

Special Education Desk Review



OFFICE FOR EXCEPTIONAL CHILDREN

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**Department of
Education &
Workforce**

SPECIAL EDUCATION DESK REVIEW

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

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 developed a comprehensive monitoring system for implementation of IDEA and for continuous improvement in special education programs and services 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.

Ohio's monitoring system is comprised of both cyclical and risk-based data analysis methods. The monitoring system includes the following review processes:

- **Compliance and Performance Indicator Reviews:** All educational agencies are reviewed every year.
- **Special Education Desk Reviews:** All educational agencies are required to complete this review once every six years in alignment with the [ED STEPS Cohort list](#).
- **Supportive Technical Assistance Reviews:** Educational agencies will complete this review if their Special Education Rating based on Special Education Profile indicator data is categorized as Needs Intervention or Needs Substantial Intervention.
- **IDEA Comprehensive Reviews:** Educational agencies may be selected for this 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

Career-Technical Centers, Educational Service Centers, Urban districts, and County Boards of Developmental Disabilities will be randomly selected for a comprehensive review each year.

For more information on the monitoring system and its components (Compliance and Performance Indicator Reviews, Supportive Technical Assistance Reviews, or the Special Education Comprehensive Reviews) refer to the Department's [website](#).

Special Education Desk Review Process

The intent of the Special Education Desk Review is to assist educational agencies in building the foundation to ensure compliance and continuous improvement within the educational agency's special education program and services. During the desk review process, educational agencies are asked to make data-based determinations of their effectiveness in meeting the requirements of the Individuals with Disabilities Education Act (IDEA).

The educational agency will review its special education policies, procedures, and practices, three-year special education data trends, student performance outcomes, and special education records to identify priority areas of concern and root causes. This will assist the educational agency in making objective, data-based decisions to develop goals and strategies that will be integrated into the educational agency's ED STEPS One Plan.

The Department's Supports and Monitoring Team will identify educational agencies for a Special Education Desk Review through the EDSTEPS Cohort List, avoiding multiple adjustments to the One Plan. Each educational agency must complete this review every six years and may be monitored through other processes concurrently. Below is a chart showing the breakdown of the cohorts ensuring that educational agencies complete this process once every six years:

Cohort	Pilot	Cohort 1a A-L	Cohort 2a A-L	Cohort 3a A-L	Cohort 1b M-Z	Cohort 2b M-Z	Cohort 3b M-Z
School Year	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32

[Click here](#) to access the complete list of cohort assignments for completion of the desk review process.

The educational agency will upload all [requested documents](#) to the Special Education Desk Review program within the Monitoring app in the OH|ID portal **by March 30, 2026**.

The Supports and Monitoring Team holds monthly information sessions offering technical assistance and addressing frequently asked questions regarding compliance. There will be sessions specific to the Special Education Desk Review during each phase of the process. See the [Supports and Monitoring Information Session](#) webpage for specific dates and link to these sessions.

The desk review process includes four phases:

- **Phase 1: Team Development**
 - Establish Cross-Functional Team and Internal Monitoring Team
 - Distribute Perception Surveys
 - Complete Required Trainings
 - Develop Internal Monitoring Team Process
 - Create onboarding procedures for new staff
- **Phase 2: Collect and Analyze Data**
 - Review Integrated Monitoring Report
 - Collect and review data from Perception Surveys
 - Collect and review results from Internal Monitoring Process
 - Complete the Special Education Assessment Report identifying special education priority areas
- **Phase 3: ED STEPS One Plan Submission**
 - Develop One Plan SMART Goals, strategies, or action steps to address the special education priority areas of concern identified.
- **Phase 4: ED STEPS One Plan Implementation**
 - Educational Agency implements the goals and strategies identified in its One Plan
 - Educational Agency continues to review and analyze its data to revise and update the One Plan as needed

Phase 1: Team Development

ESTABLISH A CROSS-FUNCTIONAL TEAM

The educational agency will select individuals to form a ***cross-functional team***. This team will have the main function of disseminating information throughout the educational agency. In addition, this team will be responsible for

- Disseminating the Perception Surveys
- Completing the Special Education Assessment Report
- Completing the ED STEPS One Plan
- Creating or revising onboarding procedures for new staff

An educational agency is most successful in improving outcomes for students with disabilities when it commits to building a strong cross-functional team of personnel who make informed decisions about school improvement. A strong cross-functional team should include the following personnel:

- Administration: superintendent, special education director/coordinator; early childhood coordinator/director; 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 ED STEPS One Funding 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. Once the educational agency has established a cross-functional team, this team will begin its data analysis to identify special education priority needs, which will include the dissemination of the Perception Surveys to staff, parents, and students.

ESTABLISH AN INTERNAL MONITORING TEAM

The educational agency will also select individuals for an ***internal monitoring team***. The main function of this team will be to ensure special education records are compliant through an Internal Monitoring and Review process. The team will receive training by completing the Internal Monitoring Process module in the Special Education Essentials Course located in the Department's Learning Management System. This module will show how to establish an Internal Monitoring Team and use the record review tools within this guide to look at specific record review items for compliance.

When deciding the size of the team, the educational agency should consider the number of buildings, and whether a smaller team at each building or one larger Internal Monitoring Team that encompasses staff from all buildings would be more appropriate. 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 teachers of Ohio's State tested content areas and those who co-teach in the inclusion setting)
- School psychologist

- Related service provider (speech language pathologist, occupational therapist, physical therapist, etc.)
- Transition coordinator
- Staff who support English learners
- Associate educational agency representatives (for agencies serving multiple districts)
- Others as designated by the educational agency

DISTRIBUTE PERCEPTION SURVEYS

The educational agency will disseminate surveys to administrators, teachers, parents, and students regarding its special education program and services. Refer to [Appendix 5](#) for sample surveys.

COMPLETE REQUIRED TRAININGS

All administrators and educational agency staff members who work with students with disabilities (who are **not part of the Internal Monitoring Team**) will be required to complete the Evaluation Team Report, Individualized Education Program, and Secondary Transition Compliance modules in the Special Education Essentials course in the Learning Management System. These staff members may include:

- Staff serving as district representative in ETR and IEP meetings
- Intervention specialists
- Related service providers
- General education teachers who co-teach or have special education students in their classes
- Paraprofessionals/aides who work with students with disabilities
- Contracted related service providers and ESC special education staff who are currently working in your buildings/district/educational agency, if applicable

These modules provide participants with the essentials of the special education process. The modules will take participants through how to complete the Evaluation Team Report (ETR), the Postsecondary Transition Plan, and the Individualized Education Program (IEP). Each module will take approximately one hour to complete. Each module will require the participant to complete a quiz. Participants will need to receive 80% or higher on each quiz to receive a certificate of completion.

The educational agency's **internal monitoring team will be required** to complete the Internal Monitoring Process module in the Special Education Essentials course. The Internal Monitoring module will take approximately three hours to complete. This module provides an overview of establishing an Internal Monitoring team and process, and how to use the Department's record review tools to assess specific record review items for compliance. The module will require participants to complete a quiz. Participants will need to receive 80% or higher on each quiz to receive a certificate of completion.

See [Appendix 2](#) for more information on the LMS Special Education Essentials modules.

DEVELOP AN INTERNAL MONITORING TEAM PROCESS

Once the education agency's internal monitoring team members have completed the Internal Monitoring process module located in the Special Education Essentials LMS course, they will develop a written Internal Monitoring Process to include:

- Roles and responsibilities for each team member
- Schedule for internal monitoring team meetings
- Number of special education records to be reviewed
- Established timelines for correction of records with noncompliance findings
- Description of how new staff members will be trained in the process

The [Internal Monitoring and Review Process](#) organizational tool is located on the Special Education Desk Review webpage.

CREATE ONBOARDING PROCEDURES FOR NEW STAFF

The educational agency's cross-functional team will create or revise onboarding procedures for new staff. These procedures should include how and when new staff members will be trained in special education policies and procedures, and completion of the Special Education Essentials LMS course, along with an overview of the internal monitoring review process.

REQUESTED DOCUMENTS/REQUIRED ACTIONS

The educational agency will upload the following documents in the Monitoring App:

- A list of all staff who work directly with students with disabilities. The staff list should include each staff member's name and position. The list will also indicate staff who will be on the Cross-Functional team and staff who will be on the Internal Monitoring Team. Click [here](#) to access the staff list template.
- LMS Certificates of Completion for all internal monitoring team members.
- The [Learning Management System Module Completion Verification Form](#), signed by the superintendent and the special education director, verifying that all required staff have completed the LMS Special Education Essentials modules.
- The educational agency's written Internal Monitoring and Review Process.
- Onboarding procedures for new staff.

Phase 2: Collect and Analyze Data

The cross-functional team will begin reviewing the Integrated Monitoring Report provided by the Department and will compile additional special education data through surveying administration, staff, parents, and students; reviewing data collected through the internal monitoring process; and reviewing current special education policies, procedures, and practices. The educational agency will use the information compiled from surveys, record reviews, and three-year data trends to determine if the educational agency needs to revise and/or create internal procedures for specific areas of concern.

REVIEW INTEGRATED MONITORING REPORT

The Department will provide the educational agency through the Monitoring app with an Integrated Monitoring Report which will include the following information:

- Educational Agency Demographics (typology, student enrollment data, mobility rates)
- Special Education Rating (3 years)
- Special Education Indicator Review Data (3 years): Graduation, Dropout, Discipline Discrepancy, School-age Least Restrictive Environments, Disproportionate Representation, Child Find, Secondary Transition
- Dispute Resolution (3 years) (number of complaints, number of findings, use of resolution and mediation data)
- Special Education Policies and Procedures Status
- Restraint and Seclusion Data (3 years)
- Fiscal/Financial Information (Spending per Pupil data, Operating Spending, Classroom Instruction, Non-Classroom Spending, Federal, State, and Local funds for Special Education, Comprehensive Early Intervening Services funds, Maintenance of Effort)

The educational agency will use this data when completing the Special Education Assessment Report.

The educational agency may want to review the Department's webpage regarding [Additional Considerations for Special Education](#) for additional guidance.

REVIEW DATA FROM PERCEPTION SURVEYS

The cross-functional team will review and analyze the results from the perception surveys completed by administrators, teachers, parents, and students to determine any areas of concern that will need to be addressed through professional development and training for staff, and updates to written procedures.

COLLECT AND REVIEW RESULTS FROM INTERNAL MONITORING PROCESS

As part of the Internal Monitoring Process, the educational agency will use the Department's [record review guide](#) and [Indicator 13 Checklist](#) questions to review evaluation team reports (ETRs) and individualized education programs (IEPs) to identify any areas of noncompliance and compile a summary of the results using the [Record Review Tally](#) spreadsheet. The educational agency will correct all records with areas found noncompliant within a reasonable time (no later than 60 school days from the date of the record review completion).

The educational agency will use the results from the record reviews to determine root causes for priority areas of concern, professional development and training for staff, and updates to written procedures.

COMPLETE SPECIAL EDUCATION ASSESSMENT REPORT

The cross-functional team will complete the Special Education Assessment Report using the special education assessment questions within this guide to identify 1-2 special education priority areas to be addressed in the ED STEPS One Plan. The cross-functional team will submit the completed report to the Department within the Monitoring App. The Special Education Assessment Questions are located within this guide:

- For city, local, exempted village school districts and community schools, refer to [Appendix 9](#)
- For educational service centers (ESCs), refer to [Appendix 10](#)
- For county boards of developmental disabilities (CBDDs), refer to [Appendix 11](#).

The Special Education Assessment Report templates are available on the Special Education Desk Review [webpage](#).

REQUESTED DOCUMENTS/REQUIRED ACTIONS

The educational agency will:

- Complete the Special Education Assessment Report to identify special education priority areas and submit to the Department through the Monitoring App.

Phase 3: ED STEPS One Plan Submission

By March 2026, The educational agency will research evidence-based strategies to address the root causes of the special education priority areas of concern identified in the Special Education Assessment Report. The educational agency will then develop goals, strategies, or action steps within its One Plan through ED STEPS to address the identified areas of concern. The educational agency will be required to include its internal monitoring process within its One Plan.

REQUESTED DOCUMENTS/REQUIRED ACTIONS

The educational agency will:

- Develop One Plan SMART goals, strategies, or action steps to address the priority areas of concern and the Internal Monitoring Process in the ED STEPS application.

Phase 4: ED STEPS One Plan Implementation

Once the Office for Exceptional Children (OEC) has approved the educational agency's One Plan, the educational agency will sign and upload the [One Plan Implementation Assurance Form](#) within the Monitoring app. The form will need to be signed by the superintendent and the special education director. The educational agency will then receive a review closure letter from OEC. Next, the educational agency will begin implementation of the goals and strategies identified in its One Plan and will continue to review and analyze its data to revise and update the One Plan as needed.

REQUESTED DOCUMENTS/REQUIRED ACTIONS

The educational agency will:

- Submit the One Plan Implementation Assurance Form.

Progressive Sanctions

In the event the educational agency does not meet the required steps of the Desk Review process within the timelines, the Department will work with the educational agency to determine the necessary steps to meet requirements. This will affect the educational agency's special education rating and may include progressive sanctions that could affect special education funding. [Ohio Revised Code (ORC) § 3317.01; The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004); and the federal regulations at 34 C.F.R. Part 300.]

Appendix 1: Requested Documents/ Required Actions

Requested Documents/Required Actions

PHASE 1: TEAM DEVELOPMENT

The educational agency will upload the following documents in the Monitoring App:

- A list of all staff who work directly with students with disabilities. The staff list should include each staff member's name and position. The list will also indicate staff who will be on the Cross-Functional team and staff who will be on the Internal Monitoring Team. Click here to access the [staff list template](#).
- LMS Certificates of Completion for all Internal Monitoring Team members.
- The [Learning Management System Module Completion Verification Form](#), signed by the superintendent and the special education director, verifying that all staff required to complete the LMS has done so.
- Draft of written Internal Monitoring Process. Refer to the [Internal Monitoring and Review Process Organizational Tool](#).
- Onboarding procedures for new staff

PHASE 2: COLLECT AND ANALYZE DATA

The educational agency will:

- Complete the Special Education Assessment Report (available on the Department's [webpage](#)) to identify special education priority areas using the Special Education Assessment Questions:
 - ↳ [Questions for City, Local, Exempted Village School Districts and Community Schools](#)
 - ↳ [Questions for Educational Service Centers \(ESCs\)](#)
 - ↳ [Questions for County Boards of Developmental Disabilities \(CBDDs\)](#)

PHASE 3: ED STEPS ONE PLAN SUBMISSION

The educational agency will:

- Develop One Plan SMART goals, strategies, or action steps to address the priority areas of concern and the Internal Monitoring Process in the ED STEPS application.

PHASE 4: ED STEPS ONE PLAN IMPLEMENTATION

The educational agency will:

- Submit the [One Plan Implementation Assurance Form](#). The form needs to be signed by the superintendent and the special education director.



Appendix 2: LMS Information Sheet and Login Instructions

Learning Management System (LMS) Information Sheet

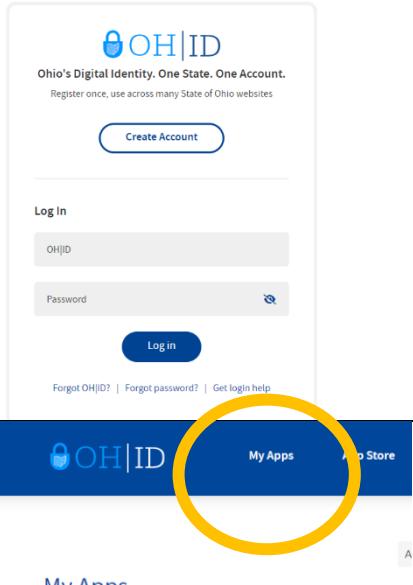
The Learning Management System (LMS) can be found in the **OH|ID portal**.

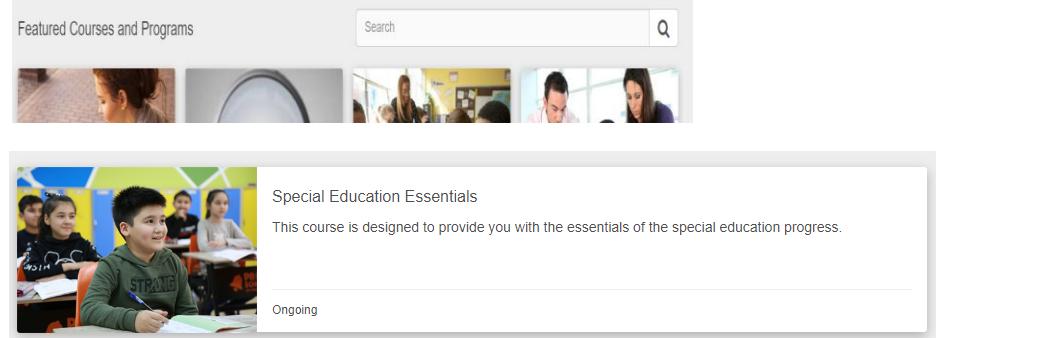
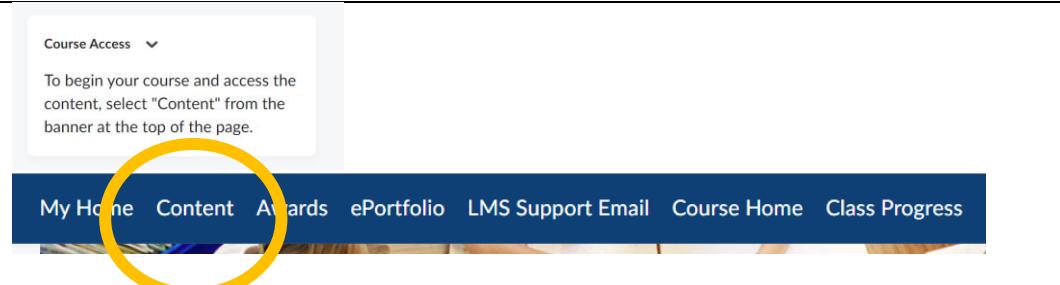
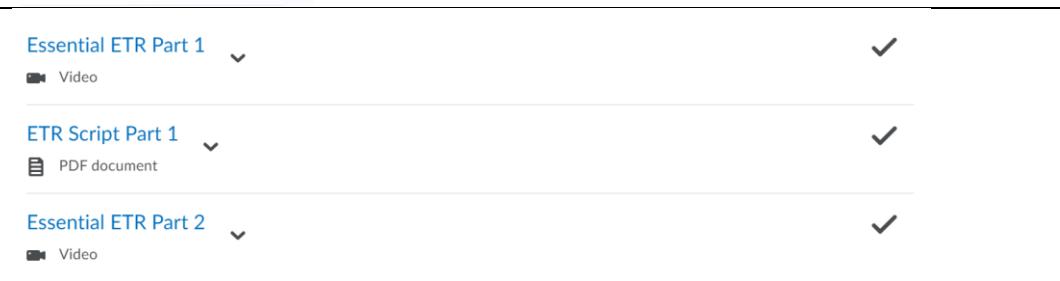
- You must have an **OH|ID portal** account in order to access the LMS Modules.
- Modules can be completed at the staff member's convenience.
- Each module is followed by a quiz that, when passed with 80% or better, will generate a certificate of completion noting affiliated clock hours. It is recommended participants print the scripts before taking the quizzes.

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

Special Education Essentials Course LMS Course	Approximate Time
All educational agency staff who work with students with disabilities (who are <u>not</u> part of the Internal Monitoring Team) will complete the following 3 modules: <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.	45 minutes 25 questions
The Internal Monitoring Team will complete Module 4: Internal Monitoring Process: <ul style="list-style-type: none">→ Module 4: Internal Monitoring Process 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	36 minutes 26 questions
Reminder: <i>Certificates of Completion for the Internal Monitoring Team will need to be collected and submitted to the Department.</i>	28 minutes 23 questions

How to Access the Special Education Essentials LMS Modules

Follow the link to the OH ID portal Log-in with your OH ID	Safe Portal: https://ohid.ohio.gov/wps/portal/gov/ohid/login 
Click on My Apps in the top blue bar if they do not automatically show	
Find and open the Learning Management System (LMS) app	
Now that you are in the LMS app, find the Special Education courses by going to the Course Catalog It is located on the right-hand side of the screen	

<p>In the search bar at the top of the screen, type in Special education essentials. The first course is Special Education Essentials. This course offers information on the Essentials of writing an ETR, IEP and Transition Plan.</p>	
<p>Click Log-in to enroll to gain access to the course.</p> <p>Click Launch Course to begin.</p>	
<p>Once the course is open you will see "Course access" on the right-hand side of the screen. Follow the prompts after that.</p>	
<p>Click on the module name to open it. For Example: Module 1: Evaluation Team Report. Follow the prompts after that.</p>	
<p>Then click on the parts of the module to begin viewing the module</p>	
<p>Then the module window will pop-up and you need to hit play to watch the module. You do have to click the next button after every page is played. When you have finished the entire module, click the Evaluation Team Report (ETR) Quiz. Results do not need to be submitted to the Department; please submit them to your Special Education Director.</p>	

Appendix 3: LMS Module Completion Verification Form

LMS Module Completion Verification Form

This form serves as an official verification that all staff members, as designated by the educational agency leadership, have successfully completed the required Learning Management (LMS) modules.

Educational Agency Name: _____ IRN: _____

Educational Agency Address: _____

Contact Person: _____ Contact Phone Number: _____

Contact Email: _____

VERIFICATION STATEMENT

We hereby assure that all required staff members, as designated by the educational agency leadership, have completed the Learning Management System (LMS) modules in accordance with the review guidelines. This includes full participation in all required training modules and successful completion of all assessments.

Special Education Director:

Name (Printed): _____

Signature: _____ Date: _____

Educational Agency Superintendent:

Name (Printed): _____

Signature: _____ Date: _____

Appendix 4: Internal Monitoring and Review Process

Internal Monitoring and Review Process

Purpose:

The purpose of this team is to ensure that all Evaluation Team Reports (ETRs) and Individualized Education Programs (IEPs) created by <EDUCATIONAL AGENCY NAME> meet the basic requirements of IDEA. Data collected from reviewing ETRs and IEPs will be used to determine professional development needs for the educational agency, one-on-one coaching supports, and policies that will be adopted by the school board for special education.

Membership and Roles: (Chair/Facilitator, Recorder, IEP Verifiers, Timekeeper, etc.)

Process/Function: (Goals and Objectives)

Goal/Step	Goal Description and Objectives	Date/Timeline
1	Record Review and Corrections	
1.1	Review (Add #) records each school year. The Internal Monitoring Team will meet (ADD #) times each school year and review a minimum of (Add #) records at each meeting. (Select a few from each disability category and at least (Add #) with transition plans)	
1.2	Records will be given to team members. Teachers will not be given their own records to review.	
1.3	The team will use the OEC Record Review Questions and Indicator 13 Checklist to review student records. Team member recommendations for any changes needed will also be reviewed at the Internal Monitoring meetings.	
1.4	Record corrections and trends will be communicated to the IEP team, using the Record Review Comment Form. Timeline for corrections (ADD timeline, 45 days, 60 days)	
2	Ongoing Quality Improvement	
2.1	The Internal Monitoring Team will gather data for findings by record review item, by student, by disability category, and by building.	
2.2	Data will be kept on the Record Review Tally Spreadsheet.	
2.3	The team will assess the data for the current review trends and patterns.	
2.4	Identified patterns will be shared on the Record Review Comment Form with the educational agency's cross-functional team.	
2.5	The educational agency will create an internal plan of correction to address any trends and patterns identified. The internal plan will communicate any professional development needs.	
2.6	The Internal Monitoring Team will compare current data with previous review data.	

Goal/Step	Goal Description and Objectives	Date/Timeline
2.7	The team will identify areas of improvement and areas of continued focus.	
2.8	For focus areas that are identified across the Internal Monitoring Process Reviews, the educational agency will seek assistance from the State Support Team (SST) and identify professional development needs for the educational agency.	
2.9	The Internal Monitoring Team will create a resource binder that is accessible to all staff. The binder will include training documents from PD and other tools determined necessary for the process.	

Constituency and Reporting: (Communication Protocols)

Record corrections will be communicated to the IEP team using the Record Review Comment Form.

- When record corrections have been identified
- After record corrections have been addressed and corrections have been accepted
- Trends and patterns in data results will be shared with the appropriate educational agency staff/stakeholders

Frequency and Location of Meetings:

The internal monitoring team will meet [monthly, quarterly] to review ETRs and IEPs. **If there is more than one internal monitoring team, plan to have all teams meet at the beginning and at the end of the school year to discuss record review data, procedures, etc.**

Meeting	Date	Time	Location	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				

Team Non-Negotiables:

-
-
-

Responsibilities of the Team:

-
-
-

Deliverables:

-
-
-

Resources available to the team:

- [OEC Record Review tools \(listed under Resources and Tools\)](#)
- [Ohio's Learning Management System](#)

Decision-Making Process:

-
-
-

Appendix 5: Perception Surveys

Administrator Survey

School:

Your participation in this survey is part of the Department's review process and your responses will help guide efforts to improve services and results for children and families.

	Yes	No	NA	Don't Know
1. Does your educational agency have written special education policies, procedures, and practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are all staff personnel trained on the special education policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you feel the policies and procedures are being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are building practices for identification, placement, and discipline of students with disabilities free of cultural and/or racial bias?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do all staff members involved in implementing a child's IEP have access to and understand the requirements in the IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the educational agency provide sufficient opportunities for instructional staff to engage and collaborate with other instructional staff (e.g., other teachers, related service professionals, aides) in order to provide the services listed in IEPs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the educational agency provide professional development and training addressing the diverse needs of all students, including students with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the educational agency monitor the implementation and effectiveness of staff professional development in terms of outcomes for students with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do staff members always keep parents updated regarding their child's progress on annual goals and needs throughout the implementation of the IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are the educational agency/building improvement plans and IDEA funding aligned with and focused on meeting the needs of students with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do all students with disabilities have access to the general education curriculum and receive appropriate instruction in the general education classroom (if no, please explain in the comments)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. During IEP team meetings, is an educational agency representative with the authority to authorize the resources necessary to implement the IEP always present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. When decisions for all students are made by leadership, is there representation and consideration given from staff who are knowledgeable of IDEA?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the educational agency identify students at risk of dropping out of school and provide prevention and intervention services to keep students in school and promote graduation (all grade levels)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the educational agency determine case management requirements for a particular service provider, and then make sure that the service provider has enough time to provide specially designed instruction or direct related service to all assigned children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. If a provider cannot perform all workload duties and meet the direct service/specially designed instruction needs for their assigned children, do you reduce the caseload or workload? (Service Provider Ratio and Workload Clarification OEC Memo 2016-2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA	Don't Know
17. Does your educational agency have written PBIS policies, procedures, and practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are all staff personnel trained on the PBIS policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Do you feel the PBIS policies and procedures are being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Does your educational agency have written restraint and seclusion policies, procedures, and practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Are all staff personnel trained on the restraint and seclusion policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Do you feel the policies and procedures are being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. When any student requires physical restraint and/or seclusion, is it clearly documented and reported to administration immediately and the Department annually?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Does your educational agency have a system for students who are struggling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Are all staff personnel trained on this system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Do you feel it is being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Does your educational agency have a written policy for discipline of students with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Are all staff personnel trained on the policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Do you feel it is being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Does your educational agency have a formal process for parent involvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Are all staff personnel trained on the parent involvement process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Do you feel it is being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Do you keep parents updated regarding their child's progress on annual goals and needs throughout the implementation of the IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Survey**School:**

Your participation in this survey is part of the Department's review process and your responses will help guide efforts to improve services and results for students and families.

	Yes	No	NA	Don't Know
1. Does your educational agency have written special education policies, procedures, and practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you been trained on the special education policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you feel the policies and procedures are being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are building practices for identification, placement, and discipline of students with disabilities free of cultural and/or racial bias?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When students are removed from instructional time, do you provide them with information and instruction on what has been missed (while out for services, discipline, or medical needs)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the educational agency provide sufficient opportunities to engage and collaborate with other instructional staff (e.g., other teachers, related service professionals, aides) in order to provide the services listed in IEPs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the educational agency provide professional development and training addressing the diverse needs of all students, including students with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the specially designed instruction provided to a student with a disability in your classroom based upon that student's individual needs and is it different from what other students receive in the general education setting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are the required components for post-secondary goals, age-appropriate transition assessments and secondary transition services clear to you? (Respond N/A if the building's student population is younger than 14 years old).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do all staff members involved in implementing a child's IEP have access to and understand the requirements in the IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. During ETR meetings, does the educational agency use current data (classroom, intervention, record review, parental input) in the evaluation process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. During IEP team meetings, is an educational agency representative with the authority to authorize the resources necessary to implement the IEP always present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. When determining the least restrictive environment for students with disabilities, does the team consider all settings, including placement in the general education classroom, regardless of the student's disability category?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does your educational agency determine workload requirements for a particular service provider, and then make sure that the service provider has enough time to provide specially designed instruction or direct related service to all assigned children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. If a provider cannot perform all workload duties and meet the direct service/specially designed instruction needs for their assigned children, does your educational agency attempt to reduce the caseload or workload? (Service Provider Ratio and Workload Clarification OEC Memo 2016-2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA	Don't Know
17. Does your educational agency have written PBIS policies, procedures, and practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Have you been trained on the PBIS policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Do you feel the PBIS policies and procedures are being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Does your educational agency have written restraint and seclusion policies, procedures, and practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Have you been trained on the restraint and seclusion policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Do you feel the policies and procedures are being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does your educational agency have a system for students who are struggling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Have you been trained on this system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Do you feel it is being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Does your educational agency have a written policy for discipline of students with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Have you been trained on the policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Do you feel it is being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Does your educational agency have a formal process for parent involvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Have you been trained on the process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Do you feel it is being implemented throughout your educational agency with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Do you keep parents updated regarding their child's progress on annual goals and needs throughout the implementation of the IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parent Survey

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

For each statement below, please select one of the following response choices: Agree, Disagree, Don't Know, or Not Applicable.

Child's School: _____ **Child's Age** _____ **Grade Level** _____

	Agree	Disagree	Don't Know	NA
1. When my child has learning and/or behavior problems, the school quickly involves me in developing a plan to help and follows through with the plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am involved in the planning of my child's evaluation, and I am included in a discussion of tests to be given to assess my child's needs for special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. During the IEP meeting, we review my child's needs, state test results, and current classroom progress to determine what my child needs next to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reading my child's IEP, I understand what special education services my child is receiving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The school works with me to help my child make a smooth transition from one grade to the next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The school keeps me informed about my child's progress on IEP goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When my child has behavioral issues, the school looks for positive ways for my child to be successful in their classroom (Respond N/A if your child is not having behavior issues at school).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The IEP team developed an effective plan for my child's future after high school and I and/or my child had input on strengths, needs, interests, and preferences (Respond N/A if your child is younger than 14 years old).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am invited to my child's IEP/ETR meetings in a timely manner so I can participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My child has received all services as described in the IEP, or when services were not provided, I was included in a plan to address the issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Overall, the special education services meet my child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments:				

Student Survey

School:

The Ohio Department of Education and Workforce is conducting a review of your school. This is a survey for students with disabilities receiving special education services. By filling out this survey, you will help guide efforts to improve your school's services and results for children with disabilities and their families.

For each statement below, please select one of the following response choices: Agree, Disagree, Don't Know, or NA (Not Applicable).

	Agree	Disagree	Don't Know	NA
1. My teachers make it easier to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My teacher spends extra time with me to make sure I understand the lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My school helps me learn about different jobs I could have in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My school prepares me for life after graduation (such as extra help in applying for jobs, college, trade, military, and preparing for interviews).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am invited to my IEP meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am asked to give my input on what goes into my IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel comfortable approaching my teacher(s) for help or discussing my learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am provided the opportunity to participate in any clubs, theatre activities, music activities, sports, and other after-school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My teacher understands my learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Appendix 6: 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
				<p>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.</p>	
			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	<p>There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form.</p> <p>There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Blind/Visual Impairment, Deafness or Hearing Impairment and preschool-age children.</p> <p>Multiple sources of information are required to determine eligibility.</p>	<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] ([Note: All information in Part 1s (Individual Evaluator's Assessment) must be summarized in Part 2.	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]	<p>Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?</p> <p>Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team.</p>	YES	<p>Initial Evaluations</p> <p>A group of qualified professionals determines eligibility:</p> <ol style="list-style-type: none"> 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. <p>Reevaluations</p> <ol style="list-style-type: none"> 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	<p>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.</p>	<ul style="list-style-type: none"> • PR-06 ETR – Part 4
			NO	<p>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.</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-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?	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
		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.	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)
				<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 defined behavior: the specific action the child will be expected to perform. The condition: situation, setting or given material under which the behavior is to be performed. Performance criteria: 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)
				<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	<p>There is alignment between the academic needs identified in the ETR and the annual goals; OR</p> <p>There is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize certain needs above others; OR</p> <p>There is a statement that the IEP team has determined there is no longer a need for a specific goal.</p>	<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	<p>There is alignment between the functional needs identified in the ETR and the annual goals; OR</p> <p>There is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize certain needs above others; OR</p> <p>There is a statement that the IEP team has determined there is no longer a need for a specific goal.</p> <p>Functional means nonacademic, as in “routine activities of everyday living.”</p>	<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	<p>The IEP specifically identifies the provision of specially designed instruction (SDI) and related services:</p> <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	<p>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).</p>	
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	<p>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.</p>	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Location of Services)
			NO	<p>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.</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-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	<p>The IEP identifies accommodations provided to the child that connect to the needs and implications identified in the child's ETR.</p> <p>Accommodations provide access to course content but do not alter the scope or complexity of the information taught to the child.</p>	<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	<p>The IEP describes the type of modification, and the extent of the modification provided to the child.</p> <p>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.</p> <p>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.</p>	<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	<p>The IEP describes support(s) to school personnel who may need assistance in implementing the child's IEP. The section describes what support adult staff are receiving from other adult staff.</p> <p>For each support, the team lists the school personnel to receive the support, the specific support that will be provided and who will provide the support.</p>	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Support for School Personnel
			NO	<p>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.</p>	
			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	<p>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.</p>	<ul style="list-style-type: none"> PR-07 IEP – Section 12: Justification statement for AASCD
			NO	<p>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.</p>	
			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]	<p>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.</p>	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]]	<p>During this school year, were revisions to the IEP made based on data indicating changes in student needs or abilities?</p>	YES	<p>Data from progress monitoring and/or recent evaluations drive decisions made to modify the IEP.</p> <p>After data analysis, the decision was made to adjust instruction to promote increased student learning. Rationale for instructional adjustment is documented.</p> <p>The IEP details the instructional adjustment(s) in the relevant sections.</p>	<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	One or more of the above team members were not involved in the IEP meeting with no evidence of excusal where appropriate.	

Least Restrictive Environment					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-1	300.320(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	<p>The IEP includes a justification for why the child was removed from the general education classroom, AND</p> <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	<p>A rationale is not given; OR the rationale given:</p> <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	Compliant	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 7: 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 8: Record Review Comment Form

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 9: Special Education Assessment Questions

**For city, local, exempted village school districts and
community schools**

Special Education Assessment Questions

FOR CITY, LOCAL, EXEMPTED VILLAGE SCHOOL DISTRICTS AND COMMUNITY SCHOOLS

The educational agency's cross-functional team will gather and analyze data for these questions and determine specific areas of concern and root cause using the [Special Education Assessment Report](#) for city, local, exempted village school districts and community schools. This information will assist the educational agency in developing special education goals, strategies, and action steps for the ED STEPS One Plan.

College and Career Readiness

Early Warning System

1. How many students identified as at risk for dropping out have been determined eligible under the following disability categories? Options: Multiple Disabilities (other than Deaf-Blind); Deaf-Blindness; Deafness; Visual Impairments; Speech and Language Impairments; Orthopedic Impairments; Emotional Disturbance; Intellectual Disability; Specific Learning Disabilities; Autism; Traumatic Brain Injury (TBI); Other Health Impaired (Major); and Other Health Impaired (Minor).
2. What programs and services are available for students at risk of dropping out? How are students targeted to participate?

Graduation

1. How are students with disabilities monitored to determine if they are not on track to graduate? What programs and services are available for students at risk of not graduating? How are students targeted to participate in these programs and services?
2. What barriers limit students with disabilities' access to all graduation pathways?

Postsecondary

1. What do data indicate about post-graduation outcomes (military, college/trade school, employment, Opportunities for Ohioans with Disabilities) for students with disabilities?

Career Connections

1. What are your career advising supports for all students, including students with disabilities?

Community and Family Engagement

Engagement

1. What methods are used to seek parent input and participation, including parent participation in the evaluation process, as well as helping parents understand procedural safeguards? How do you know that these methods are effective?

Curriculum, Instruction, and Assessment - Content Areas

Literacy

1. How does the educational agency track progress for students with disabilities in reading proficiency to ensure that specially designed instruction and accommodations support student needs? What is the educational agency's process for reviewing IEPs for students who scored below proficient on reading assessments?

Career Technical Education

1. How are students with disabilities performing in the career-technical education programs in comparison to students without disabilities?
2. What additional accommodations, modifications, and supportive services would help ensure access for all students within the programs?
3. To what degree do students have access to career guidance that is comprehensive, accessible, and unbiased?

Curriculum, Instruction and Assessment – Teaching Instruction

1. How does the educational agency identify the needs of students who are not responding to Tier 1 intervention?
2. What is the process for collecting intervention data? What data does the educational agency collect to determine the fidelity of staff implementation of the three levels of MTSS practices in schools? What is the process for analyzing and reporting the intervention data for feedback? What does the data tell the educational agency regarding instruction?

Assessments

1. What are the educational agency's current policies, procedures, and practices surrounding the Alternate Assessment? How are applicable staff trained/informed on these policies, procedures, and practices? How are newly hired staff trained?

Standards Alignment

1. How are professional development opportunities determined and evaluated to ensure teachers (including intervention specialists, paraprofessionals, related service providers, etc.) are able to implement standards aligned curriculum?

Curriculum, Instruction and Assessment – Special Populations

Special Populations – Students with Disabilities

1. How does the educational agency ensure that all children within the agency are located, identified, and evaluated regardless of the severity of the disability, including children who
 - a. are experiencing homelessness
 - b. are wards of the state
 - c. are highly mobile, including migrant children
 - d. are English Learners
 - e. have complex medical needs
 - f. reside in nursing homes because of serious health problems
 - g. are in correctional facilities; and
 - h. have disabilities and are attending private schools.

Leadership, Administration and Governance

Shared Leadership

1. How are special education professionals and leadership included within the educational agency, building, and teacher-based team structures?
 - A. Has the educational agency established a leadership team that reviews data, monitors, and determines next steps in the improvement process? The team should include individuals with key positions at various levels of the organization (system wide learning/decision making) and community stakeholders.
 - B. Are building and department leaders knowledgeable about evidence-based instructional strategies that are successful for students with disabilities and how to use data to inform instruction?
 - C. Do leaders engage staff in rigorous procedures for monitoring and evaluating instructional practices?
 - D. How does the educational agency leadership build capacity through support and accountability?
 - E. How does the educational agency leadership sustain an open and collaborative culture? Does leadership collaborate with internal and external stakeholders (including staff, parents, other outside entities, the Department, SSTs, and other educational agencies)?

Operations

Technology

1. Do all students have access to the technology and internet needed to meet all learning standards and IEP goals/accommodations?
2. Are all instructional staff trained in using the technology, as well as technology targeted for students with disabilities?

School Climate and Supports

Behavioral Supports

1. What is the percentage of students with disabilities who were removed from their LRE due to behavior? Include students who were emergency removed, were suspended in school, were suspended out of school or were expelled.
2. How does the educational agency ensure that students with disabilities are provided with the necessary supports and services prior to being removed from their LRE? Are Functional Behavior Assessments (FBAs) conducted prior to the removal from the LRE? For students removed from their LRE, was data provided that indicated the interventions developed in the Behavior Intervention Plan were not effective?

Positive Behavioral Interventions and Supports (PBIS)

1. What data are collected (such as PBIS Tiered Fidelity Inventory data) to determine the fidelity of staff implementation of the three levels of PBIS practices in schools? How is the fidelity of PBIS implementation measured?

Additional Data Analysis

Special Education Profile

1. What specific indicator(s) are an area of concern and how are they being addressed?

Dispute Resolution

1. What is the average number of parent complaints over the last five years and what is the nature of the complaints?
2. Are there any patterns in parent complaints (for example, lack of related services, lack of assistive technology)?

Perception Surveys

1. Does the educational agency have an ongoing formal process for communicating and receiving feedback from all stakeholders?
2. What were the top three areas of need identified through the perception surveys (parents, students, teachers, administrators)?
3. What do the data reveal/what other areas identified do they align with?
4. What current initiatives are in place to address identified concerns?

Internal Monitoring Process

1. What are the top three areas of concern found in the Internal Monitoring Team's record reviews (Child Find, Delivery of Services, Least Restrictive Environment, Discipline)? How will the educational agency address areas of noncompliance?
2. What do internal monitoring data indicate about alignment of student needs identified in Evaluation Team Reports (ETR) with Individualized Education Program (IEP) goals?
3. How are student progress data on IEP goals collected and shared, and shared with whom?
4. How does progress monitoring data inform changes to supports and services for students with disabilities?
5. How are professional development strategies from record review results implemented and monitored?

Appendix 10: Special Education Assessment Questions

For Educational Service Centers (ESCs)

Special Education Assessment Questions

FOR EDUCATIONAL SERVICE CENTERS (ESCS)

The ESC's cross-functional team will gather and analyze data for these questions and determine specific areas of concern and root cause using the [Special Education Assessment Report](#) for ESCs. This information will assist the educational agency in developing special education goals, strategies, and action steps for the ED STEPS One Plan.

Curriculum and Instruction

ESC Subsection

1. What is the continuum of alternative placements, and how are placement decisions made for students entering ESC programs and services?
2. What is the written application process for entering students, and what are the written acceptance criteria? How are these documents shared with associate districts?
3. How does the ESC ensure that the least restrictive environment is provided when a child comes from a less restrictive environment in the previous placement?
4. How are special education records reviewed for compliance and services required before the student enters?
5. How does the internal monitoring team review student records for compliance?
6. How are pre-entrance and annual IEP meetings conducted with parents and home district personnel?
7. How does the ESC ensure that the IEP is implemented as written, including the provision of all special education instruction, supports and services?
8. Where are students being provided services?
9. How are related services provided to students in ESC programs?
10. How is transition planning for post-secondary life accomplished?
11. What is the process for students to return to a less restrictive environment (home district)?
12. How does the ESC partner with community and county resources and agencies to provide improved opportunities and outcomes for students with disabilities?

Operations

1. How often do administrators from the ESC meet with associate district administrators?
2. How often do ESC special education leaders meet with special education supervisors from associate districts? What topics or issues are addressed at these meetings?
3. Is there a written, approved and shared communications plan that describes joint responsibilities for the ESC and associate districts?
4. What is the collaborative process for reviewing and revising the communications plan between the ESC and associate districts?
5. What is the process for reviewing and revising application procedures, entrance criteria, and selection/acceptance processes?
6. What is the process for reviewing and revising the ESC special education policies and procedures in collaboration with associate districts?

Professional Capital

1. How are special education staffing levels tracked and maintained?
2. How does the ESC ensure compliance with special education staff workload and caseload requirements?
3. How are special education staffing levels adjusted to meet changing special education enrollment levels?

School Climate

1. Does the ESC collect behavior data for students with disabilities? If so, how are these data shared with associate districts, and how are they used for analyses and improvement?
2. What is the Restraint and Seclusion policy and Positive Behavioral Intervention and Supports (PBIS) process?
3. How are data collected and reported for restraint and seclusion?
4. How are ESC and home district personnel involved in manifestation determinations?
5. How many students have had a Functional Behavior Assessment (FBA) completed?
6. How many students have a Behavior Intervention Plan (BIP), and how is the BIP implemented and monitored?

Additional Data Analysis

Dispute Resolution

1. What is the average number of parent complaints over the last five years and what is the nature of the complaints?
2. Are there any patterns in parent complaints (for example, lack of related services, lack of assistive technology)?

Perception Surveys

1. Does the educational agency have an ongoing formal process for communicating and receiving feedback from all stakeholders?
2. What were the top three areas of need identified through the perception surveys (parents, students, teachers, administrators)?
3. What do the data reveal/what other areas identified do they align with?
4. What current initiatives are in place to address identified concerns?

Internal Monitoring Process

1. What are the top three areas of concern found in the Internal Monitoring Team's record reviews (Child Find, Delivery of Services, Least Restrictive Environment, Discipline)? How will the educational agency address areas of noncompliance?
2. What do internal monitoring data indicate about alignment of student needs identified in Evaluation Team Reports (ETR) with Individualized Education Program (IEP) goals?
3. How are student progress data on IEP goals collected and shared, and shared with whom?
4. How does progress monitoring data inform changes to supports and services for students with disabilities?
5. How are professional development strategies from record review results implemented and monitored?

Appendix 11: Special Education Assessment Questions

For County Boards of Developmental Disabilities (CBDDs)

Special Education Assessment Questions

FOR COUNTY BOARDS OF DEVELOPMENTAL DISABILITIES (CBDDs)

The County Board of Developmental Disabilities' cross-functional team will gather and analyze data for these questions and determine specific areas of concern and root cause using the [Special Education Assessment Report](#) for CBDDs. This information will assist the educational agency in developing special education goals, strategies, and action steps for the ED STEPS One Plan.

College and Career Readiness

Graduation

1. How does the county board of developmental disabilities determine if students are on track for graduation, and what supports are in place to help students who are at risk of not graduating?

Transitions

1. How does the CBDD provide ongoing support to students experiencing challenges in transitioning to employment?
2. What percentage of graduating students gained community employment in the most recent program year?
3. How does the CBDD provide social and life skills to assure a smooth transition from school to work?
4. How does the organization ensure students learn self-reliance and respectful citizenship skills?

Family and Community Engagement

Engagement

1. What is the rate of attendance of parents at IEP meetings during last school year?
2. What is the rate of attendance at parent-teacher conferences during the last school year?
3. What is the rate of attendance at parent events during the last school year?

Partnerships

1. What community partnerships does the CBDD have in place to support parent and family engagement?
2. How does the CBDD partner with the community?
3. How often does the CBDD provide student engagement opportunities within the community?
4. What are some examples of those community engagement opportunities?
5. What are the methods for seeking input and participation from the community to the CBDD?

Curriculum, Instruction and Assessment

Assessment

1. What is the percentage of IEP goals that were mastered for the students served by the CBDD?
2. What supports are in place for students to ensure IEP goals are met?

Curriculum

1. What are the existing reading curriculum and supports, and are these supports driving student success?
2. What are the existing math curriculum and supports, and are these supports driving student success?
3. What nonacademic supports are in place to meet the particular needs of the students?

Instruction

1. What is the process the CBDD uses to determine if a student will be included in the group of students who are exempted from state tests?

Leadership/Administration/Governance

Shared Leadership

1. How does the organization involve staff, students, parents, and the community in the decision-making processes of the CBDD, such as policy development, budget development, fiscal development, and community outreach?

Data-Driven Decisions

1. What data does the administrative team use to drive decision-making and planning? Some examples might be alternate assessments, COS, KRA, ASQ-SE, ELA, and the IEP goals and objectives.

Records

1. Does the CBDD develop and maintain a record of contracts, agreements or memoranda of understanding between the CBDD and associate educational agencies in the placement and services to students with a disability placed into school districts?

Operations

Transportation

1. What is the process used to determine the transportation needs of all students?

Technology

1. How does the CBDD use technology to enhance student success?

School Climate and Supports

Connections

1. What supports are in place for districts that are having difficulty maintaining a special education student within the classroom?
2. How does the CBDD collaborate with associate educational agencies to assist administrators, teachers and students to learn different techniques and strategies to be successful in the classroom as well as at home?
3. What are the written procedures in regard to communication with districts of residence? How often does the CBDD communicate with districts of residence? What is the nature of the communication?
4. How can the communication improve with parents? Community? Educational Agencies of residence?

Disproportionality

1. Does the CBDD gather and monitor data regarding students with special needs who are involved with behavior incidents?
2. What systems and supports does the CBDD have in place to monitor students' behavior and schools' responses to intervene to assure students with special needs are not disproportionately disciplined for behavior incidents.
3. What policy or procedure does the CBDD have in place to identify and address the root cause of student behavioral problems and the school staff responses to the incident?
4. How do districts plan to utilize funds set aside for comprehensive coordinated early intervening services to ensure it aligns with the district improvement plan to address significant disproportionality?

Additional Data Analysis

Dispute Resolution

1. What is the average number of parent complaints over the last five years and what is the nature of the complaints?
2. Are there any patterns in parent complaints (for example, lack of related services, lack of assistive technology)?

Perception Surveys

1. Does the educational agency have an ongoing formal process for communicating and receiving feedback from all stakeholders?
2. What were the top three areas of need identified through the perception surveys (parents, students, teachers, administrators)?
3. What do the data reveal/what other areas identified do they align with?
4. What current initiatives are in place to address identified concerns?

Internal Monitoring Process

1. What are the top three areas of concern found in the Internal Monitoring Team's record reviews (Child Find, Delivery of Services, Least Restrictive Environment, Discipline)? How will the educational agency address areas of noncompliance?
2. What do internal monitoring data indicate about alignment of student needs identified in Evaluation Team Reports (ETR) with Individualized Education Program (IEP) goals?
3. How are student progress data on IEP goals collected and shared, and shared with whom?
4. How does progress monitoring data inform changes to supports and services for students with disabilities?
5. How are professional development strategies from record review results implemented and monitored?

Appendix 12: One Plan Implementation Assurance Form

One Plan Implementation Assurance Form

This form serves as an official assurance that the educational agency has completed all required steps of the special education desk review and is actively implementing the strategies and action steps outlined in the One Plan.

Educational Agency Name: _____ IRN: _____

Educational Agency Address: _____

Contact Person: _____ Contact Phone Number: _____

Contact Email: _____

ASSURANCE STATEMENT

The educational agency has completed all the required steps of the special education desk review process as outlined in the guide. This includes, but is not limited to:

- Creating an Internal Monitoring Team Process
- Conducting a comprehensive needs assessment
- Analyzing data to identify special education priority areas
- Developing strategies and action steps to address identified the special education priority areas

The educational agency further assures that it is actively implementing the strategies and action steps outlined in the One Plan.

Special Education Director

Name (Printed): _____

Signature: _____ Date: _____

Educational Agency Superintendent:

Name (Printed): _____

Signature: _____ Date: _____

Appendix 13: 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 Monitoring Process](#)

[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](#)