Tier 4 Preschool IDEA Monitoring Process Guide

Preschool
Special Education

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Ohio Department of Children & Youth

TABLE OF CONTENTS

Introduction 3
Risk Assessment Description 5
Document Uploads/Sharing Documents 6
Tier 4 Process Overview 7
Tier 4 Closure Process 18
Moving Forward with Continuous Improvement 18
Glossary 22

APPENDIX 1: Instructions For Uploading Documents to FileDrop 23

APPENDIX 2: Parent Input Communication 29

APPENDIX 3: Tier 4 PS Verification of Parent Notice 31

APPENDIX 4: Perception Surveys 33
- Parent Survey 34
- Administrator Survey 38
- Community Partner Survey 40
- Contracted Agency Staff Survey 41

APPENDIX 5: Preschool Record Review Guide 43

APPENDIX 6: PS Record Review Comment Form 67

APPENDIX 7: PS IDEA Monitoring Questions 70
- Section 1: Questions For District 72
- Section 2: Questions for District When Contracting for Services 95

APPENDIX 8: Tier 4 PS IDEA Monitoring Questions Response Form 109

APPENDIX 9: PS IEP Verification Form 133

APPENDIX 10: Tier 4 Corrective Action Plan Template 138

APPENDIX 11: Tier 4 Verification of Individual Correction and CAP Completion Form 158

APPENDIX 12: Tier 4 Improvement Plan Template 160

APPENDIX 13: Tier 4 Document Request Checklist Cover Page 180

Tier 4 Preschool
IDEA Monitoring Process Guide

INTRODUCTION

The Individuals with Disabilities Education Act (IDEA) requires all educational agencies that accept federal funding to maintain compliance with the provisions in the law. The Preschool Special Education team for the state of Ohio developed a comprehensive monitoring system for implementation of IDEA for preschool special education. Preschool is not compulsory, and preschool is not included in Ohio's definition of elementary school. However, IDEA still requires children 3 through 5 years of age to be identified and served for special education, and the district of residence is responsible for ensuring all activities.

There are many ways preschool services may be, and are being, delivered. Preschool has different systems and partners (Early Intervention-Part C, Head Start, Educational Service Centers, County Boards of Developmental Disabilities, community childcare's, non-public preschools), child find and evaluation processes, least restrictive environment starting point for continuum of options and learning environments (curricula, play-based instruction) that differ from school age systems. For these reasons, the Preschool Special Education team felt the need for a monitoring process specifically for preschool. Having a preschool special education focus maximizes the potential that districts have the age-appropriate, developmentally critical practices in place to ensure positive outcomes for children with disabilities in preschool.

The intent of the Preschool (PS) IDEA Monitoring process is to support all programs serving Ohio's youngest learners where a child with a disability is attending and reduce duplication of efforts of both districts and the state of Ohio. This process will combine information already available from Preschool Licensing, Step Up to Quality (SUTQ) and Early Childhood Education (ECE) Grant monitoring and the Education Management Information System (EMIS). Preschool Special Education (PSE) staff will use information already gathered from these sources when relevant. For example, any documentation and data submitted to the state of Ohio through EMIS, Ohio Educational Directory System (OEDS), SUTQ, Ohio Child Licensing and Quality System (OCLQS), Connected Ohio Records for Educators (CORE), etc. will be collected internally and will not be requested to be submitted by the district.

Preschool is the starting point for a district's comprehensive education system and is a critical component of the district's continuous improvement process. Research shows that preschool leads to positive long-term impacts on education attainment as preschoolers were more likely to graduate from high school and seek post-graduation training/education. Current systems are in place to address preschool programing compliance with Ohio laws and a Quality Rating System, however there are aspects of these monitoring systems that do not reach very specific federal and state preschool special education requirements and therefore must be monitored. Workload/Caseload, Staff Qualifications/Credentials and Professional Development of staff are part of IDEA areas of review that will focus on the review of information already provided by other systems and anything additional that would not be captured in these systems specific to preschool special education. Delivery of Services/Least Restrictive Environment, Child Outcomes, Part C to Part B Transition, Evaluation Team Report (ETR)/Individualized Education Program (IEP), Preschool Special Education Policies and Procedures are also areas of compliance monitoring cited in federal and state law.

In addition to the Preschool Special Education team, the State Support Team (SST) consultants will assist districts through the PS IDEA monitoring activities at each Tier and support districts to improve outcomes for each child with a focus on leadership, team development and inclusive instructional practices in the area of preschool special education. Whether a school district operates their own preschool program or partners with outside entities for programs and services, the Preschool Special Education team is committed to assuring that school districts understand their responsibilities for providing preschool special education services and in all cases the school district of residence is responsible for making available a Free Appropriate Public Education (FAPE) in the least restrictive environment for each individual preschool age child with a disability.

Monitoring Tiers Chart

The chart below lists activities for each of the four tiers. The Tier highlighted in **blue** below represents the monitoring tier assigned to the district.

TIER 1	TIER 2	TIER 3	TIER 4
Risk Assessment	**Self-Review**	**Desk Review**	**Onsite Review**
State Educational Agency (SEA) Completes Data Analysis Based on Risk Assessment	District Completes PS IDEA Monitoring Questions	District Completes PS IDEA Monitoring Questions	District Completes PS IDEA Monitoring Questions
--	--	District Completes Parent Notification	District Completes Parent Notification and Posts Parent Input Opportunity
--	--	District Conducts Perception Surveys	District Conducts Perception Surveys
SEA Identifies which District will Participate in Tiers 2, 3, and 4 Reviews	District Submits Acknowledgement of Completion of Self-Review to the Preschool Special Education team	--	District Submits Responses, Evidence, ETR and IEP Records
--	--	--	District Participates in Onsite Activities with SEA
--	--	--	District Completes Individual ETR and IEP Record Review Process
--	--	--	District Submits Corrective Action Plan
--	--	--	District Submits Evidence of Corrective Action Plan Completion
--	--	--	District Completes Systemic ETR and IEP Record Review Process
--	--	District Develops an Improvement Plan	District Develops an Improvement Plan
--	If requested by district, SST PSE Consultant Involvement	Required SST PSE Consultant Involvement	Required SST PSE Consultant Involvement

RISK ASSESSMENT DESCRIPTION

Prior to conducting any monitoring activities with districts (including community schools), the Preschool Special Education team for the state of Ohio will conduct a risk analysis for every district and community school that receives an Individuals with Disabilities Education Act (IDEA) Part B subrecipient grant award for early childhood special education and a Special Education Profile. The purpose of the analysis is to evaluate each district's risk of noncompliance with federal statutes, regulations, state laws and state rules. This analysis will also assist the Preschool Special Education team in determining which tier of the monitoring process the district will participate in and the level of support needed from the Preschool Special Education team as well as the regional state support teams.

The measures used in the analysis will be a combination of data collected for the Special Education Profile and data collected by the state of Ohio regarding the licensing of preschool programs and the Step Up To Quality rating and improvement system, which the Ohio Department of Children and Youth administers. Additional data points will include special education complaints, fiscal related items such as the Auditor of State findings, as well as consortium participation, special education complaints and waiver requests.

The Preschool Special Education team will use a rubric to score and determine each district's (including community school's) level of risk. The points earned by the district will create an overall score and ranking as either low, medium or high risk. For low risk, a district may be required to complete the self-assessment. For medium risk, a district may be required to complete the desk review, and for high risk, the onsite review.

State Support Team (SST) Involvement

The SST Preschool Special Education (PSE) consultant will support the district by:

- Attending an initial meeting
- Providing support to the district to answer the PS IDEA monitoring questions and support to identify evidence (the SST PSE consultant may be, but is not required to be, a member of the PS Leadership Team)
- Meeting regularly with the PSE lead and district
- Attending the Summary Report meeting
- Assisting with the development of the CAP
- Providing technical assistance (TA) and support to the district so the district can complete individual student record corrections and assisting with on-site IEP verification process
- Assisting the district to complete all CAP activities (including providing any necessary professional development (PD)) and to document the completion of all CAP activities
- Providing TA and support to the district so the district can complete systemic record corrections, if necessary
- Attending a meeting to discuss the district's development of an Improvement Plan (IP)
- Assisting with the district's development of an Improvement Plan and
- If there is a FAPE violation, assisting the district to meeting requirements outlined in the FAPE notification letter

Free Appropriate Public Education (FAPE) Violations

If, at any time during the monitoring process, the Preschool Special Education review team becomes aware of a potential FAPE violation, the review team will notify the Department leadership. If a FAPE violation is verified, the Department will notify the district immediately. The district will have 15 school days to develop a plan to correct the violation. Should a FAPE violation occur, the Department and the SST will work closely with the district on the required actions.

Sanctions

Failure to participate in any of the required Preschool IDEA monitoring activities as directed by the Preschool Special Education team for the state of Ohio, pursuant to its general supervisory authority under Part B of the IDEA may result in the following:

- The district's access to funds being reduced or terminated and/or
- The district's level of risk being elevated the following year as a result of not completing all required Preschool Tier 4 Monitoring activities

For more information see Ohio's System of General Supervision.

Reimbursement

The Department will reimburse the educational agency for postage costs in relation to this review. An invoice will need to be emailed within 30 calendar days of the review to the Preschool Special Education team at preschoolspecialeducation@childrenandyouth.ohio.gov. The Department will reimburse the educational agency for postage costs through the Comprehensive Continuous Improvement Plan, CCIP as Additional Allocation.

DOCUMENT UPLOADS/SHARING DOCUMENTS

To protect personally identifiable information, districts must never email documents that contain personally identifiable information (PII). "Personal information" according to Ohio law means any information that describes anything about a person, indicates actions done by or to a person or indicates a person possesses certain personal characteristics and that contains and can be retrieved from a system by a name, identifying number, symbol or other identifier assigned to a person. Personally identifiable information is information that would lead an individual to identify a particular student or individual. Common types of personally identifiable information you may come across include but are not limited to: Statewide Student Identifiers (SSIDs), student names, addresses, dates of birth, Social Security numbers, disability status and other medical information. The application of Family Educational Rights and Privacy Act and Ohio law also should be considered prior to the release of such information.

Submit required documents with personally identifiable information to FileDrop.
(See Appendix 1 Instructions for Uploading Documents to FileDrop). Documents submitted through this site do not need to be redacted.

TIER 4 PROCESS OVERVIEW

As part of the Preschool Individuals with Disabilities Education Act (IDEA) Tier 4 Onsite Review, districts will complete all required monitoring activities for Preschool IDEA review for compliance with federal and state regulations. The onsite review activities are meant to focus on identifying specific preschool special education practices and examine the compliance of preschool special education program delivery. This work will identify which specific practices are having an impact and identify where advances can be made to deliver more refined services that lead to increased positive student outcomes.

The Tier 4 Onsite Review process includes the following required steps:

1. Attending the Initial Meeting
2. Creating a Preschool Leadership Team
3. Completing Parent Notification
4. Conducting Perception Surveys
5. Submitting Initial Documents
6. Submitting Student Records for Review
7. Completing PS IDEA Monitoring Questions
8. Submitting Responses and Evidence
9. Completing Staff Input Survey
10. Assisting in Onsite IEP Verification Process
11. Attending Summary Report Meeting
12. Developing a Corrective Action Plan and Submitting for Approval
13. Correcting any Individual Student Record Noncompliance Findings
14. Completing Corrective Action Plan Activities and Submitting Evidence
15. Submitting Student Records for Systemic Correction Review
16. Submitting Perception Survey Analysis
17. Submitting Improvement Plan

Step 1: Attending the Initial Meeting

After the district receives notification that it has been selected, the PSE lead will communicate with the district's superintendent to schedule an initial meeting. The purpose of the initial meeting is for the PSE team to provide an overview of the Tier 4 Onsite Review process and required activities and to answer any of the district's questions. It is required that the district's leadership (for example, superintendent, special education director and preschool administrator) participate in this meeting. Further, it is important that the primary administrator that works with preschool special education be in attendance.

Step 2: Creating a Preschool Leadership Team

The district must appoint a district lead. This individual is district administrative staff with authority to direct resources that affect change even if the district contracts any or all of its preschool special education programming. The district lead will maintain the responsibility as the point of contact for

communication with the Preschool Special Education team for the state of Ohio. In addition, the district lead must serve on the district's PS leadership team as the district administrative staff with authority to direct resources that affect change, coordinate selection of individuals for the preschool leadership team and coordinate monitoring activities with the district's preschool leadership team.

The district lead will select individuals for the preschool leadership team. The preschool leadership team will be responsible for:

- Reviewing and discussing the PS IDEA monitoring questions and
- Making decisions about district compliance based on the criteria.

The preschool leadership team should include multiple individuals that have knowledge of the preschool program.

Required members: The following position titles may vary from district to district, and it is possible for staff to maintain multiple roles. The preschool leadership team members must fulfill the following roles:

- Preschool Special Education Supervisor (individual(s) responsible for ensuring preschool special education compliance/oversight)
- Preschool Director/Coordinator (individual(s) responsible for ensuring preschool licensing and SUTQ compliance/oversight)
- Preschool Intervention Specialist
- Preschool Related Services Provider(s)
- School Psychologist
- Data Management Staff (EMIS Coordinator)

Non-Required roles may include:

- Additional Administration (superintendent, treasurer or other central office staff, building principals and human resources representative(s)
- SST PSE Consultant
- Representative(s) from any contracted agency (if applicable) – also expanded on below

Districts may also utilize staff from contracted entities to serve on the preschool leadership team. At minimum, at least one district administrative staff with authority to direct resources that affect change must serve on the team.

> Example: The district does not operate its own special education program and contracts with the Educational Service Center (ESC). The district may choose to have the ESC staff serve as members of the preschool leadership team but would need to include at least the District Preschool Special Education Supervisor who is the district lead.

In addition, districts may also need to rely on staff outside of the preschool leadership team to provide more information.

Step 3: Completing Parent Notification

The district is required to notify parents when the district is selected for PS IDEA Monitoring. The PSE team will notify parents when their child's record is selected to be reviewed as part of the PS IDEA Monitoring Process.

Parent Notification Requirements When a District is Selected for PSE IDEA Monitoring:

The district must develop its own Parent Notification. The notification must include:

- The Tier in which the district is being monitored
- Who the point of contact is within the district
- How the point of contact within the district can be reached with questions or concerns and
- The Parent Input Communication document and the recorded presentation overview of the monitoring process
    - The preschool lead consultant will provide to the district, via email, a Parent Input Communication document (See Appendix 2 for Parent Input Communication) and a recorded presentation overview of the monitoring process, including the Department's request for parental input.
    - The presentation will provide parents with contact information to submit general comments or concerns regarding the preschool special education program and services provided by the district.

The district must *either* mail or email the Parent Notification to all parents of preschool students with disabilities. Other methods can be used such as a district newsletter, social media or other forms of parent communication. The district must also post the notification and/or link on their website.
The district should send the notification out after the initial meeting has occurred. A copy of the notification along with the Verification of Parent Notice (See Appendix 3 for Verification of Parent Notice) must be submitted to the Preschool Special Education team through FileDrop within two weeks from the initial meeting.

Step 4: Conducting Perception Surveys

Perception Survey Process: The district sends out perception surveys to the appropriate groups listed below by accessing the surveys (See Appendix 4 for Perception Surveys)
The district then collects and analyzes data from the perception surveys (parents, staff, administrators, associate districts, if applicable, community partners).

The district will send perception surveys to the following groups:

- **Parents:** This survey is for parents/families of preschool children with disabilities receiving special education services. Parents will help guide efforts to improve preschool services and results for children with disabilities and their families.

- **Staff Survey:** This survey is for teachers, related service providers, paraprofessionals and aides. The survey will examine compliance with federal and state laws and regulations applicable to the education of children with disabilities.

- **Administrator Survey:** This survey is for administrators of preschool children with disabilities receiving special education services. The survey examines compliance with federal and state laws and regulations applicable to the education of children with disabilities.

- **Community Partner Survey:** This survey is for entities who serve as community partners with the district to support preschool children with disabilities receiving special education services (such as community preschool programs, Head Start programs, mental health agencies).
- **Contracted Agency Staff Survey:** This survey is for entities (such as Educational Service Centers, County Boards of Developmental Disabilities, related service provider agencies, mental health agencies) who the district pays to provide contracted services to support preschool children with disabilities. Both administrators and service providers should complete the survey. This survey will help guide efforts to improve preschool services and results for children with disabilities and their families.

Perception Survey Directions:

- Districts send surveys after parent notification and early into the monitoring process as to allow for sufficient response time and time for collection and analysis by the district.
- Refer to Step 16 regarding the summary of results to be submitted to the Preschool Special Education team.

Step 5: Submitting Initial Documents

The district's preschool leadership team will submit any initial documents for review (policies, procedures, handbooks, interagency agreement) prior to submitting the completed PS IDEA Monitoring Questions Response Form and additional question evidence. The initial documents must be submitted to the Preschool Special Education team through FileDrop.

Step 6: Submitting Student Records for Review

The district will receive separate email directions for sharing information with the PSE team that will result in the selection of multiple preschool records and scheduling of IEP verification visits.

The district will initially be asked to provide a list of all preschool students that were evaluated for a disability within the previous school year to the current school year whether the students were found eligible or not.

From that list of all preschool students that were evaluated, the PSE team will select a sample number of preschool special education records. These preschool records will be selected based on an analysis of district data. The district will be directed to submit the selected records to the PSE team through FileDrop.

The district will use the Tier 4 Document Request Checklist Cover Page (See Appendix 13 for Tier 4 Document Request Checklist Cover Page) to ensure that the following forms are provided for each selected student:

- Current Evaluation Team Reports (ETRs), including the planning form
- Current and previous Individualized Education Programs (IEPs)
- IEP Progress Reports from current and previous IEPs
- Prior written notices within the last ETR/IEP term (PR-01)
- Parent invitations within the last ETR/IEP term (PR-02)
- Parent consent forms within the last ETR term (PR-05)
- Documentation of attempts to involve the parent, if applicable (OP-9)
- Discipline forms within the last IEP term, such as Manifestation Determination, Functional Behavior Assessment and Behavior Intervention Plan
- Preschool Least Restrictive Environment Guiding Questions Optional Form, if applicable
- Preschool Transition from Part C to Part B Optional Form, if applicable

The PSE team will review each of the selected students' records for compliance based upon the PS Record Review Guide. (See Appendix 5 for PS Record Review Guide)

The PSE team will also request information on each student that will assist the PSE team to schedule IEP verification visits.

Step 7: Completing PS IDEA Monitoring Questions

The preschool leadership team will review and discuss the PS IDEA Monitoring Questions. (See Appendix 7 for PS IDEA Monitoring Questions)

As part of this process, the team will review district policies, procedures, practices and documents to determine compliance with state and federal regulations based on the criteria.

The PS IDEA Monitoring Questions are divided into two sections.

Section 1: District Questions of the PS IDEA Monitoring Questions
Section 2: Questions for Districts, When Contracting for Services.

The preschool leadership team will answer all Section 1: District Questions of the PS IDEA Monitoring Questions. Districts will answer the Section 1 questions only as they apply to their district operated preschool special education programs and/or district employed staff.

If the district contracts with other agencies for preschool special education services, the preschool leadership team will also need to answer the Section 2: Questions for Districts, When Contracting for Services.

Example:

The district operates their own preschool classrooms and contracts with the ESC to provide itinerant services. The preschool leadership team will answer the Section 1 PS Monitoring Questions for their own program and staff, then the team will answer the Section 2 PS Monitoring Questions to address the contract with the ESC for the itinerant services.

The PS IDEA Monitoring Questions are organized by the following topic areas:

- Workload/Caseload (Section 1 and 2)
- Staff Qualifications/Credentials (Section 1 and 2)
- Professional Development (Section 1 and 2)
- Delivery of Services/Least Restrictive Environment (Section 1 and 2)
- Child Outcomes (Section 1 and 2)
- Part C to Part B Transition (Section 1 only)
- Evaluation Team Report (ETR)/Individualized Education Program (IEP) (Section 1 and 2)
- Preschool Special Education Policies and Procedures (Section 1 only)
- Communication Plan (Section 2 only)

Within each topic area, each question is broken down as follows:

- *Item Number*: Unique identifier for each question
- *Regulation*: Rule and/or law that describes the requirement
- *PS Monitoring Question*: The question that needs to be answered by the district's preschool leadership team.
- *Compliant*: Lists the possible answer choices of Yes, No or Not Applicable (NA)
- *Criteria*: Lists the criteria that must be addressed in order to answer Yes, No or NA to the question.
- *Potential Sources of Documentation*: Provides examples of what evidence can be used.

Step 8: Submitting Responses and Evidence

The district's preschool leadership team will utilize the Required- Tier 4 PS IDEA Monitoring Questions Response Form (See Appendix 8 for the Tier 4 PS IDEA Monitoring Questions Response form) to record their responses of compliance and relevant notes. The district will submit the response form and evidence documents to the Preschool Special Education team for the state of Ohio as part of the Tier 4 Onsite-Review process.

Step 9: Completing Staff Input Survey

The district administrators and staff will participate in completing a Staff Input Survey developed by the PSE team. This survey will focus on specific questions that allow for all staff to provide input regarding district preschool special education policies, programming, procedures and professional development. The staff will receive a link provided by the PSE team to complete the online Staff Input Survey. The surveys will be categorized by roles as follows:

a. Administration (Preschool Supervisor, Principal, Special Education Director)
b. Teachers (General Education)
c. Paraprofessionals (Teaching Assistants, One to One Aide)
d. Early Childhood Intervention Specialists
e. Related Service Providers (Occupational Therapists, Physical Therapists, Speech Language Pathologists and School Psychologists)

All staff will be given 2 weeks to complete the survey. A summary of results will be provided in the Summary Report and will not include any individual identifiers.

Step 10: Assisting in Onsite IEP Verification Process

The PSE team will coordinate with the district contact to schedule an onsite visit to conduct IEP verifications on selected reviewed student records and conduct classroom verification of the delivery of IEP services. This will include conversations with teachers, intervention specialists and related service providers to confirm that the students are receiving services as described in their IEP. The district will provide summary documentation ensuring IEP implementation with fidelity as part of the periodic report process. The PSE team will be utilizing the PS IEP Verification Form (See Appendix 9 for the PS IEP Verification Form) when conducting the onsite visit.

Step 11: Attending Summary Report Meeting

The district will be contacted to attend a required Summary Report Meeting. The PSE lead will meet with the district leadership team and the regional SST PSE consultant to present the district with a summary report of the review findings about 60-90 days from the date the district submits the response form and evidence documents. The Summary Report will contain information and analysis of all review activities, including the PS IDEA Monitoring Questions and evidence. The report will include strengths, any noncompliance and required actions. The district will receive a copy of the Summary Report.

Step 12: Developing a Corrective Action Plan (CAP) and Submitting for Approval

The district is required within 30 school days of the Summary Report Meeting to submit a Corrective Action Plan.

The district will develop and implement a CAP to address all areas needing systemic correction as identified in the Summary Report. The CAP will provide a plan to address the topic areas needing systemic correction that can be addressed within the timeline specified in the Summary Report. (See Appendix 10 for the Tier 4 Corrective Action Plan Template).

The district will work with the SST PSE Consultant to develop the CAP activities and timelines. The areas within the CAP template that the district will complete are:

- **Topic Area of Correction:** Enter the monitoring question topic area that will be addressed.
- **Summary of Evidence Leading to Correction (from Summary Report)**: Copy the information from the Summary Report showing the concerns that need to be addressed.
- **Goal**: Describe the goal in measurable terms that can be achieved within the timelines indicated in the Summary Report. The goal must address the Topic Area of Correction and the concerns listed in the Summary of Evidence Leading to Correction section.
- **Activity**: Describe the activity that will be completed to achieve the goal. Indicate only one activity per box. If there is more than one activity for the goal, add a new row, and number each activity consecutively in relation to the goal. For example, the first activity for goal 1 would be 1.1, the second activity would be 1.2 and so on. For goal 2 the numbering would be 2.1, 2.2, 2.3.
    - Example: *District will develop PD/coaching plans for preschool staff based on trend data from the results of their preschool internal monitoring reviews.*

- **Evidence of Completion**: List the documentation that the district will submit demonstrating that this activity was completed (for example, agendas, sign-in sheets, procedures manual).
    - Example: *Internal Monitoring tally sheets of preschool records reviewed; copies of PD provided to preschool staff; copies of individual preschool staff coaching plans*
- **Evidence of Improvement (Impact)**: Describe the data or documentation showing the district has made improvement in the targeted area.
    - Example: *Staff are writing compliant preschool ETRs and IEPs*
- **Implementation Timeline**: State when each action step will begin and end.
    - Example: *5/1/22 – 2/1/23*
- **Resources Needed**: List the resources needed to accomplish the goal's activities (for example, SST personnel, educational agency administrative personnel, state approved training modules, time for teacher training or team meetings).

After the CAP has been developed, the following people need to complete the signature section:

- **Preschool District Lead**: List the required information for the person who has been designated as the district lead for the PS IDEA Monitoring process. This should be the same person who has participated as the lead on the PS Leadership Team. An electronic signature may be used.
- **Superintendent**: List the required information. An electronic signature may be used.
- **State Support Team Preschool Special Education Consultant**: The SST PSE Consultant that has been working with the district will need to complete this section. An electronic signature may be used.

Upload Corrective Action Plan:

After the signature section of the CAP is completed, the district will upload the signed and completed CAP to the Preschool Special Education team through FileDrop. Please do not send a scanned copy of the document. The PSE team will use the interactive form to sign and document the completion of activities.

Upon review of the CAP by the PSE team, the PSE lead will notify the district if any revisions to the CAP are needed. If the CAP addresses all areas requiring systemic correction as indicated in the Summary Report, then the district will be notified that the approved CAP was submitted to the Preschool Special Education team through FileDrop.

The district should work with their SST PSE Consultant to implement the activities listed in the approved CAP and document their completion. All CAP activities need to be completed by the date listed in the Summary Report.

Step 13: Correcting any Individual Student Record Noncompliance Findings

The process for individual record correction must be completed 60 school days from the date of the Summary Report meeting.

The individual student record correction process must be the following:

- The district will find the information needed in Section 2 Individual Findings of the Summary Report.
- For each record review item number found noncompliant, the district will refer to the comments/notes on the preschool record review comment form (See Appendix 6 for PS Record Review Comment Form) and use the PS Record Review Guide to review criteria for compliance. (See Appendix 5 for PS Record Review Guide)
- The district will develop a draft of each individual record review item correction.
- The SST PSE consultant will review draft corrections and approve or send back to the district for revision.
- Once approved, the district will conduct the events necessary that includes the parents.
- The district will send the corrected documents to the Preschool Special Education team through FileDrop.

The PSE team will notify the SST PSE consultant and the district when all individual record corrections have been determined corrected and complete.

Step 14: Completing Corrective Action Plan Activities and Submitting Evidence

Throughout the time the district is working to complete the CAP activities, the PSE team will coordinate the review of the district's implementation of and progress on corrective action steps, including collection of evidence. The SST PSE consultant will assist the district in reporting CAP progress to the PSE team lead and ensuring that evidence is provided for each activity as outlined in the CAP.

The district will be required to demonstrate completion of CAP activities and systemic correction within the given timelines in the district's summary report. When the district has completed all individual record corrections and completed all of the CAP activities, the district will complete and submit the Verification of Individual Correction and CAP Completion Form to the Preschool Special Education team (See Appendix 11 for the Tier 4 Verification of Individual Correction and CAP Completion Form). The PSE team will verify completion through a review of documentation. The PSE team will return the signed Verification of Individual Correction and CAP Completion Form to the district's through FileDrop.

Step 15: Submitting Student Records for Systemic Correction Review

The district will receive separate email directions for further details on selecting and submitting individual preschool records for systemic correction.

The district will submit individual preschool student records for systemic review as outlined within the Summary Report. This process will require the district to select up to 5 individual preschool student records.

The selected preschool student records will need to be records that have been developed after the district has completed all CAP activities and have been reviewed by the district's Internal Monitoring Team.

The district will use the Tier 4 Document Request Checklist Cover Page (See Appendix 13 for Tier 4 Document Request Checklist Cover Page) to ensure that the following forms are provided for each selected student:

- Current Evaluation Team Reports (ETRs), including the planning form
- Current and previous Individualized Education Programs (IEPs)
- IEP Progress Reports from current and previous IEPs
- Prior written notices within the last ETR/IEP term (PR-01)
- Parent invitations within the last ETR/IEP term (PR-02)
- Parent consent forms within the last ETR term (PR-05)
- Documentation of attempts to involve the parent, if applicable (OP-9)
- Discipline forms within the last IEP term, such as Manifestation Determination, Functional Behavior Assessment and Behavior Intervention Plan
- Preschool Least Restrictive Environment Guiding Questions Optional Form, if applicable
- Preschool Transition from Part C to Part B Optional Form, if applicable

The PSE team will review each of the selected students' records for systemic compliance based upon the PS Record Review Guide. (See Appendix 5 for PS Record Review Guide)
Upon documented completion of all systemic corrections, the district will receive a letter of clearance from the Preschool Special Education team for the state of Ohio for this part of the Tier 4 PS IDEA Monitoring process.

Step 16: Submitting Perception Survey Analysis

The district will provide the PSE team with a summary of results from all perception surveys along with the Improvement Plan.

The Summary must include aggregated data.

- Data should include:
  - Number of surveys sent out and received by each group.
  - Number of Agree, Disagree, Don't Know, NA for each survey item for each group.
- What information did the surveys elicit for the district?

The district will upload the Perception Survey Summary to the Preschool Special Education team through FileDrop.

The district should follow the directions in the Improvement Plan section (Step 16) for how to include Perception Survey results in the Improvement Plan.

Step 17: Submitting Improvement Plan

After the district has completed their systemic corrections, the district will need to develop an Improvement Plan.
(See Appendix 12 for the Tier 4 Improvement Plan Template).

The IP will need to indicate how the district intends to:

- Continue the work begun in the CAP,
- Address individual PS IDEA monitoring question non-compliances that were noted on the Summary Report but not included as part of a systemic correction,

- Indicate alignment to PS SUTQ improvement plans, the district's One Plan, and/or the school's One Plan.

It is recommended that the IP also address any other concerns noted in the Summary Report that were not included as a systemic correction, such as from the review of student records, parent input, staff input surveys or IEP verification visits. It is also recommended that the IP include concerns noted in the district's summary of results from all perception surveys.

The district will work with the SST PSE Consultant to develop the IP activities and timelines. The areas within the IP template that the district will complete are:

- **Topic Area of Improvement:** Enter the monitoring question topic area that will be addressed.
- **Summary of Evidence Leading to Improvement:** List the source of evidence (such as CAP, student records, IEP verification, perception survey(s), monitoring questions). For each source of evidence, list the data/information that indicates the current status of the district. The information in this section should provide a snapshot of where the district is currently with the concerns and should provide a foundation for the planned improvement goal and activities that will address the topic area.
    - Example**:**
        - *CAP goal 1: District revised policies/procedures pertaining to PS evaluation process*
        - *Staff perception surveys: 83% of evaluation team members stated they were unsure of their role/responsibility as part of evaluation team*
        - *Student records: 48% of child find items (ETR) were not compliant across all 5 records originally reviewed*
- **Goal**: Describe the goal in measurable terms. The goal must address the Topic Area of Improvement and the concerns listed in the Summary of Evidence Leading to Improvement section.
- **Activity**: Describe the activity that will be completed to achieve the goal. Indicate only one activity per box. If there is more than one activity for the goal, add a new row, and number each activity consecutively in relation to the goal. For example, the first activity for goal 1 would be 1.1, the second activity would be 1.2 and so on. For goal 2 the numbering would be 2.1, 2.2, 2.3.
- **Evidence of Completion**: List the documentation that the district will submit demonstrating that this activity was completed (for example, agendas, sign-in sheets, procedures manual).
- **Evidence of Improvement (Impact)**: Describe the data or documentation showing the district has made improvement in the targeted area.
- **Implementation Timeline**: State when each action step will begin and end.

- **Resources Needed**: List the resources needed to accomplish the goal's activities (for example, SST personnel, educational agency administrative personnel, state approved training modules, time for teacher training or team meetings).

- **Alignment to Other District Improvement Plans**
    - **SUTQ Improvement Plans:** Describe how this PS IDEA monitoring Improvement Plan aligns with the SUTQ Improvement Plan(s).
    - **One Plan:** Describe how this PS IDEA monitoring Improvement Plan aligns with the district's and/or school's One Plan.

After the IP has been developed, the following people need to complete the signature section:

- **Preschool District Lead**: List the required information for the person who has been designated as the district lead for the PS IDEA Monitoring process. This should be the same person who has acted as the lead on the PS Leadership Team. An electronic signature may be used.
- **Superintendent**: List the required information. An electronic signature may be used.
- **State Support Team Preschool Special Education Consultant**: The SST PSE Consultant that has been working with the district will need to complete this section. List the required information. An electronic signature may be used.

Upload Improvement Plan:

After the signature section of the IP is completed, the district will upload the signed and completed IP to the Preschool Special Education team through FileDrop. Please do not send a scanned copy of the document. The PSE team will use the interactive form to sign and also document the completion of activities.

Upon review of the Improvement Plan by the PSE team, the PSE lead will notify the district if any revisions to the Improvement Plan are needed. If the Improvement Plan addresses all areas required, then the district will be notified that the approved Improvement Plan was submitted to the Preschool Special Education team through FileDrop.

TIER 4 CLOSURE PROCESS

The PSE lead will notify the district, via email, upon review of evidence demonstrating systemic correction as described in the district's Summary Report and Corrective Action Plan. The district will be sent a closure letter signifying the Tier 4 On-site Review process has been completed. Although the process has been completed, the preschool special education team encourages the district to think how the data derived from completing the Tier 4 On-site Monitoring Process can be used to drive continuous improvement and maximize outcomes for preschool children with disabilities.

MOVING FORWARD WITH CONTINUOUS IMPROVEMENT

During this Tier 4 onsite review process, districts analyzed and determined if their preschool special education programs and services were compliant with federal and state regulations in order to

improve outcomes for young children with disabilities. Answering the PS IDEA Monitoring Questions, examining other data sources and developing and implementing plans are all part of a continuous improvement cycle. It is recommended that districts continue the preschool special education continuous improvement work that they have begun.

Use of Ohio's five-step improvement process lays the foundation for sustainable change. Supporting implementation consists of setting up the collaborative teams and processes districts and schools need to identify, research, plan, implement and monitor, and examine their improvement efforts. It also includes the communication and engagement, decision-making and resource management that thread through the process.

The five-step improvement process includes a team working collaboratively to complete each of the steps. By completing the Tier 4 PS IDEA Monitoring process, the district has completed all five steps and engaged in a complete cycle of continuous improvement.

First cycle: Corrective Action Plan (CAP) development and implementation

Step 1: Data Collection and Identification of Critical Needs

Complete the PS IDEA Monitoring Questions and review data included in the Summary Report from the monitoring questions, student records, IEP verifications, staff input surveys and parent input surveys. Identify root causes and critical needs to ensure a clear focus that informs the development of the CAP.

Step 2: Research and Select Evidence-Based Strategies.

Research and select evidence-based strategies that address the prioritized, critical needs.

Step 3: Plan for Implementation

Develop a CAP that addresses the critical needs and includes specific, measurable, attainable, realistic and timely (SMART) goals and progress monitoring processes to track adult implementation and child performance.

Step 4: Implement and Monitor

Implement the CAP. Monitor CAP implementation of adult practices and their impact on child outcomes.

Step 5: Examine, Reflect and Adjust

Determine if the implemented strategies from the CAP had the expected outcomes and impacts. Plan next steps.

Second Cycle: Improvement Plan (IP) development

Step 1: Data Collection and Identification of Critical Needs

Review CAP data and perception survey data. Identify root causes and decide to continue working on the same critical needs in the CAP, revise any critical needs, or identify any new critical needs to be addressed in the IP.

Step 2: Research and Select Evidence-Based Strategies.

Research and select evidence-based strategies that address the updated prioritized, critical needs.

Step 3: Plan for Implementation

Develop an Improvement Plan (IP) that addresses the critical needs and includes SMART goals and progress monitoring processes to track adult implementation and child performance. This IP should be included within or aligned to the district's/school's One Plan and SUTQ Improvement Plan(s).

Step 4: Implement and Monitor

Implement the IP (that is aligned with the One Plan and SUTQ Improvement Plans).
Monitor plan implementation of adult practices and their impact on child outcomes.

Step 5: Examine, Reflect and Adjust

Determine if the implemented strategies from the IP had the expected outcomes and impacts. Plan next steps making sure to align the district's/school's One Plan and SUTQ Improvement Plan(s) with any further preschool special education improvement work as necessary.

[Ohio Department of Education and Workforce, 2024]

For more information on supporting implementation through the use of the five-step Ohio Improvement Process:

- Access Supporting Implementation for more information and/or
- Contact the regional SST consultant

Tier 4 Checklist of Required Activities:

- ☐ Attend the Initial Meeting
- ☐ Appoint district lead who must be district staff
- ☐ Create a preschool leadership team that includes at minimum all required roles
- ☐ Send parent notification
- ☐ Send perception surveys to groups
- ☐ Submit Initial Documents to the Preschool Special Education team
- ☐ Submit student records for review
- ☐ All members of the preschool leadership team meet to discuss and complete the PS IDEA Monitoring Questions Response Form and collect Evidence
- ☐ Submit PS IDEA Monitoring Questions Response Form and Evidence Documents to the Preschool Special Education team
- ☐ Complete staff input survey
- ☐ Assist in onsite IEP Verification process
- ☐ Attend Summary Report Meeting
- ☐ Develop a Corrective Action Plan and submit for approval
- ☐ Correct any individual student record noncompliance findings
- ☐ Complete all Corrective Action Plan activities and Submit Evidence
- ☐ Submit Student Records for Systemic Correction Review
- ☐ Complete Perception Survey Analysis and submit to the Preschool Special Education team
- ☐ Complete Improvement Plan and submit for approval

GLOSSARY

Below are descriptions of the terms used within the PS IDEA monitoring system.

District: School District of Residence. The child's school district of residence is responsible, in all instances, for ensuring that the requirements for making a free appropriate public education (FAPE) available are met for every eligible child in its jurisdiction, regardless of whether services are provided by another school district, other educational agency, juvenile justice facility, or other facility, agency, department, or other entity unless Chapter 3323. of the Revised Code, or a rule adopted by the state board of education specifies that another school district, other educational agency, or other agency, department or entity is responsible for ensuring compliance with Part B of IDEA. (3301-51-01(A)(2)(a)).

Community School: Community school means a public school, created in accordance with Chapter 3314. of the Revised Code. Community schools shall be considered school districts. (3301-51-01 (A)(11)).

District Lead: Is the district's point of contact for the PS IDEA monitoring process; must be a member of PS Leadership team. This individual is a district administrative staff with authority to direct resources that affect change even if the district contracts any or all of its preschool special education programming.

Evidence-Based Research: Defined in IDEA as "research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs."

Finding of Noncompliance: A finding is defined as a written notification from the state to an educational agency that contains the state's conclusion that the educational agency is in noncompliance, and that includes the citation of the regulation and a description of the quantitative and/or qualitative data supporting the state's conclusion of noncompliance with the regulation.

Individual Correction: At Tier 4, indicates Record Review items which are deemed not compliant within the individual preschool student records (ETR and IEP) reviewed by PSE. The district has **60 school days** from the date of the summary report to correct all identified findings of noncompliance for individual students whose records were selected and reviewed by the Preschool Special Education team for the state of Ohio during the review unless noted otherwise in the Summary Report.

One Needs Assessment and One Plan: The One Needs Assessment and One Plan are designed to allow the district to identify all their needs in a single location to drive effective planning and funding applications. It is a systemic consolidated district planning tool for all district operations, strategically aligned to funding and resources and focused on improving outcomes for all students.

Parent: A biological or adoptive parent of a child but not a foster parent of a child. A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, but not the state if the child is a ward of the state. An individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative, with whom the child lives, or an individual who is legally responsible for the child's welfare. A surrogate parent who has been appointed in accordance with rule 3301-51-05 of the Administrative Code. (3301-51-01 (A) (48) (a-e)).

PS Staff: Anyone who oversees and/or works with preschool children with disabilities whether employed directly by the district or contracted through a purchased service agreement.

Root Cause: A root cause is the deepest underlying cause, or causes, of performance needs.

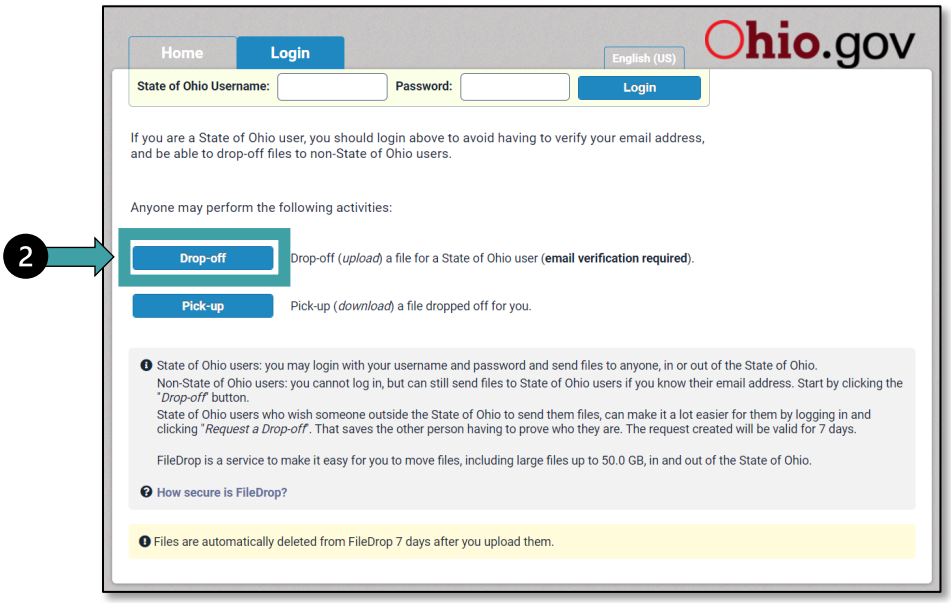
Service Provider: Anyone providing services directly or indirectly to a child such as: Preschool Special Education Supervisor, Preschool Intervention Specialist, Speech Language Pathologist, Occupational Therapist and/or Physical Therapist.

Systemic Correction: At Tier 4, indicates a PS IDEA Monitoring topic area that was deemed noncompliant and must be addressed in the district's Corrective Action Plan. The district must complete the activities within their Corrective Action Plan within one year from the delivery of the Summary Report.

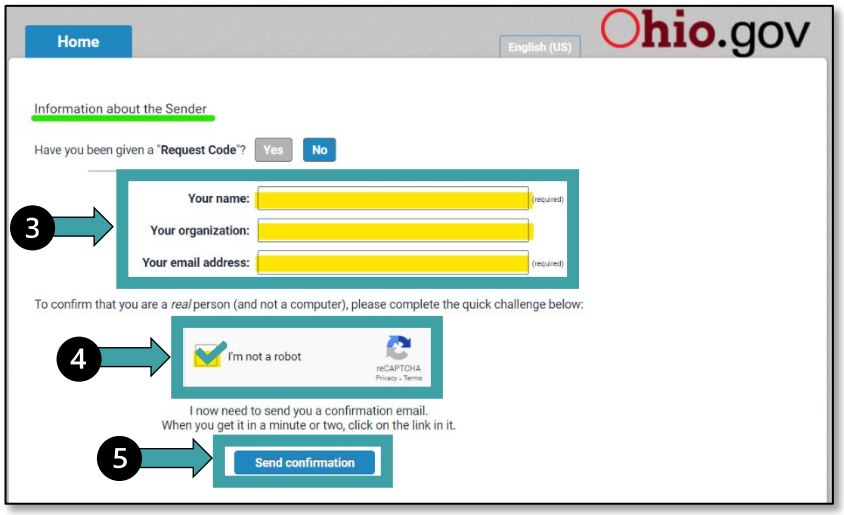
APPENDIX 1:
Instructions For Uploading Documents to FileDrop

Instructions For Uploading Documents to FileDrop

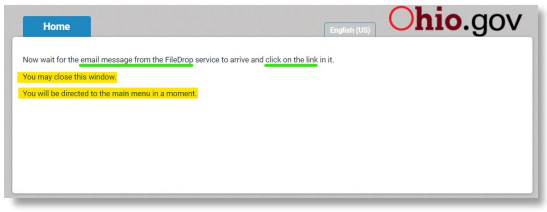
1. Visit **website**: https://filedrop.cloudfs.ohio.gov/
2. Click **Drop-off button** Drop-off to drop-off (upload) file(s).

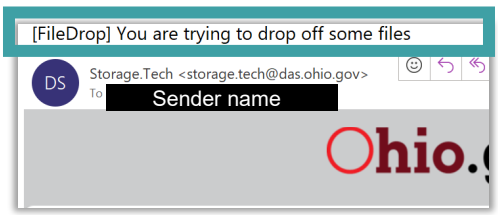


3. On the next screen, enter **sender name, organization name** and **email address.**
4. Check **I'm not a robot.**
5. Click **Send confirmation** Send confirmation.



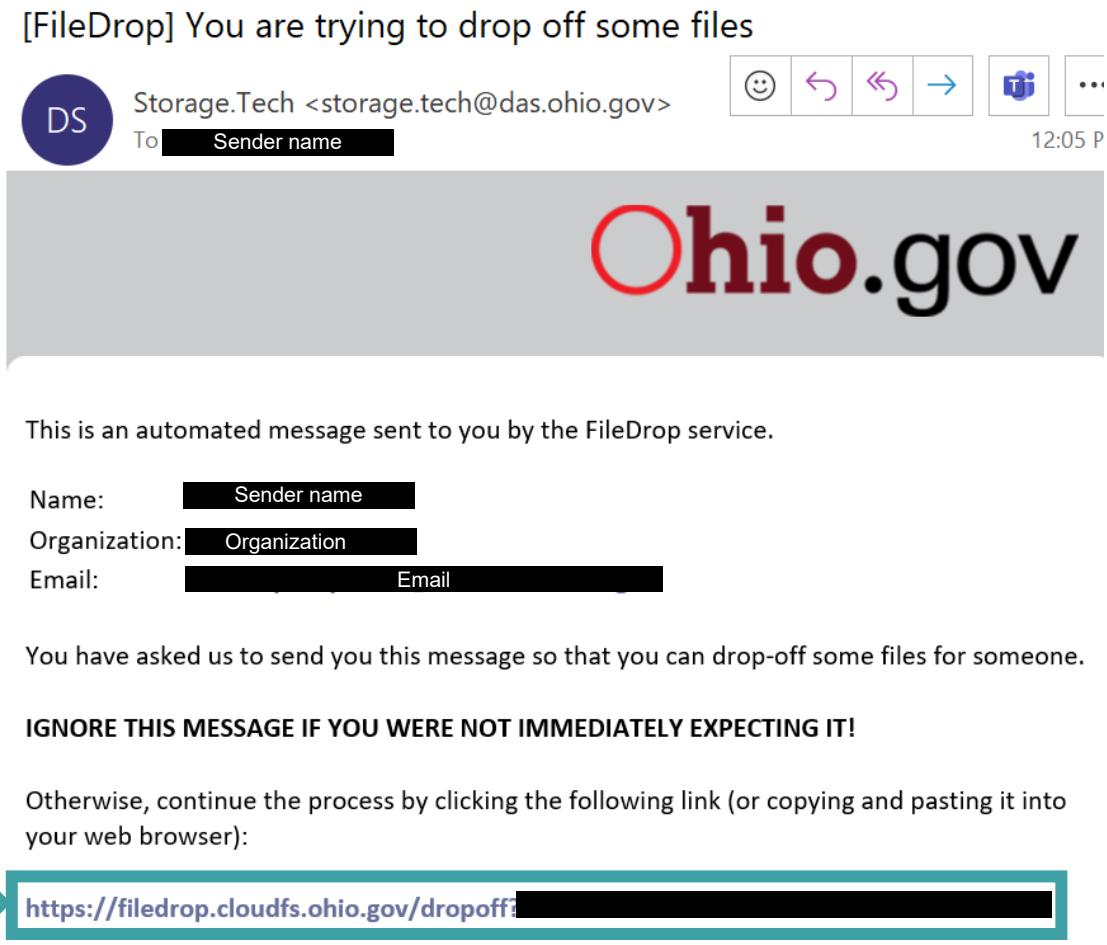
Upon clicking Send confirmation, the following message will appear and sender will receive an email from Storage.Tech@das.ohio.gov.





Department of Children & Youth
Preschool Special Education

6. The email will **include a link** that will allow sender to upload document(s) to FileDrop. **Click on the link** located at the bottom of the email.



[FileDrop] You are trying to drop off some files

DS Storage.Tech <storage.tech@das.ohio.gov>
To [redacted] 12:05 P

Ohio.gov

This is an automated message sent to you by the FileDrop service.

Name: [redacted]
Organization: [redacted]
Email: [redacted]

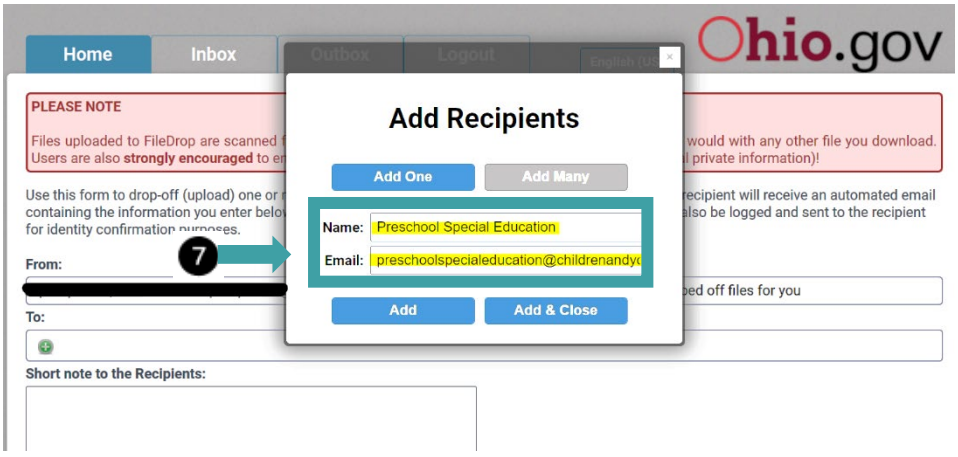
You have asked us to send you this message so that you can drop-off some files for someone.

IGNORE THIS MESSAGE IF YOU WERE NOT IMMEDIATELY EXPECTING IT!

Otherwise, continue the process by clicking the following link (or copying and pasting it into your web browser):

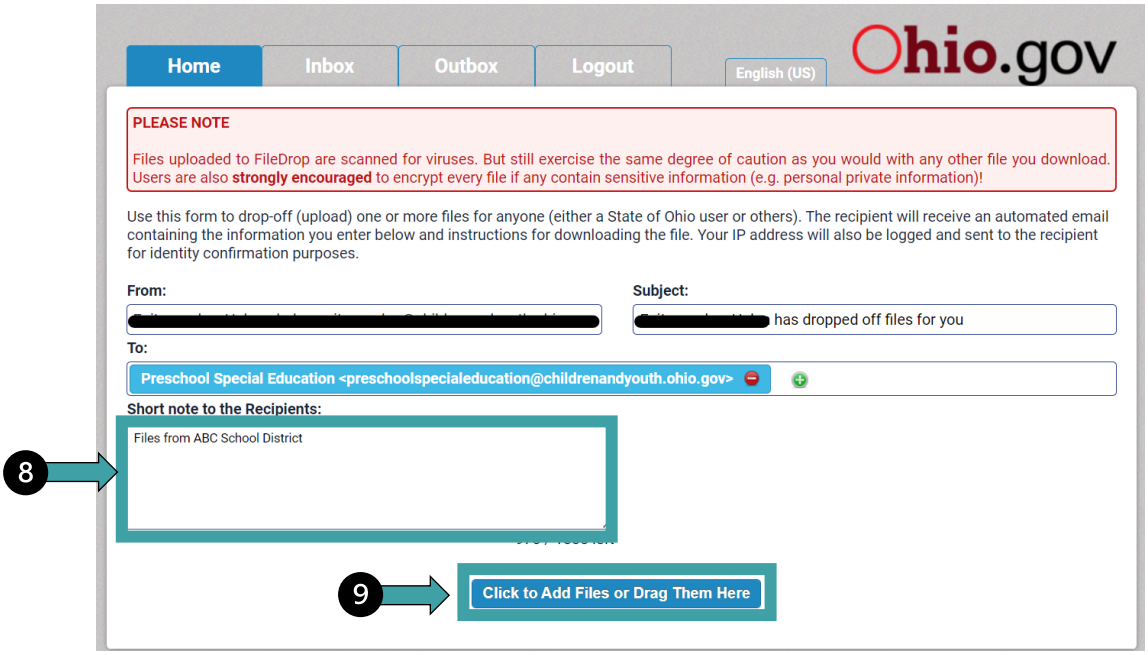
6 → https://filedrop.cloudfs.ohio.gov/dropoff[redacted]

7. **Fill in the text fields** with the Recipient (Preschool Special Education) information. **Click Add.**
   Name: Preschool Special Education
   Email: preschoolspecialeducation@childrenandyouth.ohio.gov

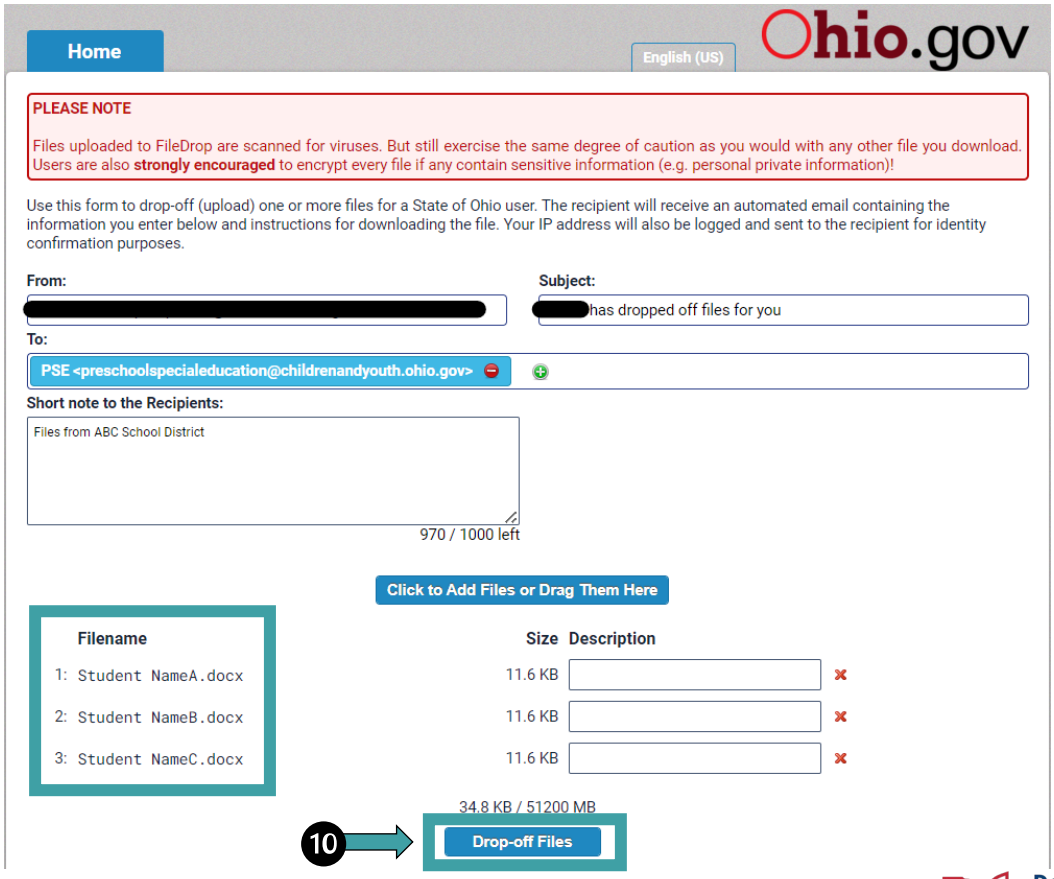


Department of Children & Youth
Preschool Special Education

8. Email address will appear in To: text box. A message to the Recipients (PSE team) can be entered.
9. Click on **Click to Add Files or Drag Them Here** to begin uploading file(s).

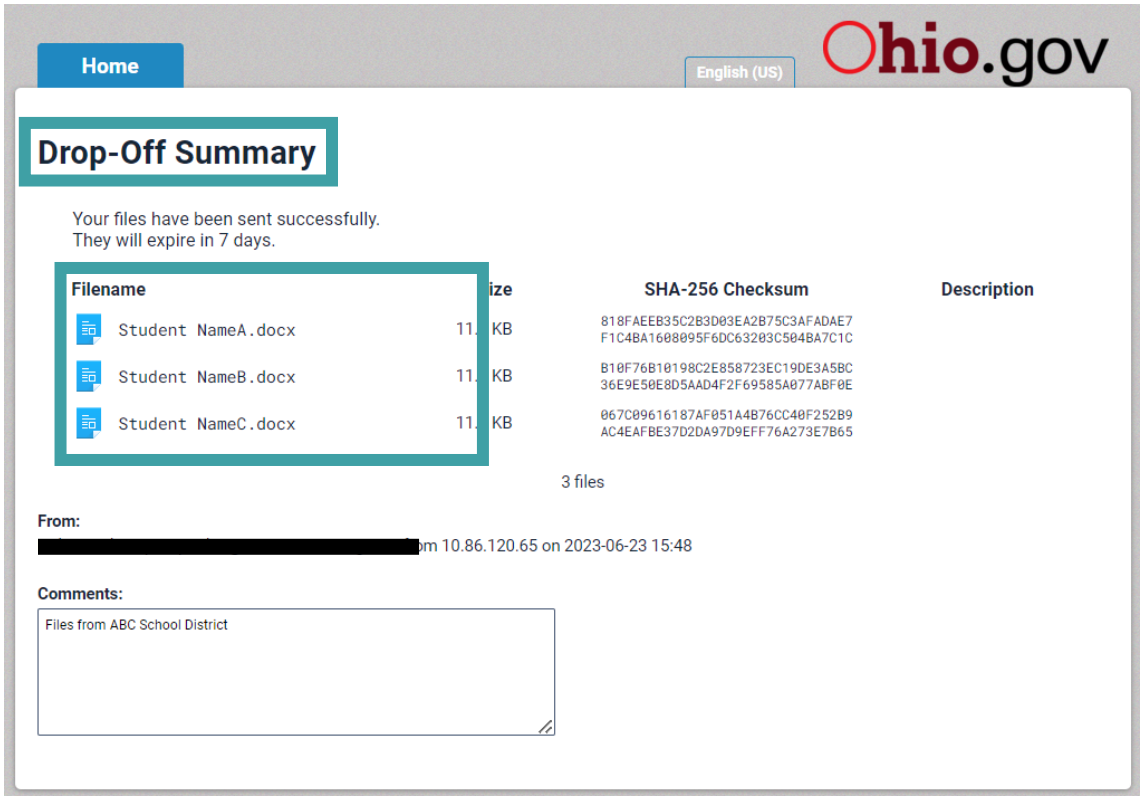


10. Once files are added, **click Drop-off Files.**

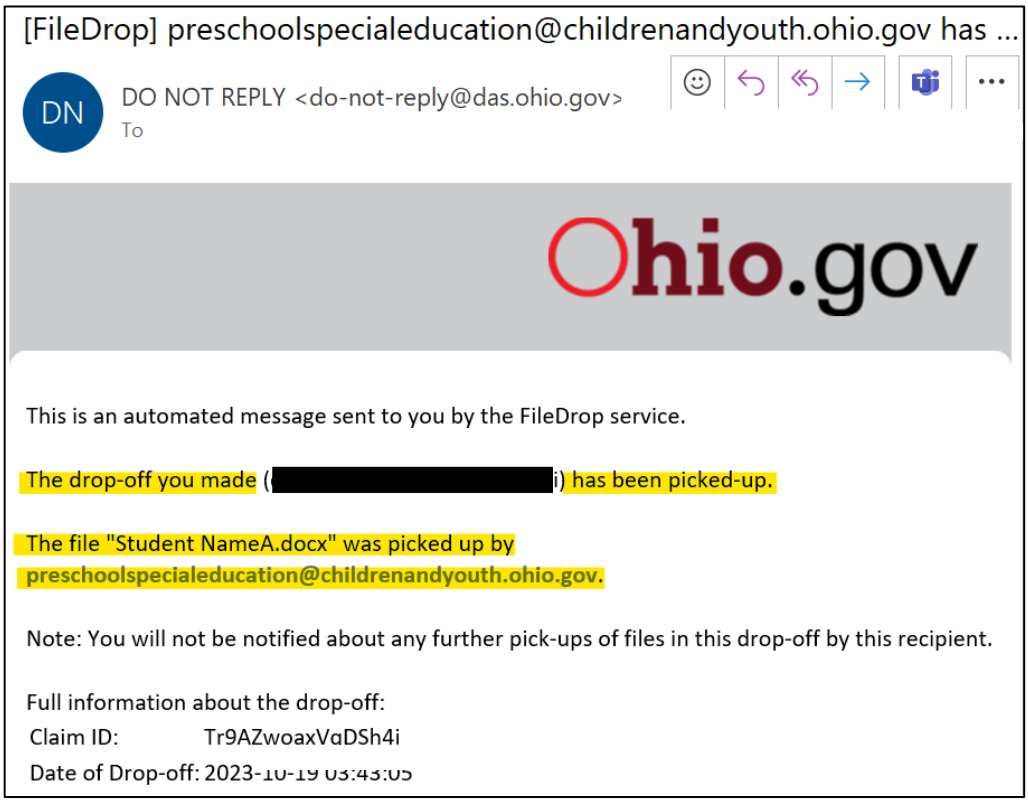


Department of Children & Youth
Preschool Special Education

11. After files have been dropped off (uploaded), sender will receive a **Drop-Off Summary** listing all files sent.



12. Sender will receive a message when files have been picked up by PSE team.



[FileDrop] preschoolspecialeducation@childrenandyouth.ohio.gov has ...

DN DO NOT REPLY <do-not-reply@das.ohio.gov>
To

Ohio.gov

This is an automated message sent to you by the FileDrop service.

The drop-off you made ([redacted]i) has been picked-up.

The file "Student NameA.docx" was picked up by preschoolspecialeducation@childrenandyouth.ohio.gov.

Note: You will not be notified about any further pick-ups of files in this drop-off by this recipient.

Full information about the drop-off:
Claim ID: Tr9AZwoaxVqDSh4i
Date of Drop-off: 2023-10-19 03:43:05

APPENDIX 2:
Parent Input Communication

ATTENTION PARENTS

Notice of Review

School District

Click or tap here to enter text. has been selected by the Preschool Special Education Team for the state of Ohio, for a review of its special education program. The Preschool Special Education team (PSE team) will conduct this review on Click or tap to enter a date.

The PSE team is asking parents, guardians and other members of the public to submit general comments or concerns regarding the special education program and services provided by Click or tap here to enter text.. A short overview presentation describing the review activities is available at: Click or tap here to enter text.

If you would like to provide comments, please either email Click or tap here to enter text. at Click or tap here to enter text., mail written comments to Click or tap here to enter text., or call Click or tap here to enter text.. If you have questions regarding the review, please call Click or tap here to enter text. at Click or tap here to enter text. or send your questions to the above email address. The PSE team will be accepting comments until Click or tap to enter a date..

Please Note: Comments submitted do not constitute a formal complaint. For information regarding your rights and the formal complaint process, contact the Ohio Department of Education and Workforce at 1-877-644-6338.. Information submitted will be considered during the review process.

Preschool
Special Education Team
for the State of Ohio

preschoolspecialeducation@childrenandyouth.ohio.gov

APPENDIX 3:
Tier 4 PS Verification of Parent Notice

Tier 4 PS Verification of Parent Notice

1. District: _____

2. Tier being Monitored: _____

3. Number of Parent Notifications mailed/emailed: _____

   Were notifications mailed/emailed to all families of preschool students with disabilities for whom the district of residence is responsible for providing FAPE?

   ☐ YES ☐ NO (If no, explain below)

   _____

   Date notifications sent: _____

4. Date the Parent Notification of Review and Parent Input Communication was placed on your website: _____

   Provide link: _____

5. If the district used other methods to notify the public of the review, identify those methods: (For example. district newsletter, social media)

   _____

Superintendent Signature: _____ Date: _____

Completed form and copy of the notification must be submitted to the Preschool Special Education team through FileDrop within two weeks from the initial meeting.

APPENDIX 4:
Perception Surveys

PARENT SURVEY

The Preschool Special Education team for the state of Ohio is conducting a review of your child's preschool special education program. This survey is for parents/families of preschool children with disabilities receiving special education services. By filling out this survey, you will help guide efforts to improve your child's preschool services and results for children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don't Know, or Not Applicable (NA). If Disagree is selected, please explain in the additional comments section.

	AGREE	DISAGREE	DON'T KNOW	NA
1. When I had concerns about my child's learning, development or functioning, the school district quickly responded to my request for an evaluation.	☐	☐	☐	☐
2. The school worked with me to help my child make a smooth transition from Early Intervention to preschool special education.	☐	☐	☐	☐
3. The district involved me in the planning of my child's evaluation, and I was included as an active member of the evaluation team to help decide the assessments to be given.	☐	☐	☐	☐
4. During the evaluation process the district shared their list of the preschool education placement options in the community.	☐	☐	☐	☐
5. The district collected information from me about my child and included me throughout the evaluation process.	☐	☐	☐	☐
6. During the Individualized Education Program (IEP) meeting, we review my child's needs and determine what my child requires to succeed in the general education curriculum.	☐	☐	☐	☐
7. During the IEP meeting the preschool general education class was considered as the first placement option by the IEP team, which includes myself.	☐	☐	☐	☐
8. Reading my child's IEP, I understand what special education services my child is receiving.	☐	☐	☐	☐
9. The school keeps me informed about my child's progress on all IEP goals.	☐	☐	☐	☐
10. I have been provided information about how the school is implementing positive behavioral methods before challenging behaviors occur.	☐	☐	☐	☐
11. When my child has behavioral issues, the school includes me as a partner to decide how my child will be supported.	☐	☐	☐	☐

12. The district works with me to schedule timely IEP and evaluation or reevaluation meetings for my child, so I can participate.	☐	☐	☐	☐
13. My child has received all services as described in the IEP.	☐	☐	☐	☐
14. If my child was not provided all services as described in the IEP, I was included in a plan to address the issue.	☐	☐	☐	☐
15. Overall, the special education services meet my child's needs.	☐	☐	☐	☐

Additional Comments:

STAFF SURVEY

The Preschool Special Education team for the state of Ohio is conducting a review of your district's preschool special education program. This survey is for teachers, related service providers, paraprofessionals and aides of preschool children with disabilities receiving special education services. As part of the process, the Department examines compliance with federal and state laws and regulations applicable to the education of children with disabilities. By filling out this survey, you will help guide efforts to improve preschool services and results for children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don't Know, or Not Applicable (NA). If Disagree is selected, please explain in the additional comments section.

	AGREE	DISAGREE	DON'T KNOW	NA
1. Adequate materials, resources and guidance to implement specially designed instruction and/or accommodations described in Individualized Education Programs (IEPs) are provided to me.	☐	☐	☐	☐
2. Professional development and training specifically addressing the needs of preschool students with disabilities are available to me.	☐	☐	☐	☐
3. My input as a member on the Evaluation Team Report (ETR) team and/or IEP team is valued.	☐	☐	☐	☐
4. As a member of the ETR team, my roles and responsibilities are clearly defined and provided in writing.	☐	☐	☐	☐
5. As a member of the IEP team, my roles and responsibilities are clearly defined and provided in writing.	☐	☐	☐	☐
6. During IEP team meetings, a district representative with the authority to approve the resources necessary to implement the IEP is always present.	☐	☐	☐	☐
7. The specially designed instruction and/or related services provided to a student with a disability is based upon that student's individual needs and supports the child's access, participation, and progress in the general education curriculum.	☐	☐	☐	☐
8. The district uses the first option on the continuum of placement options to begin the placement decision-making process with the parent during the IEP meeting.	☐	☐	☐	☐
9. I have received professional development in the early childhood positive behavioral interventions and supports (PBIS) framework that is in place in my school building.	☐	☐	☐	☐

10. Parents are updated regarding their child's progress on annual goals and needs throughout the implementation of the IEP.	☐	☐	☐	☐
11. I have sufficient opportunities to engage and collaborate with other instructional staff (for example, other teachers, related service professionals, aides).	☐	☐	☐	☐
12. Practices for identification, placement and discipline of preschool students with disabilities are free of cultural and/or racial bias.	☐	☐	☐	☐
13. When a preschool child has behavior concerns, I have been provided a written process that supports the child to be successful in the classroom and avoid removal from the regular instructional setting.	☐	☐	☐	☐

Additional Comments:

ADMINISTRATOR SURVEY

The Preschool Special Education team for the state of Ohio is conducting a review of your district's preschool special education program. This survey is for administrators of preschool children with disabilities receiving special education services. As part of the process, the Department examines compliance with federal and state laws and regulations applicable to the education of children with disabilities. By filling out this survey, you will help guide efforts to improve preschool services and results for children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don't Know, or Not Applicable (NA). If Disagree is selected, please explain in the additional comments section.

	AGREE	DISAGREE	DON'T KNOW	NA
1. When a preschool child has behavior concerns, we have a written process for staff to follow that supports the child to be successful in the classroom and avoid removal from the regular instructional setting.	☐	☐	☐	☐
2. All school personnel have received professional development in the early childhood positive behavioral interventions and supports (PBIS) framework.	☐	☐	☐	☐
3. Cultural differences and biases are considered when making identification, placement, and discipline decisions for preschool students with disabilities.	☐	☐	☐	☐
4. The district monitors the implementation and effectiveness of staff professional development in terms of outcomes for preschool students with disabilities.	☐	☐	☐	☐
5. All parents are informed of the full continuum of placement options during the Individualized Education Program (IEP) team meeting.	☐	☐	☐	☐
6. All preschool students with disabilities have access to the general education curriculum.	☐	☐	☐	☐
7. The district uses the first option on the continuum of placement options to begin the placement decision making process with the parent during the IEP meeting.	☐	☐	☐	☐
8. During IEP team meetings, a district representative who has the authority to approve the resources necessary to implement the IEP is always present.	☐	☐	☐	☐
9. The district ensures that staff members always keep parents updated regarding their child's progress on annual goals and needs throughout the implementation of the IEP.	☐	☐	☐	☐

10. The district ensures that all staff members involved in implementing a child's IEP have access to and understand the requirements in the IEP.	☐	☐	☐	☐
11. The district communicates to staff their written policy prohibiting the physical restraint and/or seclusion of preschool children.	☐	☐	☐	☐
12. When decisions for all students are made by leadership, there is representation and consideration given from staff who are knowledgeable of preschool special education, preschool program licensing, and Step Up to Quality.	☐	☐	☐	☐
13. District staff are available in the summer months to ensure evaluation and IEP processes are completed in a timely manner.	☐	☐	☐	☐

Additional Comments:

COMMUNITY PARTNER SURVEY

The Preschool Special Education team for the state of Ohio is conducting a review of the district's preschool special education program. This survey is for entities who serve as community partners with the district to support preschool children with disabilities receiving special education services (such as community preschool programs, Head Start programs, mental health agencies). By filling out this survey, you will help guide efforts to improve preschool services and results for children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don't Know, or Not Applicable (NA). If Disagree is selected, please explain in the additional comments section.

	AGREE	DISAGREE	DON'T KNOW	NA
1. The district meets with us annually to revise and review the Interagency Agreement.	☐	☐	☐	☐
2. The district follows the agreed upon process(es) with their community partners for child find including locating, evaluating, and identifying preschool children with disabilities.	☐	☐	☐	☐
3. The district communicates its continuum of placement options for preschool children with disabilities.	☐	☐	☐	☐
4. The district collaborates with community partners to ensure continuity of care for dual enrolled children and the availability of a full continuum of placement options.	☐	☐	☐	☐
5. District staff are available in the summer months to ensure evaluation and IEP processes are completed in a timely manner.	☐	☐	☐	☐
6. There is a timely transition for the child from Early Intervention to preschool special education services so that the child's preschool services begin by the child's 3rd birthday.	☐	☐	☐	☐
7. The district considers our existing data as part of the evaluation process.	☐	☐	☐	☐
8. The district makes each child's Individualized Education Program (IEP) available to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation.	☐	☐	☐	☐
9. Each teacher and service provider are informed of specific responsibilities related to accommodations, modifications and supports that must be provided in order to implement the IEP.	☐	☐	☐	☐

Additional Comments:

CONTRACTED AGENCY STAFF SURVEY

The Preschool Special Education team for the state of Ohio is conducting a review of the district's preschool special education program. This survey is for entities (such as Educational Service Centers, County Boards of Developmental Disabilities, related service provider agencies, mental health agencies) who the district pays to provide contracted services to support preschool children with disabilities. The survey should be completed by both administrators and service providers. By filling out this survey, you will help guide efforts to improve preschool services and results for children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don't Know, or Not Applicable (NA). If Disagree is selected, please explain in the additional comments section.

	AGREE	DISAGREE	DON'T KNOW	NA
1. The district meets with us annually to revise and review the Interagency Agreement.	☐	☐	☐	☐
2. Information from the Interagency Agreement has been shared with me as a member of the evaluation team.	☐	☐	☐	☐
3. There is an agreed upon process(es) between the district and the contracted agency for child find including locating, evaluating and identifying preschool children with disabilities.	☐	☐	☐	☐
4. The district communicates its continuum of placement options for preschool children with disabilities.	☐	☐	☐	☐
5. The district collaborates with contracted agency staff to ensure continuity of care for dual enrolled children and the availability of a full continuum of placement options.	☐	☐	☐	☐
6. District staff are available in the summer months to ensure evaluation and IEP processes are completed in a timely manner.	☐	☐	☐	☐
7. The district ensures a timely transition for the child from Early Intervention to preschool special education services so that the child's preschool services begin by the child's 3rd birthday.	☐	☐	☐	☐
8. The district considers our existing data as part of the evaluation process.	☐	☐	☐	☐
9. The district makes each child's Individualized Education Program (IEP) available to each regular education teacher, special education teacher, related services provider and any other service provider who is responsible for its implementation.	☐	☐	☐	☐

10. Each teacher and service provider are informed of specific responsibilities related to accommodations, modifications and supports that must be provided in order to implement the IEP.	☐	☐	☐	☐

Additional Comments:

APPENDIX 5:
Preschool Record Review Guide

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]	*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?* ***Initial Evaluation Only**	YES	Information from Part C EI must be documented and **can** include: • 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.	• 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]	*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?*	YES	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. **For initial evaluations**, the summary of interventions provided must include: 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) 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. **For reevaluations**, the summary of interventions provided would include: 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.	• 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.	

CHILD FIND					
Record Review Item	**Regulation 34 CFR 300 or OAC 3301-51**	**Record Review Question**	**Compliant**	**Evidence**	**Potential Source(s) of Documentation**
CF-3	**300.501(b)** [Parent participation in meetings] **300.9** [Consent]	*Were the parents/guardians provided the opportunity to be involved in the ETR planning meeting to establish informed parental consent?*	YES	There is evidence of **parental involvement**; **OR** Evidence the parent **was provided the opportunity** to participate in the ETR planning meeting. This 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.	• 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]	*Was **written, informed** parental consent obtained prior to an evaluation?*	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 Evaluator's Assessment) only included evaluations noted on the planning form.	• 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	**300.304 (c)** [Other evaluation procedures]; 300.307-311 [Additional Procedures for Identifying Children with Specific Learning Disabilities] **3301-51-11 (G)(1)(a-e)** [Evaluations]	*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?* **Note: The screening of a child shall not be considered to be an evaluation for eligibility for special education and related services.**	YES	There is evidence that the evaluation addresses all areas related to the suspected disability including: • Adaptive Behavior • Cognition (including pre-academic) • Communication • Hearing • Vision • Sensory/Motor Functioning • Social/Emotional Functioning • Behavioral Functioning There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Deafness or Hearing Impairment and preschool-age children. There is evidence that each assessment method was used at least once. These methods include, but are not limited to, • 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 The evaluation report addressed all areas noted on the planning form in Part 1.	• Preschool Evaluation Planning Form • PR-04 Referral Form • PR-01 Prior Written Notice • OP-4 Agreement to Waive Reevaluation
			NO	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.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	

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]	*Does the ETR contain specific implications for instruction?*	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.	• 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	**300.306(a)(1)** [Determination of eligibility] **300.303(a)** [Reevaluations] **3301-51-11 (G)(2)(a-d)** [Evaluations]	*Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?* **Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team.**	YES	**Initial Evaluations for Preschool** For Initial Evaluations the group includes: 1. Parent 2. At least 2 representatives of the school district who collectively meet the following requirements: • 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: • 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.	• 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]	*Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?* **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: 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: • 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.	• 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.	

CHILD FIND					
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]	*Did the ETR team provide a justification for the eligibility determination decision?*	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.	• 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.	

DELIVERY OF SERVICE					
Record Review Item	**Regulation 34 CFR 300 or OAC 3301-51**	**Record Review Question**	**Compliant**	**Evidence**	**Potential Source(s) of Documentation**
DS-1	**3301-51-11 D(3)(e)** [Child Find] **3301-51-02 (G)** [FAPE]	*Did the IEP team consider extended school year services as part of the IEP process?*	YES	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: • 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.	• 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.	

DELIVERY OF SERVICE					
Record Review Item	**Regulation 34 CFR 300 or OAC 3301-51**	**Record Review Question**	**Compliant**	**Evidence**	**Potential Source(s) of Documentation**
DS-2	**300.320(a)(1)** [Definition of individualized education program]	*Does the IEP include Present Levels of Academic Achievement and Functional Performance that address the needs of the student?*	YES	Present Levels of Performance must include the following information as it relates to each goal: • Summary of current daily academic/behavior and/or functional performance compared to expected grade-level standards or to expected age-appropriate performance 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.	• PR-07 IEP – Section 6 (Present Level of Academic Achievement and Functional Performance)
			NO	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.	

DELIVERY OF SERVICE					
Record Review Item	**Regulation 34 CFR 300 or OAC 3301-51**	**Record Review Question**	**Compliant**	**Evidence**	**Potential Source(s) of Documentation**
DS-3	**300.320(a)(2)(i)** [Definition of individualized education program]	*Are annual goals stated in measurable terms?*	YES	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. A measurable annual goal must contain the following: • 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. The goal must be measurable on its own.	• PR-07 IEP – Section 6 (Measurable Annual Goals)
			NO	The annual goals do not describe what can be taught to the child using specially designed instruction, and **the goal is missing one or more of the above criteria.**	

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-4	**300.320(a)(2)(i)** [Definition of individualized education program]	*Do annual goals address the child's functional area(s) of need?*	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]	*Does the IEP contain a statement of specially designed instruction, including related services, that addresses the needs of the child and supports annual goals?*	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.	

DELIVERY OF SERVICE					
Record Review Item	**Regulation 34 CFR 300 or OAC 3301-51**	**Record Review Question**	**Compliant**	**Evidence**	**Potential Source(s) of Documentation**
DS-6	**300.320(a)(7)** [Definition of individualized education program]	*Does the statement of specially designed instruction, including related services, indicate the location where it will be provided?*	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.	• 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]	*Does the statement of specially designed instruction, including related services, indicate the amount of time and frequency?*	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.	• 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.	

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-8	**300.324(a)(2)(v)** [Consideration of special factors]	*Does the IEP identify assistive technology to enable the child to be involved and make progress in the general education curriculum?*	YES	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. • **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.	• PR-07 IEP – Section 2 Special Instructional Factors • PR-07 IEP – Section 7 Description(s) of Specially Designed Services-Assistive Technology or Accommodations
			NO	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.	
			NA	Based on the needs of the child, assistive technology and/or services were not identified at this time.	

DELIVERY OF SERVICE					
Record Review Item	**Regulation 34 CFR 300 or OAC 3301-51**	**Record Review Question**	**Compliant**	**Evidence**	**Potential Source(s) of Documentation**
DS-9	**300.320(a)(6)(i)** [Definition of individualized education program]	*Does the IEP identify accommodations provided to enable the child to be involved and make progress in the general education curriculum?*	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.	• 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]	*Does the IEP identify modifications to enable the child to be involved and make progress in the general education curriculum?*	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.	• 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.	

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-11	**300.320(a)(4)** [Definition of individualized education program] **3301-51-11 (J)(5)(b)(iii)** [Delivery of services/least restrictive environment] **3301-51-11(J)(5)(c)** [Delivery of services/least restrictive environment]	*Does the IEP identify supports for school personnel to enable the child to be involved and make progress in the general education curriculum?* **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	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. For each support, the team must list • The school personnel to receive the support, • The specific support that will be provided, • Who will provide the support, • When the support will take place and • The time and frequency in the description for each support. There can be more than one support description in this area. 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.	• PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Support for School Personnel
			NO	Supports for school personnel were identified by the IEP team but were not included on the IEP, or 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 notwhat 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;	
			NA	Supports for school personnel were not identified at this time.	

DELIVERY OF SERVICE					
Record Review Item	**Regulation 34 CFR 300 or OAC 3301-51**	**Record Review Question**	**Compliant**	**Evidence**	**Potential Source(s) of Documentation**
DS-12	**300.320(a)(3)** [Description of individualized education program]	*Was progress reporting data collected and analyzed to monitor performance on each goal?* **This refers to progress reporting data used to inform instruction.**	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.	• 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]]	***During this school year,*** *were revisions to the IEP made based on data indicating changes in student needs or abilities?*	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.	• 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	The IEP Team consisted of the following: • 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 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. 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.	• 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]	*Does the IEP team clearly describe the placement decision in the Prior Written Notice (PR-01) including when there is a change in placement?*	YES	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. If there is a change in placement, the Prior Written Notice (PR-01) clearly describes the new placement decision and why it was made.	• Prior Written Notice (PR-01)
			NO	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. 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.	

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	**300.320(a)(5)** [Definition of individualized education program] **3301-51-11(J)** [Delivery of services/least restrictive environment]	*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?*	YES	The IEP provides a clear description of the child's access to the general education curriculum with nondisabled peers that includes.: • 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. The IEP provides a justification if the child is removed from the general education setting and/or from nondisabled peers and the justification: • 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.	• 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	The IEP does not provide a clear description of the child's access to the general education curriculum with nondisabled peers; **OR** The IEP does not provide a justification if the child is removed from the general education setting or from nondisabled peers; Or the justification given: • 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	

APPENDIX 6:
PS Record Review Comment Form

Preschool Record Review Comment Form

The district will use the following Preschool Record Review Comment Form to document the review of individual preschool records according to the Preschool Record Review Guide. Document each item reviewed in the Compliant column as "Yes" for compliant, "No" for noncompliant, "NA" for not applicable or "NR" for not reviewed.

- If an item is found to be complaint, then the district may consider documenting in the comments/notes section what is working within their processes.
- If an item is found noncompliant, then the district will indicate what caused that item to be found noncompliant in the comments/notes section based on the criteria in the Preschool Record Review Guide.
- The district must correct any item that is found noncompliant. When an item is corrected, this should be documented in the corrected column of the form. The district may consider documenting how that item was brought into compliance and what processes may need revised to continue with compliance.

Record #		**Student Name:**		**Disability:**		**DOB:**	

☐ **Initial Evaluation** ☐ **Reevaluation**

ETR Date:		**IEP Date:**	

Reviewer:		**Date Reviewed:**		**Date Corrected:**	

RR #	Item Reviewed	Compliant (Yes, No, NA, NR)	Corrected	Comments/Notes
CF-1	Part C to B	☐	☐	
CF-2	ETR-Interventions provided	☐	☐	
CF-3	Parents afforded opportunity to participate	☐	☐	
CF-4	Informed parental consent for evaluations	☐	☐	
CF-5	ETR addresses all areas related to disability	☐	☐	
CF-6	ETR clearly states summary of assessment results	☐	☐	
CF-7	ETR contains clear description of educational needs	☐	☐	
CF-8	ETR contains specific implications for instruction	☐	☐	
CF-9	Qualified group of professionals determine eligibility	☐	☐	
CF-10	Justification for the eligibility determination decision	☐	☐	
DS-1	Extended School Year	☐	☐	
DS-2	Present Levels of Performance	☐	☐	
DS-3	Measurable goals	☐	☐	
DS-4	Goals address functional areas of need	☐	☐	
DS-5	Statement of SDI and Related Services	☐	☐	
DS-6	SDI and Related Services Location	☐	☐	
DS-7	SDI and Related Services Amount & frequency	☐	☐	
DS-8	Identify assistive technology	☐	☐	
DS-9	Identify accommodations	☐	☐	
DS-10	Identify modifications	☐	☐	
DS-11	Supports for school personnel	☐	☐	
DS-12	Data collected and analyzed to inform instruction	☐	☐	

RR #	Item Reviewed	Compliant (Yes, No, NA, NR)	Corrected	Comments/Notes
DS-13	Revisions to IEP made based on data	☐	☐	
DS-14	IEP Meeting-Qualified team	☐	☐	
LRE-1	Describe placement decision in PR-01	☐	☐	
LRE-2	Describe access to general education and justification for any removals	☐	☐	

Additional Comments

APPENDIX 7:
PS IDEA Monitoring Questions

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: *Unique identifier for each question*	**Description**: *Rules and/or laws that describe the requirements*	**Description**: *The question that needs to be answered by the district.*	**Description**: *Lists possible answer choices of Yes, No or Not Applicable (NA)*	**Description**: *Lists the criteria that must be addressed in order to answer yes, no or NA to the question.*	**Description**: *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*

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	*Does the district have written policies and procedures that comply with state and federal rules **for determining workload/caseload**?*	YES	A. Written policies and procedures that must describe: • **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: • 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	*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?*	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	**Self-Review and Desk Review (Tier 2 and Tier 3):** Any of the following: • 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

WORKLOAD/CASELOAD					
Item Number	**Regulation**	**PS IDEA Monitoring Question**	**Compliant**	**Criteria**	**Potential Source(s) of Documentation/Evidence That Show Criteria Have Been Met**
				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 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	**Onsite (Tier 4):** Any of the following with all staff: • Workload/caseload spreadsheet, tool, calculator used for all current staff • 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	*Does the district have written policies and procedures that address staff qualifications/ credential requirements at time of hire?*	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: • 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	*Do all preschool staff currently meet the required qualifications/ credentials necessary for their position?*	YES	All preschool staff currently meet the required qualifications/ credentials necessary for their position.	**Self-Review and Desk Review (Tier 2 and Tier 3):** • Personnel files to ensure licenses are current **Onsite (Tier 4):** Required Evidence: • 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	*Does the district have a Preschool Special Education Supervisor that meets the qualifications/ credentials necessary for the position?*	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: • Preschool special education supervisor job Description • Qualifications and name of individual serving as preschool special education supervisor **Onsite (Tier 4):** **Required Evidence:** • 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) Preschool supervisory services ORC 3301.58 Licensing of preschool programs and school child programs - enforcement of rules OAC 3301-24-06 Professional development ORC 3319.223 Ohio teacher residency program ORC 5104.29 Step up to quality program	*Does the district's Preschool Special Education Supervisor fulfill the required responsibilities for preschool supervisory services?*	YES	The Preschool Special Education Supervisor shall be responsible for the following: a. Ensuring the development and implementation of an interagency agreement and b. Providing assistance to early childhood personnel responsible for providing special education and related services to preschool children with disabilities and c. Ensuring compliance and oversight with the licensing of preschool programs and enforcement of rules and d. 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 e. Participating in the development and evaluation of professional development plans and induction programs that apply to early childhood personnel and f. Participating in the Step Up to Quality (SUTQ) program and maintaining a status of Silver or Gold and g. 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)	**Self-Review, Desk Review and Onsite (Tier 2 – Tier 4):** The following are examples of what could be reviewed and/or submitted as evidence for each of the criteria: a. Preschool supervisor signature on Interagency Agreement; Interagency Team meeting minutes b. Evidence of 1 Professional development/ training materials; meeting minutes c. 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 d. 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. e. 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 f. Preschool special education (PSE) supervisor is also listed as preschool director in OCLQS; Evidence of 1 meeting agenda/minutes of PSE

STAFF QUALIFICATIONS/CREDENTIALS					
Item Number	**Regulation**	**PS IDEA Monitoring Question**	**Compliant**	**Criteria**	**Potential Source(s) of Documentation/Evidence**
				that apply to early childhood programs; and 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 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.	supervisor meeting with PS; Evidence of Silver or Gold rating. g. Evidence of involvement with **implementing** any of the state standards could be any of the following: • 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 h. Evidence of 1 meeting (agenda, minutes, etc.) with early childhood providers 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
			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	*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?*	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: • 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: • 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	*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?*	YES	a. Personnel are provided professional development • 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: • Training Plan • Training Calendar • Training Sign in Sheet • Individual Professional Development Plan **Onsite (Tier 4):** **Required Evidence:** • Documentation of professional development provided that school year Documentation must include all of the following: 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.

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	*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?*	YES	a. The district's written policies and/or procedures contain language that address the following: • 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: • 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	*Does the district make a full continuum of options available?*	YES	a. The district makes a full continuum of options available as follows: • 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	**Self-Review, Desk Review and Onsite (Tier 2 – Tier 4):** Any of the following: • 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:** • 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**
				fewer children with disabilities in the class, • 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: • Special education policies/procedures • Employee/Staff Handbook • Internal Monitoring Team Process • Professional Development calendar/plan **Onsite (Tier 4):** **Required Evidence:** • Documentation of professional development provided. Documentation must include all of the following: • 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	

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT					
Item Number	**Regulation**	**PS IDEA Monitoring Question**	**Compliant**	**Criteria**	**Potential Source(s) of Documentation/Evidence**
			NA	If no preschool staff employed by the school district	
DS/ LRE-4	OAC 3301-51-11 (J)(1) Delivery of services/least restrictive environment	*Does the district use a list of the available preschool education service options in the community to inform discussions and decisions on placement?*	YES	a. The district has a list that is: • 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: • 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: • 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	*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?*	YES	a. The district with the parent during the Individualized Education Program (IEP) meeting ensures the following factors are considered: • Placement decision-making begins with the first option on Least Restrictive Environment Continuum and	**Self-Review and Desk Review (Tier 2 and Tier 3):** Any of the following: • Optional Form Least Restrictive Environment (LRE) Guiding Questions for Section 11 • Prior Written Notice (PR-01) **AND** • Signed Individualized Education Program (IEP)

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT					
Item Number	**Regulation**	**PS IDEA Monitoring Question**	**Compliant**	**Criteria**	**Potential Source(s) of Documentation/Evidence**
				• 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 • 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	**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 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	*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?*	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: • 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	

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT					
Item Number	**Regulation**	**PS IDEA Monitoring Question**	**Compliant**	**Criteria**	**Potential Source(s) of Documentation/Evidence**
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	*Does the district ensure early childhood intervention specialists or related service personnel support lead teachers in general education classrooms?*	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 strategies 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: 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 **Onsite Review (Tier 4)** 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 b. **No additional evidence required.** The individual student records selected for record review will also be reviewed to satisfy the criteria of (b).
			NO	Any of the criteria not met	
			NA	If the district does not employ early childhood intervention specialists or related personnel that are supporting lead teachers in general education classrooms	

DELIVERY OF SERVICES/LEAST RESTRICTIVE ENVIRONMENT					
Item Number	**Regulation**	**PS IDEA Monitoring Question**	**Compliant**	**Criteria**	**Potential Source(s) of Documentation/Evidence**
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	a. Written procedures are available to all necessary staff to ensure: • 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	**Self-Review, Desk Review and Onsite (Tier 2 – Tier 4):** Any of the following: • Special education procedures • Employee/Staff Handbook • Education Management Information System (EMIS) Coordinator Trainings **Onsite (Tier 4):** In addition to the items listed above for Tiers 2-4, the following **required evidence**: • 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 at no cost to the parent or guardian?*	YES	a. Individualized Education Program (IEP) team considers transportation to access Free Appropriate Public Education (FAPE) and b. The Individualized Education Program (IEP) team documents transportation decisions and 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	**Self-Review and Desk Review (Tier 2 and Tier 3):** Any of the following: • Prior Written Notice (PR-01) • Section 8 of the 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 the criteria.
			NO	Any of the criteria not met	
			NA	If the district representative at the IEP team meeting is not 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	*Does the district have written policies and procedures that comply with the state Child Outcomes Policy?*	YES	a. The district has written policies and procedures that include: • 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: • 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	*Does the Preschool supervisor complete all Child Outcomes Summary supervisor responsibilities?*	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. • 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):** a. 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 b. Completed Quality Assurance Checklist for all staff completing the COS process c. Any of the following: • Special education procedures • Employee/Staff Handbook • Educational Management Information System (EMIS) Coordinator Trainings **Onsite (Tier 4):** **Required evidence:** a. 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 b. Completed Quality Assurance Checklist for 1 staff completing the COS process c. Each of the following: • Written procedures (Special education procedures, Employee/Staff Handbook,

CHILD OUTCOMES					
Item Number	**Regulation**	**PS IDEA Monitoring Question**	**Compliant**	**Criteria {Can answer yes to this? if…}**	**Potential Source(s) of Documentation/Evidence**
				b. The preschool special education supervisor is ultimately responsible for the accuracy and quality of the data reported on the summary form. 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).	Educational Management Information System (EMIS) Coordinator Trainings) • 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	*Does the district have written policies and procedures that meet state and federal compliance about transitioning from Part C Early Intervention?*	YES	a. The district has written policies and procedures that meet 3301-51-11 (D)(3) including: • 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: • 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	*Does the district have an Interagency Agreement?*	YES	a. The district has an interagency agreement that includes the following: • 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:** • Interagency Agreement
			NO	Any of the criteria not met	
C/B-3	OAC 3301-51-11 (D)(2) Interagency agreements	*Do partners meet annually to review and revise the interagency agreement?*	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):** • 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	*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)?*	YES	a. Written procedures are available to all necessary staff to ensure: • 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: • Special education procedures • Employee/Staff Handbook **Onsite (Tier 4):** In addition to the items listed above for Tiers 2-4, the following **required evidence**: • 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).	*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?*	YES	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 b. The district clearly describes the procedures for Child Find, Evaluations, Individualized education program (IEP) and Delivery of Services for preschool students with disabilities.	**Self-Review, Desk Review and Onsite (Tier 2 – Tier 4):** Any of the following: • 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	*Does the district have an internal system to ensure compliant preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs)?*	YES	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).	**Self-Review, Desk Review and Onsite (Tier 2 – Tier 4):** Any of the following: • 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	*Does the district use data from their internal system of reviewing Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) for compliance to make*	YES	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.	**Self-Review, Desk Review and Onsite (Tier 2 – Tier 4):** Any of the following: • Evidence of 1 meeting minutes/agenda of data discussions • Updated policy/procedures/process
			NO	Any of the criteria not met	

EVALUATION TEAM REPORT (ETR)/INDIVIDUALIZED EDUCATION PROGRAM (IEP)					
Item Number	**Regulation**	**PS IDEA Monitoring Question**	**Compliant**	**Criteria**	**Potential Source(s) of Documentation/Evidence**
		policy/procedures/process changes?	NA	If district staff **do not** write the ETR and/or the IEP	
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: • Training Plan • Training Calendar • Training Sign in Sheet **Onsite (Tier 4):** **Required evidence:** • Documentation of all professional development on Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) provided that school year Documentation must include all of the following: • 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 not 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	*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):** • Tracking system- record review forms and tools **Onsite Tier 4 Additional Required evidence:** • One preschool record that has been reviewed by the district with the documentation of
			NO	Any of the criteria not met	

EVALUATION TEAM REPORT (ETR)/INDIVIDUALIZED EDUCATION PROGRAM (IEP)					
Item Number	**Regulation**	**PS IDEA Monitoring Question**	**Compliant**	**Criteria**	**Potential Source(s) of Documentation/Evidence**
	education program (IEP) OAC 3301-51-01(A) Applicability of requirements		NA	If district staff do not write the ETR and/or the IEP	their review (such as the Record Review Comment Form, PS IEP Verification Form)
ETR/ IEP-6	OAC 3301-51-09 (H) Personnel qualifications and personnel development	*Based on results of data does the district have targeted professional development to support staff on writing compliant preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs)?*	YES	Based on results of data the district has targeted professional development to support staff on writing compliant preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) a. *What data was analyzed?* 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. b. *What decision was made based on the data analyzed?* Identify support based on the data c. *What evidence shows that the support was provided as planned?* Provide evidence that support (for example, professional development/Training, coaching) was given.	**Self-Review and Desk Review (Tier 2 and Tier 3):** a. Data Evidence: Meeting minutes of data discussions b. Identify Support: Meeting minutes of data discussions and the outcome of targeted support necessary c. Support (for example, professional development/training, coaching): • Training plan • Training calendar • Training sign in sheet • Coaching meeting **Onsite (Tier 4):** a. Data Evidence: Evidence of 1 meeting (minutes, notes) of data discussions b. Identify Support: Evidence of 1 meeting (minutes, notes) of data discussions and the outcome of targeted support necessary c. Support (for example, Professional development/training, coaching): • Documentation of all support provided that school year, for example, ETR and IEP professional development, individual coaching sessions Documentation of support must include all of the following: • What was the support: training title or description of support, • Who was supported: list of preschool staff that received the support and
			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**
					• When was the support provided: date the training or support was provided • A copy of training materials from one targeted support professional development/ training provided

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	*Does the district provide its preschool staff access to all its written preschool special education policies and procedures?*	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: • 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: • 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: • 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	***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.*	YES	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	**Self-Review, Desk Review and Onsite (Tier 2 – Tier 4):** Any of the following: • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Interagency Agreement
			NO	Any of the criteria not met	

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 OAC 3301-24-06 Professional development ORC 3319.223 Ohio teacher residency program ORC 5104.29 Step up to quality program	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?*	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: • Communication plan • Meeting minutes • Emails
			NO	Any of the criteria not met	
			NA	If not contracting for preschool special education supervisory services	
		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?*	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: • Communication plan • Meeting minutes • Emails
			NO	Any of the criteria not met	
			NA	If not contracting for preschool special education supervisory services	
		c. ***When contracting for special education and related services*** *does the district of residence and the contracted agency(s) communicate with one another regarding the timely resolution of parent concerns*	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	
			NO	Any of the criteria not met	
			NA	If not contracting for preschool special education and 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: • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Interagency Agreement
			NO	Any of the criteria not met	

		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?*	YES	• 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.	**Self-Review and Desk Review (Tier 2 and Tier 3):**
					Evidence to indicate that staff serving as district representative are prepared/trained, for example:
					• 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:
					• 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:
					  • 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

			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**
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)supervisory services	a. ***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?*	YES	a. Written information that assures that the district's list is used to inform the IEP team's discussions and decisions on placement	**Self-Review, Desk Review and Onsite (Tier 2-Tier 4)** Documentation that district's list was shared with the contracted agency **And** Documentation for at least one child that the contracted agency used the district's list during an IEP team meeting, for example: • 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
			NO	Any of the criteria not met	
			NA	If district is running the IEP meeting	

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**
	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: • 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 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: • 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**
		childhood intervention specialist and/or related service personnel are supporting the lead teacher in the general education classroom, when required?	NA	If not contracting for early childhood intervention specialist and/or related service	• Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails • And evidence from IEPs **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.
		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	**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: • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails • IEP • PR-01 **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 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. ***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?*	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: • 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: • 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): • 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: • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails

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**
			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 OUTCOME					
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	***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?*	YES	a. Written information that assures: • 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	**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: • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails **And** Evidence from any source(s) that indicates that contracted agency staff have been trained in the COS process, for example: • Professional Development calendar/plan • Staff's Professional Registry (OPR) information **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: • COS Quality Assurance Checklist **Onsite (Tier 4):** Evidence from one source that communicates the district's requirement to the contracted agency, for example: • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails **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 **And** Completed Quality Assurance Checklist for 1 contracted agency staff who completed the COS process
			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	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:* • *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	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: • 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)	**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: • 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	
		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?*	YES	b. Written information that assures that ETRs and IEPs written by the contracted agency(s) are reviewed for compliance and implemented as written	**Self-Review, Desk Review and Onsite (Tier 2 – Tier 4)** Evidence that communicates who will be responsible for reviewing ETRs and IEPs written by the contracted agency(s) for compliance and implemented as written, for example: • 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	

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**
					• Internal monitoring system schedule **And** Evidence of ETRs and IEPs written by the contracted agency(s) were reviewed by the district or contracted agency(s)
		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?*	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.	**Self-Review, Desk Review and Onsite (Tier 2 – Tier 4)** 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: • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails • Internal monitoring system schedule **And** Evidence that indicates that data was used, for example: • 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	
		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?*	YES	d. Written documentation of the process in which ETR and IEP compliance is agreed upon between the district and contracted agency(s)	**Self-Review, Desk Review and Onsite (Tier 2 – Tier 4)** Evidence of the process in which ETR and IEP compliance is agreed upon, for example: • 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. ***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?*	YES	e. Written information that assures the contracted agency(s) ensures that their staff receive professional development on writing compliant ETRs and IEPs	**Self-Review and Desk Review (Tier 2 and Tier 3):** Evidence that communicates the district's requirement to the contracted agency, for example: • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails **And** Evidence from any source(s) that indicates that contracted agency staff have been trained on writing compliant ETRs and IEPs, for example: • Training plan • Training calendar • Training sign-in sheet **Onsite (Tier 4):** Evidence that communicates the district's requirement to the contracted agency, for example: • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails **And** **Required Evidence:** Documentation of all professional development on ETRs and IEPs provided. Documentation must include all of the following: • What was the training: Training title and training description is provided, • Who was trained: list of preschool staff attended training and
			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**
					• When was the training: date the training was provided. • 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
		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?*	YES	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 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	**Self-Review, Desk Review and Onsite (Tier 2 – Tier 4)** Evidence that communicates the district's requirement to the contracted agency, for example: • Purchased services agreement/contract • Written assurances from contracted agency(s) • Communication plan • Meeting minutes • Emails **And** Evidence that contracted agency staff receive targeted professional development on writing compliant ETRs and IEPs based upon the results of data: 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): • Training plan • Training calendar • Training sign in sheet • Coaching meeting
			NO	Any of the criteria not met	
			NA	If district writes all ETRs and IEPs	

APPENDIX 8:
Tier 4 PS IDEA Monitoring Questions Response Form

Tier 4 PS IDEA Monitoring Questions Response Form

District Name:

District IRN:

Districts identified for Tier 4 Preschool (PS) Individuals with Disabilities Education Act (IDEA) Monitoring should complete the response form below which corresponds with the PS IDEA Monitoring Questions.

Steps:

1. The district establishes a preschool leadership team for review and discussion of the PS IDEA Monitoring Questions.
   Identify the members of the preschool leadership team (see ***Tier 4 Preschool IDEA Monitoring Process Guide*** for required team members):

NAME	DISTRICT TITLE	EMAIL ADDRESS	REQUIRED ROLE(S)

2. The preschool leadership team reviews the assigned questions, the criteria and district documents to determine whether the district is compliant for each item number.
3. Record the preschool leadership team's determination of compliance with Yes, No or Not Applicable (NA) for each item number in the chart below.
4. If the preschool leadership team determines the district is not compliant, list the criteria not met in the Criteria column.
5. List the title of the evidence document used to meet the criteria for compliance. For evidence contained in multipage documents, identify the page number(s) in which the policy, procedures, practices and/or processes can be found.
6. Send the signed PS IDEA Monitoring Questions Response Form and all evidence documents to the Preschool Special Education team through FileDrop. Directions on using FileDrop can be found in the ***Tier 4 Preschool IDEA Monitoring Process Guide***.
7. The Preschool Special Education team will review the response form and evidence documents to make the final determination of compliance. Please see the ***Tier 4 Preschool IDEA Monitoring Process Guide*** for details regarding the PSE review process and needed action steps if noncompliance is determined.

Ohio Department of Children & Youth

Section 1: Questions for District

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

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
WC-1	*Does the district have written policies and procedures that comply with state and federal rules **for determining workload/caseload**?*	☐YES ☐NO			
WC-2	*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?*	☐YES ☐NO ☐NA			
SQ-1	*Does the district have written policies and procedures that address staff qualifications/credential requirements at time of hire?*	☐YES ☐NO			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
SQ-2	*Do all preschool staff currently meet the required qualifications/ credentials necessary for their position?*	☐YES ☐NO ☐NA			
SQ-3	*Does the district have a Preschool Special Education Supervisor that meets the qualifications/ credentials necessary for the position?*	☐YES ☐NO ☐NA			
SQ-4	*Does the district's Preschool Special Education Supervisor fulfill the required responsibilities for preschool supervisory services?*	☐YES ☐NO ☐NA			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
PD-1	*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?*	☐YES ☐NO			
PD-2	*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?*	☐YES ☐NO ☐NA			
DS/ LRE-1	*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?*	☐YES ☐NO			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
DS/ LRE-2	*Does the district make a full continuum of options available?*	☐YES ☐NO			
DS/ LRE-3	*Do preschool staff receive professional development and/or training regarding the district's continuum of options and making placement decisions?*	☐YES ☐NO ☐NA			
DS/ LRE-4	*Does the district use a list of the available preschool education service options in the community to inform discussions and decisions on placement?*	☐YES ☐NO			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
DS/ LRE-5	*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?*	☐YES ☐NO ☐NA			
DS/ LRE-6	*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?*	☐YES ☐NO ☐NA			
DS/ LRE-7	*Does the district ensure early childhood intervention specialists or related service personnel support lead teachers in general education classrooms?*	☐YES ☐NO ☐NA			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
DS/ LRE-8	*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 ☐NO			
DS/ LRE-9	*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 at no cost to the parent or guardian?*	☐YES ☐NO ☐NA			
CO-1	*Does the district have written policies and procedures that comply with the state Child Outcomes Policy?*	☐YES ☐NO			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
CO-2	*Does the Preschool supervisor complete all Child Outcomes Summary supervisor responsibilities?*	☐YES ☐NO ☐NA			
C/B-1	*Does the district have written policies and procedures that meet state and federal compliance about transitioning from Part C Early Intervention?*	☐YES ☐NO			
C/B-2	*Does the district have an Interagency Agreement?*	☐YES ☐NO			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
C/B-3	*Do partners meet annually to review and revise the interagency agreement?*	☐YES ☐NO			
C/B-4	*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)?*	☐YES ☐NO			
ETR/ IEP-1	*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?*	☐YES ☐NO			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
ETR/ IEP-2	*Does the district have an internal system to ensure compliant preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs)?*	☐YES ☐NO ☐NA			
ETR/ IEP-3	*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?*	☐YES ☐NO ☐NA			
ETR/ IEP-4	*Do all necessary preschool staff receive professional development on writing compliant preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs)?*	☐YES ☐NO ☐NA			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
ETR/ IEP-5	*Does the district review preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) for compliance?*	☐YES ☐NO ☐NA			
ETR/ IEP-6	*Based on results of data does the district have targeted professional development to support staff on writing compliant preschool Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs)?*	☐YES ☐NO ☐NA			
PP-1	*Does the district provide its preschool staff access to all its written preschool special education policies and procedures?*	☐YES ☐NO			

Section 1: Questions for District

Superintendent (or authorized representative)	
Signature of Superintendent (or authorized representative)	**Date of Signature**

Section 2: Questions for District When Contracting Services

Section 2 must also be completed by the District of Residence (DOR) when they purchase special education and/or related services for preschool children with disabilities.

Please list below all agencies the district is contracting with for preschool special education and/or related services:

NAME OF AGENCY

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
WC-1	***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 ☐NO			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
SQ-2	***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?*	☐YES ☐NO			
CP-3	*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?*	☐YES ☐NO ☐NA			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
	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?*	☐YES ☐NO ☐NA			
	c. ***When contracting for special education and related services does the district of residence and the contracted agency(s)*** *communicate with one another regarding the timely resolution of parent concerns?*	☐YES ☐NO ☐NA			
PD-4	a. ***When contracting for special education and/or related services,***	☐YES ☐NO			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
	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.*				
	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.*	☐YES ☐NO			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
DS/LRE-5	a. ***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?*	☐YES ☐NO ☐NA			
	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 ☐NO ☐NA			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
	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 childhood intervention specialist and/or related service personnel are supporting the lead teacher in the general education classroom, when required?*	☐YES ☐NO ☐NA			
	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 ☐NO ☐NA			
	e. ***When contracting for special education and/or related services***	☐YES ☐NO			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
	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?*	☐NA			
DS/LRE-6	***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 ☐NO ☐NA			
CO-7	***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?*	☐YES ☐NO			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
ETR/IEP 8	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:* • *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 ☐NO ☐NA			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
	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?*	☐YES ☐NO ☐NA			
	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 procedure?*	☐YES ☐NO ☐NA			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
	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?*	☐YES ☐NO ☐NA			
	e. ***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?*	☐YES ☐NO ☐NA			
	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*	☐YES ☐NO ☐NA			

Item Number	PS IDEA Monitoring Question	Compliant	Criteria (If the preschool leadership team determines the district is not compliant, list the criteria not met)	Title of Evidence Document	Page Number
	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?				

Section 2: Questions for District When Contracting Services

Name of Superintendent (or authorized representative):
Signature of Superintendent (or authorized representative):
Date of Signature:

APPENDIX 9:
PS IEP Verification Form

PS IEP Verification Form

***School Name**	Click or tap here to enter text.	**Room Number**	Click or tap here to enter text.	
***EMIS Educational Environment**	Click or tap here to enter text.	**Date of Observation**	Click or tap to enter a date.	
***Name of Student(s)**	Click or tap here to enter text.	**Observation**	**Start Time**	Click or tap to enter a date.
			End Time	Click or tap to enter a date.
***Teacher Name**	Click or tap here to enter text.	**Number of Students in Class**	Click or tap here to enter text.	
***Name of Observer**	Click or tap here to enter text.	***Title of Observer**	Click or tap here to enter text.	

***Complete before IEP verification visit.**

	Yes	No	N/A	Comments
1. **Evidence when asked by observer that teacher and any related service (RS) providers are <u>aware</u> of contents of Individualized Education Programs (IEPs) for which they are responsible and what should be implemented within the setting (such as classroom, therapy room).** Best practice: classroom teacher should also be aware of goals of any RS providers. NO: Teacher/RS cannot state goals that they are responsible for, <u>or</u> teacher/RS cannot describe how progress will be monitored <u>or</u> teacher is not aware of other RS being provided.	☐	☐	☐	**Role** / **Evidence** Teacher: Click or tap here to enter text. Speech Language Pathologist: Click or tap here to enter text. Occupational Therapist: Click or tap here to enter text. Physical Therapist: Click or tap here to enter text.
2. **Evidence when asked by observer that lead teacher has a copy of the IEP.**	☐	☐	☐	Click or tap here to enter text.
3. **Evidence that teacher is providing what is required in IEP.**				
• **Addressing goals/objectives**	☐	☐	☐	Click or tap here to enter text.

Ohio Department of Children & Youth

	Yes	No	N/A	Comments
Teacher/RS should be able to describe/show what is being done to address the goal. Possible sources of evidence: interview, observation, progress notes, data binder, work samples/portfolios NO: Teacher or RS provider is not addressing the goal(s) as outlined in the IEP.				
• **Specially designed instruction (SDI)** *Is teacher or RS provider providing the **strategies** as listed in the SDI section of the IEP?* Focus is on HOW the teacher/RS provider taught or supported the child. *Is teacher or RS provider providing the **amount of time** as listed in the SDI section of the IEP?* Possible sources of evidence (needs to be evidence of HOW): interview, observation, therapy notes, progress notes NO: Teacher/RS provider is not providing strategies and/or amount of time as outlined in IEP. If teacher/RS provider is providing SDI but it is not what is in IEP, that is still a no. Teacher/RS should amend the IEP if they have decided other SDI strategies are necessary.	☐	☐	☐	Click or tap here to enter text.
• **Related services** *Is RS provider providing the **strategies** as listed in the SDI section of the IEP?* Focus is on HOW the RS provider taught or supported the child. *Is teacher or RS provider providing the **amount of time** as listed in the SDI section of the IEP?* Possible sources of evidence (needs to be evidence of HOW): interview, observation, therapy notes, progress notes NO: RS provider is not providing strategies and/or amount of time as outlined in IEP.	☐	☐	☐	Click or tap here to enter text.

	Yes	No	N/A	Comments
If RS provider is providing strategies but it is not what is in IEP, that is still a no. Provider should amend the IEP if new strategies are being implemented.				
• **Accommodations** *Are accommodations listed on the IEP?* *Are accommodations being provided as listed on the IEP?* Possible sources of evidence: interview, observation Focus on evidence that was provided by the teacher/RS to support the child. NO: Teacher/RS provider not able to provide any evidence that accommodations are being provided as outlined in the IEP.	☐	☐	☐	Click or tap here to enter text.
• **Modifications** *Are modifications listed on the IEP?* *Are modifications being provided as listed on the IEP?* Possible sources of evidence: interview, observation Focus on evidence that was provided by the teacher/RS to support the child. NO: Teacher/RS provider not able to provide any evidence that modifications are being provided as outlined in the IEP.	☐	☐	☐	Click or tap here to enter text.
• **Assistive technology (AT)** *Is AT listed on the IEP? Is AT being provided as listed on the IEP?* Possible sources of evidence: interview, observation Focus on evidence that was provided by the teacher/RS to support the child. NO: Teacher/RS provider not able to provide any evidence that AT is being provided as outlined in the IEP.	☐	☐	☐	Click or tap here to enter text.

	Yes	No	N/A	Comments
4. **Evidence of setting for instruction as described in the LRE statement.** ***Classroom type/setting reported by staff:*** *Does the classroom type/setting reported by staff match the Educational Environment code reported to EMIS (at top of form)?* *Is the child being removed from peers during only those times when stated in IEP?* Possible sources of evidence: interview, Observation NO: Child not in classroom type that matches what was reported to EMIS, or child removed from peers at a time not indicated on IEP;	☒	☐	☐	Click or tap here to enter text.
5. **Evidence of Ongoing Progress Monitoring** Must have written evidence of progress monitoring that includes data for each goal. Must match the type of progress monitoring method indicated on IEP. If goal is not compliant to begin with, then look for evidence that they are collecting ongoing data to indicate progress over time. (an attempt) Possible sources of evidence: progress monitoring records, data binder NO: No written evidence of ongoing progress monitoring data or data that is being collected does not match the goal(s) as indicated on the IEP.	☐	☐	☐	Click or tap here to enter text.

Comments:
Click or tap here to enter text.

APPENDIX 10:
Tier 4 Corrective Action Plan Template

Preschool Special Education IDEA Monitoring Corrective Action Plan for Systemic Corrections

District: Click or tap here to enter text.

IRN: Click or tap here to enter text.

State Support Team Region: Choose an item.

Topic Area of Correction:				
Workload/Caseload				
Summary of Evidence Leading to Correction (from Summary Report) :				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table. Click or tap here to enter text.				
Goal: Workload/Caseload				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Ohio Department of Children & Youth

Goal: Workload/Caseload				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Topic Area of Correction:				
Staff Qualifications/Credentials				
Summary of Evidence Leading to Correction (from Summary Report) :				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table. Click or tap here to enter text.				
Goal: Staff Qualifications/Credentials				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Goal: Staff Qualifications/Credentials				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Topic Area of Correction:
Professional Development
Summary of Evidence Leading to Correction (from Summary Report) :
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table. Click or tap here to enter text.
Goal: Professional Development
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline	For PSE Use Date Evidence Verified
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

Resources Needed:
Click or tap here to enter text.
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.

Goal: Professional Development				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Topic Area of Correction:
Delivery of Services/Least Restrictive Environment
Summary of Evidence Leading to Correction (from Summary Report) :
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table. Click or tap here to enter text.
Goal: Delivery of Services/Least Restrictive Environment
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline	For PSE Use Date Evidence Verified
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

Resources Needed:
Click or tap here to enter text.
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.

Goal: Delivery of Services/Least Restrictive Environment				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Topic Area of Correction:				
Child Outcomes				
Summary of Evidence Leading to Correction (from Summary Report) :				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table. Click or tap here to enter text.				
Goal: Child Outcomes				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Goal: Child Outcomes				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Topic Area of Correction:				
Part C to Part B Transition				
Summary of Evidence Leading to Correction (from Summary Report) :				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table. Click or tap here to enter text.				
Goal: Part C to Part B Transition				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Goal: Part C to Part B Transition				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Topic Area of Correction:
Evaluation Team Report (ETR)/Individualized Education Program (IEP)
Summary of Evidence Leading to Correction (from Summary Report) :
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table. Click or tap here to enter text.
Goal: ETR/IEP
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline	For PSE Use Date Evidence Verified
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

Resources Needed:
Click or tap here to enter text.
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.

Goal: ETR/IEP				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Topic Area of Correction:				
Preschool Special Education Policies and Procedures				
Summary of Evidence Leading to Correction (from Summary Report) :				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table. Click or tap here to enter text.				
Goal: PSE Policies and Procedures				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Goal: PSE Policies and Procedures				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

Topic Area of Correction:
Communication Plan (when contracting for PSE services)
Summary of Evidence Leading to Correction (from Summary Report) :
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table. Click or tap here to enter text.
Goal: Communication Plan (when contracting for PSE services)
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline	For PSE Use Date Evidence Verified
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

Resources Needed:
Click or tap here to enter text.
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.

Goal: Communication Plan (when contracting for PSE services)				
Click or tap here to enter text.				
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**	**For PSE Use Date Evidence Verified**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Resources Needed:				
Click or tap here to enter text.				
Enter any content that you want to repeat, including other content controls. You can also insert this control around table rows in order to repeat parts of a table.				

SIGNATURES

Preschool District Lead		
Name: Click or tap here to enter text.	**Date:** Click or tap to enter a date.	**Email:** Click or tap here to enter text.
Signature: *Before typing in signature, verify that the content you are signing is correct.* Click or tap here to enter text.		
Superintendent		
Name: Click or tap here to enter text.	**Date:** Click or tap to enter a date.	**Email:** Click or tap here to enter text.
Signature: *Before typing in signature, verify that the content you are signing is correct.* Click or tap here to enter text.		
State Support Team Preschool Special Education Consultant		
Name: Click or tap here to enter text.	**Date:** Click or tap to enter a date.	**Email:** Click or tap here to enter text.
Signature: *Before typing in signature, verify that the content you are signing is correct.* Click or tap here to enter text.		
Preschool Special Education Team		
Preschool Special Education Team Administrator Click or tap here to enter text.	**Date:** Click or tap to enter a date.	**Email:** Click or tap here to enter text.
Signature: *Before typing in signature, verify that the content you are signing is correct.* Click or tap here to enter text.		
☐ Approved	☐ Revisions required	

APPENDIX 11:
Tier 4 Verification of Individual Correction and CAP Completion Form

Verification of Individual Correction and CAP Activity Completion

District:

IRN:

State Support Team Region:

I verify that all activities have been completed and evidence submitted to the Preschool Special Education team for the state of Ohio.

Special Education Director:	Date:
Superintendent:	**Date:**
State Support Team:	**Date:**

I verify that all evidence of activity completion was received and accepted.

Preschool Special Education Team Administrator:	Date:

APPENDIX 12:
Tier 4 Improvement Plan Template

Preschool IDEA Monitoring
Tier 4 Improvement Plan

District: Click or tap here to enter text. **IRN:** Click or tap here to enter text. **State Support Team Region:** Click or tap here to enter text.

Topic Area of Improvement:			
Workload/Caseload			
Summary of Evidence Leading to Improvement:			
Click or tap here to enter text.			
Goal: Workload/Caseload			
Click or tap here to enter text.			
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Resources Needed:			
Click or tap here to enter text.			
Click or tap here to enter text.			

Summary of Evidence Leading to Improvement:
Click or tap here to enter text.
Goal: Workload/Caseload
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Resources Needed:
Click or tap here to enter text.
Click or tap here to enter text.

Topic Area of Improvement:
Staff Qualifications/Credentials
Summary of Evidence Leading to Improvement:
Click or tap here to enter text.
Goal: Staff Qualifications/Credentials
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Resources Needed:
Click or tap here to enter text.
Click or tap here to enter text.

Summary of Evidence Leading to Improvement:
Click or tap here to enter text.
Goal: Staff Qualifications/Credentials
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Resources Needed:
Click or tap here to enter text.
Click or tap here to enter text.

Topic Area of Improvement:
Professional Development
Summary of Evidence Leading to Improvement:
Click or tap here to enter text.
Goal: Professional Development
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Resources Needed:
Click or tap here to enter text.
Click or tap here to enter text.

Summary of Evidence Leading to Improvement:
Click or tap here to enter text.
Goal: Professional Development
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Resources Needed:
Click or tap here to enter text.
Click or tap here to enter text.

Topic Area of Improvement:			
Delivery of Services/Least Restrictive Environment			
Summary of Evidence Leading to Improvement:			
Click or tap here to enter text.			
Goal: Delivery of Services/Least Restrictive Environment			
Click or tap here to enter text.			
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Resources Needed:			
Click or tap here to enter text.			
Click or tap here to enter text.			

Summary of Evidence Leading to Improvement:			
Click or tap here to enter text.			
Goal: Delivery of Services/Least Restrictive Environment			
Click or tap here to enter text.			
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Resources Needed:			
Click or tap here to enter text.			
Click or tap here to enter text.			

Topic Area of Improvement:
Child Outcomes
Summary of Evidence Leading to Improvement:
Click or tap here to enter text.
Goal: Child Outcomes
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Resources Needed:
Click or tap here to enter text.
Click or tap here to enter text.

Summary of Evidence Leading to Improvement:			
Click or tap here to enter text.			
Goal: Child Outcomes			
Click or tap here to enter text.			
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Resources Needed:			
Click or tap here to enter text.			
Click or tap here to enter text.			

Topic Area of Improvement:
Part C to Part B Transition
Summary of Evidence Leading to Improvement:
Click or tap here to enter text.
Goal: Part C to Part B Transition
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Resources Needed:
Click or tap here to enter text.
Click or tap here to enter text.

Summary of Evidence Leading to Improvement:			
Click or tap here to enter text.			
Goal: Part C to Part B Transition			
Click or tap here to enter text.			
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Resources Needed:			
Click or tap here to enter text.			
Click or tap here to enter text.			

Topic Area of Improvement:			
Evaluation Team Report (ETR)/Individualized Education Program (IEP)			
Summary of Evidence Leading to Improvement:			
Click or tap here to enter text.			
Goal: ETR/IEP			
Click or tap here to enter text.			
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Resources Needed:			
Click or tap here to enter text.			
Click or tap here to enter text.			

Summary of Evidence Leading to Improvement:
Click or tap here to enter text.
Goal: ETR/IEP
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Resources Needed:
Click or tap here to enter text.
Click or tap here to enter text.

Topic Area of Improvement:
Preschool Special Education Policies and Procedures
Summary of Evidence Leading to Improvement:
Click or tap here to enter text.
Goal: PSE Policies and Procedures
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Resources Needed:
Click or tap here to enter text.
Click or tap here to enter text.

Summary of Evidence Leading to Improvement:			
Click or tap here to enter text.			
Goal: PSE Policies and Procedures			
Click or tap here to enter text.			
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Resources Needed:			
Click or tap here to enter text.			
Click or tap here to enter text.			

Topic Area of Improvement:
Communication Plan (when contracting for PSE services)
Summary of Evidence Leading to Improvement:
Click or tap here to enter text.
Goal: Communication Plan (when contracting for PSE services)
Click or tap here to enter text.

Activity	Evidence of Completion	Evidence of Improvement (Impact)	Implementation Timeline
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Resources Needed:
Click or tap here to enter text.
Click or tap here to enter text.

Summary of Evidence Leading to Improvement:			
Click or tap here to enter text.			
Goal: Communication Plan (when contracting for PSE services)			
Click or tap here to enter text.			
Activity	**Evidence of Completion**	**Evidence of Improvement (Impact)**	**Implementation Timeline**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Resources Needed:			
Click or tap here to enter text.			
Click or tap here to enter text.			

Alignment to Other District Improvement Plans

Step Up to Quality Improvement Plan(s)
Click or tap here to enter text.
One Plan
Click or tap here to enter text.

Signatures

Preschool District Lead		
Name: Click or tap here to enter text.	Date: Click or tap to enter a date.	Email: Click or tap here to enter text.
Signature: Click or tap here to enter text.		
Superintendent		
Name: Click or tap here to enter text.	Date: Click or tap to enter a date.	Email: Click or tap here to enter text.
Signature: Click or tap here to enter text.		
State Support Team Preschool Special Education Consultant		
Name: Click or tap here to enter text.	Date: Click or tap to enter a date.	Email: Click or tap here to enter text.
Signature: Click or tap here to enter text.		
Preschool Special Education Team		
Preschool Special Education Team Administrator: Click or tap here to enter text.	Date: Click or tap to enter a date.	Email: Click or tap here to enter text.
Signature: Click or tap here to enter text.		
☐ Approved Comments: Click or tap here to enter text.	☐ Revisions required Comments: Click or tap here to enter text.	

APPENDIX 13:
Tier 4 Document Request Checklist Cover Page

District Name:

District IRN:

Preschool Document Request Checklist for Review of PS Student Records

Student Initials	
Date of Birth	

- ☐ Current Evaluation Team Report including Planning Forms
- ☐ PR-04 – Referral for Evaluation
- ☐ PR-05 – Parent Consent for Evaluation
- ☐ PR-02 – Parent Invitation
- ☐ OP-09 Attempts to Obtain Parent Participation, if applicable
- ☐ PR-01 – Prior Written Notice to Parents
- ☐ Current Individualized Education Program (IEP)
- ☐ Previous Individualized Education Program (IEP)
- ☐ Progress Reports from current IEP
- ☐ Progress Reports from previous IEP
- ☐ Preschool Least Restrictive Environment Guiding Questions Optional Form, if applicable
- ☐ Preschool Transition from Part C to Part B Optional Form, if applicable
- ☐ Discipline forms within the last IEP term (such as manifestation determination, functional behavior assessment, behavior intervention plan)