

IDEA Onsite Monitoring Review Process Guide



OFFICE FOR EXCEPTIONAL CHILDREN

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**Department of
Education &
Workforce**

IDEA Onsite Monitoring Review Process Guide

About This Guide

This Guide is for educational agencies selected for a Tier 3 IDEA Onsite Monitoring Review.

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 (CBDDs). “Department” refers to the Ohio Department of Education and Workforce’s Office for Exceptional Children (OEC).

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

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IDEA Monitoring Overview

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

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

The monitoring system includes three tiers of support:

- **Tier 1: Compliance and Performance Indicator Reviews** – conducted every year for all educational agencies
- **Tier 2: IDEA Desk Reviews** – conducted for each educational agency once every six years
- **Tier 3: IDEA Onsite Monitoring Review** – conducted based on special education ratings and risk assessment data

All educational agencies are reviewed every year through Tier 1 Compliance and Performance Indicator Reviews and will be reviewed once every six years through a Tier 2 IDEA Desk Review starting in the 2025-2026 school year. Educational agencies may also be selected for a Tier 3 IDEA Onsite Monitoring Review based on the Department's risk analysis which includes the following:

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

Compliance and Performance Indicator Reviews (Tier 1)

The Ohio Department of Education and Workforce and the Department of Children and Youth annually monitor the performance of all educational agencies on the following measures and State Performance Plan/Annual Performance Report indicators:

- Indicator 1: Graduation
- Indicator 2: Dropout
- Indicator 3: Performance on State Assessments
- Indicator 4: Suspension/Expulsion
- Indicator 5: School-age Educational Environments
- Indicator 6: Preschool Educational Environments
- Indicator 7: Preschool Outcomes
- Indicator 8: Facilitated Parent Involvement
- Indicator 9: Disproportionate Representation (all categories)
- Indicator 10: Disproportionate Representation (specific categories)
- Indicator 11: Child Find (timely completion of initial evaluations)

- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 14: Postsecondary Outcomes
- Alternate Assessment Participation
- Significant Disproportionality Identification
- Significant Disproportionality Placement
- Significant Disproportionality Discipline

For more information on the Tier 1 Compliance and Performance Indicator Reviews, please go to the [Department's website](#), Ohio's Special Education Profiles.

IDEA Desk Review (Tier 2)

The intent of the Tier 2 IDEA Desk Review is to assist educational agencies in building the foundation to ensure compliance and continuous improvement within the educational agency's special education programs and services. During the desk review process, educational agencies are asked to make data-based determinations of their effectiveness in meeting the requirements of IDEA. The educational agency will review its special education policies, procedures and practices, six-year special education data trends, student performance outcomes, and special education records compliance. The educational agency's self-review efforts, coupled with resulting continuous improvement priorities, will lead to growth and development for personnel and education systems that will, in turn, produce higher achievement for all students.

The process provides questions that are within the ED STEPS One Needs Assessment to determine special education priority areas of concern and root causes which will assist the educational agency in making objective data-based decisions. This will then guide the educational agency to develop goals and strategies that will be integrated into the educational agency's ED STEPS One Plan.

The Department's Supports and Monitoring Team will identify educational agencies from the ED STEPS Cohort List for an IDEA Desk Review. Each educational agency will go through the IDEA Desk Review process once every six years. The Department's Supports and Monitoring Team will require the educational agency to submit its special education policies and procedures, internal monitoring data, a list of all staff members, and evidence of staff completion of the Department's required trainings. The Department's Supports and Monitoring Team will review the evidence submitted along with the educational agency's One Plan submission.


The Department is in the process of creating the guide and tools for the Tier 2 IDEA Desk Review. This process will begin in the 2025-2026 school year and will be available next year on the [Department website](#).

IDEA Onsite Monitoring Review (Tier 3)

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

Generally, educational agencies are notified at least three months prior to the month in which their onsite review will take place. The notification includes a process for scheduling an initial meeting with the educational agency leadership team and state support team partners.

Career Technical Centers (CTCs), Educational Service Centers (ESCs) and County Boards of Developmental Disabilities (CBDD) serve multiple districts. When a CTC, ESC, or CBDD is selected for an IDEA Monitoring Review, all associate



educational agencies will be included in all review activities as outlined in this guide. There is shared responsibility and accountability for agencies that have agreed to provide educational services to associate 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 with state and federal special education laws and regulations. Any corrections required from the review process are expected to be completed quickly and accurately. The Department will notify the associate educational agencies of the review schedule and other pertinent details regarding the review process. All educational agencies engaged with services with the CTC, ESC, or CBDD will be held responsible for the correction of any noncompliance and other actions as stipulated in the Department's summary report and subsequent corrective action plan.

Free Appropriate Public Education (FAPE) Violations

If, at any time during the monitoring process, the Department review team becomes aware of a potential FAPE violation, the review team will notify the Department leadership. If a FAPE violation is verified, the Department will notify the educational agency immediately. The educational agency will have 15 school days to develop a plan to correct the violation. Should a FAPE violation be identified, the Department and the State Support Team (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 Individualized Education Program (IEP) verifications. An invoice for the substitute teacher and postage costs will need to be emailed within 30 calendar days of the review to Taunya Crumbley at taunya.crumbley@education.ohio.gov.

The Department will reimburse the educational agency for substitute and postage costs **through the Comprehensive Continuous Improvement Plan, CCIP as Additional Allocation.**

IDEA Onsite Monitoring Review

The IDEA Onsite Monitoring Review process includes the following steps:

Preliminary Steps

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

Step 1: Department's Analysis of Educational Agency Data

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

Step 2: Review Activities

- Introductory Meeting
- Interview Sessions
- IEP Verifications
- Next Steps Meeting

Step 3: Post Review Activities

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

Step 4: Continuous Improvement within the One Plan


- Collect data and identify critical needs to pinpoint the root cause for areas of concern utilizing the Special Education Assessment Questions and Report
- Research and select evidence-based strategies to address the root cause
- Plan for implementation by developing SMART goals and action steps within the One Plan
- Implement and monitor the action steps and the impact on student outcomes
- Examine, reflect, and adjust action steps based upon the effect on student outcomes

Preliminary Steps

Initial Meeting with Educational Agency Leadership

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

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



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

Identification of Educational Agency's Cross-Functional Team

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

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

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

A strong cross-functional team includes the following personnel:

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

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

Identification of Educational Agency's Internal Monitoring Team

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

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

This team should include the following personnel:

- Special education director/coordinator
- Intervention specialists (lead intervention specialists based on building and grade assignments)
- General education teachers (include content knowledgeable staff/co-teacher)
- School psychologist
- Speech language pathologist
- Occupational therapist
- Physical therapist
- Transition coordinator
- Staff who support English learners
- Associate educational agency representatives (for agencies serving multiple districts)
- Others as designated by the educational agency

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

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

Submission of Educational Agency Staff

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

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

Submission of Student Information: Must be password protected and submitted to the Department's secure site at this link: [External Upload Documents](#).

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

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

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

IDEA Onsite Monitoring Review Process

Step 1: Department’s Analysis of Educational Agency Data

Background Information and Performance Data

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

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

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

Student Record Reviews

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

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

:

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

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

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

- Current ETRs, including the planning form
- Current and previous IEPs
- Current and previous IEP Progress Reports
- Prior written notices within the last ETR/IEP term (PR-01)
- Parent invitations within the last ETR/IEP term (PR-02)
- Parent consent forms within the last ETR term (PR-05)
- Documentation of attempts to involve the parent, if applicable (OP-9)
- Discipline forms within the last IEP term, such as Manifestation Determination, Functional Behavior Assessment, and Behavior Intervention Plan
- Bell schedules for all buildings
- Selected student schedules (indicating specifically when specially designed instruction is provided)

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

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

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

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

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

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

Parent Input

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

Step 2: Review Activities

Introductory Meeting

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

Interview Sessions

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

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

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

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

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

IEP Verifications

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

Next Steps Meeting

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

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

Step 3: Post-Review Activities

Summary Report Presentation and Corrective Action Plan

The Department review team will complete and present a summary report of the review findings within 60-90 days from the last day of the monitoring review. The summary report will contain information and analysis of all review activities, including student record reviews, interviews, parent input, and IEP verifications. The report will include strengths, any noncompliance findings or concerns, required actions, and other considerations or recommendations for the educational agency. Findings of noncompliance at a level of approximately 30% or greater in any specific area 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. The educational agency will work with the SST to finalize the activities and timelines within the CAP. The educational agency will submit the developed CAP that is electronically signed by the educational agency and SST consultant within 30 school days from the date of the summary report. The CAP will then be sent to the Department for approval. The Department reserves the right to create a directed CAP for the educational agency, if needed.

Required Trainings

The educational agency will have the choice of either having the Department provide in-person training or having staff complete the OEC Required Special Education Process Course within the state's Learning Management System (LMS).

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

- Evaluation Team Report (ETR)
- Postsecondary Transition Plan
- Individualized Education Program (IEP)
- Internal Monitoring Process

The first three modules provide participants with the essentials of the special education process. The modules will take participants through how to complete the Evaluation Team Report (ETR), the Postsecondary Transition Plan, and the Individualized Education Program (IEP). Each module will take approximately one hour to complete. All administrators and educational staff members who work with students with disabilities will be required to complete these three modules.

The fourth module, Internal Monitoring Process, will take approximately three hours to complete. This module will be required for individuals who have been identified as a member of the educational agency's Internal Monitoring Team. This module provides an overview of establishing an Internal Monitoring Team and Process and how to use the Department's record review tools to look at specific record review items for compliance. The Internal Monitoring Team will be expected to complete all four modules.

Each module includes a quiz. Participants will receive certificates of completion if they receive an 80% or higher on the quizzes. Any score lower than 80% will require additional technical assistance from the SST.

If the educational agency chooses to have the Department provide in-person training, this will be decided and scheduled after the onsite review activities have been completed. The educational agency will need to plan for four hours for the ETR, Postsecondary Transition Plan, and IEP training and an additional four hours for the Internal Monitoring Team members to receive the Internal Monitoring Training.

This training can begin any time after the onsite review activities have been completed but must be finalized **within 30 school days of the date of the summary report.**

Correction of Noncompliance

Individual Corrections

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

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

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

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

Systemic Correction

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

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

FAPE Violation Correction

If the review identifies any issue(s) denying the provision of FAPE, the educational agency will receive a separate notification of the FAPE violation(s) and will be required to provide the Department with a plan to correct the issue(s) **within 15 school days** of the notification. The educational agency will be required to submit evidence of correction within the timelines of the approved educational agency's plan, but not to exceed one year from the notification of the FAPE violation. Once correction has been verified, the educational agency will receive a FAPE closure letter.

Verification of CAP Completion

The Department will coordinate the review of the educational agency's implementation 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 all CAP activities within the given timelines in the educational agency's corrective action plan, not to exceed one year from the date of notification of findings, per federal requirement. The educational agency and SST will sign and submit the [CAP Verification Form](#) to the Department.

Upon documented completion of all CAP activities and systemic corrections, the educational agency will receive a clearance letter from the Department. The educational agency will then begin Step 4, Continuous Improvement within the One Plan.

Progressive Sanctions

In the event the educational agency does not meet required either individual or systemic corrections within the federally mandated timeline, the Department will work with the educational agency to determine needed steps to meet compliance. This will affect the educational agency's special education rating and may include progressive sanctions that could affect special education funding.

Step 4: Continuous Improvement within the One Plan

Once the educational agency has received a clearance letter from the Department, the educational agency will utilize the Special Education Assessment Questions to identify and address special education priority areas. The educational agency will be required to complete the Special Education Assessment Report (SEAR) and update its One Plan to reflect the identified special education priority areas to ensure continuous improvement within its special education program and services. Note: Since Career Technical Centers do not submit One Plans, they will use the Special Education Assessment Questions to develop and submit a Strategic Improvement Plan.

The Department and SST personnel will meet with the educational agency's cross-functional team to provide an overview of the specific activities/steps and timelines for completing the Special Education Assessment Report.

Collect Data and Identify Critical Needs Special Education Needs Assessment Questions and Report

The cross-functional team will begin to compile special education data through surveying administration, staff, parents, and students; reviewing policies, procedures, and practices to determine needed revisions and/or development using the [Special Education Needs Assessment Questions](#). The team will look at special education data for each area and ask the following overarching questions:

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

The cross-functional team, with SST assistance, will review and discuss the data collected to complete the Special Education Assessment Report (found on the Department's [IDEA Monitoring Process webpage](#)). Completion of this report will assist in identifying the educational agency's priority areas of concern and root causes, including:

- **Policies, Procedures, and Practices**

The educational agency will survey its population of stakeholders, including administrators, staff, parents, and students regarding special education services using the provided perception survey questions in [Appendix 11](#). Using the results of the surveys, the educational agency will review its current special education policies, procedures, and implementation practices including Positive Behavioral Intervention and Supports (PBIS), Restraint and Seclusion, Response to Intervention (RTI) or Multi-

Tiered System of Support (MTSS), discipline, parent involvement, and continuum of services, to determine if any changes or updates are needed. This includes development of special education internal monitoring procedures and IEP verification processes and practices. Internal training and professional development on the special education policies and procedures for current and new staff members must also be included.

- **Record Review and IEP Verification Walkthrough**

As part of the Internal Monitoring Process, the educational agency will use the Department's record review guide to review ETRs and IEPs to identify any areas of noncompliance and compile a summary of the results using the record review tally spreadsheet. The Microsoft Excel version of the Record Review Tally is located on the [Department's website](#). The educational agency will correct all records with areas found noncompliant as outlined in its internal monitoring procedures and process manual.

The educational agency will select IEPs and conduct IEP verifications using the IEP Verification Checklist to confirm that the students are receiving identified services, supports, and instruction as described in their IEP. Documentation ensuring IEP implementation with fidelity will be collected and reviewed. Feedback information will be provided to IEP team members for continuous improvement. The focus is on the implementation of the student's IEP, not on teacher performance.

The educational agency will use the results from the record reviews and IEP verifications to determine needed professional development and trainings for staff and/or update written procedures.

- **Workload and Caseload Verification**

The educational agency will review documentation of licensure for all special education and related services providers, along with documentation of workloads and caseloads. Use of the caseload and workload calculator on the [Department's website](#) is recommended for applicable positions.

The educational agency will submit the completed Special Education Assessment Report to the Department for approval.

Research and Select Evidence-Based Strategies

Strategies to address the root cause for the identified priority areas

Once the Department approves the completed Special Education Assessment Report, the educational agency will research and select evidence-based strategies to address the root cause for the identified priority areas. These areas may look at:

- Identifying and prioritizing professional learning that promotes high-leverage special education practices.
- Exploring ways to improve the IEP process and progress monitoring.
- Ensuring students with disabilities' access to the evidence-based language and literacy practices and interventions included in Ohio's Plan to Raise Literacy Achievement.
- Assisting at-risk students with additional instructional or support services to help obtain a high school diploma.

Plan for Implementation

Develop SMART goals and action steps within the One Plan to implement solutions

The educational agency will integrate the special education priority areas identified through the Special Education Assessment Report into the educational agency's One Plan by connecting evidence-based strategies identified with existing SMART goals in the One Plan. The educational agency will submit the One Plan through ED STEPS to the Department for approval. Note: Career Technical Centers will integrate the special education priority areas identified through the Special Education Assessment Report into a Strategic Improvement Plan and submit to the Department for approval.

Reminder: The Internal Monitoring Process is required to be addressed either in the educational agency's One Plan or Strategic Improvement Plan as a goal or activity.

Implement and Monitor

Begin implementation of the One Plan action steps and monitor the impact on student outcomes

The educational agency will begin implementing the action steps and improvement strategies identified in its One Plan. The educational agency will provide the Department quarterly updates along with documentation and evidence of implementation, including internal monitoring review results. The educational agency may use the Progress Review Report located on the [IDEA Monitoring Process webpage](#) along with the record review tally sheets.

Examine, Reflect, and Adjust

Continuous Review of Implementation and Results

The educational agency will continue to review the progress of its implementation of the action steps and improvement strategies each year. Based on that review and effect on student outcomes, the educational agency will adjust the One Plan. If at any point progress is impeded, the educational agency, with the Department and SST assistance, will adjust the One Plan goals and/or strategies.

Once the educational agency has submitted evidence of implementation and progress made, the Department will send the educational agency a final closure letter.



Appendix 1: Required Documents and Upload Instructions

Required Documents

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

Additional Documents Requested

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

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

Additional documents requested for CTCs:

1. The local Perkins Plan with supporting evidence of implementation
2. Program or course catalog including statement of equal access to all programs
3. The CTC admissions policy and procedures
4. The CTC 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 specially designed instruction and related services are provided
2. Locations where services are provided
3. Description of how related services are planned and delivered

Instructions for Uploading Documents

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

External Document

Upload Documents

Please enter the details of person uploading the application

* First Name Middle Name * Last Name
* Email Address

* Purpose

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

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

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

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

External Document

Upload Documents

Please enter the details of person uploading the application

* First Name Middle Name * Last Name
* Email Address

* Purpose

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

* Purpose

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

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

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

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

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



Appendix 2: Verification of Parent Notification Form

Verification of Parent Notification

1. Educational Agency: _____

2. Number of Parent Notifications mailed/emailed: _____

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

YES NO (If no, explain below)

3. Date notifications sent: _____

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

YES NO

Where and date of notice: _____

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

Provide link:

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

Superintendent Signature: _____ Date: _____

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



Appendix 3: Record Review Guide

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-1	3301-51-06(A) [Evaluations – General]	Does the educational agency provide interventions to resolve concerns for any child who is performing below grade-level standards?	YES	<p>The record shows evidence of intervention data and provides a summary of the interventions that have been implemented prior to referral or during the evaluation process.</p> <p>For initial evaluations, the summary of interventions provided must include:</p> <ol style="list-style-type: none"> 1. A description of the research-based intervention(s) used; 2. How long the intervention was provided (how many weeks); 3. The intensity of the intervention – how often, and for how many minutes; 4. A description of the results compared to the baseline data; 5. The decision as a result of the intervention(s). <p>For reevaluations, the summary of interventions provided would include:</p> <ol style="list-style-type: none"> 1. A description as delineated above if interventions were provided in addition to the specially designed instruction, related services, and other supports contained in the IEP. 2. If no new interventions were provided, a statement that it was determined by the ETR team that the student is making adequate progress with current special education supports and services is required. 3. This area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications. 	<ul style="list-style-type: none"> • Data from interventions • PR-06 ETR – Part 2 • PR-04 Referral Form • PR-01 Prior Written Notice
			NO	The student record contains no evidence that interventions were provided to the child; OR For a reevaluation, there is no statement that the student was making adequate progress with current special education supports and services.	
			NA	Transfer ETR from previous educational agency;	

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-2	300.9 [Consent] 300.305 [Additional requirements for evaluations and reevaluations]	Were the parents/guardians provided opportunities to be involved in the ETR planning process to establish informed parental consent?	YES	There is evidence of parental involvement ; OR Evidence the parent was provided opportunities to participate in the ETR planning process. This also applies to in-state transfer-in ETRs adopted by the educational agency.	<ul style="list-style-type: none"> • Evaluation Planning Form • PR-01 Prior Written Notice • PR-02 Parent Invitation • PR-04 Referral Form • Other Documentation: Phone logs, parent contact logs, e-mails, conference calls • Documentation of educational agency and parent agreement (must be verified by consultant for compliance) • If transfer ETR, adopting educational agency documentation of parent involvement in the ETR planning
			NO	No evidence of parental involvement; OR No evidence the parent was provided opportunities to participate in the ETR planning process.	
			NA	The parent and the educational agency agreed that a reevaluation was unnecessary.	
CF-3	300.300 [Parental Consent] 300.9 [Consent]	Was written, informed parental consent obtained prior to any evaluation?	YES	Signed PR-05 Parent Consent for Evaluation; OR Evidence that the educational agency made reasonable efforts to obtain consent for evaluation and the child’s parent failed to respond. Written signature is defined as a physical signature or digitally timestamped signature.	<ul style="list-style-type: none"> • PR-05 Parent Consent for Evaluation • PR-01 Prior Written Notice • OP-9 Attempts to Obtain Parent Participation
			NO	No evidence of PR-05; OR PR-05 was signed after new testing was conducted; OR An individual evaluator’s assessment was completed for an area that was not noted on the planning form; OR An individual evaluator’s assessment was completed prior to the date of consent; OR Consent was not obtained in writing.	
			NA	The parent and the educational agency agreed in writing that a reevaluation was unnecessary and provided supporting documentation.	

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-4	300.304(c)(4) [Other evaluation procedures]; 300.305 [Additional requirements for evaluations and reevaluations]; 300.307-311 [Additional Procedures for Identifying Children with Specific Learning Disabilities]	Is there evidence that the evaluation addresses all areas related to the suspected disability? Note: Anything listed on the planning form for inclusion in the evaluation must be reported in Part 1 (Individual Evaluator’s Assessment).	YES	There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form. There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Blind/Visual Impairment, Deafness or Hearing Impairment and preschool-age children. Multiple sources of information are required to determine eligibility.	<ul style="list-style-type: none"> • Evaluation Planning Form • PR-04 Referral Form • PR-01 Prior Written Notice • Preschool evaluation form • OP-4 Agreement to Waive Reevaluation
			NO	The evaluation report did not address all areas related to the suspected disability; OR The evaluation report did not address all areas noted on the planning form in a Part 1; OR There is no Planning Form (unless tested for everything); OR Not all required components of a Part 1 were completed.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	
CF-5	300.304 [Evaluation procedures] ([Does the ETR summarize all assessment results in language understandable to the parent? Note: All information in Part 1s (Individual Evaluator’s Assessment) must be summarized in Part 2.	YES	All Part 1 sections of the ETR are summarized in language understandable to the parent.	<ul style="list-style-type: none"> • PR-06 ETR – Part 2
			NO	There is a re-statement of all the assessments conducted without a summarization in language understandable to the parent.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-6	300.304 [Evaluation procedures] 300.305 [Additional requirements for evaluations and reevaluations]	Does the ETR contain a description of educational needs that allows the IEP team to develop effective and actionable goals?	YES	Educational needs include specific skills (such as academic, behavioral, functional) that will allow the IEP team to develop effective and actionable goals.	<ul style="list-style-type: none"> PR-06 ETR – Parts 1 and 2
			NO	The ETR does not contain a description of educational needs for the child or contains information that is not individualized to the child’s needs; OR The ETR does not address educational needs described in Part 1s, or educational needs described in Part 1 were omitted in Part 2 without explanation.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary; OR This ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.	

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-7	300.306(a)(1) [Determination of eligibility] 300.303(a) [Reevaluations]	Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability? Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team.	YES	<p>Initial Evaluations</p> <p>A group of qualified professionals determines eligibility:</p> <ol style="list-style-type: none"> 1. Parent 2. A group of qualified professionals that includes: <ul style="list-style-type: none"> • The child’s general education teacher; • Person qualified to conduct individual assessments and interpret the results of those assessments such as a School Psychologist; and • Educational agency representative. 3. Additional group members for determining a specific learning disability (SLD) would include: <ul style="list-style-type: none"> • The child’s general education teacher; or • If the child does not have a general education teacher, a general education classroom teacher qualified to teach a child of his or her age; or • For a child of less than school age, an individual qualified by the State Educational Agency (SEA) to teach a child of his or her age; and • At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher. 4. When appropriate, the child. <p>Reevaluations</p> <ol style="list-style-type: none"> 1. A group of qualified professionals determines eligibility to include the following: <ul style="list-style-type: none"> Parent 2. General education teacher of the child 3. Special education teacher of the child 4. Educational agency representative 5. An individual who can interpret the instructional implications of evaluation results 6. At the discretion of the parent or the school educational agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate 7. Whenever appropriate, the child with a disability 	<ul style="list-style-type: none"> • PR-06 ETR – Section 1 Individual Evaluator’s Assessment and Section 5 Signatures • PR-01 Prior Written Notice to parents • PR-02 Parent Invitation • Documentation of educational agency and parent agreement (must be verified by consultant for compliance) • OP-9 Attempts to Obtain Parent Participation
			NO	Eligibility was not determined by a group of qualified professionals OR The educational agency did not make reasonable efforts to obtain informed consent from the parent.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	

Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-8	3301-51-01 (B)(10) [Definitions] 3301-51-06 (Evaluations)	Did the ETR team provide a justification for the eligibility determination decision?	YES	The statement provides a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria of all suspected disability categories listed on the planning form; AND The justification statement includes how the disability affects the child's progress in the general education curriculum.	<ul style="list-style-type: none"> PR-06 ETR – Part 4
NO	The statement does not provide a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria of all suspected disability categories listed on the planning form; OR The justification statement does not include how the disability affects the child's progress in the general education curriculum; OR SLD was suspected but Part 3 was not completed.				

Delivery of Service

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

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-2	300.320(a)(1) [Definition of individualized education program]	Does the IEP include Present Levels of Academic Achievement and Functional Performance that address the needs of the student?	YES	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 or to expected age-appropriate performance in order to provide a frame of reference for annual goal development in the specific area of academic and/or functional need; Current baseline data provided in alignment with the skill and measurement of the annual goal. 	<ul style="list-style-type: none"> PR-07 IEP – Section 6 (Present Level of Academic Achievement and Functional Performance)
			NO	Present levels of performance do not provide a detailed and targeted summary of current daily academic/behavior and /or functional performance related to the development of measurable goals; OR There is no comparison to grade-level standards or to age-appropriate performance expectations.	
DS-3	300.320(a)(2)(i) [Definition of individualized education program]	Are annual goals stated in measurable terms?	YES	Annual goals are stated in measurable terms and meet the child’s needs to enable the child to be involved and make progress in the general education curriculum. <p>A measurable annual goal must contain the following:</p> <ul style="list-style-type: none"> Clearly defined behavior: the specific action the child will be expected to perform. The condition: situation, setting or given material under which the behavior is to be performed. Performance criteria: the level the child must demonstrate for mastery AND the number of times the child must demonstrate the skill or behavior. The goal must be measurable on its own.	<ul style="list-style-type: none"> PR-07 IEP – Section 6 (Measurable Annual Goals)
			NO	The annual goals are not stated in measurable terms; OR The goal is missing one or more of the above criteria.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-4	300.320(a)(2)(i) [Definition of individualized education program]	Do annual goals address the child’s academic area(s) of need?	YES	There is alignment between the academic needs identified in the ETR and the annual goals; OR There is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize certain needs above others; OR There is a statement that the IEP team has determined there is no longer a need for a specific goal.	<ul style="list-style-type: none"> PR-07 IEP – Section 6
			NO	Annual goals fail to address the child’s academic needs identified in the ETR and/or IEP.	
			NA	Academic needs were not identified at this time.	
DS-5	300.320(a)(2)(i) [Definition of individualized education program]	Do annual goals address the child’s functional area(s) of need?	YES	There is alignment between the functional needs identified in the ETR and the annual goals; OR There is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize certain needs above others; OR There is a statement that the IEP team has determined there is no longer a need for a specific goal. Functional means nonacademic, as in “routine activities of everyday living.”	<ul style="list-style-type: none"> PR-07 IEP – Section 6
			NO	The annual goals fail to reasonably address functional area(s) of need identified in the ETR and/or IEP.	
			NA	Functional needs were not identified at this time.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-6	300.320(a)(4) [Definition of individualized education program] 3301-51-01 (B) (54) [Definition of Related Services] 3301-51-01(B) (60) (b) (iii) [Definition of Specially Designed Instruction]	Does the IEP contain a statement of specially designed instruction, including related services, that addresses the needs of the child and supports annual goals?	YES	The IEP specifically identifies the provision of specially designed instruction (SDI) and related services: <ul style="list-style-type: none"> • Describes the nature of the instruction that aligns with the needs of the child (delivery); AND • Supports achievement of annual goals by describing skills (content) and methods used for instruction specific to the goal (methodology). 	<ul style="list-style-type: none"> • PR-07 IEP – Section 7 Description(s) of Specially Designed Services
			NO	The IEP does not specifically identify the provision of specially designed instruction, including related services; AND/OR Does not describe the nature of the instruction that aligns with the needs of the child; AND/OR Does not describe skills (content) and methods used for instruction specific to the goal (methodology).	
DS-7	300.320(a)(7) [Definition of individualized education program]	Does the statement of specially designed instruction, including related services, indicate the location where it will be provided?	YES	The IEP specifically identifies the location of services. If more than one location, each location is separated to show the specially designed instruction and/or related services for each location.	<ul style="list-style-type: none"> • PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Location of Services)
			NO	The IEP does NOT specify where specially designed instruction and/or related services will be provided; OR Each location is not separated to show the specially designed instruction and/or related services for each location.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-8	300.320(a)(7) [Definition of individualized education program]	Does the statement of specially designed instruction, including related services, indicate the amount of time and frequency?	YES	Each statement of specially designed instruction and related services specifically identifies the amount of time and frequency of services the child will receive AND is understandable to parents regarding when services are being provided.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Amount of Time and Frequency)
			NO	The specially designed instruction statement does not specify the amount of time and frequency of services received; OR More than one goal or provider is specified in the amount of time; OR Amounts of time and frequency are not understandable to parents regarding when services are being provided.	
DS-9	300.324(a)(2)(v) [Consideration of special factors]	Does the IEP identify assistive technology to enable the child to be involved and make progress in the general education curriculum?	YES	<p>The IEP includes assistive technology and/or assistive technology services to meet the described needs for the child.</p> <p>300.5 Assistive Technology Device: any device item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that directly assist a child with a disability to increase, maintain, or improve his or her functional capabilities. A medical device that is surgically implanted or the replacement of such a device is not included under the term “assistive technology device.”</p> <p>300.6 Assistive Technology Service: Any service that directly assists the child in the selection, acquisition or use of an assistive technology device.</p>	<ul style="list-style-type: none"> PR-07 IEP – Section 2 Special Instructional Factors PR-07 IEP – Section 7 Description(s) of Specially Designed Services- Assistive Technology or Accommodations
			NO	Assistive technology and/or services were identified in the ETR but not included on the IEP; OR Assistive technology is listed as needed, at the discretion of the teacher, as requested.	
			NA	Based on the needs of the child, assistive technology and/or services were not identified at this time.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-10	300.320(a)(6)(i) [Definition of individualized education program]	Does the IEP identify accommodations provided to enable the child to be involved and make progress in the general education curriculum?	YES	The IEP identifies accommodations provided to the child that connect to the needs and implications identified in the child's ETR. Accommodations provide access to course content but do not alter the scope or complexity of the information taught to the child.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Accommodations
			NO	Accommodations are noted in the Profile or Present Levels of Performance or in the ETR only and not listed in Section 7; OR Accommodations were identified in the ETR but not included on the IEP.	
			NA	Based on the needs of the child, accommodations were not identified at this time.	
DS-11	300.320(a)(4) [Definition of individualized education program]	Does the IEP identify modifications to enable the child to be involved and make progress in the general education curriculum?	YES	The IEP describes the type of modification, and the extent of the modification provided to the child. Modifications means changes made to the content that students are expected to learn where the amount or complexity of materials is altered from grade-level curriculum expectations. When an instructional or curriculum modification is made, either the specific subject matter is altered, or the performance expected of the student is changed. Sometimes the nature and severity of the student's disability require that both the materials and the performance expected of the student be changed. Modifications of the curriculum result in the child being taught the same information as the same-age and grade-level peers, but with less complexity.	<ul style="list-style-type: none"> PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Modifications Profile or Present Levels of Performance
			NO	The IEP does not describe the type of modification, and the extent of the modification provided to the child; OR Modifications are listed as needed, at the discretion of the teacher, as requested.	
			NA	Based on the needs of the child, modifications were not identified at this time.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-12	300.320(a)(4) [Definition of individualized education program]	Does the IEP identify supports for school personnel to enable the child to be involved and make progress in the general education curriculum?	YES	The IEP describes support(s) to school personnel who may need assistance in implementing the child’s IEP. The section describes what support adult staff are receiving from other adult staff. For each support, the team lists the school personnel to receive the support, the specific support that will be provided and who will provide the support.	<ul style="list-style-type: none"> PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Support for School Personnel
			NO	Supports for school personnel were identified in other sections of the IEP but not stated in the supports for school personnel in Section 7; OR Section 7 of the IEP did not specify what the support is or who would provide the support; OR The section described student services and not what support adult staff are receiving from other adult staff.	
			NA	Supports for school personnel were not identified at this time.	
DS-13	300.320 (a)(6)(ii) [Definition of individualized education program]	Is there a justification statement regarding alternate assessment participation?	YES	There is a statement describing why the child cannot participate in the regular assessment and why the alternate assessment is appropriate for the student AND Evidence was provided that the IEP team used the required Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) Decision-Making Tool documenting evidence of the most significant cognitive disability.	<ul style="list-style-type: none"> PR-07 IEP – Section 12: Justification statement for AASCD
			NO	The statement does not describe why the child cannot participate in the regular assessment or how the selected alternate assessment is appropriate for the student; OR there is no evidence of the most significant cognitive disability documented in the AASCD Decision-Making Tool; OR The AASCD Decision-Making Tool with parent signature was not provided.	
			NA	The student did not participate in the alternate assessment.	

Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-14	300.320(a)(3) [Description of individualized education program]	Was progress reporting data collected and analyzed to monitor performance on each goal? This refers to progress reporting data used to inform instruction. *Note: Progress on the annual goal itself needs to contain quantitative data relating to the mastery level of the goal.	YES	There are instructional data* collected for each measurable annual goal AND there is evidence that the progress data reported align to measurement(s) used in the annual goal statement.	<ul style="list-style-type: none"> Progress Reports Progress toward last year's goals Concerns of parents Input from related service providers Use of objective/measurable terms in present levels of performance and goals/objectives
			NO	There is no evidence of data* collection on each annual goal, progress reports/analysis; OR there is no evidence that the progress data for each annual goal were reported; OR Progress reported does not align to measurement(s) used in the annual goal statement; OR The progress reports did not include all required components (data sources, data points, comments, on track status, goal status)	
DS-15	300.324(b) [Review and revision of IEPs]]	During this school year, were revisions to the IEP made based on data indicating changes in student needs or abilities?	YES	Data from progress monitoring and/or recent evaluations drive decisions made to modify the IEP. After data analysis, the decision was made to adjust instruction to promote increased student learning. Rationale for instructional adjustment is documented. The IEP details the instructional adjustment(s) in the relevant sections.	<ul style="list-style-type: none"> Evidence that staff use student progress data to assess the effectiveness of each special education instructional service and strategy that have been implemented to determine if the instructional approach is effective with the student. Documentation verifies that interventions have been implemented with fidelity (training, observations) prior to request for change. Evidence exists that when progress monitoring shows the student is not likely to reach his/her annual goals, the educational agency schedules IEP reviews in a timely manner to review and, if appropriate, revise the IEP. Data analysis indicating the necessary instructional adjustment(s). Parental participation to adjust instructional strategies actively pursued. The IEP amendment.
			NO	Data indicating the need for revision were available (goal was mastered or no progress was made), but no revisions were evident (PR-02, IEP amendment, change of placement).	
			NA	This is the first assessment reporting period of the year and sufficient data are not yet available to inform IEP adjustments; OR Based on progress monitoring data, no revisions were necessary.	

Delivery of Service

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

Least Restrictive Environment

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



Appendix 4: Indicator 13 Checklist Questions

Indicator 13 Checklist Questions

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

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

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



Appendix 5: Record Review Comment Forms

Record Review Comment Form

Record		Student Name:		Disability:		DOB:		Grade:	
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Reevaluation Evaluation **Initial**

ETR Date:	IEP Date:
------------------	------------------

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

Additional Comments

Transition Plan (Indicator 13 Checklist)

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



Appendix 6: IEP Verification Checklist

IEP Verification Checklist

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

School Name: _____	Name of Student(s) or Record #: _____
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 7: Sample Agenda for Review Activities

DAY 1 Sample Agenda

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

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

DAY 2 Sample Agenda

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



Appendix 8: Corrective Action Plan Instructions



Corrective Action Plan (CAP) Instructions

The CAP template is available through the Department contact or on the [Department website](#).

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

Area of Improvement or Correction:

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

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

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

Summary (Baseline Data):

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 Onsite 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, add a new row and number each activity consecutively in relation to the goal. For example, the first activity for goal 1 would be 1.1, the second activity would be 1.2 and so on. For goal 2, the numbering would be 2.1, 2.2, 2.3.

Evidence of Activity Completion:

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



Evidence of Improvement (Impact):

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

Timeline for Completion of Activity:

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

Resources:

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

Individual Responsible for Ensuring Implementation:

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

Individual Responsible for Supervision of Implementation:

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

Plan for Continued Improvement:

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

Signature Page:

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

Verification of Correction Action Plan Completion Page:

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



Appendix 9: LMS Information Sheet

Learning Management System (LMS) Information Sheet

The educational agency can decide to have in-person training provided by the Department, or the educational agency can choose to have its staff complete the OEC Required Special Education Process private course within the Department’s Learning Management System (LMS). All identified staff will need to complete the first three modules (ETR, IEP, Secondary Transition Compliance). Members of the educational agency’s Internal Monitoring Team will be required to complete all four modules (ETR, IEP, Postsecondary Transition Plan, and Establishing an Internal Monitoring Process and Team).

- 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. If a required staff member does not have an **OH|ID portal** account, they will need to access these modules through the Universal Support Materials located on [Department website](#).
- All four modules can be completed in one session or completed over multiple sessions.
- Modules can be completed at the staff member’s convenience.
- It is recommended staff members print the scripts before taking the quizzes.
- Staff members who score below 80% will receive Tier 2 training provided by the SST contact.
- Staff will receive certificates upon completion with a score of 80% or above.

Note: Specific login instructions will be sent to the educational agency’s special education contact.

If the educational agency chooses to have staff complete the OEC Required Special Education Process private course within the LMS, staff will be required to request enrollment in the private LMS modules in order to track and monitor LMS participants’ progress and completion.

OEC Required Special Education Process LMS Course	Approximate Time
<p>ETR Module provides a detailed overview of the Evaluation Team Report (ETR) process for school age children.</p> <ul style="list-style-type: none"> • Part 1 – Referral and Planning • Part 2 – Summaries and Eligibility • Part 3 – Determining SLD Eligibility • Quiz 	<p>22 minutes 24 minutes 9 minutes 25 Questions</p>
<p>IEP Module focuses on the development, writing and implementation of the Individualized Education Program (IEP)</p> <ul style="list-style-type: none"> • Part 1 – Development of the IEP • Part 2 – Measurable goals and Specially Designed Instruction • Part 3 – Least Restrictive Environment and Testing • Quiz 	<p>15 minutes 15 minutes 12 minutes 26 Questions</p>
<p>Secondary Transition Compliance Module provides an overview of the requirements for secondary transition plans</p> <ul style="list-style-type: none"> • Part 1 • Part 2 • Quiz 	<p>12 minutes 20 minutes 24 Questions</p>
<p>Internal Monitoring Training Module: provides an overview on establishing an Internal Monitoring Process and how to use OEC’s record review tools to look at specific record review items for compliance.</p> <ul style="list-style-type: none"> • Part 1 – Establishing an Internal Monitoring Team and Process • Part 2 – Internal Monitoring Process for ETR Review • Part 3 – Internal Monitoring Process for Transition Plan Review • Part 4 – Internal Monitoring Process for IEP Review • Quiz 	<p>25 minutes 38 minutes 18 minutes 56 minutes 27 Question</p>



Appendix 10: CAP Verification Form



Office for Exceptional Children

Verification of Corrective Action Plan Completion

Educational Agency

IRN

SST Region

I verify that all activities included in <EDUCATIONAL AGENCY NAME>'s Corrective Action Plan dated <DATE OF SIGNED APPROVED CAP> have been completed.

_____	_____
Special Education Director	Date
_____	_____
Superintendent	Date
_____	_____
Sponsor (if applicable)	Date
_____	_____
SST Consultant	Date
_____	_____
OEC Education Program Specialist	Date



Appendix 11: Perception Surveys

Administrator Survey

School: _____

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

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



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

Teacher Survey

School: _____

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

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



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

Parent Survey

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

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

Child’s School: _____ Child’s Age _____ Grade Level _____

	Agree	Disagree	Don’t Know	NA
1. When my child has learning and/or behavior problems, the school quickly involves me in 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 their classroom. (Respond N/A if your child is not having behavior issues at school).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 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, interests, and preferences. (Respond N/A if your child is younger than 14 years old).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:				


Student Survey

School: _____

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

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

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



Appendix 12: Special Education Assessment Report – Instructions for Completion and Prioritization of Needs



Special Education Assessment Report

Instructions for Completion and Prioritization of Needs

Educational agencies are required to complete the Special Education Assessment Report located on the Department's [IDEA Monitoring Process webpage](#).

The educational agency, with SST assistance, will utilize the Special Education Assessment Report to:

1. Identify special education priority area(s).
2. Summarize current data for each area of focus in the first column.
3. Summarize the analysis of the specific data in the second column.
4. Determine if each area of focus shows a need for improvement as a result of the data analysis.
5. If the analysis indicates a need for improvement, develop a hypothesis for the root cause and explain what action steps might address the issue for improvement. These action steps will be used in developing the SMART goals and action steps within the educational agency's One Plan or, for CTCs, a Strategic Improvement Plan.
6. After examining all the areas identified as needing improvement, the team will rank the areas by priority to determine what will be addressed in the educational agency's One Plan or, for CTCs, a Strategic Improvement Plan.

Once the educational agency completes the Special Education Assessment Report, the educational agency will submit the document to the Department for review and approval. Once the educational agency receives approval from the Department, the cross-functional team will research and select evidence-based strategies for improvement in the identified priority areas. These areas may look at:

- Identifying and prioritizing professional learning that promotes high-leverage special education practices.
- Exploring ways to improve the IEP process and progress monitoring.
- Ensuring students with disabilities' access to the evidence-based language and literacy practices and interventions included in Ohio's Plan to Raise Literacy Achievement.
- Assisting at-risk students with additional instructional or support services to help obtain a high school diploma.

The educational agency will integrate the priority areas of special education focus identified through the Special Education Assessment Report into the educational agency's One Plan by connecting evidence-based strategies identified with existing SMART goals in the One Plan. The educational agency will submit the One Plan to the Department for approval.

Note: Career Technical Centers will use the information gathered through its special education needs assessment to develop a Strategic Improvement Plan.

Note: Internal Monitoring must be included as one of the priority areas.

During the first year of the One Plan, the educational agency will begin implementing the action steps and improvement strategies and provide the Department with documentation and evidence of implementation, including internal monitoring review results.



Appendix 13: Special Education Assessment Questions

Special Education Assessment Questions

The educational agency's cross-functional team will gather and analyze data for these questions and determine specific areas of concern and root cause. This information will assist the educational agency in developing special education strategies and goals for the EDSTEPS One Plan.

College and Career Readiness

Early Warning System

1. How does the organization identify students who are at risk of dropping out?
2. How does the organization identify students with disabilities that are at risk of dropping out?
3. How many students are identified as at risk for dropping out in grades 6-12? How many of those identified as at risk of dropping out have success plans?
4. How many students at risk of dropping out are identified as having the following disabilities?
Options: Multiple Disabilities (other than Deaf-Blind); Deaf-Blindness; Deafness; Visual Impairments; Speech and Language Impairments; Orthopedic Impairments; Emotional Disturbance; Intellectual Disability; Specific Learning Disabilities; Autism; Traumatic Brain Injury (TBI); Other Health Impaired (Major); and Other Health Impaired (Minor).
5. What do the data indicate about the effectiveness of efforts to prevent students from dropping out? How do these data reflect on the number of students who dropped out last year?
6. What programs and services are available for students at risk of dropping out? How are students targeted to participate?

Graduation

1. How many students with a disability are not on track to graduate, by the following categories: Multiple Disabilities (other than Deaf-Blind); Deaf-Blindness; Deafness; Visual Impairments; Speech and Language Impairments; Orthopedic Impairments; Emotional Disturbance; Intellectual Disability; Specific Learning Disabilities; Autism; Traumatic Brain Injury (TBI); Other Health Impaired (Major); and Other Health Impaired (Minor)?
2. Are any student populations over-represented in the data identified in the previous question?
3. Are any disability categories over-represented in the data identified in the "on track to graduate" question?
4. How are students monitored to determine if they are not on track to graduate? What programs and services are available for students at risk of not graduating? How are students targeted to participate in these programs and services?
5. How are external partnerships utilized to improve students' post-high school outcomes in education, competitive integrated employment, and independent living?
6. Which graduation pathways are most utilized by students?
7. What barriers limit students' access to all graduation pathways?
8. What evidence demonstrates the business advisory council helps improve student graduation and post-high school outcomes?
9. What is the educational agency or building's annual process for developing and updating graduation plans for students in grades 9-12?



Postsecondary

1. What do data indicate about ensuring all students are able to transition from high school to successful post-graduation outcomes?
2. What data are used to analyze if the marketing of career-technical education programs and access to postsecondary coursework is reaching all students?
3. How are career-focused education programs made accessible to all students, including students with disabilities?
4. What do data indicate about post-graduation outcomes (military, college/trade school, employment, Opportunities for Ohioans with Disabilities) for students with disabilities?
5. What do data indicate about post-graduation outcomes (military, college/trade school, employment, Opportunities for Ohioans with Disabilities) for students who are gifted?

Career Connections

1. In analyzing career advising support to students, which supports are most effective for the specified populations (all students and students with disabilities)?

Community and Family Engagement

Engagement

- 1.
2. What methods are used to seek parent input and participation, including parent participation in the evaluation process? How do you know that these methods are effective?
3. What types of support services are available to intervene and establish accountability for the educational agency, students, and parents? How do you know that these support services are effective?

Curriculum, Instruction, and Assessment - Content Areas

Literacy

1. List and describe the evidence-based strategies used to meet specific adult and student goals and improve instruction. Include the following:
 - (a) Strategies reflecting culturally responsive practices.
 - (b) A process for monitoring the progress and implementation of the plan's strategies.
 - (c) Action steps to implement the plan's strategies, including professional development for each strategy.
 - (d) A description of how these strategies support students on reading improvement and monitoring plans (RIMP).
 - (e) A description of how the proposed strategies will be effective and improve strategies utilized during the previous two years.

English Language Arts

1. In what area(s) of reading achievement are students not proficient? PreK-3? 4-12? Data sources may include, but are not limited to, the English Language Arts assessment prescribed under Ohio Revised Code 3301.0710 (grades 3-8, ELA I and II), language and literacy portion of the Kindergarten Readiness Assessment, reading diagnostic assessments (required for grades K-3 under the Third Grade Reading Guarantee), Early Learning Assessment and screeners.
2. How many students are not on track for the Third Grade Reading Guarantee? For those not on track, what subgroups are noticeably not on track? For students with disabilities who are not on track, how many students have a RIMP in place?
3. What do your growth data show about reading achievement for all students, including local and report card data? What do your growth data, including special education profile data, show for students with disabilities?
4. How does the educational agency track progress for students with disabilities in reading proficiency to ensure that specially designed instruction and accommodations support student needs? What is the educational agency's process for reviewing IEPs for students who scored below proficient on reading assessments?
5. Describe the evidence-based strategies used to meet specific learner needs and improve instruction. What do the data indicate about implementation of identified evidence-based practices? What data or trends demonstrate the evidence-based literacy strategies are effective?

Career Technical Education – Equity

1. How are students from special populations performing in the career-technical education programs in comparison to students without identified special needs?
2. What are the potential root causes of inequities in the career-technical education programs?
3. How are special population groups performing in these programs? How are students with disabilities performing in these programs? Which disability categories are underrepresented in career-technical education programs?
4. What additional accommodations, modifications, and supportive services would help ensure access and equity for all students within the programs?
5. To what degree do students have access to career guidance that is comprehensive, equitable, and unbiased?

Career-Technical Education

1. What opportunities exist in the local labor market for students with disabilities, English learners, or other special populations?
2. To what degree do learners have access to meaningful work-based learning experiences, opportunities to receive credit for prior learning, career advisement, and development opportunities, job placement services, and/or Career and Technical Student Organizations? How does this vary across programs or pathways? How does this vary across student groups, including students with disabilities?
3. Are programs aligned and articulated across secondary and postsecondary education? How?
4. In what subject area(s) is there a need to develop or recruit faculty and staff due to upcoming retirements, growing student interest, and/or emerging priority employment areas?
5. To what degree do faculty, staff, and administrators have opportunities to work with and learn directly from representatives of business and industry OR their peers in professional learning communities?

Curriculum, Instruction and Assessment – Teaching

Instruction

1. What supports are available to all students in Tier 1 (core) instruction across all grade levels?
2. How does the educational agency identify the needs of students who are not responding to Tier 1 instruction?
3. What data does the educational agency collect to determine the fidelity of staff implementation of the three levels of MTSS practices in schools?
4. What is the process for collecting intervention data? What data does the educational agency collect to determine the fidelity of staff implementation of the three levels of MTSS practices in schools? What is the process for analyzing and reporting the intervention data for feedback? What does the data tell the educational agency regarding instruction?
5. Based on the evidence collected for the questions above, what barriers prevent schools from implementing MTSS at all three levels?
6. How does the educational agency monitor effective instructional strategies and methods to assure strong academic learning programs are implemented and quality instructional time is maximized?
7. What differentiated instructional technology is available to meet diverse student preferences? How often are these instructional technology strategies used? What is the capacity of staff to suggest, identify, and utilize these instructional technology strategies? What is the capacity of students to identify and utilize available instructional technology?

Assessments

1. What are the educational agency's current policies, procedures, and practices surrounding the Alternate Assessment? How are applicable staff trained/informed on these policies, procedures, and practices? How are newly hired staff trained?
2. Is there a formal written procedure for the 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 the 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 in the student's IEP?
9. What kind of professional development or formal training does the educational agency provide to staff members 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?

Standards Alignment

1. How are professional development opportunities determined and evaluated to ensure they meet the needs of teachers (including intervention specialists, paraprofessionals, related service providers, etc.) to implement adopted standards aligned curriculum?
2. How are professional development opportunities selected to ensure they meet the needs of all staff and service providers (including Teachers of English to Speakers of Other Languages (TESOL), general education teachers, intervention specialists, paraprofessionals, related service providers, etc.)?

Curriculum, Instruction and Assessment – Special Populations

Special Populations – Students with Disabilities

1. What do internal monitoring data indicate about alignment of student needs identified in Evaluation Team Reports (ETR) with Individualized Education Program (IEP) goals?
2. How are student progress data on IEP goals collected and shared, and shared with whom?
3. How do progress monitoring data inform changes to supports and services for students with disabilities?


Leadership, Administration and Governance

Shared Leadership

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

Administrative Support

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 educational agency plan to train additional staff in the internal monitoring process?

Operations

Technology

1. Do all students have access to the technology and internet needed to meet all learning standards and IEP goals/accommodations?
2. Are all instructional staff trained in using the technology, as well as technology targeted for students with disabilities?
3. How does the educational agency address any concerns with student and/or teacher access to technology?
4. How does the educational agency ensure parental access and training with technology, including assistive technology?
5. How does the educational agency provide training to all educators, including paraprofessionals, to ensure learning is implemented effectively and as designed?
6. How is monitoring used to identify relevant professional development?

School Climate and Supports

Safe and Healthy Schools

1. How does the educational agency address cyberbullying and internet safety?

Behavioral Supports

1. Number of students (0-1 discipline referrals) for what behavior(s), gender, ethnicity, disability status, and grade?
2. Number of students (2-5 discipline referrals) for what behavior(s), gender, ethnicity, disability status, and grade?
3. Number of students (6+ discipline referrals) for what behavior(s), gender, ethnicity, disability status, and grade?
4. Based on review of your discipline referral data, which grade level(s) represents the largest number of referrals, and what was the frequency per location? Which gender represents the largest number of referrals?
5. When looking at discipline data, what are the trends and patterns, including gender, ethnicity, disability status, grade, location, time of day, and referring staff, that you can identify? What trends and patterns can you identify for vulnerable populations?
6. How often are Functional Behavioral Assessments and Behavior Improvement Plans revisited or adjusted?
7. Of the number of students with disabilities who have been disciplined, how many students had behavior goals in their IEP prior to the discipline?
8. How many students had IEPs amended to include behavior goals?
9. What are the top three behavioral infractions that result in students receiving out-of-school suspensions? When looking at these behaviors, are there trends or patterns, including for gender,

ethnicity, disability status, grade, location, time of day, or referring staff? What is the relationship between discipline and student performance for students with disabilities?

10. How many times were students removed from their LRE due to behavior? Please breakdown these data by disability, grade, gender, and race. Did the student have a Functional Behavior Assessment prior to the removal from the LRE? Was data provided that indicated the interventions developed in the Behavior Intervention Plan were not effective?
11. What does the educational agency-wide review of discipline policies, practices, and procedures reveal with regard to:
 - A. Staff training for all school personnel: teachers, administrators, aides, bus drivers, and cafeteria workers?
 - B. The implementation and effectiveness of positive behavioral 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 educational agency's Manifestation Determination Review process?

Positive Behavioral Interventions and Supports (PBIS)

1. What PBIS are available to all students in Tier 1 across all grade levels?
2. How are the needs of students who are not responding to Tier 1 PBIS identified and supported through Tier 2 and Tier 3 interventions?
3. What data are collected (such as PBIS Tiered Fidelity Inventory data) to determine the fidelity of staff implementation of the three levels of PBIS practices in schools? How is the fidelity of PBIS implementation measured?
4. What impact has PBIS implementation had on the number of office referrals, in- and out- of school suspensions and expulsions?


Additional Data Analysis

Special Education Profile

1. What specific indicator is an area of concern?
2. Has the district been identified to have disproportionate representation of racial and ethnic groups in special education and related services? What is being done to address this?
3. What do the data reveal about the trends and patterns over time? What is the impact of these trends and patterns?
4. What current initiatives are in place to address identified concerns?
5. 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 educational agency have in place for disputes? How are the policies and practices for disputes regarding special education services and programs communicated and implemented?
2. What is the average number of parent complaints and what are 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 educational agency 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 educational agency plan to train additional staff in the internal monitoring process?



Appendix 14: Special Education Assessment Questions

For Career Technical Centers (CTCs)



Special Education Assessment Questions – For Career Technical Centers (CTCs)

Application/Enrollment Process

1. What is the written application process for entering students, and what are the written acceptance criteria? What are the criteria for the acceptance or rejection of students with disabilities for programs at the CTC?
2. What is the process for reviewing and revising application procedures, entrance criteria, and selection/acceptance processes?
3. What types of age-appropriate transition assessments are used to help determine an appropriate CTC program for a student?
4. When in the enrollment process does the CTC know that the student has an IEP?
5. When students complete the application for enrollment, if accommodations and supports are needed, how are those provided? (Who is responsible for providing accommodations? How is the student made aware of their access to accommodations during the application process?)
6. How are parents of students with disabilities involved in the application process for entering the CTC?

Communication Plan

1. What is the collaborative process for reviewing and revising the communications plan between the CTC and associate educational agencies?
2. What is the process for reviewing and revising the CTC special education policies and procedures in collaboration with associate educational agencies?
3. How often do administrators from the CTC meet with associate educational agencies administrators?
4. How often do CTC special education leaders meet with special education supervisors from associate educational agencies? What topics or issues are addressed at these meetings?
5. How are the written application process and acceptance criteria for entering students shared with associate educational agencies?
6. How is progress reported back to the associate educational agencies? Are there written procedures in communicating with associate educational agencies when a student is not on track for completing their program requirements? Are there written procedures in communicating with associate educational agencies when a student is not on track for completing graduation requirements?
7. How are discipline issues reported back to the associate educational agencies?

Internal Monitoring/Special Education Processes

1. How are pre-entrance and annual IEP meetings conducted with parents and associate educational agency personnel?
2. Does the CTC receive a copy of the student's IEP by the beginning of the school year?
3. How and when are special education records reviewed for compliance and services required?
4. Are IEP supports, services, or specially designed instruction removed or altered prior to enrollment in a CTC program? Please explain.

5. Once a student has been accepted to one of the programs, how does the CTC become involved with reevaluations? Who is responsible for writing the IEP?
6. Who is responsible for providing related services (speech, OT, PT, etc.) once a student is enrolled?
7. What is the continuum of alternative placements, and how are placement decisions made for students entering CTC programs?
8. Where are students being provided services?
9. How does the CTC ensure that the IEP is implemented as written, including the provision of all special education instruction, supports, and services?
10. How does the CTC ensure that the least restrictive environment is provided in alignment with the student's IEP?
11. What are some areas of concern found in the Department's summary report for record reviews?
12. What are the results of the Internal Monitoring Team's record reviews (Child Find, Delivery of Services, Least Restrictive Environment, Discipline)?
13. What do IEP Verifications reveal about specially designed instruction, accommodations, and modifications?
14. How are professional development strategies from record review results implemented and monitored?
15. How does the CTC plan to train additional and/or newly hired staff in the internal monitoring process?

Program Completion

1. How does the organization identify students with disabilities who are not on track to complete their program requirements?
2. How many students are not on track for completing their program requirements by disability category? Are any disability categories over-represented in the data?
3. How many students are not on track for completing their program requirements by ethnic code? Are any student populations over-represented in the data?
4. How does the CTC ensure students stay on track for completing their program requirements?
5. What programs and services are available to assist students at risk of not completing their program requirements? How are students targeted to participate? What does the data indicate about the effectiveness of these programs and services?

Graduation

1. How does the CTC ensure students stay on track for completing the graduation requirements?
2. How many students with a disability are not on track to graduate? By disability category? By ethnic code? Are any disability categories or ethnic codes over-represented in the data?
3. How are students monitored to determine if they are not on track to graduate? What programs and services are available for students at risk of not graduating? How are students targeted to participate in these programs and services? What do the data indicate about the effectiveness of these programs and services?
4. Which graduation pathways are most utilized by all students? By students without disabilities? By students with disabilities?
5. What barriers limit student access to all graduation pathways?
6. What is the CTC's annual process for developing and updating graduation plans for students?

Postsecondary

1. What do data indicate about ensuring all students are able to transition from high school to successful post-graduation outcomes?
2. How are external partnerships utilized to improve students' post-high school outcomes in education, competitive integrated employment, and independent living?
3. What data are used to analyze if the marketing of career-technical education programs and access to postsecondary coursework is reaching all students?
4. How are career-focused education programs made accessible to all students, including students with disabilities?
5. What do data indicate about post-graduation outcomes (military, college/trade school, employment, Opportunities for Ohioans with Disabilities) for students with disabilities?
6. In analyzing career advising support to students, which supports are most effective for the specified populations (all students and students with disabilities)?
7. How does your agency partner with community and county resources and agencies to provide improved opportunities and outcomes for students with disabilities?

Alternate Assessment

1. What kind of professional development or formal training has your CTC received regarding the Alternate Assessment and determination for eligibility?
2. What are your CTC'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?
3. Is there a formal written procedure to determine eligibility to participate in the Alternate Assessment?
4. Does your CTC use the Department's AASCD Decision-Making Tool when determining eligibility for the Alternate Assessment? What factors are considered when determining eligibility for participation in 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 a student no longer qualifies for the Alternate Assessment, what steps does the CTC take to document and implement necessary changes?
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. Are participation rates different for certain subgroups (for example, Black, Hispanic, Asian, white, English learners, economically disadvantaged) as compared to other subgroups?

Behavior

1. Does the CTC collect behavior data for students with disabilities? If so, how are these data shared with associate educational agencies, and how are they used for analyses and improvement?
2. How are CTC personnel involved in manifestation determinations?
3. How many students have had an FBA completed?
4. How many students have a BIP, and how is the BIP implemented and monitored?

Restraint and Seclusion

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

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. Are there disability subgroups who receive more discipline actions compared to other disability subgroups?
7. What was the relationship between discipline and student performance?
8. When disciplinary action is being considered, how are all stakeholders (including intervention specialists) informed and included in the decision-making process?
9. What does the CTC's review of discipline policies, procedures and practices 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 CTC's Manifestation Determination Review process?
10. How often are Functional Behavioral Assessments and Behavior Improvement Plans revisited or adjusted?
11. 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?

Perception Surveys

1. Does the CTC 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, students)?
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?

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 technology?
3. How does the CTC address cyber bullying and internet safety?
4. How does the CTC address any concerns with student and/or teacher access to technology?

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5. How does the CTC ensure parental access and training with technology if in a remote/blended learning environment?

Inclusive Leadership

1. Has the CTC established a 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 the CTC leadership build capacity through support and accountability?
5. How does the CTC 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)?

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?

Additional Data Analysis

Dispute Resolution

1. What procedures, policies, and practices does the CTC 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 CTC 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 CTC plan to train additional staff in the internal monitoring process?



Appendix 15: Progress Review Report

Progress Review Report

The educational agency will need to submit to the Department quarterly update reports on the status of the educational agency’s One Plan or Strategic Improvement Plan special education priorities. This report should be developed in collaboration with the educational agency cross-functional team and the SST. It should include all relevant information and documentation of evidence for implementation and monitoring of the One Plan Goals and Action Steps.

Educational Agency:

IRN:

Date of Report:

The following is a summary of the progress made towards each of the Department-approved special education goals and action steps for the educational agency’s One Plan. Copy and paste as many action steps and activities under each goal as needed and submit documentation to the Department by email.


Priority Area:

Evidence	Indicate Who Assisted (SST, Cross-Functional Team)	Completion Date	Status (Not Started, In Progress, Completed)	Date Submitted to the Department
Goal/Activity:				
Current Data:				

Priority Area:

Evidence	Indicate Who Assisted (SST, Cross-Functional Team)	Completion Date	Status (Not Started, In Progress, Completed)	Date Submitted to the Department
Goal/Activity:				
Current Data:				

Click + to add additional Priority Areas



Appendix 16: Definitions and Resource Links

Definitions and Resource Links

The following are definitions of terms encountered during review activities:

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

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

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

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


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.

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

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

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- (a) School districts, including school districts of service, open enrollment school districts, community schools, the Ohio department of youth services, and joint vocational school districts;
 - (b) Juvenile justice facilities, educational service centers, county boards of developmental disabilities; and
 - (c) Any department; division; bureau; office; institution; board; commission; committee; authority; or other state or local agency, other than a school district or an agency administered by the department of developmental disabilities, that provides or seeks to provide special education or related services to children with disabilities, unless Chapter 3323. of the Revised Code, or a rule adopted by the state board of education specifies that another school district, other educational agency, or other agency, department, or entity is responsible for ensuring compliance with Part B of the IDEA.


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

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

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

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

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



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

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

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

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

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


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

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

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

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

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



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

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



Resource Links:

[IDEA Monitoring Process](#)

[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](#)

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

[One Needs Assessment](#)

[One Plan](#)

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