

Individuals with Disabilities Education Act (IDEA) Monitoring Process Guide 2021

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All IDEA Monitoring Review documents and information can be found on the [Department’s website](#).

Overview

The Individuals with Disabilities Education Act (IDEA) requires that all educational agencies that accept federal funding maintain compliance with the provisions in the law with support from the Office for Exceptional Children (300.149 SEA responsibility for general supervision). The Office for Exceptional Children and the Office of Early Learning and School Readiness developed a Comprehensive Monitoring System for Continuous Improvement and Implementation of IDEA. The purpose is to determine compliance with federal and state laws for serving students with disabilities and to assist educational agencies in building a continuous improvement process that is focused on improving outcomes for these students. In this document, “Educational agency” refers to all school districts, community schools, electronic schools, career technical centers (CTCs), educational service centers (ESCs) and county boards of developmental disabilities (DDs). “Department” refers to the Office for Exceptional Children and the Office of Early Learning and School Readiness.

In addition, due to federal requirements for state educational agencies to support and monitor the implementation of IDEA, educational agencies may be selected for a review for one or more of the following reasons:

- Risk analysis based upon multiple factors and measures associated with compliance and outcomes data
- 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.

When agencies serving multiple districts (CTCs, ESCs, DDs) are selected for review, all associate educational agencies will be included in the review activities. While the district of residence is ultimately responsible for compliance with all state and federal special education laws and regulations, there is shared responsibility and accountability for agencies that have agreed to provide educational services to member districts and communities. As such, both the selected educational agency and all associate educational agencies will be expected to share responsibility and collaborate to ensure that special education services and documentation are complete and compliant. Any corrections required from the review process are expected to be completed quickly and accurately. The agency (CTE, ESC, DD) will notify the associate educational agencies of the review schedule and other pertinent details regarding the review process. All educational agencies (districts of residence) engaged with services with the CTE, ESC or DD will be held responsible for the correction of any noncompliance and other actions as stipulated in the Department’s summary report and subsequent corrective action plan.

Department's Activities Prior to the Review

Data Analysis and Review

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

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

The Department's data analysis is based upon multiple factors and measures associated with compliance and outcomes data, including fiscal issues and other results-driven outcomes. The data review includes, but is not limited to, Special Education Profile including disproportionality data, Local Report Cards, agency policies and procedures, dispute resolution issues, any educational agency plans (Ohio Improvement Process [OIP], Comprehensive Continuous Improvement Plan [CCIP], One Plan), special education workloads and caseloads and use of early intervening funds and other resource management areas.

Please see [Appendix 1](#) for a list of documents that may be required for analysis prior to the review.

Initial Meeting

The Department's review team will conduct a meeting prior to the review with the educational agency's leadership (superintendent, special education director and early childhood coordinator/director, principals). The purpose of this meeting is to address the following:

- Overview of the IDEA Monitoring Process
- Record selection: rationale, procedure and uploading process
- Review activities
- Next Steps: Post-review activities including corrective actions and improvement plans, required documents and timelines
- Description of Cross-Functional and Internal Monitoring Team

After this meeting, the educational agency will be instructed to upload the selected records for the Department's review within the given timeline.

Student Record Reviews

Department staff will review a sample number of records that are representative of the population of students with disabilities that are impacted by the area of concern using the [Record Review Guide](#), [Indicator 13 Checklist](#) and [IEP Verification Checklist](#). A sample number of preschool/school-age special education records are selected equitably to represent all grade levels, disability categories, genders, races and buildings or may be targeted based on the analysis of educational agency data.

Prior to the review activities, the educational agency will be directed to submit selected records to the Department in an approved, secure, electronic format. See [Appendix 1](#) for instructions for uploading documents.

The Department will require the following documents:

- Current Evaluation Team Reports (ETRs)
- Current and previous Individualized Education Programs (IEPs) and IEP Progress Reports
- Prior written notices within the last ETR/IEP term
- Parent invitations within the last ETR/IEP term
- Parent consent forms within the last ETR term
- Discipline forms (for example, manifestation determination, functional behavior assessment and behavior intervention plan) within the last IEP term
- Any other documents containing personally identifiable information

Any additional required documentation to support policies, practices and procedures can be sent to the Department consultant via email if it does not contain personally identifiable information.

The educational agency will also provide copies of student and staff schedules which will be used to construct the review schedule, select interview participants and schedule IEP verification visits. The educational agency will also provide copies during the review of any special education files needed for clarification.

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

Educational Agency's Activities Prior to the Review

Educational Agency's Cross-Functional Team

The educational agency will select individuals for a ***cross-functional team***. This cross-functional team will be involved in the monitoring activities. The purpose of this team is to implement and provide inclusive leadership. They will be responsible for making decisions around compliance and improvement outcomes to include:

- Communicate with the Department and State Support Team (SST) and disseminate information and decisions throughout the educational agency
- Advocate for educational agency's needs
- Allocate resources
- Management and oversight of all review processes
- Make decisions about educational agency's improvement priorities
- Adhere to review timelines
- Responsibility of the outcomes of the review

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

A strong cross-functional team includes the following personnel:

- Administration: Superintendent, Treasurer or other central office staff, building principals and human resources representative(s) (include administrators with authority to direct resources that affect change)
- Community school sponsor and management company representative (if applicable)
- Representative from each Associate Educational Agency (if applicable)
- Special education director and coordinators
- Early childhood coordinator/director
- Curriculum supervisors or coordinators
- Data management staff (EMIS coordinator)
- Individual(s) familiar with the CCIP
- Related service providers
- School psychologists
- General education and special education teachers
- SST representatives
- Educational Agency Improvement Plan Facilitator
- Other individuals identified by Department
- Department representatives

Educational Agency's Internal Monitoring Team

The educational agency will also select individuals for an **internal monitoring team**. This team will be responsible for developing and implementing internal monitoring and review processes. The team will receive training from the Department and SST staff on special education record reviews, IEP verifications and use of data for feedback and improvement. The team will be responsible for establishing the educational agency's internal monitoring process and training of other staff. There is often a need to establish a separate preschool internal monitoring team due to different preschool requirements. The educational agency should consider ensuring a feedback loop exists between the internal monitoring team and the cross-functional team. This can be accomplished when considering assigned members.

This team should include the following personnel:

- Special Education Coordinator/Director
- Intervention Specialists (lead intervention specialists based on building and grade assignments)
- Early childhood coordinator/director
- Associate Educational Agency Representatives
- General Education Teachers (including content knowledgeable staff)
- Staff who support English Learners
- School psychologist
- Speech language pathologist
- Occupational therapist
- Physical therapist
- Transition Coordinators
- Others as designated by the educational agency

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

Review Activities

Introductory Meeting

Review activities may be conducted in-person, virtually or via conference calls. To begin the review, the Department's review team will conduct an introductory meeting with the educational agency's cross-functional team. The purpose of this meeting is to address the review activities and schedule:

- IEP Verifications
- Public Parent Meeting
- Interview Sessions
- Next Steps Meeting

IEP Verification

The Department will select student IEPs from previously submitted records and conduct classroom verification of the delivery of IEP services. This may include conversations with the teachers to confirm that the students are receiving identified services as described in their IEP, including verification of secondary transition services, as applicable. Documentation ensuring IEP implementation and progress monitoring will be collected and reviewed. The focus of IEP verification is on the implementation of the student's IEP, not teacher performance. Please see [Appendix 5: IEP Verification Checklist](#).

Public Parent Meeting

The educational agency will coordinate with the Department review team to schedule a public parent meeting and inform the Department of the location for the (onsite or virtual) meeting. The educational agency will notify all parents/guardians of students with disabilities of the meeting. The educational agency will post the meeting information on its website at least 30 days prior to the review. Verification of communication and posting of the notice will be provided to the Department 30 days prior to the review date. The Department and the educational agency will organize any meeting accommodations prior to the public meeting (for example, interpreters, materials in languages other than English, large print). See page 10 for [reimbursement information](#).

The Department review team will conduct the public parent meeting at the designated location (whether onsite or virtual) to gather parental input regarding the educational agency's special education services. The Department and SST staff will invite parents to offer general comments on the educational agency's special education program and services. Parents may also submit comments to the Department by e-mail, United States Postal Service (USPS) or phone calls. Parents have up to 30 days after the public meeting to submit comments to the Department. Information will be available at the meeting for parents regarding additional resources, including information on the dispute resolution process.

In the interest of transparency and open communication, educational agency representatives are not permitted to attend the public meeting. An educational agency representative will introduce Department and SST consultants at the beginning of the meeting and remain available after the meeting for any questions or issues that may arise.

The educational agency will provide access to [*A Guide to Parent Rights in Special Education*](#).

Interviews

Department and SST representatives will work with the educational agency to select personnel who will participate in the interviews (administrators, intervention specialists, related service providers, general education teachers, school psychologists, paraprofessionals, school aides and other personnel associated with the records reviewed). The educational agency will provide names of all staff with the titles listed above, their roles and licensure (when applicable) to the Department. The educational agency may be asked to provide a list of additional personnel when needed. **When agencies serving multiple districts (CTCs, ESCs, DDs) are selected for review, all associate educational agencies will cooperate with the primary agency in selecting associate educational agency/school staff and administrators who will participate in interviews.**

The educational agency will coordinate with the Department concerning the number of interviewees, interview location and times.

Interviews will be conducted with:

- Teams consisting of special education teachers, general education teachers, related service providers, paraprofessionals and other personnel (team size will be approximately 8 to 10 members)
- Teams of educational agency administrators
- **For CTCs, ESCs and DDs**, teams of associate educational agency staff consisting of special education teachers, general education teachers, related service providers, paraprofessionals and other personnel
- **For CTCs, ESCs and DDs**, teams of associate educational agency administrators
- Any other stakeholders involved in the educational agency's special education process (this may include community school sponsor representatives and management company representatives)

In the interest of transparency and open communication, supervisory staff cannot attend interviews with instructional staff. Individual or personally identifiable information is not collected in the interview notes.

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

Next Steps Meeting

After review activities have been completed, the Department's review team will conduct a meeting to discuss the next steps in the review process with the educational agency's cross-functional team. The purpose of the meeting is to address the following:

- A high-level overview of preliminary review themes
- Additional documentation or data, as required
- An explanation of what will be included in the educational agency's summary report and potential dates of summary report delivery
- Discuss timelines and deadlines of the post-review activities

After the review activities are completed, targeted technical assistance with the SST, Universal Supports on the Department's website and/or the Learning Management System (LMS) through the OH|ID portal may begin in consultation with the Department and the SST.

Free Appropriate Public Education (FAPE) Violations

If during the review or at any time the Department review team becomes aware of a potential FAPE violation, they will communicate with the Department leadership. If a FAPE violation is verified, the Department will notify the educational agency immediately per Federal Law. Should a FAPE violation occur, the Department and the SST will work closely with the educational agency on the required actions.

Reimbursement

The Department will **reimburse the educational agency for substitute teachers and postage costs** in relation to this review. Substitute teachers will be needed during staff interviews and IEP verifications. An invoice for the substitute teacher and postage costs will need to be emailed within 30 days of the review to Donna Horn at donna.horn@education.ohio.gov.

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

Post-Review Activities

Summary Report

The Department review team will complete a summary report of the review findings. The summary report will contain information and analysis of all review activities including student record reviews, interviews, parent input and IEP verifications. The report will include accommodations, any noncompliance, required actions and other considerations and/or recommendations for the educational agency. Findings of noncompliance at a level of approximately 30% or greater in any specific areas of concern found during the review activities or record reviews will have a required action in the educational agency's Corrective Action Plan (CAP).

The Department will schedule a summary report presentation with the educational agency's cross-functional team to review the Department's findings. If a CAP is required, the Department will provide an outline for the development of the CAP. CAPs are **due within 30 school days of the date of the summary report**. The educational agency and SST consultant will electronically sign and email the CAP to the Department for approval. The Department reserves the right to create a directed CAP for the educational agency, if needed.

Training

The Department will schedule a training with the internal monitoring team (to include associate educational agency representation when reviewing CTCs, ESCs or DDs) and SST staff. The purpose of this required training is for the team to receive training on internal monitoring processes and reviewing records.

The educational agency personnel will be required to complete assigned Learning Management System (LMS) modules regarding special education. Any score lower than 75% will require additional technical assistance from the SST.

Individual Corrections

The educational agency, and the associate educational agencies when applicable, is required to correct all findings of individual noncompliance **within 60 school days** of the date of the educational agency's summary report. If the review identifies any issue(s) denying the provision of FAPE, the educational agency will receive a separate notification of any FAPE violations and will be required to correct the issue(s) **within 15 school days** of the notification.

Technical assistance will be provided by Department and SST staff. Individual student record review comments are provided with the summary report. Record review issues are communicated to the parent/guardian by a separate letter from the Department. Individual corrections will be reviewed and verified by Department staff. The educational agency will receive a confirmation letter of completion of individual corrections from the Department once all corrections have been verified.

Verification of CAP Completion and Systemic Correction

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

The educational agency will be required to demonstrate completion of CAP activities and systemic correction within the given timelines in the educational agency's summary report not to exceed one year from the date of notification of findings per federal requirement. The educational agency will complete and submit the CAP Verification Form (included in the CAP form) to the Department. The Department will verify completion through a review of documentation and a new sample of student records to demonstrate 100% compliance. Upon documented completion of all CAP activities and systemic corrections, the educational agency will receive a letter of clearance from the Department.

Progressive Sanctions

In the event the educational agency does not meet required systemic corrections within the federally mandated timeline, the Department will work with the educational agency to determine needed next steps. This may include progressive sanctions.

Educational Agency's Self-Review

The educational agency, with the assistance of Department and SST personnel, will analyze data, policies and procedures to identify areas of concern to prepare a Self-Review Summary Report [See Appendix 8 for report template](#) and [Appendix 9 for Data Analysis Guiding Questions](#).

The following sources must be considered:

- Ohio Improvement Process (OIP)
- Reading Improvement and Monitoring Plans (RIMPs)
- Key performance indicator results for adults and students
- Multi-Tiered Systems of Support data
- Coordinated Early Intervening Services (CEIS)
- IDEA funding plans and alignment (CCIP and other initiatives)
- Other sources specific to goals

The following are possible areas to analyze:

Performance Data

- Results of key performance indicators for students and adults
- Graduation/Dropout trends for students with disabilities vs. non-disabled, by disability category and multi-category
- Dropout prevention and graduation promotion
- Decision Framework Data, OIP strategies and action steps and CCIP
- Performance in reading and math: trend data grade-level analysis, disability categories, multi-categories, gap analysis comparison to non-disabled students
- Processes for addressing individual student growth for students with disabilities (for example, IEP progress monitoring)
- Discipline information: students with disabilities vs. non-disabled, by grade levels, trends, disability categories and multi-categories (for example, disability, economically disadvantaged and racial minority)
- Alternate Assessment data
- Any additional (targeted) concerns that are identified through the internal monitoring process

Special Education Profile Reports

The educational agency will review its Special Education Profile reports for the last five years and determine what, if any, areas are of concern:

- Graduation/Dropout (Indicators 1 & 2)
- Discipline (Indicator 4)
- Least Restrictive Environment (LRE – Indicator 5)
- Over-identification (Disproportionality – Indicators 9 & 10)
- Child Find (Indicator 11)

- Post-Secondary Transition (Indicator 13)
- Least Restrictive Environment - Preschool Indicators (Indicator 6)
- Early Childhood Outcomes (Indicator 7)
- Transition from IDEA Part C to Part B (Indicator 12)
- Other Indicators not met, including results indicators that began in 2018

Special Education Policies and Procedures

The educational agency will review its policies and procedures, including admissions criteria and practices for CTCs, DDs and ESCs, and sponsor agreement when applicable. Consider any previous findings from other offices and sections of the Department.

Perception Surveys

The educational agency will survey its population of stakeholders (for example, parents, students, staff, administrators, associate districts, community partners) regarding special education services, inclusive leadership and practices. The student survey is an optional survey the educational agency can send with the parent survey asking the parent to assist their child in completing and returning along with their own survey. [See Appendix 10 for sample perception surveys.](#)

The educational agency, with Department and SST assistance, will compile the data and prioritize any areas of concern using the Self-Review Summary Report template ([See Appendix 8](#))

Review of Student Documents

The educational agency will review and monitor IEP and ETR compliance through a systematic in-house monitoring process developed with assistance from the SST and the Department. A sample number of preschool/school-age special education records will be selected for periodic review, based on current State Performance Plan Indicators and other related educational agency data. The educational agency will be responsible to correct any noncompliance findings within a reasonable time.

The educational agency will review corresponding ETRs and IEPs spanning at least two consecutive years. Emphasis should be placed on IEP Progress Reports and student schedules to evaluate the use of goals, objectives, data documenting progress and appropriately implemented specially designed instruction to meet individual needs in the least restrictive environment. The educational agency will use the Department's [Record Review Tool](#) located on the Department's website.

Strategic Improvement Plan (SIP)

Develop and Implement Strategic Improvement Plan

The educational agency will develop and implement a Strategic Improvement Plan (SIP) to address areas of concern identified in the Self-Review Summary Report with support from the Department and the SST. The SIP will provide a plan for continued action steps, improvement activities and professional development. The SST and Department staff will assist the educational agency in coordinating the SIP with other educational agency plans (One Plan/OIP/CCIP), if appropriate. The educational agency and SST will electronically sign and email the SIP to the Department for approval.

The educational agency and SST, with the Department's support, will produce a periodic SIP progress report related to the educational agency's SIP (See [Appendix 13: SIP Progress and Update Report](#)). If at any point progress is impeded, the educational agency, with the Department and SST's assistance, will adjust the improvement plan. The Department and SST will work with the educational agency to provide technical assistance.

Technical assistance is designed to build the capacity of individuals and organizations to achieve desired outcomes. It relies on the recipients to make effective use of the information and training provided to them. It assists in the planning, implementation and use of existing tools to achieve desired changes. When the scale or depth of change is more extensive, intensive technical assistance may be required.

Review of Strategic Improvement Plan Progress

Ongoing Data Analysis of Progress

The educational agency, with SST support and assistance, will conduct a progress review of its SIP using guiding questions provided by the Department.

The educational agency will continue to review its Special Education Profile and Rating; Self-Review Summary Report; policies, practices and procedures and staff and parent survey results.

Ongoing Review of Student Documents

As part of the internal monitoring team process, the educational agency will review and monitor IEP and ETR compliance through a systematic in-house monitoring process developed with assistance from the SST and the Department. A sample number of preschool/school-age special education records will be selected for periodic review, based on current State Performance Plan Indicators and other related educational agency data. The educational agency will be responsible to correct any noncompliance findings within a reasonable time.

The educational agency will review corresponding ETRs and IEPs spanning at least two consecutive years. Emphasis should be placed on IEP Progress Reports and student schedules to evaluate the use of goals, objectives, data documenting progress and appropriately implemented specially designed instruction to meet individual needs in the least restrictive environment. The educational agency will use the [Department's Record Review Tool](#) located on the Department's website.

The educational agency will conduct IEP verifications on a representative sample from the records reviewed through the internal monitoring process. This will include conversations with teachers to confirm that the students are receiving services as described in their IEP. The educational agency will provide a summary of the IEP Verification Checklists ensuring IEP implementation with fidelity as part of the periodic report process. [See Appendix 5 for the IEP Verification Checklist.](#)

Additional Parent Input Opportunities (Optional)

- Parent forum
- Parent mentor workshop
- Development of parent advisory groups

Progress and Update Reports

Periodic update reports will be developed in conjunction with the SST and submitted to the Department. These reports will provide data on SIP progress for each action step. [See Appendix 13: SIP Progress and Update Report.](#)

The educational agency will review CCIP/OIP/One Plan strategies and action steps and compare the results to the SIP outcomes. The Department and SST staff will work with the educational agency regarding revision when necessary. Lack of adequate progress may result in additional directed activities by the Department.

If data analysis demonstrates a need for additional support in achieving, sustaining and integrating improvement, the Department and the SST will provide training and technical assistance in the form of directed activities in targeted areas.

Plan for Continuous Improvement

Prior to the closure of the SIP, the Department and SST consultants will review the results of the SIP activities and assist the educational agency in developing a plan to ensure continuous improvement.

Appendix 1: Required Documents for Review

Documents Required for Review

- Current ETRs
- Current and previous IEPs and IEP Progress Reports
- Prior written notice
- Parent invitations
- Parent consent forms
- Discipline forms (including manifestation determinations, functional behavior assessments, behavior intervention plans)
- Student and Staff Schedules
- Board-Adopted Special Education Policies and Procedures

Instructions for Uploading Documents

Submit all required student records and any documents with personally identifiable information to the Department's secure upload site at <https://docupload.Department.state.oh.us/>. Documents that do not contain personally identifiable information may be emailed directly to the Department contact.

Records submitted through this site do not need to be redacted. Please submit each student's records in a separate file and use a document name that describes the document (For example, "TP IETR," "TP PR-03").

Additional Documents Requested

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

1. Verification that the workload/caseload ratios for special education service providers meet the requirements in the Operating Standards 3301-51-09 (I)
2. Restraint and Seclusion Policy and current restraint and seclusion data
3. Communication plan with other associated educational agencies (CTCs, DD schools, ESCs) classrooms or other agencies serving students from multiple districts)
4. Department-approved special education policies and procedures adopted by the agency's board
5. Bell schedule and building maps
6. For preschool, interagency agreements for Part C, Head Start and/or community programs
7. Instructional Delivery Methods for educational agency providing remote learning
8. Any other specific documents or policies identified by Department prior to the review

Additional documents requested for CTCs:

1. The local Perkins Plan with supporting evidence of implementation
2. Program/Course Catalog including statement of equal access to all programs
3. The CTC Admissions Policy and Procedures
4. The CTC communications plan and CTC specific Special Education Policies and Procedures

Additional documents requested for ESCs:

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

Additional documents requested for Electronic Schools

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

Appendix 2: Record Review Comment Form

Record Review Comment Form

The Internal Monitoring Team will use the following Record Review Comment Form when reviewing individual records. The Record Review Guide in the next section of this document outlines the questions and areas in detail.

Record # Student Name: Disability: DOB: Grade:
 Reevaluation Initial Evaluation ETR Date: IEP Date:

Reviewer's Initials: Date Reviewed: Date Corrected:

RR #	Item Reviewed	Compliant	IC	Comments/Notes
CF-1	Part C to B	<input type="checkbox"/>	<input type="checkbox"/>	
CF-2	ETR-Interventions provided	<input type="checkbox"/>	<input type="checkbox"/>	
CF-3	Parents afforded opportunity to participate	<input type="checkbox"/>	<input type="checkbox"/>	
CF-4	Informed parental consent for testing	<input type="checkbox"/>	<input type="checkbox"/>	
CF-5	ETR addresses all areas related to disability	<input type="checkbox"/>	<input type="checkbox"/>	
CF-6	ETR clearly states summary of assessment results	<input type="checkbox"/>	<input type="checkbox"/>	
CF-7	ETR contains clear description of educational needs	<input type="checkbox"/>	<input type="checkbox"/>	
CF-8	ETR contains specific implications for instruction	<input type="checkbox"/>	<input type="checkbox"/>	
CF-9	Qualified group of professionals determine eligibility	<input type="checkbox"/>	<input type="checkbox"/>	
CF-10	Justification for the eligibility determination decision	<input type="checkbox"/>	<input type="checkbox"/>	
DS-1	Transition Plan	<input type="checkbox"/>	<input type="checkbox"/>	
DS-2	Present Levels of Performance	<input type="checkbox"/>	<input type="checkbox"/>	
DS-3	Measurable goals	<input type="checkbox"/>	<input type="checkbox"/>	
DS-4	Goals address academic needs	<input type="checkbox"/>	<input type="checkbox"/>	
DS-5	Goals address functional needs	<input type="checkbox"/>	<input type="checkbox"/>	
DS-6	Statement of specially designed instruction/ related services	<input type="checkbox"/>	<input type="checkbox"/>	
DS-7	SDI/Related Services Location	<input type="checkbox"/>	<input type="checkbox"/>	
DS-8	SDI/Related Services Amount & frequency	<input type="checkbox"/>	<input type="checkbox"/>	
DS-9	Identify assistive technology	<input type="checkbox"/>	<input type="checkbox"/>	

RR #	Item Reviewed	Compliant	IC	Comments/Notes
DS-10	Identify accommodations	<input type="checkbox"/>	<input type="checkbox"/>	
DS-11	Identify modifications	<input type="checkbox"/>	<input type="checkbox"/>	
DS-12	Supports for school personnel	<input type="checkbox"/>	<input type="checkbox"/>	
DS-13	Alternate assessment justification	<input type="checkbox"/>	<input type="checkbox"/>	
DS-14	Data collected and analyzed to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	
DS-15	Revisions to IEP made based on data	<input type="checkbox"/>	<input type="checkbox"/>	
DS-16	IEP Meeting-Qualified team	<input type="checkbox"/>	<input type="checkbox"/>	
LRE-1	Justification for removal from general education classroom	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments

Record # _____ Student Name: _____

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

Appendix 3: Record Review Guide

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-1	300.305(a) [Review of existing evaluation data]	For children transitioning from Part C, did the educational agency utilize child information from the Individual Family Service Plan (IFSP) and other documentation provided by Help Me Grow in suspecting or when determining eligibility for Part B supports and services? <i>*Preschool Only</i> <i>*Initial Evaluation Only</i>	YES	Information from Part C must be documented and <u>can</u> include: <ul style="list-style-type: none"> Observations in more than one setting and in multiple activities; Interviews (information provided by parents or caregiver); Results of the Bailey or Battelle. 	<ul style="list-style-type: none"> Help Me Grow Forms Records from the Transition Conference PR-06 ETR – Part 2 PR-04 Referral Form PR-01 Prior Written Notice
			NO	There is no evidence that the data indicated above are documented as part of the decision-making process for suspecting or determining eligibility.	
			NA	The child is not transitioning from C to B.	

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-2	3301-51-06(A) [Evaluations – General]	<p>Does the educational agency provide interventions to resolve concerns for any child who is performing below grade-level standards?</p> <p>Preschool Note: The summary of interventions provided is required for preschool children only if the preschool child previously received services under Part C and/or Part B of IDEA or is being evaluated under the suspected disability category of specific learning disability.</p>	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 was made 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 additional interventions were provided, a statement that it was determined by the ETR team that the IEP the student is making adequate progress with current special education supports and services is required; 3. This area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications. 	<ul style="list-style-type: none"> • Data from interventions • PR-06 ETR – Part 2 • PR-04 Referral Form • PR-01 Prior Written Notice
			NO	<p>The student record contains no evidence that interventions were provided to the child; OR On a reevaluation there is no statement that the student was making adequate progress with current special education supports and services.</p>	
			NA	<p>Transfer ETR from previous educational agency; OR The ETR form used is previous to 2018; OR If the preschool child did not previously receive services under Part C and/or Part B of IDEA.</p>	

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-3	300.501(b) [Parent participation in meetings] 300.9 [Consent]	Were the parents/guardians provided the opportunity to be involved in the ETR planning meeting to establish informed parental consent?	YES	There is evidence of parental involvement ; OR Evidence the parent was provided the opportunity to participate in the ETR planning meeting. This applies to 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 call Documentation of educational agency and Parent Agreement (must be verified by consultant for compliance) If transfer ETR, adopting educational agency documentation of parent involvement in the ETR planning
			NO	No evidence of parental involvement; OR No evidence the parent was provided the opportunity to participate in the ETR planning meeting.	
			NA	The parent and the educational agency agreed that a reevaluation was unnecessary.	
CF-4	300.300 [Parental Consent] 300.9 [Consent]	Was written, informed parental consent obtained prior to new testing?	YES	Signed PR-05 Parent Consent for Evaluation	<ul style="list-style-type: none"> PR-05 Parent Consent for Evaluation PR-01 Prior Written Notice
			NO	No evidence of PR-05; OR PR-05 is signed prior to the planning form; OR The evaluation report addressed other areas NOT noted on the planning form; OR New testing was completed prior to the date of consent; OR Consent was not obtained in writing.	
			NA	The parent and the educational agency agreed that a reevaluation was unnecessary; OR New testing was not proposed or conducted. For reevaluations only, the district can provide evidence that it made reasonable efforts to obtain such consent and the child's parent failed to respond.	

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-5	300.304(c)(4) [Other evaluation procedures]; 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 including: <ul style="list-style-type: none"> • Health; • Vision and hearing; • Social and emotional status; • General intelligence; • Academic performance; • Communicative status; • Motor abilities. <p style="color: #0070c0; margin-top: 10px;">Note: If anything is checked on planning form then it must be in Part 1 (Individual Evaluator’s Assessment).</p>	YES	There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form, including, if appropriate: <ul style="list-style-type: none"> • Health; • Vision and hearing; • Social and emotional status; • General intelligence; • Academic performance; • Communicative status; • Motor abilities. There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Deafness or Hearing Impairment and preschool-age children. Multiple sources of information are required to determine eligibility. For preschool, these sources include, but are not limited to, information from Part C when children transition from early intervention, structured observations in more than one setting and in multiple activities, information provided by the parent or caregiver <u>and</u> criteria and norm-referenced evaluations. All developmental areas, not just those related to the disability, must be assessed with at least one source of information.	<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).	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	

Child Find

Child Find					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-6	300.306 (c) [Procedures for determining eligibility and educational need]	Does the ETR clearly state the summary of assessment results? Note: All information in Part 1s must be summarized in Part 2.	YES	There is a clear and concise summary of the data/information obtained during the evaluation process and results of each Part 1 assessment. The summary of the assessment results is in language understandable to the parent.	<ul style="list-style-type: none"> PR-06 ETR – Part 2
			NO	The ETR does not contain a clear summary of the results of all the data and assessments; OR There is merely a re-statement of all the assessments conducted without a concise summarization; OR The summary is not summarized in parent-friendly language.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	
CF-7	300.306 (c) [Procedures for determining eligibility and educational need]	Does the ETR contain a clear and succinct description of educational needs?	YES	The description of educational need contains specific and adequate information about the child that will allow the IEP team to develop an effective and actionable IEP based on educational needs synthesized from all Part 1s (Individual Evaluator’s Assessment) of the ETR. This includes the need for special education and related services and other supports.	<ul style="list-style-type: none"> PR-06 ETR – Parts 1 and 2
			NO	The ETR does not contain educational needs for the child or contains generic information that is not individualized to the child’s needs; OR The ETR did not address educational needs in Part 1s or educational needs described in Part 1 were omitted in Part 2 without explanation.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary; OR This ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.	

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-8	300.306 (c) [Procedures for determining eligibility and educational need]	Does the ETR contain specific implications for instruction?	YES	The ETR clearly describes the implications for specially designed instruction and, if applicable, related services based on implications for instruction synthesized from Part 1s.	<ul style="list-style-type: none"> PR-06 ETR – Parts 1 and 2
			NO	There is no description of the implications for instruction; OR The implications description is generic in nature and does not address the individualized needs of this child; OR The ETR does not address implications for instruction described in Part 1s or that information is omitted from Part 2s without explanation.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary; OR This ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.	

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-9	300.306(a)(1) [Determination of eligibility] 300.303(a) [Reevaluations]	Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability? Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team.	YES	<u>Initial Evaluations</u> A group of qualified professionals determines eligibility: 1. Parent, 2. A group of qualified professionals that includes: <ul style="list-style-type: none"> • The child’s general education teacher; • Person qualified to conduct individual assessments and interpret the results of those assessments such as a School Psychologist; and • Educational agency representative. 3. Additional group members for determining a specific learning disability (SLD) would include: <ul style="list-style-type: none"> • The child’s general education teacher; or If the child does not have a general education teacher, a general education classroom teacher qualified to teach a child of his or her age; or • For a child of less than school age, an individual qualified by the State Educational Agency (SEA) to teach a child of his or her age; and • At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher. 4. When appropriate, the child. <u>Reevaluations</u> A group of qualified professionals determines eligibility. IEP Team Members: <ol style="list-style-type: none"> 1. Parent; 2. General Education Teacher; 3. Special Education Provider; 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)
			NO	Eligibility was not determined by a group of qualified professionals.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	

Child Find

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

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-1	SPP Indicator 13 300.320 (b) [Transition Services] 3301-51-07(H) (2) [Transition Services]	Does the transition plan in the current IEP meet all 8 required elements for IDEA? 1. There are appropriate measurable postsecondary goal(s). 2. The postsecondary goals are updated annually. 3. The postsecondary goals were based on age appropriate transition assessment (AATA). 4. There are transition services that will reasonably enable the student to meet the postsecondary goal(s). 5. The transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s). 6. The annual goal(s) are related to the student’s transition service needs. 7. There is evidence the student was invited to the IEP Team Meeting where transition services were discussed. 8. When appropriate, there is evidence that a representative of any participating agency was invited to the IEP Team Meeting.	YES	The transition planning elements of the IEP are compliant with criteria established on the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist.	<ul style="list-style-type: none"> PR-07 IEP – Sections 4 and 5
			NO	Transition planning on the IEP is noncompliant with one or more of the 8 required federal elements outlined on the checklist.	
			NA	The child is not 14 or older; OR The IEP reported in EMIS is the current IEP.	

Delivery of Service

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

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-3	300.320(a)(2)(i) [Definition of individualized education program]	Are annual goals stated in measurable terms?	YES	<p>Annual goals are stated in measurable terms that describe what can be taught to the child using specially designed instruction within a twelve-month period.</p> <p>A measurable annual goal must contain the following:</p> <ul style="list-style-type: none"> • Clearly <u>defined behavior</u>: the specific action the child will be expected to perform; • The <u>condition</u> (situation, setting or given material) under which the behavior is to be performed; • <u>Performance criteria</u> desired: the level the child must demonstrate for mastery AND the number of times the child must demonstrate the skill or behavior. <p>The goal must be measurable on its own.</p>	<ul style="list-style-type: none"> • PR-07 IEP – Section 6 (Measurable Annual Goals)
			NO	The annual goals do not describe what can be taught to the child using specially designed instruction, and do not contain the above criteria.	
DS-4	300.320(a)(2)(i) [Definition of individualized education program]	Do annual goals address the child’s academic area(s) of need?	YES	There is alignment between the academic needs identified in the ETR and the annual goals; OR There is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize addressing the needs; OR There is a statement that the IEP team has determined there is no longer a need.	<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.	

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-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 There is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize addressing the needs; OR There is a statement that the IEP team has determined there is no longer a need.</p> <p>Functional means nonacademic, as in “routine activities of everyday living.”</p> <p>"It is not necessary to include a definition of "functional" in these regulations because we believe it is a term that is generally understood to refer to skills or activities that are not considered academic or related to a child’s academic achievement. “Functional" is often used in the context of routine activities of everyday living." (Commentary in the Federal Register, page 46661)</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]	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 AND describes the nature of the instruction that aligns with the needs of the child AND supports achievement of annual goals. The SDI describes skills and methods used for instruction specific to the goal.</p> <p><u>Definition 300.39 (b)(3)</u> Specially designed instruction means adapting, as appropriate to the needs of a child under the content, methodology, or delivery of instruction; OR The child is receiving related services that the IEP team has determined is specially designed instruction, i.e., related services only listed on the IEP.</p>	<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 support achievement of annual goals.</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 must be 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 amount of time and frequency?	YES	The statement of specially designed instruction and/or related services specifically identifies the amount of time and frequency of services the child will receive AND is clear and understandable to parents.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Amount of Time and Frequency)
			NO	The specially designed instruction statement does not specify the amount of time and frequency of services received; OR More than one goal or provider is specified in the amount of time; OR Amounts of time and frequency are not clear and understandable to parents regarding when services are being provided.	
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 was identified in the ETR but not included on the IEP; OR Assistive technology is listed as needed, at the discretion of the teacher, as requested; OR Assistive technology is generic and not specific to individual needs.	
			NA	Based on the needs of the child, assistive technology and/or services were not identified at this time.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-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 describes accommodations provided to the child and explains the conditions for and the extent of each accommodation.</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	<p>Accommodations are noted in the Profile or Present Levels of Performance or in the ETR only and not listed in Section 7; OR</p> <p>Accommodations were identified by the IEP team but not included on the IEP; OR</p> <p>Accommodations are listed as needed, at the discretion of the teacher, as requested; OR The conditions and/or extent of each accommodation were not explained.</p>	
			NA	<p>Based on the needs of the child, accommodations were not identified at this time.</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-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 are 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. Explain how the curriculum is being modified.</p>	<ul style="list-style-type: none"> • PR-07 IEP, Section 7 • Description(s) of Specially Designed Services-Modification • 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? Note: For preschool provide the amount of time and frequency in the description for each support.	YES	The IEP describes support(s) to school personnel who may need assistance in implementing the child’s IEP. The section describes what support adult staff are receiving from other adult staff. For each support, the team must list the school personnel to receive the support, the specific support that will be provided and who will provide the support.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Support for School Personnel
			NO	Supports for school personnel were identified by the IEP team but were not included on the IEP or is listed “as needed at the discretion of the teacher;” OR Section 7 of the IEP did not specify what the support is or who would provide the support; OR The section described student services and not what support adult staff are receiving from other adult staff. For preschool: Section 7 of the IEP did not provide the amount of time and frequency.	
			NA	Supports for school personnel were not identified at this time.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-13	300.320(a)(6)(ii) [Definition of individualized education program]	Is there a justification statement regarding alternate assessment participation?	YES	A statement of 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 AASCD Decision-Making Tool with evidence of significant cognitive disability.	<ul style="list-style-type: none"> • PR-07 IEP – Section 12: Justification statement for AASCD
			NO	The statement does not describe why the child cannot participate in the regular assessment or how the selected alternate assessment is appropriate for the student. OR There is no evidence of significant cognitive disability accompanying the AASCD form.	
			NA	The student did not participate in the alternate assessment.	
DS-14	300.320(a)(3) [Description of individualized education program]	Was progress reporting data collected and analyzed to monitor performance on each goal? This refers to progress reporting data used to inform instruction.	YES	There is instructional data collected for each measurable annual goal AND there is evidence that data was analyzed to inform future instruction AND there is evidence that the progress data reported aligns to measurement(s) used in the annual goal statement.	<ul style="list-style-type: none"> • Progress Reports • Progress toward last year’s goals • Concerns of parents • Student’s desired school/post-school outcome goals • Input from related service providers • Use of objective/measurable terms in present levels of performance and goals/objectives
			NO	There is no evidence of data collection on each annual goal, progress reports/analysis; OR There is no evidence that the progress data for each annual goal was reported; OR Progress reported does not align to measurement(s) used in the annual goal statement.	

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-15	300.324(b) [Review and revision of IEPs]]	During this school year, were revisions to the IEP made based on data indicating changes in student needs or abilities?	YES	Data from progress monitoring and/or recent evaluations drives decisions made to modify the IEP. After data analysis, the decision was made to adjust instruction to promote increased student learning. Rationale for instructional adjustment is documented. The IEP details the instructional adjustment(s) in the relevant sections.	<ul style="list-style-type: none"> • Evidence that staff use student progress data to assess the effectiveness of each special education instructional service and strategy that have been implemented to determine if the instructional approach is effective with the student. • Documentation verifies that interventions have been implemented with fidelity (training, observations) prior to request for change. • Evidence exists that when progress monitoring shows the student is not likely to reach his/her annual goals, the educational agency schedules IEP reviews in a timely manner to review and, if appropriate, revise the IEP. • Data analysis indicating the necessary instructional adjustment(s). • Parental participation to adjust instructional strategies actively pursued. • The IEP amendment.
			NO	Data indicating the need for revision were available (goal was mastered or no progress was made), but no revisions were evident (PR-02, IEP amendment, change of placement).	
			NA	This is the first reporting assessment 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; • Special Education Teacher; • 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:</p> <ul style="list-style-type: none"> • The parent and the educational agency consent, in writing, to the excusal; and • The member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting. 	<ul style="list-style-type: none"> • PR-02 Parent Invitation • PR-01 Prior Written Notice • Signed excusal by parent and written information from the excused IEP team member
			NO	<p>One or more of the above were not involved in the IEP meeting with no evidence of excusal where appropriate.</p>	

Least Restrictive Environment

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-1	300.320(a)(5) [Definition of individualized education program]	Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom?	YES	<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 classroom with supplementary aids and services; • There is documentation 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 to the child or others, if applicable. <p>For students moving from preschool special education to kindergarten, information including the Early Learning Assessment and the Child Outcomes Summary Form, parent information, previous setting (if it was an EC classroom or not) and severity of the disability and adequate supports, should be found.</p>	<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 or 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.	

Appendix 4: Indicator 13 Checklist

Indicator 13 Checklist

Postsecondary Goals

District _____

Student Initials _____

DOB _____

Reviewer Initials _____

Compliant

Questions	Education/ Training	Employment	Independent Living
1. Is there an appropriate measurable postsecondary goal or goals in this area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N			
Comments:			
2. Is (are) the postsecondary goal(s) updated annually?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then circle Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N			
Comments:			
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then circle Y OR if <i>no</i> , then circle N			
Comments:			
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a type of <i>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</i> listed in association with meeting the post-secondary goal(s)? • If yes, then circle Y OR if <i>no</i> , then circle N			
Comments:			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then circle Y OR if <i>no</i> , then circle N			
Comments:			
6. Is (are) there annual IEP goal(s) related to the student's transition service(s) needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is (are) an annual goal(s) included in the IEP that is (are) related to the student's transition service(s) needs? • If yes, then circle Y OR if <i>no</i> , then circle N			
Comments:			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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? • If yes, then circle Y OR if <i>no</i> , then circle N			
Comments:			

Questions	Education/ Training	Employment	Independent Living
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?	■	■	■
<p>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: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)?</p> <ul style="list-style-type: none"> • If yes to both, then circle Y • If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA 			
Comments:			
<p>Does the IEP meet the requirements of Indicator 13? (Check one)</p> <p><input type="checkbox"/> Yes (all Yes or NAs for each item [1-8] on the checklist included in the IEP) or</p> <p><input type="checkbox"/> No (one or more Nos)</p>			

Suggested Resources:

- 1) The Transition Contact from your [State Support Team](#) can provide technical assistance with correcting any identified errors.
- 2) For guidance, resources and best practices for transition planning, visit the [Secondary Transition Planning](#) page of the Department website, or the [National Secondary Transition Technical Assistance Center](#).

Appendix 5: IEP Verification Checklist

IEP Verification Checklist

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

School Name: _____ Name of Student(s) or Record #: _____

Instructional Platform: _____ Date: _____

Teacher Name: _____ Length of Observation: _____

Subject and Grade: _____ Number of Students in Class: _____

Name of Observer: _____ Title of Observer: _____

ITEMS TO OBSERVE

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

Appendix 6: Corrective Action Plan Instructions

Corrective Action Plan (CAP) Development Directions

The CAP form is available through the Department contact or on the Department website.

The Department contact will identify all areas for systemic correction that must be addressed in the CAP, including all systemic areas from the record review and, if applicable, any additional areas cited for required corrections that are addressed in the Summary Report.

Area of Improvement or Correction:

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

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

When requested or directed, the plan can include any other areas that are addressed with a corrective action step that would be in addition to the areas described above, including efforts to include students, parents and families.

Summary (Baseline Data):

Enter the baseline data showing the current status of the educational agency with the area of needed correction.

For a CAP, this can be found in the IDEA Monitoring Summary Report. Do not list every record review noncompliant item. Any non-compliance found in Child Find, Delivery of Services and/or Least Restrictive Environment can be summarized. For example, 45% of records reviewed for Child Find were found noncompliant, 52% of records reviewed for Delivery of Services were found noncompliant, and 30% of records reviewed for Least Restrictive Environment were found noncompliant.

Goal:

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

Activity and Implementation Steps:

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

Indicate only one activity per box. If there is more than one activity for the goal, click the  to add a new activity, and number each activity consecutively in relation to the goal. For example, the first activity for goal 1 would be 1.1, the second activity would be 1.2 and so on. For goal 2 the numbering would be 2.1, 2.2, 2.3.

Evidence of Activity Completion:

This is a list of the documentation (Agendas, Sign-in Sheets, Procedures Manual, etc.) that will be submitted to the Department demonstrating that this activity was completed.

Evidence of Improvement (Impact):

Describe the data or documentation showing the educational agency has made improvement in the targeted area.

Timeline for Completion of Activity:

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

Resources:

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

Individual responsible for ensuring Implementation:

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

Individual responsible for Supervision of Implementation:

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

Plan for Continued Improvement:

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

Click the  at the bottom right of the page to add a new Area of Improvement or Correction.

Signature Page:

Enter the educational agency's information. The superintendent, special education contact and SST contact will "sign" by **typing** their names on the lines provided. The educational agency will then email the document to the Department contact for approval. In order for the Department to use the interactive form to sign and also document completion of activities, please do **NOT** send a scanned copy of the document.

Appendix 7: Learning Management System (LMS)

Learning Management System (LMS) Information Sheet

How to access the Special Education Essentials 2019-2020 LMS Modules

- 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 it.
- Each individual staff member will have to request approval from the Department for the modules to be accessible. (See next page for detailed instructions on accessing LMS and requesting approval.)
- Once you have requested approval, you will receive an access confirmation email (sent to the **email address associated with your OH|ID portal account**) from the Department within 24 hours.
- When you log back into the **OH|ID portal**, you will be able to launch the course.
- Friday requests (after 3:00 p.m.) will be approved on the following Monday during regular working hours.

Completing the LMS Modules

- All three modules can be done at once or one module at a time.
- Modules can be completed at the staff member's convenience.
- It is recommended staff members print the scripts before taking the quizzes.
- The Department and Special Education Director will establish a completion date which will be shared with staff.
- Staff members who score below 75% will receive Tier 2 training provided by the SST contact.
- Staff members can only take the quiz one time.
- Individual staff scores will be monitored by Department staff and shared with the educational agency and SST.
- The Department will contact the special education director and SST contact regarding Tier 2 training.
- Staff LMS Scores will be analyzed for trends and identified strengths and weaknesses.
- The Department does not offer certificates, but the educational agency or SST may offer a certificate if they so choose.

LMS Modules

The **ETR** module is broken down into three parts.

- Part 1 is approximately 22 minutes.
- Part 2 is approximately 24 minutes.
- Part 3 is approximately 9 minutes.
- After watching all 3 Modules, there is a quiz with 25 questions.
- The required score is 75% or above.

The **IEP** module is broken down into three parts.

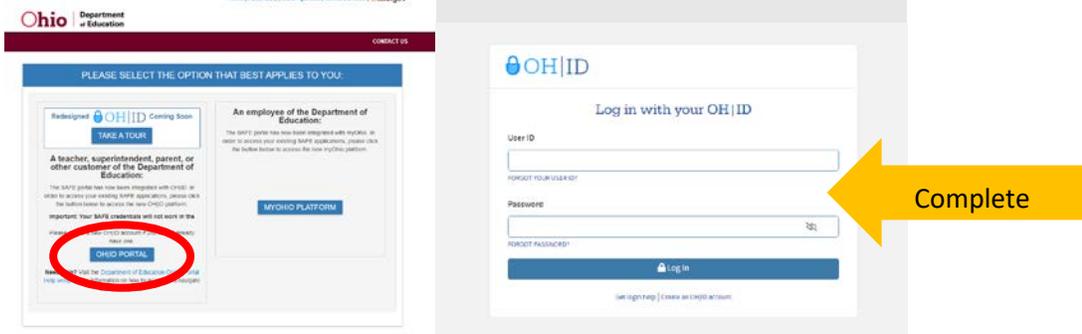
- Part 1 is approximately 15 minutes.
- Part 2 is approximately 15 minutes.
- Part 3 is approximately 12 minutes.
- After watching all 3 Modules, there is a quiz with 26 questions.
- The required score is 75% or above.

The **Transition** module is broken down into two parts.

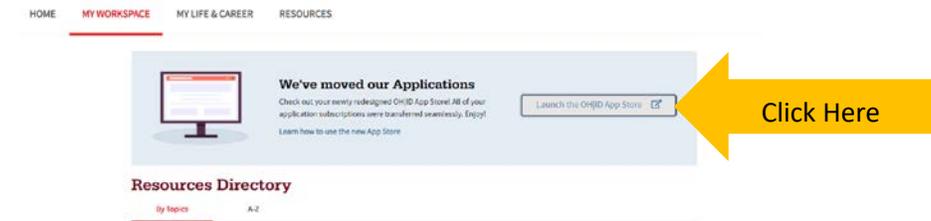
- Part 1 is approximately 12 minutes.
- Part 2 is approximately 20 minutes.
- After watching both Modules, there is a quiz with 24 questions.
- The required score is 75% or above.

LMS Login Instructions

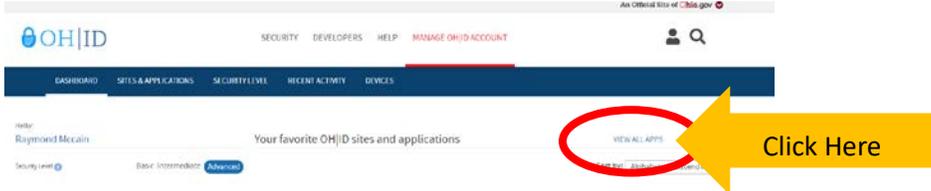
Step 1: Log into your OH|ID Portal



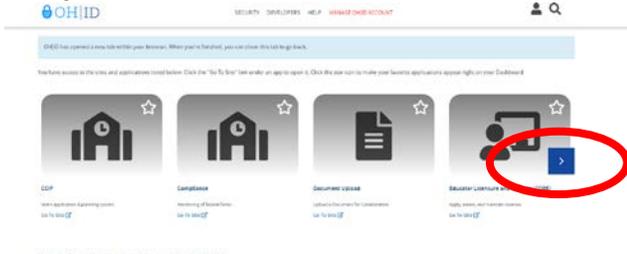
Step 2: Click on Launch OH|ID App Store



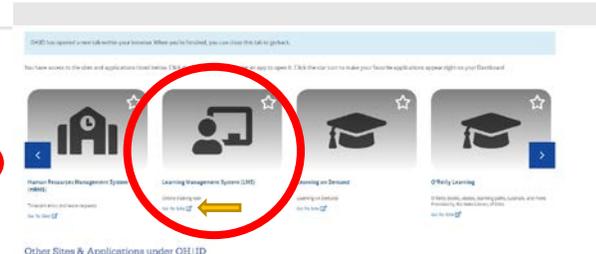
Step 3: Click on VIEW ALL APPS



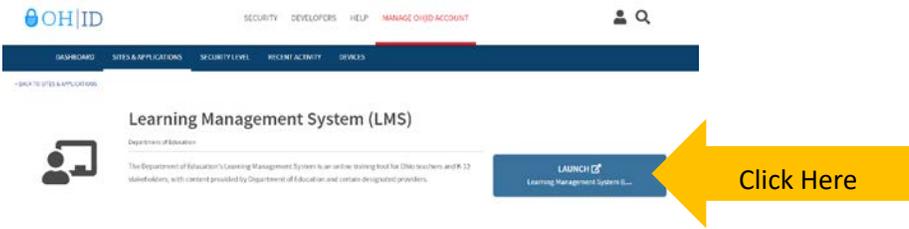
Step 4: Click on BLUE ARROW



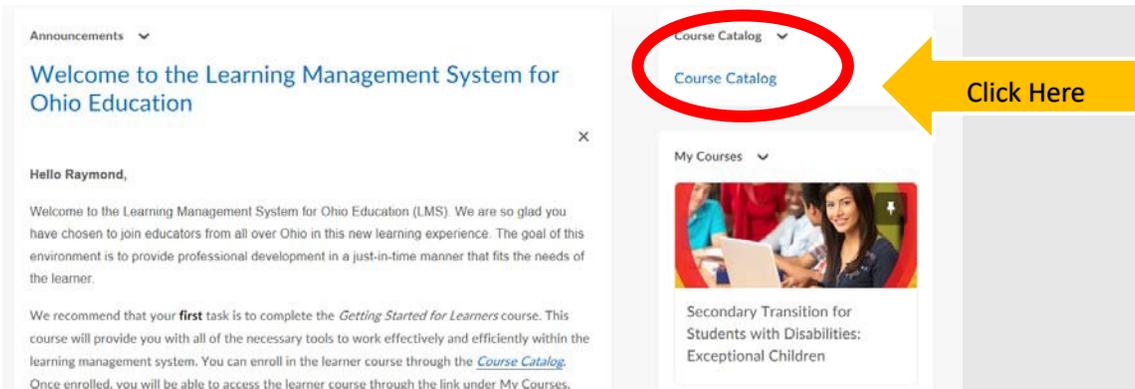
STEP 5: Click on Go to Site



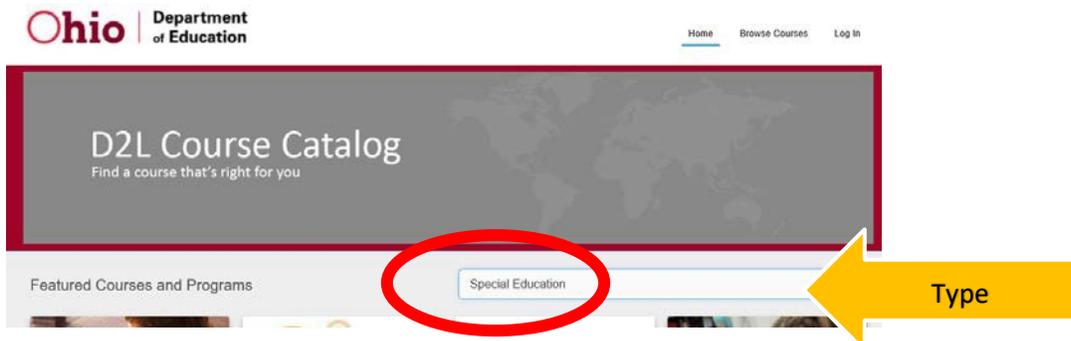
Step 6: Click on **Launch**



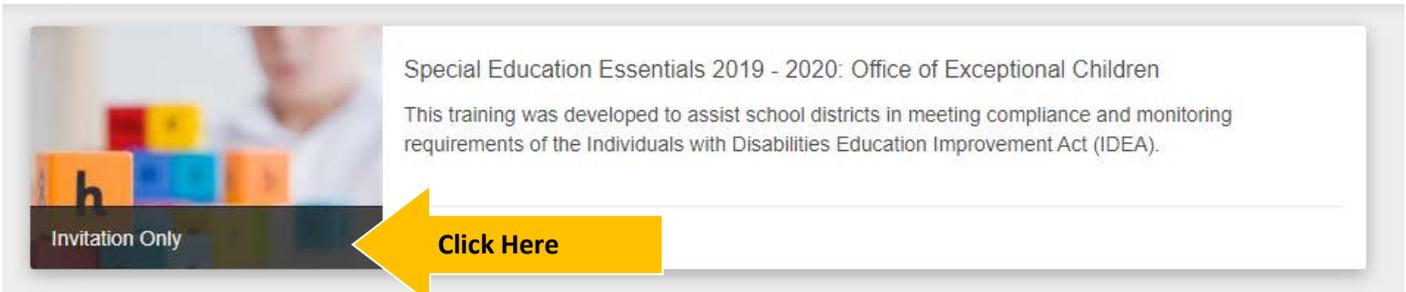
Step 7: Choose **Course Catalog**



Step 8: In the **SEARCH BOX**, type **Special Education** and hit **SEARCH**



Step 9: Click on **INVITATION ONLY**



Step 10: Click on LOG IN TO ENROLL

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Home Browse Courses Log In

Special Education Essentials 2019 - 2020: Office of Exceptional Children

This training was developed to assist school districts in meeting compliance and monitoring requirements of the Individuals with Disabilities Education Improvement Act (IDEA).

Course Overview

The Essential Evaluation Team Report (ETR) and Individualized Education Program (IEP) modules will provide participants with detailed information regarding the requirements of each section of the ETR and IEP forms. The Secondary Transition module will provide detailed information regarding the requirements of completing the Secondary Transition Plan in the IEP.

For questions about this course, please email oc.monitoring@education.ohio.gov

Registration for this course is by invitation only. It is NOT an open registration course.

Log in to enroll.

Format: Self-paced
Duration: 4 Hours

Quizzes

compliance | etr | iep | special_education

Step 11: You will be prompted to complete the following form

Fill in some additional enrollment information below

Special Education Essentials 2019 - 2020: Office of Exceptional Children

* First Name
Chip

* Last Name
McCain

* District Email Address
raymond.mccain@education.ohio.gov

Personal Email Address
ray.mccain@MSN.com

* School District of Employment
Warren

Cancel Request Approval

After you click on Request Approval, you will see this

You have requested to be enrolled in this course. You will be notified when this request is approved.

Special Education Essentials 2019 - 2020: Office of Exceptional Children

This training was developed to assist school districts in meeting compliance and monitoring requirements of the Individuals with Disabilities Education Improvement Act (IDEA).

Course Overview

The Essential Evaluation Team Report (ETR) and Individualized Education Program (IEP) modules will provide participants with detailed information regarding the requirements of each section of the ETR and IEP forms. The Secondary Transition module will provide detailed information regarding the requirements of completing the Secondary Transition Plan in the IEP.

For questions about this course, please email oc.monitoring@education.ohio.gov

Registration for this course is by invitation only. It is NOT an open registration course.

You are awaiting approval to be enrolled in this course.

The Department will notify you via email when you are registered and ready to begin the modules.

Step 12: Once you have received an email from the Department confirming your LMS registration, repeat steps 1-6

Ohio | Department of Education

Home Browse Courses My Courses Raymond McCain

Special Education Essentials 2019 - 2020: Office of Exceptional Children

This training was developed to assist school districts in meeting compliance and monitoring requirements of the Individuals with Disabilities Education Improvement Act (IDEA)

Course Overview

The Essential Evaluation Team Report (ETR) and Individualized Education Program (IEP) modules will provide participants with detailed information regarding the requirements of each section of the ETR and IEP forms. The Secondary Transition module will provide detailed information regarding the requirements of completing the Secondary Transition Plan in the IEP.

For questions about this course, please email oc.monitoring@education.ohio.gov

Registration for this course is by invitation only. It is NOT an open registration course.

Format: Self-paced
Duration: 4 Hours

Quizzes

compliance | etr | iep
special_education

Click

Step 13: Start the LMS Modules

My Home Awards ePortfolio LMS Support Email Video Assignment Virtual Classroom

Special Education Essentials 2019 - 2020: Office of Exceptional Children

News

Welcome!

Posted Apr 14, 2020 8:44 AM

States have a responsibility under federal law, to establish a system of general supervision that monitors Local Education Agencies' (LEAs) implementation of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 and Am. Sub. HB1. The Ohio Department of Education (ODE) fulfills this responsibility through its Office for Exceptional Children (OEC).

OEC, in coordination with the Office for Early Learning and School Readiness (OEL&SR), has developed a Comprehensive Monitoring System for Continuous Improvement that includes three levels of reviewing an LEA's implementation of

Content Browser

- Bookmarks
- Recently Visited
- Start Here
- Evaluation Team Report (ETR)
- Individualized Education Program (IEP)
- Secondary Transition Compliance

Start Here

SST staff will contact anyone who has a quiz score below 75% for further training

Appendix 8: Self-Review Summary Report

Instructions for Completing the Self-Review Summary Report

- I. The educational agency will complete the data analysis for students with disabilities which will include the following items:**
- A. Graduation and Dropout analysis
 - B. Student performance in reading, including gap analysis
 - C. Student performance in math, including gap analysis
 - D. Discipline analysis of manifestation determination timelines, including functional behavior assessments and behavior intervention plans
 - E. Analysis of Alternate Assessment data
 - F. Issues raised in the Special Education Profile and Special Education Ratings
 - G. Analysis of Dispute Resolution
 - H. Perception Survey Results (Administrators, Staff, Parents, Students)
 - I. Internal Monitoring Process
 - J. Access to and use of technology
 - K. Inclusive Leadership
 - L. Disproportionality in discipline, identification and/or placement
 - M. Restraint and Seclusion
 - N. Analysis of additional data including, as appropriate:
 - 1. School climate
 - 2. Parent and stakeholder satisfaction
 - 3. Adult learning and professional development
 - 4. Issues raised in the Ohio School Report Card
 - 5. Current CCIP priorities and action steps
 - 6. Other key performance indicators for staff and students
- II. The educational agency, with SST assistance, will complete the Self-Review Summary Report. The educational agency will:**
- A. Summarize current data for each area of focus (graduation/dropout, reading, math performance, discipline, alternate assessment and any other additional data analysis the educational agency identified as a focus) in the first column.
 - B. Summarize the analysis of the specific data in the second column.
 - C. Determine if each area of focus shows a need for improvement as a result of the data analysis.
 - D. If the analysis indicates a need for improvement, develop a hypothesis for the root cause explaining what action steps might address the issue for improvement. These action steps will be used in developing the Strategic Improvement Plan goals and activities.
 - E. After examining all the areas identified as needing improvement, as a team, priority rank the areas for improvement to determine what will be addressed in the educational agency Strategic Improvement Plan.
- III. The educational agency, with SST assistance, will develop the Strategic Improvement Plan (SIP) to include specific goals and action steps for all areas of concern.** The educational agency's SIP should be developed in connection with the educational agency's existing improvement plans, including the CCIP or One Plan and One Needs Assessment process.

Self-Review Summary Report

Educational Agency:

IRN:

Date Submitted to the Department:

The educational agency’s cross-functional team will review and discuss the [Data Analysis Guiding Questions](#), summarize all data and determine specific areas of concern. For each area of concern, the team will determine the root cause and identify the area’s Priority Rank.

Overarching Questions

1. What are the current data?
2. What do the data reveal about the trends and patterns over time? What is the impact of these trends and patterns?
3. Is this an area identified as a concern? If yes, what is the potential influence? What is the priority for this area of concern overall?
4. What current initiatives are in place to address identified concerns?
5. In what additional area(s) should we collect data?

<u>Graduation/Dropout</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Reading Performance (See Data Analysis Guiding Questions)</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Math Performance (See Data Analysis Guiding Questions)</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Discipline</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Alternate Assessment</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Special Education Profile Reports (Review 5 years of reports and summarize below)</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Dispute Resolution (Review 3 years and summarize below)</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Perception Surveys</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
			<input type="checkbox"/>	<input type="checkbox"/>
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Internal Monitoring Process</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
			<input type="checkbox"/>	<input type="checkbox"/>
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Use and Access to Technology</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
			<input type="checkbox"/>	<input type="checkbox"/>
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Inclusive Leadership</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
			<input type="checkbox"/>	<input type="checkbox"/>
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Disproportionality - Placement/Identification</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
			<input type="checkbox"/>	<input type="checkbox"/>
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Restraint and Seclusion</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
			<input type="checkbox"/>	<input type="checkbox"/>
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

<u>Additional Data Analysis</u>			Area of Concern? (Yes or No)	Priority (1 = highest priority)
			<input type="checkbox"/>	<input type="checkbox"/>
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern		

Appendix 9: Data Analysis Guiding Questions

Data Analysis Guiding Questions

Graduation/Dropout

1. What is the dropout rate? By Disability? By Race/Ethnicity?
2. What is the graduation rate? By Disability? By Race/Ethnicity?
3. Which category(ies) of students are not graduating? Why?
4. Which students are graduating? Why?
5. Evaluate characteristics of those students, for example, demographics, attendance, discipline, academic performance.
6. Analyze factors impacting students' dropout decisions.
7. What programs and services are available for students at risk of dropping out? How are students targeted to participate?
8. Analyze trends/issues contributing to low graduation rates.
9. What programs and services are available for students at risk of not graduating? How are students targeted to participate?

Reading Performance

1. What percentage of students falls into the Does Not Meet category?
2. Do any subgroups of students perform significantly below (10 points or more) compared to other subgroups of students?
3. Do the current results show significant improvement or gain from the previous year's results?
4. Do the current results show significant improvement or gain over a period of years?
5. How are similar schools performing?
6. How is progress tracked for students?
7. How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated?

Math Performance

1. What percentage of students falls into the Does Not Meet category?
2. Do any subgroups of students perform significantly below (10 points or more) compared to other subgroups of students?
3. Do the current results show significant improvement or gain from the previous year's results?
4. Do the current results show significant improvement or gain over a period of years?
5. How are similar schools performing?
6. How is progress tracked for students?
7. How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated?

Discipline

1. How many student discipline referrals were made? Why were they made? What was the frequency per reason? What was the frequency per location?
2. Was a significant number of discipline referrals made by the same teacher(s)?
3. How many students were placed in in-school suspension? What were the reasons?
4. How many students received out-of-school suspension? What were the reasons?
5. How many students were expelled from school? What were the reasons?
6. Which disability subgroups received more discipline actions compared to other disability subgroups?
7. What was the relationship between discipline and student performance?

8. What does your district-wide review of discipline policies, practices and procedures reveal with regard to:
 - a. Staff training for all school personnel: teachers, administrators, aides, bus drivers, cafeteria workers?
 - b. The implementation and effectiveness of positive supports and interventions?
 - c. Development of behavior goals and supports for students with disabilities, based on individual needs?
 - d. The application and use of Functional Behavioral Assessments and Behavior Improvement Plans?
 - e. The district's Manifestation Determination Review process?
9. How often are Functional Behavioral Assessments and Behavior Improvement Plans revisited or adjusted?
10. Of the number of students with disabilities who have been disciplined, how many students had behavior goals in their IEP prior to the discipline? How many students had IEPs amended to include behavior goals?

Alternate Assessment

1. What are your 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?
2. Is there a formal written procedure for determination of eligibility to participate in the Alternate Assessment?
3. What factors are considered when determining eligibility for participation in the Alternate Assessment?
4. Does your educational agency use the Department's AASCD Decision-Making Tool when determining eligibility for the Alternate Assessment?
5. What members of the IEP team are present when determining eligibility for the Alternate Assessment?
6. How are parents involved in decision making and made aware of the implications of their student participating in the Alternate Assessment?
7. If determination is not appropriate for a student who has been previously identified as participating in the Alternate Assessment, how would this issue be approached?
8. If a student is determined eligible to participate in the Alternate Assessment, how is this reflected in supports and services provided on the student's IEP?
9. What kind of professional development or formal training have you received regarding the Alternate Assessment and determination for eligibility?
10. Are participation rates different for certain subgroups (for example, Black, Hispanic, Asian, white, English learners, economically disadvantaged) as compared to other subgroups?

Special Education Profile

1. What specific indicator is an area of concern?
2. What do the data reveal about the trends and patterns over time? What is the impact of these trends and patterns?
3. What current initiatives are in place to address identified concerns?
4. Has the educational agency already completed a self-review summary report and improvement plan through an indicator review?

Dispute Resolution

1. What procedures, policies and practices does the district have in place for disputes?
2. What is the average number of parent complaints and what is the nature of the complaints?
3. Are there any patterns in parent complaints (for example, lack of related services, lack of assistive technology)?
4. What methods are used to seek parent input and participation?
5. What types of support services are available to intervene and establish accountability for the educational agency, students and parents?

Perception Surveys

1. Does the district have an ongoing formal process for communicating and receiving feedback from all stakeholders?
2. What were the results of the perception surveys (Parents, Staff, 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 some areas of concern found in the Department's Summary Report for record reviews?
2. What are the results of the Internal Monitoring Team's record reviews (Child Find, Delivery of Services, Least Restrictive Environment, Discipline)?
3. What do IEP Verifications reveal about specially designed instruction, accommodations and modifications?
4. How are professional development strategies from record review results implemented and monitored?
5. How does the district plan to train additional staff in the internal monitoring process?

Use and Access to 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?
3. How does the educational agency address cyber bullying and internet safety?
4. How does the educational agency address any concerns with student and/or teacher access to technology?
5. How does the educational agency ensure parental access and training with technology if in a remote/blended learning environment?

Inclusive Leadership

1. Has the educational agency established a District Leadership Team that will review data, monitor and determine next steps to include individuals with key positions at various levels of the organization (system wide learning/ decision making)? For example, positions may include:
 - Superintendent
 - Special Education Director/Coordinator
 - EMIS Coordinator
 - Treasurer/Fiscal Agent
 - Legal
 - General education leadership
 - Curriculum
 - Parent
 - Community/Agencies
 - Union leadership
2. Are building and department leaders knowledgeable of evidence-based instructional strategies that are successful for students with disabilities and how to use data to inform instruction?
3. Do leaders engage staff in rigorous procedures of monitoring and evaluating instructional practices?
4. How does educational agency leadership build capacity through support and accountability?
5. How does educational agency leadership sustain an open and collaborative culture? Do they collaborate with internal and external stakeholders (including staff, parents, other outside entities, the Department, SST staff, other educational agencies)?

Disproportionality

Placement

1. How does the team ensure that materials and procedures used to assess students with limited English proficiency are evaluating the extent to which the student has a disability rather than evaluating English language skills?
2. How does the team ensure students are assessed in all areas of the suspected disability including, when appropriate, health, vision, hearing, social and emotional skills, general intelligence, academic performance, vocational skills, communication abilities, adaptive skills and motor abilities?
3. Does the district review its continuum of alternative placement options? How?
4. How does the IEP team decide what supports and services are necessary for the student to access the general education curriculum?
5. How does the team align supports and services to the least restrictive environment?
6. What is the protocol when supports and services cannot be aligned with district placement options?
7. How often is the Least Restrictive Environment decision revisited?
8. What specific steps does the district take to ensure diversity among district staff reflects that of the student population?

Identification

1. Identify the most common sources of referrals to the intervention process for those students who reflect the race/ethnicity and disability category identified as significantly disproportionate in the district's Special Education Profile (for example, parents, school-based staff, outside professionals)?
2. What are the most common referral concerns for those students who reflect the race/ethnicity and disability category identified as significantly disproportionate in the district's Special Education Profile?
3. What is the district's formal, written process for intervention prior to evaluation for special education services?
4. What training have evaluation team members had in selecting assessments and materials that avoid racial/cultural bias?
5. How does the team ensure that assessments are administered in a student's native language when applicable and/or student's mode of communication?
6. How does the team ensure that assessments are used for the purpose intended and that the measurement is valid and reliable?
7. How does the team ensure the student is assessed in all areas of the suspected disability including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, vocational skills, communicative status and motor abilities?
8. How does the team ensure that materials and procedures used to assess students with limited English proficiency are evaluating the extent to which the student has a disability rather than evaluating the student's English language skills?

Restraint and Seclusion

1. How is your staff trained in your district's Restraint & Seclusion policy? How is it documented? How often? What arrangements are made (including timeframes) for training newly hired staff?
2. What type of training is provided to your staff? How often? How do you ensure that someone in each building has received training?
3. What are your procedures for documenting restraints and/or seclusions? Who tracks (either district wide and/or building level) the occurrences?

Additional Data Analysis Guiding Questions for Educational Service Centers (ESCs)

Least Restrictive Environment

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

Behavior

1. Do you 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 your Restraint and Seclusion policy and 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 children have had an FBA completed?
6. How many children have a BIP, and how is the BIP implemented and monitored?

Administration

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?

Staffing

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?

Additional Data Analysis Guiding Questions for Career-Technical Centers (CTCs)

Least Restrictive Environment

1. What is the continuum of alternative placements, and how are placement decisions made for students entering CTC programs and courses?
2. Where are students being provided services?
3. How are related services provided to full-time students in CTC programs?
4. How does your agency ensure that the LRE is provided when a “typical” child is newly identified as a child with a disability?
5. How does the CTC ensure that the IEP is implemented as written, including the provision of all special education instruction, supports and services?
6. How does your agency partner with community and county resources and agencies to provide improved opportunities and outcomes for students with disabilities?

Behavior

1. Do you 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. How are CTC personnel involved in manifestation determinations?
3. How many children have had an FBA completed?
4. How many children have a BIP, and how is the BIP implemented and monitored?

Administration

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

Staffing

1. How are special education staffing levels tracked and maintained?
2. How does the CTC 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?

Preschool Data Analysis Guiding Questions

Least Restrictive Environment

1. What is the continuum of alternative placements? How are placement decisions made?
2. Where are children being provided services?
3. How does your educational agency ensure that the LRE is provided when a “typical” child is newly identified as a child with a disability?
4. Does your educational agency partner with community and county preschool programs?

Transition from Part C to Part B

1. Is the data coded correctly in EMIS?
2. Are all transition planning and evaluations completed and documented prior to the third birthday?
3. Is the IEP in place on or before the child’s third birthday?

Functional Outcomes

1. Is the Child Outcomes Summary (COS) process being completed with fidelity? How many Quality Assurance Checklists have been completed?
2. At the program level, what are your outcomes on the COS?

Early Learning Assessment (ELA)

1. Do students perform better on any one specific domain?
2. Do any subgroups of students perform significantly below other subgroups of students?
3. Do the current results show significant improvement or gain from the previous year’s results?
4. Do the current results show significant improvement or gain over a period of years?
5. How are similar schools performing?
6. How many preschool children are on RIMPs at Kindergarten? At later grades?
7. How do ELA scores compare to Kindergarten Readiness Assessment (KRA) scores for the same children?

Behavior

1. Is behavior data collected for preschool children? If so, how many behavior incident reports were completed?
2. How many children have had an FBA completed?
3. How many children have a BIP?
4. How are preschool classrooms included in PBIS implementation efforts?

Administration

1. How often do early childhood education administrators meet with administrators from other preschool programs such as DD’s Head Start, ESCs and community programs?
2. What is the process for reviewing and revising the Interagency Agreement among early childhood partners?

Step Up to Quality (SUTQ) and Licensing

1. Has the program had any serious risk of noncompliance and/or required CAP activities?
2. Has the program received a high-quality rating?
3. As part of the SUTQ Continuous Improvement Plan, in what activities is the program engaged? Are these activities effective?

Appendix 10: Perception Surveys

Administrator Survey

The Ohio Department of Education is conducting a review of your district’s special education program. The review process requires selected districts to analyze their special education program and services. As part of the process, the Department examines compliance with federal and state laws and regulations applicable to the education of children with disabilities.

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.

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

School District: _____

		Agree	Disagree	Don't Know	NA
1	When a child has behavior concerns, we look for ways for the student to be successful in his or her classroom and avoid removing him or her from the regular instructional setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	All school personnel have been trained in positive behavior intervention and supports (if no, please explain in the comments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Cultural differences and biases are considered when making identification, placement and discipline decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The district utilizes a multi-tiered system of support including data analysis and progress monitoring to assist struggling or at-risk students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The district monitors 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"/>
6	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"/>
7	During IEP team meetings, a district representative who has the authority to authorize the resources necessary to implement the IEP is always present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	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"/>
9	The components required for postsecondary transition goals, age-appropriate transition assessments and secondary transition services (middle school and high school) are clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	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	The district identifies students at risk of dropping out of school and provides 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"/>
12	When any student requires physical restraint and/or seclusion, it is clearly documented and reported to administration immediately and the Department annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	District/building improvement plans and IDEA funding are aligned with and focused on meeting the needs of students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	When decisions for all students are made by leadership, there is representation and consideration given from staff who are knowledgeable of IDEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Parent Survey

The Ohio Department of Education 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 District: _____ 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 making 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 his or her 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	Before my child’s third birthday, a meeting was held to discuss various service and program options for my child. (Respond N/A if your child did not receive special education services before age three.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	When my child moved from the Early Intervention program (such as Help Me Grow) at age 3, other special education services were available right away. (Respond N/A if your child did not receive special education services before age three.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	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 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"/>
11	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"/>
12	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"/>
13	Overall, the special education services meet my child’s needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Teacher Survey

The Ohio Department of Education is conducting a review of your district’s special education program. The review process requires selected districts to analyze their special education program and services. As part of the process, the Department examines compliance with federal and state laws and regulations applicable to the education of children with disabilities.

Your participation in the 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.

For each statement below, please select one of the following response choices: *Agree, Disagree, Don’t Know or Not Applicable*. You may skip any item that you feel does not apply to your district program.

	School District: _____	Title _____	Grade _____				
				Agree	Disagree	Don't Know	NA
1		Adequate materials, resources and guidance to implement specially designed instruction and/or accommodations described in IEPs are provided to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2		Professional development and training addressing the diverse needs of all students, including students with disabilities, are available to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3		A multi-tiered system of support that utilizes data analysis and progress monitoring to assist struggling or at-risk students is utilized in my building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4		I serve as a member on an ETR team and/or IEP team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5		During ETR meetings, the district uses current data (classroom, intervention, record review, parental input) in the evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6		During IEP team meetings, a district representative with the authority to authorize the resources necessary to implement the IEP is always present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7		The specially designed instruction provided to a student with a disability in my classroom is based upon that student’s individual needs and is different from what other students receive in the general education setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8		When determining the least restrictive environment for students with disabilities, we 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"/>	
9		Positive behavioral interventions and supports (PBIS) are in place in my school building and I have been trained in the PBIS process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10		The components required for post-secondary goals, age-appropriate transition assessments and secondary transition services are clear to me. (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"/>	
11		I 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"/>	
12		I have sufficient opportunities to engage and collaborate with other instructional staff (e.g., other teachers, related service professionals, aides) in order to provide the services as listed in the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13		Building practices for identification, placement and discipline of students with disabilities are free of cultural and/or racial bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14		When students are removed from instructional time, I provide them with information and instruction on what is missed (out for services, discipline, or medical needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments:

Student Survey (Optional)

The Ohio Department of Education 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 Not Applicable.

School District: _____

		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 makes sure I can participate in class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	My teacher understands my learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Appendix 11: Strategic Improvement Plan (SIP) Instructions

Strategic Improvement Plan (SIP) Development Instructions

These directions are for the development of a Strategic Improvement Plan (SIP). The Department, with SST support, will guide the educational agency through the process of prioritizing areas for improvement and developing the SIP. The SIP form template can be found on the [Department's website](#).

In collaboration with the SST consultant, refer to the completed Self-Review Summary Report (SRSR) to identify all areas for correction and improvement that have been selected and prioritized for inclusion in the SIP. Include all systemic areas from the record review section and any additional areas cited for priority action that are addressed elsewhere in the SRSR.

Area of Improvement or Correction:

SIPs will address identified areas of concern from the educational agency's SRSR and Data Analysis Results.

Group all Strategic Improvements, initiatives and activities into the following:

- a. Writing, rewriting or review of **policies, practices and procedures**.
- b. The development of **internal monitoring process** and review procedures.
- c. **Training, professional development and technical assistance** (Learning Management System and SST trainings) for staff members or other stakeholders.
- d. Any **other areas** that are addressed with a Strategic Improvement action step that would be in addition to the areas described above.

Under each separate goal, number all activities consecutively starting with the first activity listed for a goal.

Summary (Baseline Data):

Enter the baseline data showing the current status of the educational agency with the area of needed improvement or correction.

For a SIP, these data can be found in the educational agency's SRSR and Data Analysis Results.

Goal:

Describe the goal to address the specific area of concern in measurable terms that can be achieved within the period of the implementation phase. For example, "All staff members who deliver math instruction will be trained in evidence-based instructional practices and interventions that promote math achievement for students with disabilities by (date)."

Activity and Implementation Steps:

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

Indicate only one activity per box. If there is more than one activity for the goal, click the  to add a new activity and number each activity consecutively in relation to the goal. For example, the first activity for goal 1 would be 1.1, the second activity would be 1.2 and so on. For goal 2 the numbering would be 2.1, 2.2, 2.3.

Evidence of Activity Completion:

This is a list of the documentation (Agendas, Sign-in Sheets, Procedures Manual, etc.) that will be submitted to the Department demonstrating that this activity was completed.

Evidence of Improvement (Impact):

Describe the data or documentation showing the educational agency has made improvement in the targeted area.

Timeline for Completion of Activity:

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

Resources:

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

Individual responsible for ensuring Implementation

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

Individual responsible for Supervision of Implementation

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

Plan for Continued Improvement:

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

Click the  at the bottom right of the page to add a new Area of Improvement or Correction.

Signature Page:

Enter the educational agency's information. The superintendent, Special Education contact and SST contact will "sign" by **typing** their names on the lines provided. The educational agency will then email the document to the Department contact for approval. In order for the Department to use the interactive form to sign and also document completion of activities, please do **NOT** send a scanned copy of the document.

Appendix 12: Sample Project Map

SAMPLE

Department/SST Protocols: Creating a Project Map of the Plan by Month

Item	Aug/Sept 2020	October	November	December	January	February	March	April	May/June 2021
Department Monitoring Meetings Scheduled (Dates, Times)									
SST Technical Assistance/PD Scheduled for above Meetings									
Process									
SST Technical Assistance/PE Scheduled for Above Process									
Process									
Monitoring Plan									
SST Technical Assistance for the Above Action Steps, Strategies									
District Plan to Guide Individual, Team, System Improvements									
SST Coaching with Internal Facilitators, Principals, Coaches									

Item	Aug/Sept 2020	October	November	December	January	February	March	April	May/June 2021
Complete Evaluation Components, Including Data Evaluations									
Attend PD on Shared Leadership, Process Coaching, Equity Practices, Parent Partnership, Content Implementation									

Appendix 13: SIP Progress and Update Report

Strategic Improvement Plan Update Report

This report should be developed in collaboration with the educational agency core team, the SST and the Department. It should include any and all relevant information and documentation related to the current status of the educational agency's Strategic Improvement Plan.

Please submit by email any documentation of evidence for substantiation of the SIP process requirement.

District:

IRN:

Date of Report:

The following is a summary of the progress made towards each of the Department approved goals for the SIP, as a result of the IDEA Monitoring Process:

Goal (including #):

Activity:

Current Data:

Evidence	Indicate Who Assisted (SST, Cross-Functional Team)	Target Date	Status (Not Started, In Progress, Completed)	Date Submitted to the Department

Appendix 14: Definitions

Definitions

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 and buildings 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 Continuous Improvement Plan (CCIP) is a unified grants application and verification system that consists of two parts: The Planning Tool and the Funding Application. The Planning Tool contains the goals, strategies, action steps and educational agency goal amounts for all grants in the CCIP. The Funding Application contains the budget, budget details, nonpublic services and other related pages. There are six Funding Applications in the CCIP: Consolidated, Competitive, Student Intervention, Career-Technical and Adult Education, Adult Basic and Literacy Education and Community School.

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, 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.

Educational Agency – Article II of ORC 3301 defines a “local education agency” as “a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through twelfth grade public educational institutions.” School districts, school districts of service, open enrollment school districts, community schools, the Ohio Department of Youth Services, joint vocational school districts, juvenile justice facilities, educational service centers, county boards of developmental disabilities and 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 are considered educational agencies.

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 districts 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 his or her progress in mastering grade-level content standards. A formative assessment does not replace 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 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 educational agency 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 Plan – The Department is piloting a three-year planning cycle and using a prototype single needs assessment (One Plan) tool for a three-year period starting in January 2020. The One Needs Assessment is designed to allow districts (including community schools) and schools to identify all their needs in a single location to drive effective planning and funding applications. Educational agencies and schools in differentiated accountability status who previously have used the Decision Framework are encouraged to use the tool.

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 – Summative assessment provides a measurement of student mastery of grade-level content standards after instruction has occurred. Unlike formative assessment, 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 educational agency and classroom assessments, such as end-of-unit or semester exams. The results of summative assessments can be used as part of the educational agency 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 educational agency 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

[Special Education Profile](#)

[Educational Agency Determinations](#)

[Ohio School Report Cards](#)

[Value Added Resources](#)

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

[The Department Data Tools](#)

[Required and Optional Special Education Forms](#)

[Universal Support Materials](#)