

Part 4: Individualized Education Program (IEP)

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ODEW Logo

Slide 2 Delivery of Service – Individualized Education Program

The purpose of this module is to walk you through an Individualized Education Program, or IEP, record review as part of your Internal Monitoring Process. You will learn how to use the Office for Exceptional Children's record review tools to look at specific record review items and determine if they are compliant as written, as well as learn some useful tips when reviewing records during your internal monitoring meetings. In order to review all documents with consistency, we will use the Record Review Guide which can be found on the Ohio Department of Education and Workforce website's IDEA Monitoring Process webpage. This is the same document that the Office for Exceptional Children uses to review records. There is a link to the document under resources. It is important for the team to check the website for the most updated version as the guide is updated yearly.

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We start off with delivery of service #2 since delivery of service 1 refers to the transition plan. DS-2 asks the question Does the IEP include Present Levels of Academic Achievement and Functional Performance that address the needs of the student?

There are 3 components for a compliant present level of academic and functional performance or PLOP.

- For component number 1, there must be a summary of current daily academic/behavior and/or functional performance compared to expected grade-level standard. Here is an example of a grade-level standard.
- For component number 2, there must be baseline data provided for developing a measurable goal; and finally,
- For component number 3, baseline data must be current and directly related to the goal measurement.

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Here is an example of a present level of academic achievement and functional performance. Before checking a PLOP for compliance, it is always a good idea to read the goal first, so you have a good understanding of what you need to be looking for in a compliant PLOP. The goal reads:

When Annie is given 10 addition problems containing fractions with unlike denominators, she will correctly solve 8 out of those 10 in 4 out of 5 trials by the end of this IEP.

So, what we need to see in the PLOP is what is Annie currently performing in answering 10 addition problems containing fractions with unlike denominator.

The PLOP reads:

Annie knows her multiplication tables very well. According to her math teacher, she struggles when it comes to fractions with unlike denominators. Annie tends to add or subtract the denominators instead of finding the common denominator first. Currently when Annie is given 10 addition problems containing fractions with unlike denominators, she will be able to solve 4 out of those 10 in 4 out of 5 trials.

Looking at the 3 areas needed for a compliant PLOP, this PLOP is missing the grade-level comparison statement, making it noncompliant.

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Here is another PLOP. Remember to read the goal first so you know what to look for within the PLOP. The goal reads: *When shown all upper and lowercase letters, Annie will be able to identify 80% (41 of 52 letters) in 2 out of 4 trials as measured by observations by the end of this IEP.*

So, in the PLOP we want to know exactly what percentage of mastery Annie is currently able to identify when shown all upper- and lower-case letters along with a grade level comparison statement.

Baseline Data reads: *Currently Annie can recognize 3/26 uppercase letters of the alphabet. She is able to recognize 2/26 lowercase letters.*

Grade Level Standard Comparison: *According to Kindergarten Ohio Learning Standards RF.K.1, students are expected to name and recognize all upper and lowercase letters.*

All areas of a compliant PLOP are present making this one compliant.

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I want to show you an example of a compliant present level of academic achievement and functional performance along with a compliant measurable goal. This example will not only help you understand how the two should relate but will also help you better understand how to write compliant present levels.

The goal is about answering 10 literal comprehension questions with 80% accuracy in 4 out of 5 trials.

With that in mind, we want to read somewhere within the present levels what percentage of accuracy the student is currently answering 10 literal comprehension questions.

Then we will want to see what grade-level comparison statement there is around that actual skill.

Reading the PLOP, the first paragraph is good information about the student but doesn't pertain to the goal. Some districts feel it is important to have this type of data within the PLOP, so it paints a better picture of the student. That is a district decision and is not needed for compliance.

Notice the yellow sentence, that is the current baseline data relating to the goal. Notice how it begins with currently, that is a great way to start off your baseline data.

Now look at the blue sentence, that is the grade-level standard statement needed for compliance.

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Here is an example of a well laid out PLOP. Please remember that you do not have to have your PLOPs in this format for it to be compliant.

The 3 red arrows are pointing to extra information or elements a lot of districts in Ohio have been adding to their PLOPs.

These are not required headers and can really be anything you feel provides more detailed information regarding the student's needs in relationship to the goal.

The 2 green arrows are pointing to the only required elements needed for compliance.

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Delivery of Service 3 asks the question, Are annual goals stated in measurable terms?

When looking at measurable goals for compliance they must contain the following.

1. Clearly defined behavior. Which is the specific action the child will be expected to perform.

2. The condition. Which is the setting or given materials under which the behavior is to be performed
3. And finally, performance criteria. Which is the level the child must demonstrate for mastery AND the number of times the child must demonstrate the skill or behavior.

The other thing to remember is that the goal must be measurable on its own.

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Let's look at a few measurable goals, checking them for compliance. The first one is a math goal:

When Annie is given 10 addition problems containing fractions with unlike denominators, she will correctly solve 8 out of those 10 in 4 out of 5 trials by the end of this IEP.

Now look for

- The clearly defined behavior, "correctly solve addition problems containing unlike denominator fractions"
- The condition, "when given 10 addition problems containing fractions with unlike denominators"
- And the performance criteria, "solve 8 out of 10 in 4 out of 5 trials."

Since all three are represented, this goal would be compliant

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Let's look at another example for a measurable goal and check it for compliance. This one is a speech goal:

During structured therapy sessions, Annie will correctly produce the /f/ sound at sentence level with 80% accuracy when given 1 verbal and 1 visual cue.

Now look for the clearly defined behavior, correctly produce the f sounds at sentence level. the condition During structured therapy sessions and the performance 80%.

Everything seems to be there except for the number of trials, making it noncompliant.

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Delivery of Service 4 asks the question Do annual goals address the child's academic area (s) of need.

When checking for compliance, we 1st Look for any academic needs addressed within the Part 2 of the ETR in the educational needs section. Look to see if any of those needs were addressed as a measurable goal of an accommodation

If we cannot locate where those needs were addressed, look to see if that need was mentioned within the Profile as "not a priority at this time."

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Delivery of Service 5 asks the question Do annual goals address the child's functional area (s) of need. Functional means non-academic as in routine activities of everyday life

When checking for compliance, we 1st Look for any functional needs addressed within the Part 2 of the ETR in the educational needs section.

Look to see if any of those needs were addressed as a measurable goal or an accommodation

If we cannot locate where those needs were addressed, look to see if that need was mentioned within the Profile as "not a priority at this time."

For compliance purposes, we are going to just use N/A for DS-4 and 5.

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Delivery of Service 6 asks the question: Does the IEP contain a statement of specially designed instruction, including related services, that addresses the needs of the child and supports annual goals?

Notice in the yes section there are two elements for compliance:

- Describes the nature of the instruction that aligns with the needs of the child.

And

- Supports the achievement of annual goals by describing the skills, content, and methods used for instruction specific to the goal.

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Before we look at a few examples of specially designed instruction, here are a few tips to remember for compliance.

- Must state either small group, individual or one on one.
- If stating small group, it is best practice to limit the number of students allowed, “up to 5.”
- Cannot have one on one and small group together for 1 SDI.
- SDI must mention the actual SKILL they will be working on.
- Math is not specific. Math Calculation is.
- “Language Skills” is not specific enough for any Speech SDI.
- Remember, only one provider can be listed for 1 SDI.
- If it is an academic SDI, the Intervention Specialist is the only provider that can be listed.
- A General Education Teacher can only SUPPORT the Intervention Specialist with the delivery of SDI.
- If it is a related service, only the OT, PT or SLP can be listed.

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When a student has a one-on-one aide assigned to them, this one-on-one aide needs to be listed under related service. You must describe what services the paraprofessional will be providing the student along with the amount of time and frequency. Under the provider title, you would list intervention specialist not the one-on-one paraprofessional. Then, in supports for school personnel you need to specify how the one-on-one paraprofessional will be supporting the intervention specialist in carrying out the one-on-one activities.

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The last tips about specially designed instruction are:

- SDI is not an accommodation, but teaching the student how to use accommodations can be part of an SDI description.
- SDI is not a specific intervention program, but an intervention program may be used as part of the design for SDI.
- And finally, SDI is not differentiated instruction or universal supports for learning that is accessible to all student, but SDI may draw on UDL practices within the instructional design to address the unique needs of the child that result from their disability.

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Let’s look at two examples of SDIs. The first one is for the math goal:

Specially designed instruction using math manipulatives, multiplication charts, visual cues, prompts, feedback, calculator and number line.

Those are just a list of assistive technology and accommodations. It is also missing either small group or one on one. There is no description of the nature of the instruction that aligns with the student's needs. In fact, it does not even align to the annual goal which is adding fractions with unlike denominators. Making this math SDI example, noncompliant.

Now let's look at the SDI for the speech goal. This one is compliant because it is written with a lot of detail. It references the actual speech goal along with skills and methods to teach that goal and describes the nature of the instruction the student will be provided.

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Before we move on to Delivery of Service 7, let's look at the 3 elements all SDI need to have for compliance.

- Element 1 is the content. That is What is taught to allow the student to access general education programming .
- Element 2 is methodology, How the instruction is delivered or the practice and approach the teacher uses to teach.
- And the 3rd element is Delivery of Instruction, Where the instruction will occur, instructional grouping.

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Delivery of Service 7 or DS-7 asks the question, "Does the statement of specially designed instruction, including related services, indicate the location where it will be provided?"

If we look at the evidence for a "yes," you will notice that the IEP must specifically identify the location of the service and only one location can be provided per SDI.

Here are some tips for location compliance:

- Must be specific to the school building
- "School Environment" is noncompliant for an academic SDI.
- "Resource Area" is minimally compliant.
- Only 1 location can be represented for each SDI.

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Let's look at an example of an SDI location for the math. It states school setting. Since that is not specific to an exact location or classroom like resource room or co-teaching classroom, it must be noncompliant.

Looking at the SDI location for the speech goal, it states designated speech room. That is very specific, making it compliant.

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Delivery of Service 8, asks the question, "Does the statement of specially designed instruction, including related services, indicate the amount of time and frequency with which it will be provided?"

Notice in the yes section it mentions, it identifies the amount of time and frequency of service the child will receive **AND** is in language understandable to the parent.

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Here are some tips for SDI locations:

- Frequencies of daily, **weekly** and **monthly** are compliant. **Quarterly** is only compliant if the **number of sessions** is listed along with the amount of time for each session.
- For **example**: 10 times per quarter, 30 minutes per session. **They** need to be equally distributed throughout the quarter.
- **If** there are two providers listed for 1 SDI time and frequency, it would be noncompliant. Each SDI can only have one provider listed.

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Let's look at this example checking for compliance. For the math goal/SDI it states 60 minutes per semester. Since it's semester, they needed to break it down into how many sessions per semester and how many minutes per session. Since they did not it is noncompliant.

It also has two providers listed for 1 SDI time and frequency, making it noncompliant.

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Delivery of Service 9, or DS-9, asks the question, "Does the IEP identify assistive technology to enable the child to be involved and make progress in the general education curriculum?" You can find assistive technology within Section 7 of the IEP. You can access the [assistive technology decision making tool](#) by clicking on the link in resource tab.

Assistive technology device is any device, item, piece of equipment, or product system, whether acquired commercially, off the shelf, modified, or customized, that directly assists a child with a disability to increase, maintain, or improve his or her functional capabilities.

Assistive technology services are any service that directly assists the child in the selection, acquisition or use of an assistive technology device. This would be under the title of assistive technology service and should be listed in the assistive technology section of the IEP.

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Let's look at an example of an assistive technology section for compliance.

Calculator, slant desk, wobbly chair electronic tablet.

Those are good examples of compliant assistive technology items, making this section compliant. As a reminder, if there is any assistive technology services listed you must list what services will be provided to the student, who is providing those services along with amount of time and frequency.

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Delivery of Service number 10 asks the question, Does the IEP identify accommodations provided to enable the child to be involved and make progress in the general education curriculum?

For accommodations to be compliant, the IEP must identify accommodations that are provided to the child that connects 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.

Any accommodation that is in the IEP either in the Profile or Present Levels of Performance must be listed in Section 7 of the IEP for compliance purposes.

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Let's look at an example of accommodations checking it for compliance.

Annie will receive the following testing accommodations: repeated verbal cueing for following directions and completing tasks; extended time on tests and classroom assignments (up to time and a half of original test time); small group setting for classroom assessments; break assignments in segments of shorter tasks; clear and consistent rules and expectations.

This example is compliant because what is listed were identified in the needs and implications section of Annie's ETR.

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Here are some good suggestions to think about when listing accommodations. These are not needed for compliance but when accommodation is listed it helps staff better understand how and when to provide in any classroom setting.

- Breaks might indicate how many per class period and how long, where and how those breaks will be taken.
- If breaks are to be taken outside the classroom, it is recommended to say who will be assisting the student while out of the classroom.
- Describing who, when, and where for accommodations will greatly benefit both the student and LEA.
- Remember, if there are accommodations listed in Section 12, they must be represented in the accommodations in section 7.
- For accommodations identified in state and district testing section to be beneficial, students must be familiar with and understand how those accommodations should be carried out.

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Delivery of Service 11 asks the question, Does the IEP identify modifications to enable the child to be involved and make progress in the general education curriculum?

For compliance purposes the IEP must describe the type of modification, and the extent of the modification provided to the child.

Also remember that 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.

Modifications can be found in section 7 of the IEP. A lot of times, modifications will be listed in the present levels section of the measurable goals. If they are referred to or mentioned there, they need to be listed in section 7.

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Let's look at an example of modifications checking it for compliance.

Annie will have her reading and math assignments reduced to her current ability levels. All classroom tests will be modified to her ability levels with a reduced number of questions at teacher's discretion.

Her classwork will be reduced at *teacher's* discretion. At *teacher's* discretion makes this example noncompliant.

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Please keep in mind:

- The phrases “modified curriculum” or “alternate curriculum” should not be utilized within a student’s IEP as it suggests something other than the general education curriculum is the target for instruction rather than IDEA requirements.
- It is not suggested to have language indicating a student is “on extended standards” or “on OLS-E” within the IEP. No student is “on” standards.
- Use *caution* especially for students not taking the alternate assessment as they will be expected to take the Ohio State Tests.
- The extended standards offer entry points to access grade level learning. The extended standards do not replace the Ohio Learning Standards, they are aligned to them.
- Modifications used during instruction may result in students missing out on essential knowledge or skills.

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Delivery of Service 12, or DS-12, asks the question, “Does the IEP identify supports for school personnel to enable the child to be involved and make progress in the general education curriculum?”

This section describes what support adult staff are receiving from other adult staff. It describes support to school personnel who may need assistance in implementing the child’s IEP.

For this area to be compliant, the team must list the school personnel to receive the support, the specific support that will be provided and who will provide the support.

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Support for school personnel is not when an adult (for example, paraprofessional or occupational therapist) is providing services to a student directly, but instead this section documents the needed support from adult to adult (for example, a paraprofessional supports a teacher in the classroom generally at the teacher’s direction, or when an occupational therapist is providing training and guidance to teachers or an occupational therapist assistant. If a child has one-to-one direct aide services, that needs to be documented in the Related Service SDI section with the provider listed as the intervention specialist.

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Look at these 2 support for school personnel examples for compliance.

The first one reads: *The general education teacher will consult with the intervention specialist in order to assist in the implementation of section 7 of the student's IEP.*

The second one reads: *The One-on-One aide will consult with the Intervention Specialist in order to assist in the implementation of the student's IEP.*

Since we know what the support adult staff is receiving from another adult staff, who is receiving the support, the specific support going to be provided, as well as who is providing the support, these examples are compliant.

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DS-13 asks, “Is there a justification statement regarding alternate assessment participation?” For compliance purposes, there needs to be a statement of why the student cannot participate in the regular assessment along with why the alternate assessment selected is appropriate for the student with Ohio’s Alternate Assessment Participation Decision-Making Tool.

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In order for DS-13 to be compliant, the IEP needs to have the completed decision-making tool with a justification statement explaining why the alternate assessment is appropriate for the student along with the signature of the parent.

Once high school students have met testing requirements for graduation, the IEP team no longer needs to complete this Decision-Making Tool.

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DS-14 asks the question, “Was progress reporting data collected and analyzed to monitor performance on each goal?”

For compliance, that means there are instructional data collected for each measurable annual goals AND there is evidence that the progress data reported align to measurement used in the annual goal statement.

The key to Delivery of Service 14 is the progress must be reported on the goal itself.

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Before we look at an example of a progress report, here are just a few tips when reporting on progress:

- It must report progress on the goal itself.
- If you are using a modified form, it must contain the required components indicated on the optional form OP-6A.
- It should contain quantitative data.
- And needs to align with the measurement stated in the measurable goal.

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Look at this example of a compliant progress report. This progress report is on the Ohio Department of education and workforce’s optional form OP-6A.

- 1st it is reporting on the exact same goal stated in the IEP.
- 2nd. It summarizes the measurable data utilized to assess progress.
- 3rd It provides the data sources
- 4th it provides the data points
- 5th it lets the parents know if their child is on track on meeting the measurable goal or not
- 6th it shows if the student has mastered the goal or not

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Now here is an example of a progress report the district created instead of using the OP-6A.

They did report progress, but when you read the comments for all 3-reporting periods, the data is exactly the same and that data refers to the objectives. It is also missing those required components Data Source on Track and Goal Met. Because of these issues, this progress report is noncompliant.

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DS-15 asks the question, “During the school year, were revisions to the IEP made based on data indicating changes in the student’s needs or ability?”

Most of the time, districts will use this section only when the student has mastered one or more of their current IEP goals, or after several reporting periods, the student is not making progress towards mastering any of their goals, the district will amend that goal with lower mastery criteria.

What a lot of districts forget to think about amending an IEP is when a new ETR has been completed. If, during the life of the current IEP, a new evaluation or reevaluation was conducted, the current IEP must be revisited, to ensure that any new identified needs within the newest ETR are being met. If they are not, a revision or amendment of the current IEP must be completed.

If the current IEP still meets the needs of the student, then a simple statement that the IEP has been revisited and still meets the needs of the student found in the reevaluation must be added to the IEP.

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Here are some tips for amending an IEP:

- The amended date is NOT the new date of the IEP, it will still expire at the original due date.
- This section needs to be completed and initialed by all members of the IEP Team.
- The actual amended section will need to be added to the original IEP.

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Delivery of Service 16, or DS-16, asks the question, “Did the IEP meeting consist of a qualified team?” You will need to locate the following sections and forms to determine if DS-16 is compliant.

- Section 14 of the IEP
- Section 15 Signatures
- PR-01 Prior Written Notice
- PR-02 Parent Invitation
- OP-9 Documentation of Attempts

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Here is an example of a compliant signature page. Notice it was a face-to-face meeting. All the required members attended and signed the signature page.

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For IEP meetings when participants attend virtually, districts must try their best to ensure that parental signatures are obtained when the parent does not participate in person. The district must capture in a PR-01 how the written signature was obtained during a virtual meeting.

Keep in mind, for initial IEPs, you must have a parent signature before the student’s IEP can be implemented.

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Remember, if any of the IEP team members cannot attend the meeting, they may be excused if the parent and IEP team consent, in writing, to the excusal. The excused team member will need to submit, in writing to the parent and the IEP team, their input into the development of the IEP prior to the meeting.

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Now let’s discuss LRE-1, Least Restrictive Environment.

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The NEXT area we will be looking at for compliance is Least Restrictive Environment question 1, or LRE-1. It asks the question, “Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom?”

For the LRE to be compliant, the IEP must include a justification for why the child was removed from the general education classroom, **AND**

- 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.
- And also, it describes potential harmful effects on the child or others that explains the current least restrictive environment placement, if applicable.

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The LRE statement is found in Section 11 of the IEP. You will also need to reference section 3, the Profile and section 7, the location stated in the SDI, to ensure the LRE is written compliantly.

The LRE needs to include a justification for why the child was removed from the general education classroom, and that justification needs to be based on the individual needs of the child, not the child’s disability.

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Let’s look at an example of an LRE statement and check it for compliance. It reads:

Due to her speech and math disabilities, Annie needs to have additional instruction provided to her in a resource setting for math and a speech therapy classroom for her speech deficits.

Well it starts off with “due to her disability”, doesn’t provide any information that the team gave any other consideration to meet the student’s needs in the general education classroom, doesn’t describe the nature or severity of the disability, the education in the general education classroom could be achieved, and finally it doesn’t describe the harmful effects on the child that their current LRE placement would provide if they continued current placement, this LRE is Noncompliant.

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Here are some LRE reminders when writing compliant LREs:

- Must be a justification as to why this student cannot be served in the general education classroom and not just a description of LRE you need to explain what supports and services have been tried in the general education classroom and how they have not been successful.
- The justification must include the reasons the student will be removed from the general education setting.
- Must describe supports and services that are needed for the student to be successful that cannot be provided within the general education classroom.

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If a student with a disability has a disciplinary removal for their current misconduct and it is for less than 10 *consecutive* days, but total removals are more than 10 *cumulative* school days in a school year, the educational agency must determine if that current removal is one in a series in a pattern of removal constituting a change in placement, or the disciplinary removal for the current misconduct is for more than 10 *consecutive* school days.

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The educational agency must notify the parents immediately of decision to change placement for disciplinary reasons and provide them with a copy of procedural safeguards notice. Remember; the child is entitled to services as determined by the IEP Team. Then within 10 school days of the decision to remove the student for disciplinary reasons the district, the parent and relevant members of the IEP Team must review information and make a manifestation determination.

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During the manifestation determination review, MDR, the IEP Team must decide if the conduct is a direct result of the district's failure to implement the IEP or does the conduct/behavior have a direct and substantial relationship to the student's disability. If either of these scenarios are true, the district must conduct a functional behavioral assessment AND develop a behavioral intervention plan, OR review and modify an existing plan if needed.

This next part of the IEP module will cover 4 questions designed to ensure discipline for SWD is being conducted compliantly.

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If a student with a disability is disciplined due to their behavior, the educational agency must determine if a change of placement is occurring. A change of placement occurs if: (1) the removal is for more than 10 consecutive school days; or (2) the child has been subjected to a series of removals that constitute a pattern

When school personnel determine that a change of placement would occur as a result of a proposed disciplinary action, prior notice and a copy of the procedural safeguards must be provided to the parent consistent with the requirements under 34 C.F.R. §§ 300.503 and 300.504.

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Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team must conduct the manifestation determination review. 34 C.F.R. § 300.530(e).

In accordance with 34 C.F.R. § 300.530(d), a child with a disability who has been removed from their current placement pursuant to 34 C.F.R. § 300.530(g) must continue to receive educational services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward making the goals set out in the child's IEP.

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Question 1 asks the question

Did the LEA conduct a manifestation determination to determine the relationship of the child's behavior of concern to the child's disability?

When answering this question, you will need to locate the student's disciplinary records, counting the number of days the student was removed from their placement. If the student's number of

(suspensions, expulsions, emergency removals, or in-school suspensions are more than 10 days, there should be a Manifestation Determination review form within their file. If the student has not been removed for over 10 days, this question would be marked NA.

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If the student has been removed for more than 10 days, and there is not a PR-03, manifestation determination review form, completed, question #1 would be marked as noncompliant.

If question number 1 is found noncompliant, the LEA will need to conduct an MDR and provide Supports and Monitoring with the evidence the student was still receiving the supports and services stated in their IEP during their removal. If that evidence cannot be provided, the LEA could owe compensatory time to the student, if this turns out to be a denial of FAPE.

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Question number 2 asks the question:

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?

For this question to be compliant, the date of the manifestation determination review is not more than 10 school days from the date of the decision to go over 10 days of removal. If it is more than 10 school days, then it would be noncompliant. Please note, when a student is removed for more than 10 days, this is considered a change of placement.

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If the LEA failed to conduct an MDR within 10 school days, they must schedule an IEP meeting to conduct the MDR as well as provide evidence that the student was receiving the supports and services stated in their IEP. If that evidence cannot be provided, the LEA will owe compensatory time to the student, since this is a denial of FAPE.

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The third question under discipline asks: 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? OR, alternatively, did the educational agency already conduct the FBA before the behavior that resulted in the change of placement.

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For question #3 to be compliant, an FBA must be included in the student's records. This could be on the ODEW's OP-1 form, which is optional, or on a form created by the LEA that contains all of the necessary elements of the OP-1 FBA form.

If one of those forms is not present, you can reference either the PR-06 Evaluation Team Report or the PR-07 IEP in the profile section. If the student has a behavior goal, the FBA might be mentioned within the present levels of academic and functional performance (PLOP).

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If the educational agency did not conduct an FBA, they would need to do so if the behavior was a manifestation of the student's disability to correct this area of noncompliance. Or if it was not a manifestation of the student's disability, the question would be marked as N/A.

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The last question under discipline is question number four.

Did the educational agency develop a behavioral intervention plan (BIP) for the child as a result of the FBA, when the behavior was deemed to be a manifestation of the student's disability?

For this question to be compliant, a BIP would be included in the student's records. This would be either on the ODEW's OP-2 BIP form, which is optional, or the educational agency's created form that contains all the necessary elements on the OP-2 BIP form. If one of those forms is not present, you can refer to either the PR-06 Evaluation Team Report or the PR-07 IEP in the profile section to see if a BIP was developed and is being implemented. If there is already a BIP in place for the student, the educational agency must review and, if necessary, revise it for this question to be compliant.

If a new BIP was not created or if there is no evidence that an existing BIP was reviewed or revised, DIS-4 would be noncompliant.

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This concludes the IEP internal monitoring training module. Congratulations on completing all 4 modules on how to establish an Internal Monitoring Team.

Thank You.

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