

IDEA Comprehensive Monitoring Review Process Guide



OFFICE FOR EXCEPTIONAL CHILDREN

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**Department of
Education &
Workforce**

IDEA Comprehensive Monitoring Review Process Guide

About This Guide

This Guide is for educational agencies selected for an IDEA Comprehensive Monitoring Review.

In this document, “educational agency” refers to all school districts, community schools, virtual schools, career technical centers (CTCs), educational service centers (ESCs), and county boards of developmental disabilities (CBDDs). “Department” refers to the Ohio Department of Education and Workforce’s Office for Exceptional Children (OEC).

State Support Teams (SSTs) provide support to educational agencies identified through indicator reviews, supportive technical assistance reviews, IDEA comprehensive monitoring reviews, and the IDEA complaint process. State Support Teams provide required technical assistance and professional development to educational agencies to assist in the correction process.

Table of Contents

	Page
<u>IDEA Monitoring Overview</u>	3
<u>IDEA Comprehensive Monitoring Review</u>	3
<u>Preliminary Steps</u>	5
<u>Step 1: Department Analysis of Educational Agency Data</u>	7
<u>Step 2: Review Activities</u>	10
<u>Step 3: Post Review Activities</u>	11
IDEA Onsite Monitoring Process Guide Appendices	
1 <u>Required Documents and Upload Instructions</u>	15
2 <u>Verification of Parent Notification</u>	19
3 <u>Record Review Guide</u>	20
4 <u>Indicator 13 Checklist Questions</u>	38
5 <u>Record Review Comment Forms</u>	41
6 <u>IEP Verification Checklist</u>	44
7 <u>Sample Agenda for Review Activities</u>	46
8 <u>Corrective Action Plan Instructions</u>	49
9 <u>Learning Management System Information Sheet</u>	52
10 <u>Corrective Action Plan Verification Form</u>	54
11 <u>Definitions and Resources Links</u>	55

IDEA Monitoring Overview

States have a responsibility under federal law to establish a system of general supervision to monitor the implementation of the Individuals with Disabilities Education Act (IDEA) of 2004 by educational agencies.

As part of Ohio's system of general supervision, the Ohio Department of Education and Workforce's Office for Exceptional Children (the Department) developed a comprehensive monitoring system for implementation of IDEA and for continuous improvement in special education programs across the state. The overall goal of the Department's IDEA monitoring system is to provide educational agencies the support and resources to improve outcomes for students with disabilities.

The monitoring system includes the following processes:

- **Compliance and Performance Indicator Reviews** – conducted every year for all educational agencies
- **IDEA Desk Reviews** – conducted for each educational agency once every six years
- **Supportive Technical Assistance Reviews (STARs)** – conducted for educational agencies identified with a special education rating of Needs Intervention or Needs Substantial Intervention
- **IDEA Comprehensive Monitoring Review** – conducted based on multiple risk factors

All educational agencies are reviewed every year through the Compliance and Performance Indicator Reviews and will be reviewed once every six years through the Special Education Desk Review starting in the 2026-2027 school year. Career-Technical Centers, Educational Service Centers, Urban districts, and County Boards of Developmental Disabilities will be randomly selected for a comprehensive review each year. Other educational agencies may also be selected for an IDEA Comprehensive Monitoring Review based on multiple risk factors:

- Special Education Ratings of Needs Intervention or Needs Substantial Intervention
- Education Management Information System (EMIS) and other data that suggest irregularities in the educational agency's special education process
- Patterns of repeated and/or systemic complaints and due process hearing requests regarding special education services
- Referral from other agencies or entities, such as the Ohio Auditor of State's office, the office of the Ohio Attorney General, or Department internal offices
- Analysis of other data and information suggesting the need for a closer review

IDEA Comprehensive Monitoring Review

The intent of the IDEA Comprehensive Monitoring Review is to maximize the use of resources that will result in improved academic, social, and postsecondary outcomes for students with disabilities and to implement federal and state requirements. The IDEA Comprehensive Monitoring Review focuses on individual educational agency needs while leveraging the educational agency's strengths to address opportunities for improvement. The state support team (SST) serves as the primary source for technical assistance and professional development during the implementation of strategies and activities to support sustained improvement.

The IDEA Comprehensive Monitoring Reviews are conducted throughout the school year. Educational agencies will receive notification of the review at the beginning of the school year or at least two months before their



onsite review is scheduled. This notification outlines the process for arranging an initial meeting with the educational agency's leadership team and state support team partners.

Career Technical Centers (CTCs), Educational Service Centers (ESCs) and County Boards of Developmental Disabilities (CBDD) serve multiple districts. When a CTC, ESC, or CBDD is selected for an IDEA Monitoring Review, all associate educational agencies will be included in all review activities as outlined in this guide. There is shared responsibility and accountability for agencies that have agreed to provide educational services to associate educational agencies. As such, both the selected educational agency and all associate educational agencies will be expected to share responsibility and collaborate to ensure that special education services and documentation are complete and compliant with state and federal special education laws and regulations. Any corrections required from the review process are expected to be completed quickly and accurately. The Department will notify the associate educational agencies of the review schedule and other pertinent details regarding the review process. All educational agencies engaged with services with the CTC, ESC, or CBDD will be held responsible for the correction of any noncompliance and other actions as stipulated in the Department's summary report and subsequent corrective action plan.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE) VIOLATIONS

If, at any time during the monitoring process, the Department 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 educational agency immediately with a letter outlining the required actions. The educational agency will have 15 school days to develop and submit a plan to correct the violation. The Department and State Support Team (SST) will work closely with the educational agency to include the FAPE notification letter requirements within the plan, as well as incorporating them into a directed corrective action plan to ensure that the educational agency implements their plan to remedy all areas as outlined.

The educational agency will be instructed to meet with the IEP team (including the parent) to complete the Compensatory Education Decision Flow Chart and determine if compensatory education is needed and if so document the details of providing it. The educational agency must return the signed flow chart and any other evidence of correction (corrected ETRs, IEPs) outlined in the FAPE notification letter to the Department within the specified timelines. If the parent refuses to meet with the team or is non-responsive, the IEP team must document reasonable attempts to involve the parent, then meet and complete the Decision Flow Chart and provide a parent with the PR-01 form to document the decision. The educational agency should be made aware that this course of action may result in additional requirements or involvement by the Department. If the IEP team determines the student requires compensatory education services, the educational agency will document these services through the Compensatory Time Sheet and submit to Department by the timelines established in the educational agency's plan.

REIMBURSEMENT

The Department will **reimburse the educational agency for substitute teachers and postage costs** in relation to this review. Substitute teachers will be needed during staff interviews and Individualized Education Program (IEP) verifications. An invoice for the substitute teacher and postage costs will need to be emailed within 30 calendar days of the review to Taunya Crumbley at taunya.crumbley@education.ohio.gov.

The Department will reimburse the educational agency for substitute and postage costs **through the CCIP/One Funding Application as Additional Allocation.**

IDEA Comprehensive Monitoring Review Steps

The IDEA Comprehensive Monitoring Review process includes the following steps:

Preliminary Steps

- ➔ Initial Meeting with Educational Agency Leadership
- ➔ Identification of Educational Agency Cross-functional Team
- ➔ Identification of Educational Agency Internal Monitoring Team
- ➔ Submission of all Educational Agency Staff and Student Information

Step 1: Department's Analysis of Educational Agency Data

- ➔ Background Information and Performance Data
- ➔ Student Record Reviews
- ➔ Parent Input

Step 2: Review Activities

- ➔ Introductory Meeting
- ➔ Interview Sessions
- ➔ IEP Verifications/Building Tours
- ➔ Next Steps Meeting

Step 3: Post Review Activities

- ➔ Summary Report Presentation and Corrective Action Plan
- ➔ Required Trainings
- ➔ Correction of Noncompliance (Individual Record Corrections and Systemic Corrections)
- ➔ Verification of Corrective Action Plan Completion

Preliminary Steps

INITIAL MEETING WITH EDUCATIONAL AGENCY LEADERSHIP

The IDEA Onsite Monitoring Review process will begin with an initial meeting. The Department and SST personnel will meet with the educational agency's leadership team to provide an overview of the specific activities/steps and timelines of the review process that will be conducted. This meeting typically lasts 60 minutes and can be conducted in-person or virtually. The following staff are recommended to be included in the initial meeting:

- Superintendent
- Treasurer/Fiscal officer
- Building administrators
- Curriculum supervisor/coordinator
- EMIS coordinator
- Special education director
- Educational agency One Plan facilitator
- Management company special education representative, if applicable
- Sponsor representative, if applicable

Following this meeting, the educational agency will utilize the Staff List spreadsheet provided by the Department to identify administrators and all educational staff members, individuals selected for the cross-functional team and internal monitoring team. The educational agency will also be asked to provide a list of all its students with disabilities.

IDENTIFICATION OF EDUCATIONAL AGENCY'S CROSS-FUNCTIONAL TEAM

The educational agency will select individuals for a ***cross-functional team***. The purpose of this team is to implement and provide inclusive leadership. The main function of this team will be to disseminate information throughout the educational agency. In addition, this team will be responsible for communicating with the Department and the SST and for making decisions around compliance and improvement outcomes to:

- Advocate for educational agency's needs
- Allocate resources
- Manage and oversee all review activities
- Make decisions about the educational agency's improvement priorities
- Adhere to review timelines

An educational agency is most successful in improving outcomes for students with disabilities when it commits to building a strong cross-functional team of individuals who make informed decisions.

A strong cross-functional team includes the following personnel:

- Administration: superintendent, special education director/coordinator; curriculum supervisor/coordinator; treasurer, human resources representative(s), data management staff (EMIS coordinator), and other central office staff (include administrators with authority to direct resources that affect change)
- Representatives from each building to include: a principal (or assistant principal), an intervention specialist, and a general education teacher
- Representatives for related service providers or all related service providers (educational agency's decision)
- School psychologist(s)
- Individual(s) familiar with the CCIP/One Fund Application
- Educational agency One Plan facilitator
- Community school sponsor and management company representative (if applicable)
- Representative from each associate educational agency (if applicable)

The number of team members may vary according to the size of the educational agency. The team members may also change over time depending on specific concerns or issues that arise through the review process. For CTCs, CBDDs, and ESCs, the associate educational agencies will have representatives (Superintendent, Special Education Director, etc.) involved in cross-functional team meetings.

IDENTIFICATION OF EDUCATIONAL AGENCY'S INTERNAL MONITORING TEAM

The educational agency will also select individuals for an ***internal monitoring team***. The team will receive training through the Department's Learning Management System (LMS), or through in-person training provided by the Department's Supports and Monitoring Team. This training will provide the team with essential steps within the special education process including the use of the record review tools within this guide to look at specific record review items for compliance.

The educational agency will be required to develop an Internal Monitoring Review Procedure and Process manual. The internal monitoring team will be responsible for developing and implementing the internal monitoring review processes and training other staff.

This team should include the following personnel:

- Special education director/coordinator
- Intervention specialists (lead intervention specialists based on building and grade assignments)
- General education teachers (include content knowledgeable staff/co-teacher)

- School psychologist
- Speech language pathologist
- Occupational therapist
- Physical therapist
- Transition coordinator
- Staff who support English learners
- Associate educational agency representatives (for agencies serving multiple districts)
- Others as designated by the educational agency

For each educational agency that serves multiple associate educational agencies, the associate educational agencies will identify their own internal monitoring team that will be trained by Department and SST staff along with the primary educational agency team.

Note: Some staff will be on both the cross-functional and internal monitoring teams due to the nature of their job responsibilities.

SUBMISSION OF EDUCATIONAL AGENCY STAFF

Following the initial meeting, the educational agency will be directed to utilize the Staff List spreadsheet provided by the Department to submit names of **all** staff identifying their positions (including grade level and subject area for teachers), licensure (when applicable), and email addresses. The educational agency will also identify on this spreadsheet who will serve on its cross-functional team and internal monitoring team. The Department will use this list to select staff for interviews during the onsite review activities.

Note: When agencies serving multiple districts (CTCs, ESCs, CBDDs) are selected for review, all associate educational agencies will cooperate with the primary agency in selecting associate educational agency/school staff and administrators who will participate in interviews.

SUBMISSION OF STUDENT INFORMATION

Following the initial meeting, the educational agency will be directed to submit a list of all students with disabilities currently enrolled using the Student Information Spreadsheet provided by their IDEA Monitoring Lead. The list must be password protected or uploaded to the Department’s secure site: [External Upload Documents](#). This list will need to include:

- | | |
|-----------------------|--|
| • Student’s name | • Date of current Evaluation Team Report (ETR) |
| • Date of birth | • Date of current Individualized Education Program (IEP) |
| • Grade | • Attending Building |
| • Disability category | • District of Residence |
| • Gender | • District of Service |
| • Ethnicity code | |

The Department will use this list to select a sample number of special education records for review.

Step 1: Department's Analysis of Educational Agency Data

BACKGROUND INFORMATION AND PERFORMANCE DATA

Prior to the scheduled review, the Department will review the educational agency's background information and performance data to identify possible focus areas. The Department uses the performance to identify trends or patterns in the educational agency or associate educational agencies' special education programs. Trends or patterns may point to an area(s) of needed support and improvement, such as delivery of services, placement, performance, disability categories, discipline or staffing levels. This allows the Department team to focus the review and determine:

- The rationale for record selection;
- Questions for the staff interviews;
- Specific areas of concern or accomplishment; and
- Other activities or documents needed for the review.

The Department's data analysis is based upon multiple factors and measures associated with compliance and outcomes data, including fiscal data and other results-driven outcomes. The data review includes, but is not limited to, Special Education Profile data, including disproportionality, local report cards, special education policies and procedures, dispute resolution issues, any educational agency improvement plans, which may include the CCIP or One Needs Assessment/One Plan, special education workloads and caseloads and use of early intervening funds and other resource management areas.

STUDENT RECORD REVIEWS

Once the educational agency submits the Student Information spreadsheet, the Department will select a sample number of special education records to represent all buildings, grade levels, disability categories, genders, and races, placement or may be targeted based on the analysis of educational agency data.

For example: if the analysis of the educational agency's data indicates an area of concern regarding the high percentage of students identified in the category of Emotional Disturbance that are receiving services in a separate facility at the high school level, the team may decide to target student records for review from that student population and building. Or, the team may identify a specific disability category, such as Deafness, where a high percentage of students are receiving services in a separate classroom. The following chart will be used to determine the number of school age records to review for a 95% confidence level and 20% margin of error:

Number SWD	Record Review Sample Size
<=50	10
>50 and <=100	16
>100 and <=200	20
>200	25
>2000	50

For CTCs, CBDDs, and ESCs, the Department will select up to five records from each associate educational agency.



The Department will request that the educational agency submit the following documents for each student selected from the list:

- Current ETRs, including the planning form
- Current and previous IEPs
- Current and previous IEP Progress Reports
- 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 (ex. OP-9)
- Discipline forms within the last IEP term, such as Manifestation Determination, Functional Behavior Assessment, and Behavior Intervention Plan
- Bell schedules for all buildings
- Selected student schedules (indicating specifically when specially designed instruction is provided)

Any documents containing personally identifiable information must be uploaded to the Department's [secure site](#). Please see [Appendix 1](#) for instructions for uploading the documents.

Department staff will review the submitted records using the [Record Review Guide](#) and [Indicator 13 Checklist Questions](#).

Any additional required documentation to support policies, procedures, and practices can be sent to the Department contact via email if it does not contain personally identifiable information. The educational agency may need to provide copies during the review of any special education files needed for clarification.

The Department will use the student schedules and staff list to develop the review agenda, select interview participants, and schedule IEP verification visits.

The review will include evaluation of the educational agency's ETR process, the IEP process and implementation, discipline and behavior processes, parent and student involvement, community partnerships, and inclusive leadership efforts.

*When records are reviewed for students who are transitioning from Part C to Part B, the Department's Supports and Monitoring Team will review the record in collaboration with the Department of Children and Youth (DCY). The DCY preschool monitoring guide will be used to review the ETR. The OEC Record Review Guide will be used to review the Individualized Education Program, IEP.

PARENT INPUT

As part of the review process, the Department requests parents, guardians, and other members of the public to submit general comments or concerns regarding the special education program and services provided by the educational agency. The Department will provide a notification of the review letter to the educational agency to send to the parents/guardians of students with disabilities. The educational agency will also need to post the notice on its website at least 30 calendar days prior to the onsite monitoring review date. This letter will contain a link to a recorded presentation overview of the monitoring process. The notice and presentation will provide parents with contact information to submit general comments or concerns regarding the special education program and services provided by the educational agency. Parents will have up to 30 calendar days after the review activities are completed to submit comments to the Department. The educational agency must provide the Department with verification of the communication and website posting 30 calendar days prior to the onsite review date (See [Appendix 2](#)). The Department will reimburse the educational agency for any postage cost when mailing notifications to parents.

Step 2: Review Activities

INTRODUCTORY MEETING

Review activities may be conducted in-person or virtually. To begin the review, the Department's review team will conduct an introductory meeting with the educational agency's cross-functional team. This meeting typically lasts 30 minutes. The purpose of this meeting is to discuss the agenda for the review activities.

INTERVIEW SESSIONS

The Department will work with the educational agency to select personnel who will participate in the interviews. The educational agency will coordinate with the Department regarding the number of interviewees, interview location/platform, and times.

Interview sessions typically last 60 minutes, are grouped by position, and have no more than eight to ten members in each session. These groups will be interviewed separately:

- Intervention specialists
 - General education teachers
 - Related service providers
 - Paraprofessionals
 - Educational agency administrators
 - Other personnel associated with the records reviewed
 - Any other stakeholders involved in the educational agency's special education process (this may include community school sponsor representatives and management company or operator representatives)
 - **For CTCs, ESCs, and CBDDs:** teams of associate educational agency administration staff
- Note: intervention specialists, general education teachers, related service providers, paraprofessionals, and other personnel from associate educational agencies may be interviewed if they are providing services to students who attend the CTC, ESC, or CBDD.

In the interest of transparency and open communication, supervisory staff are not permitted to attend interviews with instructional staff. Individual staff names will not be identified in the educational agency's summary report.

The educational agency may be asked to provide additional documentation or evidence of policies, procedures, and/or practices in response to information gathered during the interviews.

IEP VERIFICATIONS

From the student records previously submitted and reviewed, the Department will select a sample number of student IEPs to conduct IEP verifications. The Department will schedule times to visit the selected students' classrooms to verify that the students are receiving the services as described in their IEPs. This may include conversations with the teachers to confirm their knowledge of the services described in the student's IEP, including progress monitoring and post-secondary transition services, as applicable. Please see Appendix 6 for the [IEP Verification Checklist](#) that the Department uses during these classroom visits. The Department staff will spend between 15-30 minutes on each classroom visit. Documentation ensuring IEP implementation and progress monitoring will be collected and reviewed. The focus of an IEP verification is on the implementation of the student's IEP, not teacher performance.

NEXT STEPS MEETING

On the last day of the scheduled review, the Department's review team will conduct a meeting to discuss the next steps in the review process with the educational agency's cross-functional team. This meeting will be approximately 60 minutes. The purpose of the meeting is to address the following:

- A review of overarching themes from record reviews, interviews, IEP verifications, and parent input
- Additional documentation or data, if needed
- Discussion of timelines of the post-review activities

Step 3: Post-Review Activities

SUMMARY REPORT PRESENTATION AND CORRECTIVE ACTION PLAN

The Department review team will complete and present a summary report of the review findings within 90 days from the last day of the monitoring review. The summary report will contain information and analysis of all review activities, including student record reviews, interviews, parent input, and IEP verifications. The report will include strengths, any noncompliance findings or concerns, required actions, and other considerations or recommendations for the educational agency. Systemic findings must be addressed within the educational agency's corrective action plan (CAP). Systemic findings refer to patterns of noncompliance within larger systems, as identified through findings, in interview responses, IEP Verification results, and a review of special education procedures and practices. These findings document ongoing issues related to compliance with IDEA requirements.

The Department will schedule a summary report presentation with the educational agency's cross-functional team to review the Department's findings. When a CAP is required, the Department will provide a draft copy of the plan to address all areas of systemic noncompliance. The educational agency will work with the SST to finalize the activities and timelines within the CAP. The educational agency and SST lead consultant will electronically sign the CAP and submit to the Department for approval within 30 school days from the date of the summary report.

If there is a FAPE violation, the Department will create a Directed CAP to ensure the educational agency addresses all issues outlined in the FAPE violation notice.

In cases where the educational agency has demonstrated a lack of collaboration before or during the onsite review, the Department will develop a Directed CAP to promote a high level of collaboration/coordination throughout the review.

REQUIRED TRAININGS

The educational agency will have the choice of either having the Department provide in-person training or having staff complete the OEC Required Special Education Process Course within the state's Learning Management System (LMS). All administrators and educational staff members who work with students with disabilities will be required to complete either the in-person training or complete specific modules within the OEC Required Special Education Process Course.

The OEC Required Special Education Process Course includes the following modules:

- Evaluation Team Report (ETR)
- Postsecondary Transition Plan
- Individualized Education Program (IEP)
- Internal Monitoring Process
- General Educator Role in Special Education
- Related Services
- Intervention Specialist Role in Special Education

Refer to [Appendix 9](#) for an outline of which modules specific staff members will need to complete and how long each module will take to complete. Each module includes a quiz. Participants will receive certificates of completion if they receive an 80% or higher on the quizzes. Any score lower than 80% will require additional technical assistance from the SST.

If the educational agency chooses to have the Department provide in-person training, this will be decided and scheduled after the onsite review activities have been completed. The educational agency will need to plan for four hours for the in-person training. This training can begin any time after the onsite review activities have been completed but must be finalized **within 30 school days of the date of the summary report**.

CORRECTION OF NONCOMPLIANCE

Individual Corrections

The educational agency, and the associate educational agencies, when applicable, is required to correct all findings of individual noncompliance **within 60 school days** of the date of the summary report.

The Department will provide the educational agency with individual student record review comment forms for each student record reviewed by the Department. These comment forms will detail what specifically was found noncompliant and what needs to be corrected in each record. These comment forms are provided with the summary report. The Department and SST staff will provide technical assistance to the educational agency to assist in the correction process.

The Department will send a separate letter to the parents notifying them that their child's special education records need to be revised and the educational agency will be contacting them.

Individual corrections will be reviewed and verified by Department staff. The educational agency will receive a letter confirming completion of individual corrections from the Department once all corrections have been verified.

Systemic Correction

To demonstrate systemic correction, the educational agency will submit a new sample of student records to the Department after staff have received all the required trainings. The Department will review the new sample of student records to verify all records submitted are 100% compliant in all the noncompliance areas cited in the summary report. If the new sample of student records submitted are not found to be 100% compliant, the educational agency will be required to correct the student records and resubmit them to the Department for review. The SST will provide additional technical assistance and/or training to the educational agency staff. The educational agency will then need to submit a new sample of records to the Department to demonstrate systemic correction.

Please note that correction is required for all identified noncompliance, individual and systemic, which must be corrected as soon as possible and in no case longer than one year from the date of the summary report.

FAPE Violation Correction

If a FAPE violation was identified during the review process, the educational agency will be required to submit evidence of correction within the timelines of the approved educational agency's plan, but not to exceed one year from the notification of the FAPE violation. Once correction has been verified, the educational agency will receive a FAPE closure letter.

VERIFICATION OF CAP COMPLETION

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

The educational agency must submit evidence of all Corrective Action Plan (CAP) activities completed within the specified timelines, not to exceed one year from the date of notification of findings, as required by federal regulations. The educational agency and the SST will sign and submit the [CAP Verification Form](#) to the Department.

Upon completion of all CAP activities and systemic corrections, the educational agency will receive a clearance letter from the Department. The Department will monitor the One Plan in ED STEPS to ensure that the educational agency continues to address special education priority areas. The Department may also monitor the educational agency's progress through special education profile data, if applicable.



PROGRESSIVE SANCTIONS

In the event the educational agency does not complete the required actions for either individual or systemic corrections within the federally mandated timeline, the Department will work closely with the educational agency to determine what activities still need to be completed and if additional training is needed. The Department will provide the educational agency with a revised corrective action plan outlining the specific activities needed for the educational agency to complete to come into compliance with federal and state laws. This will affect the educational agency's special education rating and may include progressive sanctions that could affect special education funding.



Appendix 1: Required Documents and Upload Instructions

Required Documents

- Current Evaluation Team Reports (ETRs), including the planning form
- Current and previous Individualized Education Programs (IEPs)
- Current and previous IEP Progress Reports
- Prior written notices within the last ETR/IEP term
- Parent invitations within the last ETR/IEP term
- Parent consent forms within the last ETR term
- Documentation of attempts to involve the parent (ex. OP-9)
- Discipline forms (for example, Manifestation Determination, Functional Behavior Assessment and Behavior Intervention Plan) within the last IEP term
- Selected student schedules (indicating when the students receive their SDI minutes)
- All staff members' names, email addresses, buildings, positions and titles
- Board-adopted special education policies and procedures

Additional Documents Requested

The following additional documents may be requested by the Department for review prior to the scheduled review activities:

1. Verification that the workload and caseload ratios for special education service providers meet the requirements in the Operating Standards 3301-51-09 (I)
2. Restraint and seclusion policy and current restraint and seclusion data
3. Communication plan with other associated educational agencies (CTCs, CBDD schools, ESCs or other agencies serving multiple districts)
4. Department-approved special education policies and procedures adopted by the agency's board
5. Bell schedule and building maps
6. Explanation of instructional delivery methods if utilizing remote learning
7. Any other specific documents or policies identified by the Department prior to the review

Additional documents requested for CTCs:

1. The local Perkins Plan with supporting evidence of implementation
2. Program or course catalog including statement of equal access to all programs
3. The CTC admissions policy and procedures
4. The CTC communication plan and CTC-specific special education policies and procedures

Additional documents requested for ESCs:

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

Additional documents requested for Virtual Schools

1. How specially designed instruction and related services are provided
2. Locations where services are provided
3. Description of how related services are planned and delivered

Instructions for Uploading Documents

Submit all required student records and any documents with personally identifiable information to the Department's secure upload site at <https://docupload.ode.state.oh.us/>. Records submitted through this site do not need to be redacted.

External Document

Upload Documents

Please enter the details of person uploading the application

* First Name Middle Name * Last Name
* Email Address

* Purpose

No file chosen
 No file chosen
 No file chosen
 No file chosen
 No file chosen

Maximum document size is 100 MB and only following file extensions are accepted:
.doc, .docx, .gif, .jpg, .jpeg, .mht, .pdf, .txt, .xls, .xlsx, .xslm, .xlsx, .png, .zip, .msg

You will receive an email confirming the upload of the application.

Enter the name and email address of the person uploading the records.

External Document

Upload Documents

Please enter the details of person uploading the application

* First Name Middle Name * Last Name
* Email Address

* Purpose

Then select **“OEC Monitoring”** for the purpose of uploading documents. Then you will need to complete the other required fields:

* Purpose

* District IRN * District Name
* Student First Name * Student Last Name
* Student DOB * EMIS Disability Category

Select “Choose File” to upload the document/record. Make sure to name the document using the student's initials and type of document (for example, “John Doe IETR,” “John Doe IEP”, “John Doe Previous IEP”).

Please include any related documents with the ETR and IEP (prior written notices, parent invitations, consent forms, and progress reports).

The screenshot shows a file upload interface with five "Choose File" buttons, each followed by the text "No file chosen". Below the buttons, there is a note: "Maximum document size is 100 MB and only following file extensions are accepted: .doc, .docx, .gif, .jpg, .jpeg, .mht, .pdf, .txt, .xls, .xlsx, .xlsm, .xlsb, .png, .zip, .msg". At the bottom of the interface are two buttons: "Upload" and "Reset". A final line of text reads: "You will receive an email confirming the upload of the application."

If you are having difficulty uploading the documents, please contact your IT department for assistance.



Appendix 2: Verification of Parent Notification Form

Verification of Parent Notification

1. Educational Agency: _____

2. Number of Parent Notifications mailed/emailed: _____

Were letters mailed/emailed to all families of Students with Disabilities attending school in the educational agency?

YES NO (If no, explain below)

3. Date notifications sent: _____

4. Did you place the Notice of the Review in the local newspaper or on social media?

YES NO

Where and date of notice: _____

5. Did you place the Notice of the Review and Presentation on your website? YES NO

Provide link:

6. Identify other resources utilized by the educational agency to notify the public of the review: (ex. District newsletter)

Superintendent Signature: _____ Date: _____

Completed form must be submitted to the Department at least one week before the first day of the onsite review. Email to the IDEA Monitoring Lead:



Appendix 3: Record Review Guide

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	3301-51-06(A) [Evaluations – General]	Does the educational agency provide interventions to resolve concerns for any child who is performing below grade-level standards?	YES	<p>The record shows evidence of intervention data and provides a summary of the interventions that have been implemented prior to referral or during the evaluation process.</p> <p>For initial evaluations, the summary of interventions provided must include:</p> <ol style="list-style-type: none"> 1. A description of the research-based intervention(s) used; 2. How long the intervention was provided (how many weeks); 3. The intensity of the intervention – how often, and for how many minutes; 4. A description of the results compared to the baseline data; 5. The decision as a result of the intervention(s). <p>For reevaluations, the summary of interventions provided would include:</p> <ol style="list-style-type: none"> 1. A description as delineated above if interventions were provided in addition to the specially designed instruction, related services, and other supports contained in the IEP. 2. If no new 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 is required. 3. This area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications. 	<ul style="list-style-type: none"> • Data from interventions • PR-06 ETR – Part 2 • PR-04 Referral Form • PR-01 Prior Written Notice
			NO	The student record contains no evidence that interventions were provided to the child; OR 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;	

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	300.9 [Consent] 300.305 [Additional requirements for evaluations and reevaluations]	Were the parents/guardians provided opportunities to be involved in the ETR planning process to establish informed parental consent?	YES	There is evidence of parental involvement ; OR Evidence the parent was provided opportunities to participate in the ETR planning process. This also applies to in-state transfer-in ETRs adopted by the educational agency.	<ul style="list-style-type: none"> • Evaluation Planning Form • PR-01 Prior Written Notice • PR-02 Parent Invitation • PR-04 Referral Form • Other Documentation: Phone logs, parent contact logs, e-mails, conference 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 opportunities to participate in the ETR planning process.	
			NA	The parent and the educational agency agreed that a reevaluation was unnecessary.	
CF-3	300.300 [Parental Consent] 300.9 [Consent]	Was written, informed parental consent obtained prior to any evaluation?	YES	Signed PR-05 Parent Consent for Evaluation; OR Evidence that the educational agency made reasonable efforts to obtain consent for evaluation and the child’s parent failed to respond. Written signature is defined as a physical signature or digitally timestamped signature.	<ul style="list-style-type: none"> • PR-05 Parent Consent for Evaluation • PR-01 Prior Written Notice • OP-9 Attempts to Obtain Parent Participation
			NO	No evidence of PR-05; OR PR-05 was signed after new testing was conducted; OR An individual evaluator’s assessment was completed for an area that was 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-4	300.304(c)(4) [Other evaluation procedures]; 300.305 [Additional requirements for evaluations and reevaluations]; 300.307-311 [Additional Procedures for Identifying Children with Specific Learning Disabilities]	Is there evidence that the evaluation addresses all areas related to the suspected disability? Note: Anything listed on the planning form for inclusion in the evaluation must be reported in Part 1 (Individual Evaluator’s Assessment).	YES	There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form. There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Blind/Visual Impairment, Deafness or Hearing Impairment and preschool-age children. Multiple sources of information are required to determine eligibility.	<ul style="list-style-type: none"> • Evaluation Planning Form • PR-04 Referral Form • PR-01 Prior Written Notice • Preschool evaluation form • OP-4 Agreement to Waive Reevaluation
			NO	The evaluation report did not address all areas related to the suspected disability; OR The evaluation report did not address all areas noted on the planning form in a Part 1; OR There is no Planning Form (unless tested for everything); OR Not all required components of a Part 1 were completed.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	
CF-5	300.304 [Evaluation procedures] ([Does the ETR summarize all assessment results in language understandable to the parent? Note: All information in Part 1s (Individual Evaluator’s Assessment) must be summarized in Part 2.	YES	All Part 1 sections of the ETR are summarized in language understandable to the parent.	<ul style="list-style-type: none"> • PR-06 ETR – Part 2
			NO	There is a re-statement of all the assessments conducted without a summarization in language understandable to the parent.	
			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	300.304 [Evaluation procedures] 300.305 [Additional requirements for evaluations and reevaluations]	Does the ETR contain a description of educational needs that allows the IEP team to develop effective and actionable goals?	YES	Educational needs include specific skill deficits (academic and/or functional) that will allow the IEP team to develop effective and actionable goals.	<ul style="list-style-type: none"> PR-06 ETR – Parts 1 and 2
			NO	The ETR does not contain a description of educational needs for the child or contains 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-7	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	Initial Evaluations A group of qualified professionals determines eligibility: 1. Parent 2. A group of qualified professionals that includes: <ul style="list-style-type: none"> • The child’s general education teacher; • Person qualified to conduct individual assessments and interpret the results of those assessments such as a School Psychologist; and • Educational agency representative. 3. Additional group members for determining a specific learning disability (SLD) would include: <ul style="list-style-type: none"> • The child’s general education teacher; or • If the child does not have a general education teacher, a general education classroom teacher qualified to teach a child of his or her age; or • For a child of less than school age, an individual qualified by the State Educational Agency (SEA) to teach a child of his or her age; and • At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher. 4. When appropriate, the child. Reevaluations 1. A group of qualified professionals determines eligibility to include the following: Parent 2. General education teacher of the child 3. Special education teacher of the child 4. Educational agency representative 5. An individual who can interpret the instructional implications of evaluation results 6. At the discretion of the parent or the school educational agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate 7. Whenever appropriate, the child with a disability	<ul style="list-style-type: none"> • PR-06 ETR – Section 1 Individual Evaluator’s Assessment and Section 5 Signatures • PR-01 Prior Written Notice to parents • PR-02 Parent Invitation • Documentation of educational agency and parent agreement (must be verified by consultant for compliance) • OP-9 Attempts to Obtain Parent Participation
			NO	Eligibility was not determined by a group of qualified professionals OR The educational agency did not make reasonable efforts to obtain informed consent from the parent.	
			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-8	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 of all suspected disability categories listed on the planning form; AND The justification statement includes how the disability affects the child's progress in the general education curriculum.	<ul style="list-style-type: none"> PR-06 ETR – Part 4
			NO	The statement does not provide a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria of all suspected disability categories listed on the planning form; 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	SPP Indicator 13 300.320 (b) [Transition Services] 3301-51-07(H) (2) [Transition Services]	Does the transition plan in the current IEP meet all 8 required elements for IDEA? 1. There are appropriate measurable postsecondary goal(s). 2. The postsecondary goals are updated annually. 3. The postsecondary goals were based on age-appropriate transition assessment (AATA). 4. There are transition services that will reasonably enable the student to meet the postsecondary goal(s). 5. The transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s). 6. The annual goal(s) are related to the student’s transition service needs. 7. There is evidence the student was invited to the IEP team meeting where transition services were discussed. 8. When appropriate, there is evidence that a representative of any participating agency was invited to the IEP team meeting.	YES	The transition plan in the IEP is compliant with all eight required elements outlined on the National Technical Assistance Center on Transition (NTACT) Indicator 13 Checklist.	<ul style="list-style-type: none"> PR-07 IEP – Sections 4 and 5
			NO	The transition plan is not compliant with one or more of the eight required elements outlined on the checklist.	
			NA	The child is not 14 or older within the current IEP year.	

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	<p>Present Levels of Performance must include the following information as it relates to each goal:</p> <ul style="list-style-type: none"> Summary of current daily academic 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; Current baseline data provided in alignment with the skill and measurement of the annual goal. 	<ul style="list-style-type: none"> PR-07 IEP – Section 6 (Present Level of Academic Achievement and Functional Performance)
			NO	<p>Present levels of performance do not provide a detailed and targeted summary of current daily academic and/or functional performance related to the development of measurable goals; OR There is no comparison to grade-level standards or to age-appropriate performance expectations.</p>	
DS-3	300.320(a)(2)(i) [Definition of individualized education program]	Are annual goals stated in measurable terms?	YES	<p>Annual goals are stated in measurable terms and meet the child’s needs to enable the child to be involved and make progress in the general education curriculum.</p> <p>A measurable annual goal must contain the following:</p> <ul style="list-style-type: none"> Clearly <u>defined behavior</u>: the specific action the child will be expected to perform. The <u>condition</u>: situation, setting or given material under which the behavior is to be performed. <u>Performance criteria</u>: the level the child must demonstrate for mastery AND the number of times the child must demonstrate the skill or behavior. <p>The goal must be measurable on its own.</p>	<ul style="list-style-type: none"> PR-07 IEP – Section 6 (Measurable Annual Goals)
			NO	<p>The annual goals are not stated in measurable terms; OR The goal is missing one or more of the above criteria.</p>	

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 academic area(s) of need?	YES	There is alignment between the academic 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.	<ul style="list-style-type: none"> PR-07 IEP – Section 6
			NO	Annual goals fail to address the child’s academic needs identified in the ETR and/or IEP.	
			NA	Academic needs were not identified at this time.	
DS-5	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. Functional means nonacademic, as in “routine activities of everyday living.”	<ul style="list-style-type: none"> 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.	
			NA	Functional needs were not identified at this time.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-6	300.320(a)(4) [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: <ul style="list-style-type: none"> • Describes the nature of the instruction that aligns with the needs of the child (delivery); AND • Supports achievement of annual goals by describing skills (content) and methods used for instruction specific to the goal (methodology). 	<ul style="list-style-type: none"> • 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 describe skills (content) and methods used for instruction specific to the goal (methodology).	
DS-7	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.	<ul style="list-style-type: none"> • PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Location of Services)
			NO	The IEP does NOT specify where specially designed instruction and/or related services will be provided; OR Each location is not separated to show the specially designed instruction and/or related services for each location.	

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	300.320(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	Each statement of specially designed instruction and related services specifically identifies the amount of time and frequency of services the child will receive AND is understandable to parents regarding when services are being provided.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Amount of Time and Frequency)
			NO	The specially designed instruction statement does not specify the amount of time and frequency of services received; OR More than one goal or provider is specified in the amount of time; OR Amounts of time and frequency are not understandable to parents regarding when services are being provided.	
DS-9	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	<p>The IEP includes assistive technology and/or assistive technology services to meet the described needs for the child.</p> <p>300.5 Assistive Technology Device: any device item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that directly assist a child with a disability to increase, maintain, or improve his or her functional capabilities. A medical device that is surgically implanted or the replacement of such a device is not included under the term “assistive technology device.”</p> <p>300.6 Assistive Technology Service: Any service that directly assists the child in the selection, acquisition or use of an assistive technology device.</p>	<ul style="list-style-type: none"> PR-07 IEP – Section 2 Special Instructional Factors PR-07 IEP – Section 7 Description(s) of Specially Designed Services- Assistive Technology or Accommodations
			NO	Assistive technology and/or services were identified in the ETR but not included in the IEP; OR Assistive technology is listed as needed, at the discretion of the teacher, as requested.	
			NA	Based on the needs of the child, assistive technology and/or services were not identified at this time.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-10	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 identifies accommodations provided to the child that connect to the needs and implications identified in the child’s ETR. Accommodations provide access to course content but do not alter the scope or complexity of the information taught to the child.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Accommodations
			NO	Accommodations are noted in the Profile or Present Levels of Performance or in the ETR only and not listed in Section 7; OR Accommodations were identified in the ETR but not included on the IEP.	
			NA	Based on the needs of the child, accommodations were not identified at this time.	
DS-11	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.	<ul style="list-style-type: none"> PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Modifications Profile or Present Levels of Performance
			NO	The IEP does not describe the type of modification, and the extent of the modification provided to the child; OR Modifications are listed as needed, at the discretion of the teacher, as requested.	
			NA	Based on the needs of the child, modifications were not identified at this time.	

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)(4) [Definition of individualized education program]	Does the IEP identify supports for school personnel to enable the child to be involved and make progress in the general education curriculum?	YES	The IEP describes support(s) to school personnel who may need assistance in implementing the child’s IEP. The section describes what support adult staff are receiving from other adult staff. For each support, the team lists the school personnel to receive the support, the specific support that will be provided and who will provide the support.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Support for School Personnel
			NO	Supports for school personnel were identified in other sections of the IEP but not stated in the supports for school personnel in Section 7; OR Section 7 of the IEP did not specify what the support is or who would provide the support; OR The section described student services and not what support adult staff are receiving from other adult staff.	
			NA	Supports for school personnel were not identified at this time.	
DS-13	300.320 (a)(6)(ii) [Definition of individualized education program]	Is there a justification statement regarding alternate assessment participation?	YES	There is a statement describing why the child cannot participate in the regular assessment and why the alternate assessment is appropriate for the student AND Evidence was provided that the IEP team used the required Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) Decision-Making Tool documenting evidence of the most significant cognitive disability.	<ul style="list-style-type: none"> PR-07 IEP – Section 12: Justification statement for AASCD
			NO	The statement does not describe why the child cannot participate in the regular assessment or how the selected alternate assessment is appropriate for the student; OR there is no evidence of the most significant cognitive disability documented in the AASCD Decision-Making Tool; OR The AASCD Decision-Making Tool with parent signature was not provided.	
			NA	The student did not participate in the alternate assessment.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-14	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. *Note: Progress on the annual goal itself needs to contain quantitative data relating to the mastery level of the goal.	YES	There are instructional data* collected for each measurable annual goal AND there is evidence that the progress data reported align to measurement(s) used in the annual goal statement.	<ul style="list-style-type: none"> • Progress Reports • Progress toward last year’s goals • Concerns of parents • Input from related service providers • Use of objective/measurable terms in present levels of performance and goals/objectives
			NO	There is no evidence of data* collection on each annual goal, progress reports/analysis; OR there is no evidence that the progress data for each annual goal were reported; OR Progress reported does not align to measurement(s) used in the annual goal statement; OR The progress reports did not include all required components (data sources, data points, comments, on track status, goal status)	
DS-15	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.	<ul style="list-style-type: none"> • Evidence that staff use student progress data to assess the effectiveness of each special education instructional service and strategy that have been implemented to determine if the instructional approach is effective with the student. • Documentation verifies that interventions have been implemented with fidelity (training, observations) prior to request for change. • Evidence exists that when progress monitoring shows the student is not likely to reach his/her annual goals, the educational agency schedules IEP reviews in a timely manner to review and, if appropriate, revise the IEP. • Data analysis indicating the necessary instructional adjustment(s). • Parental participation to adjust instructional strategies actively pursued. • The IEP amendment.
			NO	Data indicating the need for revision were available (goal was mastered or no progress was made), but no revisions were evident (PR-02, IEP amendment, change of placement).	
			NA	This is the first assessment reporting period of the year and sufficient data are not yet available to inform IEP adjustments; OR Based on progress monitoring data, no revisions were necessary.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-16	300.321 (1)-(7) [IEP Team]	Did the IEP meeting consist of a qualified team?	YES	<p>The IEP Team consisted of the following:</p> <ul style="list-style-type: none"> • Parent • General education teacher of the child • Special education teacher of the child • Educational agency representative (authorized to allocate funds) • Person qualified to interpret instructional implications participated in the meeting and signed the IEP <p>A member of the IEP team may be excused from attending an IEP team meeting, in whole or in part, if the parent and the educational agency consent, in writing, to the excusal prior to the IEP meeting.</p> <p>If the IEP discussion involves any excused members' area of the curriculum or related service, the member must submit, in writing, input into the development of the IEP prior to the meeting.</p>	<ul style="list-style-type: none"> • PR-02 Parent Invitation • PR-01 Prior Written Notice • Signed excusal by parent and written information from the excused IEP team member
			NO	<p>One or more of the above team members were not involved in the IEP meeting with no evidence of excusal where appropriate.</p>	

Least Restrictive Environment

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-1	300.320(a)(5) [Definition of individualized education program]	Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom?	YES	The IEP includes a justification for why the child was removed from the general education classroom, AND <ul style="list-style-type: none"> It is based on the individual needs of the child, not the child’s disability, and aligns with SDI or related services location; It reflects that the team has given adequate consideration to meeting the student’s needs in the general education classroom with supplementary aids and services; It describes that the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily; It describes potential harmful effects on the child or others that explains the current least restrictive environment placement, if applicable. 	<ul style="list-style-type: none"> PR-07 IEP - Section 11 (LRE) PR-07 – Section 3 (Profile) PR-07 – Section 6 Present levels of academic achievement and functional performance
			NO	A rationale is not given; OR the rationale given: <ul style="list-style-type: none"> Is NOT based on the student’s individual needs or does not align with SDI or related service location; Does NOT reflect consideration for provision of supplementary aids and services in the general education classroom; Does NOT describe potential harmful effects to the child or others, if applicable. 	
			NA	The student receives all special education services with nondisabled peers.	

Discipline					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliance	Evidence	Potential Source(s) of Documentation
DIS-1	300.530(e)(1)	Did the LEA conduct a manifestation determination to determine the relationship of the child’s behavior of concern to the child’s disability?	Yes	The team completed a manifestation determination review form (PR-03)	PR-03
			No	The team did not complete a manifestation determination review form (PR-03)	
			NA	There was no disciplinary data to support the need for a manifestation determination review. OR The student was not removed for over 10 days.	
DIS-2	300.530(e)(1)	Was the manifestation determination conducted within 10 school days of the educational agency’s decision to change the placement of a child with a disability? <i>Note: When a student is removed for more than 10 days, this is considered a change in placement.</i>	Yes	The date of the manifestation determination review is <u>not</u> more than 10 school days from the date of the decision to go over 10 days of removal.	Student discipline record documenting cumulative days of removal, from which the MD review timeline can be calculated. PR-03
			No	The date of the manifestation determination review is more than 10 school days from the date of the decision to go over 10 days of removal.	
			NA	DIS-1 is “No” or “NA”	
DIS-3	300.530(f)(1) (i)-(ii)	Did the educational agency conduct a functional behavioral assessment (FBA) after the manifestation determination, if the behavior was deemed to be a manifestation of the student’s disability? (Unless the educational agency conducted the FBA before the behavior that resulted in the change of placement.)	Yes	An FBA is included in the student’s file.	OP-1 FBA form (optional form) or educational agency created form PR-06 Evaluation Team Report, PR-07 IEP Student Profile, or IEP Present Levels of Performance
			No	An FBA is <u>not</u> included in the student’s file.	
			NA	The team determined that the conduct was <u>not</u> a manifestation of the student’s disability. OR DIS-1 is “No” or “NA”	
DIS-4	300.530(f)(1) (i)-(ii)	Did the educational agency develop a behavioral intervention plan (BIP) for the child as a result of the FBA, if the behavior was deemed to be a manifestation of the student’s disability? OR If the BIP had already been developed, did the educational agency review the BIP after the manifestation determination and modify it as necessary to address the child’s behavior?	YES	If the behavior was deemed to be a manifestation of the student’s disability, a BIP was created. OR The existing BIP was revised if the behavior was deemed to be a manifestation of the student’s disability.	OP-2 BIP form (optional form) or educational agency created form PR-07 IEP PR-01
			NO	The behavior was determined to be a manifestation of the student’s disability, and a BIP was <u>not</u> included in the student’s file. OR The existing BIP was not revised, and the behavior was deemed to be a manifestation of the student’s disability.	
			NA	The team determined that the conduct was <u>not</u> a manifestation of the student’s disability. OR DIS-1 is “No” or “NA”	



Appendix 4: Indicator 13 Checklist Questions

Indicator 13 Checklist Questions

For guidance, resources and best practices for transition planning, visit the [Secondary Transition Planning](#) page of the Ohio Department of Education and Workforce website, or the [National Technical Assistance Center on Transition \(NTACT\)](#).

When reviewing a transition plan, answer each question in the areas of Education/Training; Employment and, where appropriate, Independent Living. Use the Record Review Comment Form to record findings.

1. Is there an appropriate measurable postsecondary goal or goals?
 - Can the goal(s) be counted?
 - Will the goal(s) occur after the student graduates from school?
 - Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?
2. Is (are) the postsecondary goal(s) updated annually?
 - Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?
3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?
 - Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?
 - Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)?
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
 - Do the transition services include courses of study that align with the student's postsecondary goal(s)?
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
 - Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
 - For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?
 - For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?
 - Was consent obtained from the parent or student who has reached the age of majority?



Appendix 5: Record Review Comment Forms

Record Review Comment Form

Record	Student Name:	Disability:	DOB:	Grade:
<input type="checkbox"/> Reevaluation	<input type="checkbox"/> Initial Evaluation	ETR Date:	IEP Date:	
District of Residence:	Reviewers:	Date Reviewed:	Date Corrected:	

RR #	Item Reviewed	Compliant	IC	Comments/Notes
CF-1	ETR-Interventions provided			
CF-2	Parents afforded the opportunity to participate			
CF-3	Informed parental consent for evaluation			
CF-4	ETR addresses all areas related to disability			
CF-5	ETR clearly states summary of assessment results			
CF-6	ETR contains a clear description of educational needs			
CF-7	Qualified group of professionals determine eligibility			
CF-8	Justification for the eligibility determination decision			
DS-1	Transition Plan			
DS-2	Present Levels of Performance			
DS-3	Measurable goals			
DS-4	Goals address academic needs			
DS-5	Goals address functional needs			
DS-6	Statement of SDI and Related Services			
DS-7	SDI and Related Services Location			
DS-8	SDI and Related Services Amount & frequency			
DS-9	Identify assistive technology			
DS-10	Identify accommodations			
DS-11	Identify modifications			
DS-12	Supports for school personnel			
DS-13	Alternate assessment justification			
DS-14	Data collected and analyzed to inform instruction			
DS-15	Revisions to IEP made based on data			
DS-16	IEP Meeting-Qualified team			
LRE-1	Justification for removal from general education classroom			
DIS-1	Manifestation Determination Review was conducted			
DIS-2	MDR was conducted within 10 school days of decision to change placement			
DIS-3	Functional Behavior Assessment was conducted			
DIS-4	Behavior Intervention Plan was developed/revised			



Transition Plan (Indicator 13 Checklist)				
Item Reviewed		Compliant	IC	Comments/Notes
1. Measurable Goals	Education/Training			
	Employment			
	Independent Living			
2. Goals Updated Annually	Education/Training			
	Employment			
	Independent Living			
3. Evidence goals were based on AATA	Education/Training			
	Employment			
	Independent Living			
4. Transition Services	Education/Training			
	Employment			
	Independent Living			
5. Courses of Study	Education/Training			
	Employment			
	Independent Living			
6. IEP Goals related to transition services	Education/Training			
	Employment			
	Independent Living			
7. Student was invited to IEP meeting	Education/Training			
	Employment			
	Independent Living			
8. Representative of any participating Agency	Education/Training			
	Employment			
	Independent Living			



Appendix 6: IEP Verification Checklist

IEP Verification Checklist

The IEP Verification Checklist will be completed using observations, teacher interviews, and/or other documentation such as teacher data tracking and work samples.

School Name: _____ Name of Student(s) or Record #: _____
 Educational Setting: _____ Date: _____
 Teacher Name: _____ Length of Observation: _____
 Subject and Grade: _____ Number of Students in Class: _____
 Name of Observer: _____ Title of Observer: _____

ITEMS TO OBSERVE	Yes	No	NA	NR	Evidenced by and Comments
1. Evidence when asked by observer that teacher is <u>aware</u> of contents of IEP(s) for which they are responsible.					
2. Evidence that teacher is <u>providing</u> what is required in IEP:					
• Addressing goals/objectives					
• Specially designed instruction					
• Related services					
• Accommodations					
• Modifications					
• Assistive technology					
3. Evidence of setting for instruction as described in the LRE statement/SDI Location					
4. Evidence of ongoing progress monitoring.					
5. Evidence of any applicable plans (such as behavior) attached to the IEP.					
6. Evidence that Transition Services are being delivered as written.					
Comments:					



Appendix 7: Sample Agenda for Review Activities

DAY 1 Sample Agenda

Note: Depending on district size and demographics, review activities may take 3-4 days. This is a sample of a 2-day review.

OEC/SST Interview Team #1	OEC/SST Interview Team #2	OEC/SST Interview Team #3
8:00 – 8:30 am Introductory Meeting <ul style="list-style-type: none"> • OEC Team • SST Members • Educational Agency Cross Functional Team 		
9:00 – 10:00 am Interview #1 Administration <ul style="list-style-type: none"> • 	9:00 – 10:00 am Interview #2 School Psychologists <ul style="list-style-type: none"> • 	9:00 – 10:00 am Interview #3 Paraprofessionals <ul style="list-style-type: none"> •
10:15 – 11:15 am Interview #4 Middle/High School Intervention Specialists <ul style="list-style-type: none"> • 	10:15 – 11:15 am Interview #5 Elementary General Education Teachers <ul style="list-style-type: none"> • 	10:15 – 11:15 am Interview #6 Related Service Personnel <ul style="list-style-type: none"> •
11:30 – 12:00 pm OEC/SST Debrief Meeting		
1:00 – 1:30 pm IEP Verification Student Record # Student: Goal: Grade: Teacher:	1:00 – 1:30 pm IEP Verification Student Record # Student: Goal: Grade: Teacher:	1:00 – 1:30 pm IEP Verification Student Record # Student: Goal: Grade: Teacher:
1:45-2:45 pm Interview #7 Elementary School Intervention Specialists <ul style="list-style-type: none"> • 	1:45 – 2:15 pm IEP Verification Student Record # Student: Goal: Grade: Teacher:	1:45 -2:15 pm IEP Verification Student Record # Student: Goal: Grade: Teacher:
3:00 – 3:30 pm OEC/SST Debrief Meeting		

DAY 2 Sample Agenda

OEC/SST Interview Team #1	OEC/SST Interview Team #2	OEC/SST Interview Team #3
<p>8:30 – 9:30 am Interview #8 Middle/High School General Education Teachers <Address> <Room></p> <ul style="list-style-type: none"> • <NAMES> • • 	<p>8:30 – 9:30 am IEP Verification <Building> <Classroom> Student Record # Student: Goal: Grade: Teacher:</p>	<p>8:30 – 9:30 am IEP Verification <Building> <Classroom> Student Record # Student: Goal: Grade: Teacher:</p>
<p>10:00 – 10:30 am IEP Verification <Building> <Classroom> Student Record # Student: Goal: Grade: Teacher:</p>	<p>10:00 – 10:30 am IEP Verification <Building> <Classroom> Student Record # Student: Goal: Grade: Teacher:</p>	<p>10:00 – 10:30 am IEP Verification <Building> <Classroom> Student Record # Student: Goal: Grade: Teacher:</p>
<p>10:30 – 11:30 OEC/SST Debrief Meeting</p>		
<p>1:00 – 2:00 pm Next Steps Meeting</p> <ul style="list-style-type: none"> • OEC Team • SST Members • Educational Agency Cross Functional Team 		



Appendix 8: Corrective Action Plan Instructions

Corrective Action Plan (CAP) Instructions

The CAP template is available through the Department contact.

The Department contact will provide the educational agency with a drafted CAP which will address all areas identified for systemic correction in the educational agency's IDEA Onsite Monitoring Summary Report.

Area of Improvement or Correction:

The CAP will address the individual and systemic areas for correction indicated in the IDEA Onsite Monitoring Summary Report across the following categories:

- a. Writing, revising, or reviewing policies, practices and procedures
- b. Correction of all noncompliant records
- c. Development of an internal monitoring process and review procedures
- d. Training, professional development, and technical assistance (LMS and SST trainings) for staff members or other stakeholders

When requested, or directed, the plan could include other specific areas that were identified in the IDEA Onsite Monitoring Summary Report such as Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered System of Support (MTSS).

Summary (Baseline Data):

Baseline data shows the current status of the educational agency with the area of needed correction.

Goal:

Describe the goal to address the specific area of correction in measurable terms that can be achieved within the timelines indicated in the summary report. For example, "All IEPs and ETRs will be 100% compliant by (date)." Each goal should be numbered consecutively.

Activity and Implementation Steps:

Describe the activity that will be completed to achieve the goal/outcome. Describe how the activity will be implemented throughout the educational agency.

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 Activity Completion:

This is a list of the documentation (for example: agendas, sign-in sheets, procedures manual) that will be submitted to the Department demonstrating the activity was completed.

Evidence of Improvement (Impact):

Describe the data or documentation that will show the educational agency has made improvement in the targeted area.



Timeline for Completion of Activity:

List all the completion dates for each component of the activity and set a projected completion date for the activity. Be sure to number them with the corresponding activity number.

Resources:

Resources needed can include SST personnel, educational agency administrative personnel, state approved training modules, time for teacher training or team meetings.

Individual Responsible for Ensuring Implementation:

This should be the position title(s) of the person(s) who will manage the completion of the activity.

Individual Responsible for Supervision of Implementation:

This should be the position title(s) of the person(s) who will be responsible for ensuring this activity is completed on time.

Plan for Continued Improvement:

This is a description of how the educational agency plans to ensure continued improvement. Include specific actions and timelines. For example, new staff members will be trained in special education policies and procedures at the start of each school year, or all special education staff will meet quarterly for special education update training and discussion.

Signature Page:

Enter the educational agency's information. The superintendent, special education contact, and SST contact will sign by **typing** their names on the lines provided. The educational agency will then email the document to the Department Monitoring Lead for approval. In order for the Department to use the interactive form to sign and also document completion of activities, the document must stay in the Microsoft Word format and **NOT** be sent as a scanned copy of the document.

Verification of Correction Action Plan Completion Page:

This page will be completed once the educational agency has submitted all documentation verifying completion of all CAP activities. The superintendent, special education contact, and SST contact will sign by typing their names on the lines provided. The educational agency will then email the document to the Department contact to sign, verifying the evidence submitted shows completion of all activities.



Appendix 9: LMS Information Sheet

Learning Management System (LMS) Information Sheet

If the educational agency chooses to have staff complete the 2025 OEC Special Education Process private course within the LMS, staff will be required to request enrollment in the private LMS modules in order for the Department to track and monitor LMS participants' progress and completion. The Learning Management System (LMS) can be found in the **OH|ID portal**.

- You must have an **OH|ID portal** account in order to access the LMS Modules. If a required staff member does not have an **OH|ID portal** account, the educational agency will need to reach out to the State Support Team (SST) contact to schedule time for the staff to receive the training in person.
- Modules can be completed at the staff member's convenience.
- Each module is followed by a quiz that, when passed with 80% or better, will generate a certificate of completion noting affiliated clock hours.
- Participants will have one attempt to pass the quiz. Staff members who score below 80% will receive Tier 2 training provided by the SST contact.
- It is recommended participants print the scripts before taking the quizzes.

The chart below outlines which modules within the 2025 OEC Special Education Process Course each staff member will need to complete along with the time for each module completion.

2025 Office for Exceptional Children (OEC) Special Education Process LMS Course	Approximate Time
<p>District Administration (District Reps), School Psychologists and Paraprofessionals (not on Internal Monitoring Team) will complete the following 3 modules:</p> <ul style="list-style-type: none"> ↳ Module 1: Evaluation Team Report (ETR) provides a detailed overview of the Evaluation Team Report (ETR) process for school age children. ↳ Module 2: Individualized Education Program (IEP) focuses on the development, writing and implementation of the Individualized Education Program (IEP). ↳ Module 3: Secondary Transition Plan provides an overview of the requirements for secondary transition plans. 	<p>45 minutes 25 questions</p> <p>36 minutes 26 questions</p> <p>28 minutes 23 questions</p>
<p>COMING SOON: Internal Monitoring Team members will complete the following module:</p> <ul style="list-style-type: none"> ↳ Module 4: Internal Monitoring Training provides an overview on establishing an Internal Monitoring Process and how to use OEC's record review tools to look at specific record review items for compliance. <ul style="list-style-type: none"> ▪ Part 1 – Establishing an Internal Monitoring Team and Process ▪ Part 2 – Internal Monitoring Process for ETR Review ▪ Part 3 – Internal Monitoring Process for Transition Plan Review ▪ Part 4 – Internal Monitoring Process for IEP Review 	<p>14 minutes</p> <p>21 minutes</p> <p>14 minutes</p> <p>44 minutes</p> <p>31 questions</p>
<p>General Education Teachers (not on the Internal Monitoring Team) will complete the following module:</p> <ul style="list-style-type: none"> ↳ Module 5: General Educator's Role in Special Education 	<p>65 minutes</p> <p>18 questions</p>
<p>Related Service Providers (not on the Internal Monitoring Team) will complete the following module:</p> <ul style="list-style-type: none"> ↳ Module 6: Related Services 	<p>50 minutes</p> <p>20 questions</p>
<p>Intervention Specialists (not on the Internal Monitoring Team) will complete the following module:</p> <ul style="list-style-type: none"> ↳ Module 7: Intervention Specialist's Role in Special Education 	<p>50 minutes</p> <p>20 questions</p>



Appendix 10: CAP Verification Form



Office for Exceptional Children

Verification of Corrective Action Plan Completion

Educational Agency

IRN

SST Region

I verify that all activities included in <EDUCATIONAL AGENCY NAME>'s Corrective Action Plan dated <DATE OF SIGNED APPROVED CAP> have been completed and will address special education priority areas within the <EDUCATIONAL AGENCY NAME>'s One Plan for continued improvement.

Special Education Director

Date

Superintendent

Date

Sponsor (if applicable)

Date

SST Consultant

Date

OEC Education Program Specialist

Date



Appendix 11: Definitions and Resource Links

Definitions and Resource Links

The following are definitions of terms encountered during review activities:

Accountability/Ohio School Report Card Spreadsheets – This series of report cards and spreadsheets summarizes the accountability data that educational agencies submit to the Department’s Education Management Information System (EMIS). The spreadsheets are designed to help educational agencies understand how the data they submit will be used in calculations of achievement rates, attendance rates, graduation rates, and other factors.

Benchmarks – These are expected levels of performance. Some benchmarks are indicated on the educational agency and building Local Report Cards and include the Adequate Yearly Progress (AYP) goals associated with the *No Child Left Behind Act*.

Example: Federal AYP requirements identify a series of standards that each school and educational agency must reach.

CCIP – The Comprehensive Continuous Improvement Plan (CCIP) is a unified grants application and planning system used by the Department. The CCIP contains the goals, strategies, and action steps for all grants in the CCIP. Grant applicants and recipients plan and revise budgets, submit Project Cash Requests (PCRs) and Final Expenditure Reports (FERs) and communicate with Department representatives through log entries. Department representatives use the CCIP to monitor financial activities of grantees. The CCIP also hosts a document library with resources for grant recipients regarding policies, legislation and compliance guidelines. The ED STEPS system will replace the CCIP in the near future(?).

Data Analysis – Data analysis is conducted by the educational agency with the assistance of the SST to identify strengths and weaknesses through quantitative and qualitative indicators. The results may indicate necessary professional development or other areas that emphasize the improvement of educational results and functional outcomes for students with disabilities.

Disaggregated Data – Disaggregated data points are those that have been separated into components. For example, educational agency data can be disaggregated to show individual building data, and student data can be separated into various demographic subgroups (for example, the educational agency’s current Special Education Profile data).

Disproportionality – Disproportionality is an equity measure and occurs when students from a racial or ethnic group are identified for special education, placed in more restrictive settings, or disciplined at markedly higher rates than their peers. Disproportionality becomes significant when the overrepresentation exceeds a threshold defined by each state.

ED STEPS – The Education Department System of Tiered E-Plans and Supports (ED STEPS) will increase coordination and streamline the timelines and processes for assessing needs, planning, and applying for funds. Ohio was a pioneer in the development of the Comprehensive Continuous Improvement Plan (CCIP) that is used throughout the nation. The ED STEPS system will replace the CCIP. As a part of the ED STEPS project, the One Needs Assessment and One Plan have been developed to assist with creating quality improvement plans.

Educational Agency – as defined in the Operating Standards for the Education of Children with Disabilities:

- (a) School districts, including school districts of service, open enrollment school districts, community schools, the Ohio department of youth services, and joint vocational school districts;
- (b) Juvenile justice facilities, educational service centers, county boards of developmental disabilities; and
- (c) Any department; division; bureau; office; institution; board; commission; committee; authority; or other state or local agency, other than a school district or an agency administered by the department of developmental disabilities, that provides or seeks to provide special education or related services to children with disabilities, 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 the IDEA.

EMIS – The Education Management Information System (EMIS) is the statewide data collection system for Ohio’s primary and secondary education programs. The EMIS provision in law ([Ohio Law](#)) requires that certain student, staff, and financial data elements be collected and maintained by school districts and subsequently submitted to the Department.

EMIS provides the architecture and standards for reporting data to the Department. School districts, data processing centers operated by ITCs, and other EMIS reporting entities are linked for the purposes of transferring data to the Department. One of the primary functions of EMIS is to streamline state and federal reporting requirements for school districts. EMIS also provides a streamlined system for educational agencies to report information required to receive state funding and to determine eligibility for federal funding. For more information, please [consult this page](#).

FAPE – Section 1401(9) of IDEA defines FAPE as “special education and related services that—(A) have been provided at public expense, under public supervision, and direction, and without charge;(B) meet the standards of the State educational agency;(C) include an appropriate preschool, elementary school, or secondary school education in the State involved; and (D) are provided in conformity with the individualized education program required under section 1414(d)” of Chapter 33 of IDEA. FAPE is the entitlement of a child with a disability, as IDEA defines that term, with the IEP serving as a means by which this entitlement is mapped out. While each child’s education must be free and while a public agency provides and pays for that education, what is “appropriate” for one child will not necessarily be appropriate for another. Determining what is appropriate for a specific child requires an individualized evaluation in which the child’s strengths and weaknesses are identified in detail.

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

Formative Assessment – When incorporated into classroom practice, formative assessments provide information that teachers can use to assess student understanding of grade-level content standards while instruction is occurring. This type of assessment provides information that allows the teacher to adjust instruction at a time when adjustments can enhance student learning. It also informs the student about their progress in mastering grade-level content standards. A formative assessment does not replace a summative assessment, since the two types of assessment differ in purpose. The primary purpose of a formative assessment is to measure student understanding during instruction, while a summative assessment measures student mastery after instruction has occurred.



IDEA – Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million (as of school year 2018-19) eligible infants, toddlers, children, and youth with disabilities.

Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

Indicator – An indicator is a data point that measures how well an educational agency, or the state is performing within a priority area. The State Performance Plan (SPP) includes 20 indicators designed to measure state and district efforts to implement the requirements and purposes of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Example: The performance of students with disabilities on statewide reading achievement tests is an indicator.

One Needs Assessment and One Plan – The One Needs Assessment and One Plan are designed to allow educational agencies (including community schools) 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 – Under FERPA, a “parent” means a parent of a student and includes a natural parent, a guardian or an individual acting as a parent in the absence of a parent or guardian. 34 CFR § 99.3 definition of “Parent.” Additionally, in the case of the divorce or separation of a student’s parents, schools are required to give full rights under FERPA to either parent, unless the school has been provided with evidence that there is a court order, State statute or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights. 34 CFR § 99.4.

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

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.”

Supplemental Aids and Services – Means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Summative Assessment – A summative assessment provides a measurement of student mastery of grade-level content standards after instruction has occurred. Unlike a formative assessment, a summative assessment does not provide information that can assist teachers in making instructional adjustments during the actual learning process, but it does help measure the overall effectiveness of instructional practices and programs. Examples of summative assessments include standardized state-level assessments and interim district and classroom assessments, such as end-of-unit or semester exams. The results of summative assessments can be used as part of the district and state accountability measures, as in the case of standardized statewide assessments. They also can be used in the grading process, as in the case of district and classroom developed assessments.



State Systemic Improvement Plan (SSIP) – IDEA requires each state to have a Part B State Performance Plan to evaluate the state’s efforts to implement the requirements and purposes of Part B of IDEA and to describe how the state will improve such implementation. The SSIP includes rigorous and measurable targets for required indicators.

State Support Teams (SST) – Ohio’s state support system includes 16 regional State Support Teams that use a connected set of tools to improve instructional practice and student performance on a continuing basis.

Resource Links:

[IDEA Comprehensive Monitoring Review](#)

[Additional Considerations for Special Education](#)

[Special Education Profile](#)

[Educational Agency Ratings](#)

[Ohio School Report Cards](#)

[Value Added Resources](#)

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

[The Department Data Tools](#)

[Required and Optional Special Education Forms](#)

[Ohio’s Evidence-Based Clearinghouse](#)

[One Needs Assessment](#)

[One Plan](#)

[Ohio’s Plan to Raise Literacy Achievement](#)