Emotional Functioning • Behavioral Functioning <p>There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Deafness or Hearing Impairment and preschool-age children.</p> <p>There is evidence that each assessment method was used at least once. These methods include, but are not limited to,</p> <ul style="list-style-type: none"> • Data from Part C EI. This only applies if the child is transitioning from Part C Early Intervention. Data from community or preschool program providers is required if the child attends such program in the past 12 months. 3301-51-06 (F)(1) • Structured observations in more than one setting and in multiple activities (minimum of two observations) • Information provided by the parent or caregiver • Criterion-referenced evaluation • Norm-referenced evaluation <p>The evaluation report addressed all areas noted on the planning form in Part 1.</p>	<ul style="list-style-type: none"> • Preschool Evaluation Planning Form • PR-04 Referral Form • PR-01 Prior Written Notice • OP-4 Agreement to Waive Reevaluation
			NO	<p>The evaluation report did not address all developmental areas and assessment method/data sources; OR The evaluation report did not address all areas noted on the planning form in a Part 1; OR There is no Planning Form.</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) [Procedures for determining eligibility and educational need]	Does the ETR clearly state the summary of assessment results? Note: All information in Part 1s (Individual Evaluator’s Assessment) must be summarized in Part 2.	YES	There is a clear and concise summary of the data/information obtained during the evaluation process for the results of each Part 1 assessment. The summary of the assessment results is in language understandable to the parent.	• PR-06 ETR – Part 2
			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 The summary is not stated in parent- friendly language.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	
CF-7	300.306 (c) [Procedures for determining eligibility and educational need]	Does the ETR contain a clear and succinct description of educational needs?	YES	The description of educational needs contains specific and adequate information about the child that will allow the IEP team to develop an effective and actionable IEP based on educational needs synthesized from all Part 1s of the ETR. This includes the need for special education, related services and other supports.	• PR-06 ETR – Parts 1 and 2
			NO	The ETR does not contain a description of educational needs for the child or contains generic information that is not individualized to the child’s needs; OR The ETR does not address educational needs described in Part 1s, or educational needs described in Part 1 were omitted in Part 2 without explanation.	
			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-8	300.306 (c) [Procedures for determining eligibility and Educational need]	<i>Does the ETR contain specific implications for instruction?</i>	YES	The ETR clearly describes the implications for specially designed instruction and, if applicable, related services based on implications for instruction synthesized from all Part 1s of the ETR.	<ul style="list-style-type: none"> PR-06 ETR – Parts 1 and 2
			NO	There is no description of the implications for instruction; OR The implications description is generic in nature and does not address the individualized needs of this child; OR The ETR does not address implications for instruction described in Part 1, or that information is omitted from Part 2 without explanation.	
			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	<p>300.306(a)(1) [Determination of eligibility]</p> <p>300.303(a) [Reevaluations]</p> <p>3301-51-11 (G)(2)(a-d) [Evaluations]</p>	<p><i>Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?</i></p> <p>Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team.</p>	YES	<p>Initial Evaluations for Preschool</p> <p>For Initial Evaluations the group includes:</p> <ol style="list-style-type: none"> 1. Parent 2. At least 2 representatives of the school district who collectively meet the following requirements: <ul style="list-style-type: none"> • Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the child, • Qualified to provide or supervise the provision of instruction in the preschool general education curriculum, • Authorized to make decisions about the use of school district resources for special education and related services and • Qualified to interpret the instructional implications of evaluation results. 3. 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 their age, or • For a child of less than school age, an individual qualified by the State Educational Agency 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 and/or speech- language pathologist. 	<ul style="list-style-type: none"> • PR-06 ETR – 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) • OP-9 Attempts to Obtain Parent Participation

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 (Continued)	300.306(a)(1) [Determination of eligibility] 300.303(a) [Reevaluations]	<i>Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?</i> Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team.	YES	For Preschool Reevaluation The IEP team is the Qualified Team, which includes: <ol style="list-style-type: none"> 1. Parent 2. General education teacher 3. Special education provider 4. At least 2 representatives of the school district who collectively meet the following requirements: <ul style="list-style-type: none"> • Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the child, • Qualified to provide or supervise the provision of instruction in the preschool general education curriculum, • Authorized to make decisions about the use of school district resources for special education and related services and • Qualified to interpret the instructional implications of evaluation results. 5. At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate. If related services are provided to the child or are indicated in the ETR, the related service personnel should be part of the ETR team. 	<ul style="list-style-type: none"> • PR-06 ETR – 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.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-10	3301-51-01 (B)(10) [Definitions] 3301-51-06 [Evaluations]	<i>Did the ETR team provide a justification for the eligibility determination decision?</i>	YES	The statement provides a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria for all suspected disability categories in which the child was being assessed AND The justification statement includes how the disability affects the child's progress in the general education curriculum.	<ul style="list-style-type: none"> • PR-06 ETR – Part 4
			NO	The statement does not provide a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria for all suspected disability categories in which the child was being assessed; OR The justification statement does not include how the disability affects the child's progress in the general education curriculum; OR SLD was suspected but Part 3 was not completed.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-1	3301-51-11 D(3)(e) [Child Find] 3301-51-02 (G) [FAPE]	<i>Did the IEP team consider extended school year services as part of the IEP process?</i>	YES	<p>There is evidence that the IEP team considered extended school year services in order to prevent significant regression of skills or knowledge and to avoid something more than adequately recoupable regression. This can include:</p> <ul style="list-style-type: none"> If child is transitioning from Part C EI, records, and documentation from the Transition Planning Conference, Summary of decisions documented in the PR-01, If extended school year services are determined to be necessary, the completion of Section 4 in the IEP. 	<ul style="list-style-type: none"> PR-07 IEP- Section 4 PR-01 Prior Written Notice Part C EI forms Records from the Transition Conference
			NO	The student record contains no evidence that extended school year services were considered.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
<p>DS-2</p>	<p>300.320(a)(1) [Definition of individualized education program]</p>	<p><i>Does the IEP include Present Levels of Academic Achievement and Functional Performance that address the needs of the student?</i></p>	<p>YES</p>	<p>Present Levels of Performance must include the following information as it relates to each goal:</p> <ul style="list-style-type: none"> • Summary of current daily academic/behavior and/or functional performance compared to expected <u>grade-level standards</u> or to expected <u>age-appropriate performance</u> in order to provide a frame of reference for annual goal development in the specific area of academic and/or functional need, • Baseline data provided for developing a measurable goal (for example, ETR results, if current, formative academic assessments, curriculum-based measurements, transition assessments or functional behavior assessments) and • Current performance measurement directly relates to the goal measurement. 	<ul style="list-style-type: none"> • PR-07 IEP – Section 6 (Present Level of Academic Achievement and Functional Performance)
			<p>NO</p>	<p>Present levels of performance do not provide a detailed and targeted summary of current daily academic/behavior and /or functional performance related to the development of measurable goals; OR there is no comparison to grade-level or age- appropriate performance expectations.</p>	

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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) [Definition of individualized education program]	<i>Are annual goals stated in measurable terms?</i>	YES	<p>Annual goals are stated in measurable terms that describe what can be taught to the child using specially designed instruction within a twelve-month period.</p> <p>A measurable annual goal must contain the following:</p> <ul style="list-style-type: none"> 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 and <u>Performance criteria</u> desired: the level the child must demonstrate for mastery AND the number of times the child must demonstrate the skill or behavior. <p>The goal must be measurable on its own.</p>	<ul style="list-style-type: none"> PR-07 IEP – Section 6 (Measurable Annual Goals)
			NO	<p>The annual goals do not describe what can be taught to the child using specially designed instruction, and the goal is missing one or more of the above criteria.</p>	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-4	300.320(a)(2)(i) [Definition of individualized education program]	<i>Do annual goals address the child’s functional area(s) of need?</i>	YES	There is alignment between the functional needs identified in the ETR and the annual goals; OR There is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize certain needs above others; OR There is a statement that the IEP team has determined there is no longer a need for a specific goal. For Preschool , Functional refers to skills and behaviors that are meaningful to the child in the context of everyday living including academic and preacademic skills.	• PR-07 IEP – Section 6
			NO	The annual goals fail to reasonably address functional area(s) of need identified in the ETR and/or IEP.	
DS-5	300.320(a)(4) [Definition of individualized education program] 3301-51-01 (B)(54) [Definition of Related Services] 3301-51-01(B)(60) (b) (iii) [Definition of Specially Designed Instruction]	<i>Does the IEP contain a statement of specially designed instruction, including related services, that addresses the needs of the child and supports annual goals?</i>	YES	The IEP specifically identifies the provision of specially designed instruction (SDI) and related services 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; OR The child is receiving related services that the IEP team has determined is specially designed instruction.	• PR-07 IEP – Section 7 Description(s) of Specially Designed Services
			NO	The IEP does not specifically identify the provision of specially designed instruction, including related services, AND/OR does not describe the nature of the instruction that aligns with the needs of the child AND/OR does not support achievement of annual goals.	

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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)(7) [Definition of individualized education program]	<i>Does the statement of specially designed instruction, including related services, indicate the location where it will be provided?</i>	YES	The IEP specifically identifies the location of services. If more than one location, each location is separated to show the specially designed instruction and/or related services for each location.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Location of Services)
			NO	The IEP does NOT specify where specially designed instruction and/or related services will be provided; OR Each location is not separated to show the specially designed instruction and/or related services for each location.	
DS-7	300.320(a)(7) [Definition of individualized education program]	<i>Does the statement of specially designed instruction, including related services, indicate the amount of time and frequency?</i>	YES	The statement of specially designed instruction and/or related services specifically identifies the amount of time and frequency of services the child will receive AND it is clear and understandable to parents.	<ul style="list-style-type: none"> 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; OR More than one goal or provider is specified in the amount of time; OR Amounts of time and frequency are not clear and understandable to parents regarding when services are being provided.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
<p>DS-8</p>	<p>300.324(a)(2)(v) [Consideration of special factors]</p>	<p><i>Does the IEP identify assistive technology to enable the child to be involved and make progress in the general education curriculum?</i></p>	<p>YES</p>	<p>The IEP includes assistive technology and/or assistive technology services to meet the described needs for the child. For clarity, the statement should include how the device or the service meets the needs of the child.</p> <ul style="list-style-type: none"> • 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.” • Assistive Technology Service: Any service that directly assists the child in the selection, acquisition or use of an assistive technology device. 	<ul style="list-style-type: none"> • PR-07 IEP – Section 2 Special Instructional Factors • PR-07 IEP – Section 7 Description(s) of Specially Designed Services-Assistive Technology or Accommodations
			<p>NO</p>	<p>Assistive technology and/or services were 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; OR Assistive technology is generic and not specific to individual needs.</p>	
			<p>NA</p>	<p>Based on the needs of the child, assistive technology and/or services were not identified at this time.</p>	

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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)(6)(i) [Definition of individualized education program]	<i>Does the IEP identify accommodations provided to enable the child to be involved and make progress in the general education curriculum?</i>	YES	The IEP describes accommodations provided to the child and explains the conditions for and the extent of each accommodation. Accommodations provide access to course content but do not alter the scope or complexity of the information taught to the child.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Accommodations
			NO	Accommodations are noted in the Profile or Present Levels of Performance or in the ETR only and not listed in Section 7; OR Accommodations were identified by the IEP team but not included on the IEP; OR Accommodations are listed as needed, at the discretion of the teacher, as requested; OR The conditions and/or extent of each accommodation were not explained.	
			NA	Based on the needs of the child, accommodations were not identified at this time.	
DS-10	300.320(a)(4) [Definition of individualized education program]	<i>Does the IEP identify modifications to enable the child to be involved and make progress in the general education curriculum?</i>	YES	The IEP describes the type of modification and the extent of the modification provided to the child. Modifications means changes made to the content that students are expected to learn where the 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 be changed. 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.	<ul style="list-style-type: none"> PR-07 IEP, Section 7 Description(s) of Specially Designed Services- Modifications Profile or Present Levels of Performance
			NO	The IEP does not describe the type of modification and the extent of the modification provided to the child; OR Modifications are 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.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-11	300.320(a)(4) [Definition of individualized education program]	<i>Does the IEP identify supports for school personnel to enable the child to be involved and make progress in the general education curriculum?</i> Note: A child with a visual and/or hearing impairment who receives services in a non-categorical classroom shall have a minimum of support for school personnel services provided by an intervention specialist licensed in the area for the child's sensory impairment(s) (e.g., PK-12 "Intervention Specialist for Hearing Impaired").	YES	<p>The IEP describes support(s) to school personnel who may need assistance in implementing the child's IEP. The section describes what support adult staff are receiving from other adult staff.</p> <p>For each support, the team must list</p> <ul style="list-style-type: none"> The school personnel to receive the support, The specific support that will be provided, Who will provide the support, When the support will take place and The time and frequency in the description for each support. <p>There can be more than one support description in this area.</p> <p>Support for school personnel services" may include modeling specially designed instruction, preparing materials for use by others, co-planning instruction or interventions, coaching, or otherwise consulting with a family member, caretaker, general education teacher, intervention specialist, related services personnel, paraprofessional, or other person who provides care, education, or related services to the child.</p>	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Support for School Personnel
	3301-51-11 (J)(5)(b)(iii) [Delivery of services/least restrictive environment]		NO	<p>Supports for school personnel were identified by the IEP team but were not included on the IEP, or are listed "as needed," "at the discretion of the teacher;" OR Section 7 of the IEP did not specify what the support is or who would provide the support; OR The section described student services and not what support adult staff are receiving from other adult staff; OR Section 7 of the IEP did not provide the amount of time and frequency in the description for each support;</p>	
	3301-51-11(J)(5)(c) [Delivery of services/least restrictive environment]		NA	<p>Supports for school personnel were not identified at this time.</p>	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-12	300.320(a)(3) [Description of individualized education program]	<p><i>Was progress reporting data collected and analyzed to monitor performance on each goal?</i></p> <p>This refers to progress reporting data used to inform instruction.</p>	YES	There is instructional data collected for each measurable annual goal AND there is evidence that the progress data reported aligns to measurement(s) used in the annual goal statement.	<ul style="list-style-type: none"> Progress Reports Progress toward last year's goals Concerns of parents Input from related service providers Use of objective/measurable terms in present levels of performance and goals/objectives
			NO	There is no evidence of data collection on each annual goal, progress reports/analysis; OR There is no evidence that the progress data for each annual goal was reported; OR Progress reported does not align to measurement(s) used in the annual goal statement.	
DS-13	300.324(b) [Review and revision of IEPs]]	<p><i>During this school year, were revisions to the IEP made based on data indicating changes in student needs or abilities?</i></p>	YES	Data from progress monitoring and/or recent evaluations drive decisions made to modify the IEP. After data analysis, the decision was made to adjust instruction to promote increased student learning. Rationale for instructional adjustment is documented. The IEP details the instructional adjustment(s) in the relevant sections.	<ul style="list-style-type: none"> Evidence that staff use student progress data to assess the effectiveness of each special education instructional service and strategy that have 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 indicating the necessary instructional adjustment(s). Parental participation to adjust instructional strategies actively pursued. The IEP amendment.
			NO	Data indicating the need for revision were 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 reporting period of the year and sufficient data are 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-14	300.321 (1)-(7) [IEP Team]	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) and • 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 the parent and the educational agency consent, in writing, to the excusal prior to the IEP meeting.</p> <p>If the IEP discussion involves any excused members' area of the curriculum or related service, the member must submit, in writing, input into the development of the IEP prior to the meeting.</p>	<ul style="list-style-type: none"> • PR-02 Parent Invitation • PR-01 Prior Written Notice • Signed excusal by parent and written information from the excused IEP team member
			NO	One or more of the above team members were not involved in the IEP meeting with no evidence of excusal where appropriate.	

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	300.503 (a-c) [Prior notice by the public agency; content of notice] 300.116 [Placements]	<i>Does the IEP team clearly describe the placement decision in the Prior Written Notice (PR-01) including when there is a change in placement?</i>	YES	<p>Within the Prior Written Notice (PR-01) there is a clear description of the placement decision determined by the IEP team, which includes the parent, and a justification describing why the child cannot receive all of the child’s special education and related services anywhere other than the first placement option on the continuum.</p> <p>If there is a change in placement, the Prior Written Notice (PR-01) clearly describes the new placement decision and why it was made.</p>	<ul style="list-style-type: none"> • Prior Written Notice (PR-01)
			NO	<p>Within the Prior Written Notice (PR-01) there is not a clear description of the placement decision determined by the IEP team, which includes the parent, and there is no justification describing why the child cannot receive all of the child’s special education and related services anywhere other than the first placement option on the continuum.</p> <p>If there is a change in placement, the Prior Written Notice (PR-01) does not describe the new placement decision and why it was made.</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-2	<p>300.320(a)(5) [Definition of individualized education program]</p> <p>3301-51-11(J) [Delivery of services/least restrictive environment]</p>	<i>Does the IEP clearly describe the child's access to the general education curriculum with nondisabled peers and include a justification if the child is removed from the general education setting and/or from nondisabled peers?</i>	YES	<p>The IEP provides a clear description of the child's access to the general education curriculum with nondisabled peers that includes.:</p> <ul style="list-style-type: none"> Alignment between the response to the question, Does the child attend a general education setting, and the child's placement location, When the child is not in a general education setting, the role of person that will provide instruction in the general education curriculum and how that person is providing access to the general education curriculum in the child's area of need as identified in the IEP. <p>The IEP provides a justification if the child is removed from the general education setting and/or from nondisabled peers and the justification:</p> <ul style="list-style-type: none"> Is based on the individual needs of the child, not the child's disability, and aligns with SDI or related services location, Reflects that the team has given adequate consideration to meeting the student's needs in the general education setting with supplementary aids and services, There is documentation that the nature or severity of the disability is such that education in the general education setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily and Describes potential harmful effects to the child or others, if applicable. 	<ul style="list-style-type: none"> PR-01 Prior Written Notice PR-07 IEP- Section 6 (Measurable Annual Goals) PR-07 IEP- Section 7 (Descriptions of Specially Designed Services) PR-07 IEP - Section 11 (LRE)

LEAST RESTRICTIVE ENVIRONMENT

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
			NO	<p>The IEP does not provide a clear description of the child’s access to the general education curriculum with nondisabled peers;</p> <p>OR</p> <p>The IEP does not provide a justification if the child is removed from the general education setting or from nondisabled peers;</p> <p>Or the justification given:</p> <ul style="list-style-type: none"> • Is not based on the individual needs of the child or does not align with SDI or related services location, • Does not reflect consideration for provision of supplementary aids and services, • There is no documentation that the nature or severity of the disability is such that education in the general education setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily or • Does not describe potential harmful effects to the child or others, if applicable 	