

# Individuals with Disabilities Education Act (IDEA) Monitoring Process Guide 2022-2023



OHIO DEPARTMENT OF EDUCATION  
OFFICE FOR EXCEPTIONAL CHILDREN  
[WWW.EDUCATION.OHIO.GOV](http://WWW.EDUCATION.OHIO.GOV)

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

## Overview

The Individuals with Disabilities Education Act (IDEA) requires that all educational agencies that accept federal funding maintain compliance with the provisions in the law with support from the Office for Exceptional Children [300.149 SEA responsibility for general supervision]. The Office for Exceptional Children and the Office of Early Learning and School Readiness developed a comprehensive monitoring system for continuous improvement and implementation of IDEA. The purpose is to determine compliance with federal and state laws for serving students with disabilities and to assist educational agencies in building a continuous improvement process that is focused on improving outcomes for these students.

In this document, “educational agency” refers to all school districts, community schools, electronic schools, career technical centers (CTCs), educational service centers (ESCs) and county boards of developmental disabilities (DDs). “Department” refers to the Office for Exceptional Children and the Office of Early Learning and School Readiness.

Educational agencies may be selected for a review for one or more of the following reasons:

- Risk analysis based upon multiple factors and measures associated with compliance and outcomes data
- Education Management Information System (EMIS) and other data that suggest irregularities in the educational agency’s special education process
- Patterns of repeated and/or systemic complaints and due process hearing requests regarding special education services
- Referral from other agencies or entities, such as the Ohio Auditor of State’s office, the office of the Ohio Attorney General or Department internal offices

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

Generally, identified districts are notified in the spring prior to the school year in which their review will take place. Notification will include a process for scheduling an initial meeting with the district and State Support Team partners.

## Department's Activities Prior to the Review

### Analysis and Review of Educational Agency 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 data to identify trends or patterns in the educational agency or associate educational agencies' special education programs. Trends or patterns may point to an area(s) of needed support and improvement, such as delivery of services, placement, performance, disability categories, discipline or staffing levels. This allows the team to focus the review and determine:

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

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

### Initial Meeting

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

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

### Student Record Reviews

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

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

The Department will require the following documents:

- Current Evaluation Team Reports (ETRs), including the planning form
- Current and previous Individualized Education Programs (IEPs)
- IEP Progress Reports from current and previous IEPs
- 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.
- Selected student schedules
- All staff members' names, email addresses, buildings, positions and titles
- Board-adopted special education policies and procedures

Any documents containing personally identifiable information should be uploaded in the Department's [secure site](#).

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

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

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

## Educational Agency's Activities Prior to the Review

### Educational Agency's Cross-Functional Team

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

- Communicate with the Department and State Support Team (SST) and disseminate information and decisions throughout the educational agency
- Advocate for educational agency's needs
- Allocate resources
- Manage and oversee all review processes
- 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 about district improvement.

A strong cross-functional team includes the following personnel:

- Administration: superintendent, treasurer or other central office staff, building principals and human resources representative(s) (includes administrators with authority to direct resources that affect change)
- Special education director/coordinator
- Curriculum supervisor/coordinator
- General education and special education teachers
- Related service providers
- School psychologists
- Data management staff (EMIS coordinator)
- Individual(s) familiar with the Comprehensive Continuous Improvement Plan (CCIP)
- Educational agency One Plan facilitator
- Community school sponsor and management company representative (if applicable)
- Representative from each associate educational agency (if applicable)
- SST representatives
- Other individuals identified by the Department
- Department representatives

### Educational Agency's Internal Monitoring Team

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

This team should include the following personnel:

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

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

## Parent Input

The educational agency will notify parents of the monitoring review using the provided notification letter. The Department will also provide the educational agency with a recorded presentation overview of the monitoring process including the Department's request for parental input. 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 date to submit comments to the Department. The educational agency will post the notification information along with the presentation recording on its website at least 30 calendar days prior to the monitoring review date. The educational agency must provide the Department with notification of the communication and posting 30 calendar days prior to the review date. The Department will reimburse the educational agency on any postage cost.

## Review Activities

### Introductory Meeting

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

- Interview sessions
- IEP verifications
- Next Steps meeting

### Interview Sessions

Department and SST representatives will work with the educational agency to select personnel who will participate in the interviews (administrators, intervention specialists, related service providers, general education teachers, school psychologists, paraprofessionals, school aides and

other personnel associated with the records reviewed). The educational agency will provide names of all staff with their roles and licensure (when applicable) and email addresses to the Department. The educational agency may be asked to provide a list of additional personnel when needed. **When agencies serving multiple districts (CTCs, ESCs, DDs) are selected for review, all associate educational agencies will cooperate with the primary agency in selecting associate educational agency/school staff and administrators who will participate in interviews.**

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

Interviews will be conducted with:

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

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

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

## IEP Verifications

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

## Next Steps Meeting

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

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



## 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, per IDEA. Should a FAPE violation occur, the Department and the SST will work closely with the educational agency on the required actions.

## Reimbursement

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

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

## Post-Review Activities

### Summary Report

The Department review team will complete a summary report of the review findings within 60-90 school days from the date of the 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 and commendations, any noncompliance 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 areas of concern found during the review activities or record reviews will have a required action in the educational agency's corrective action plan (CAP).

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

### Required Trainings

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

The educational agency personnel will be required to complete assigned Learning Management System (LMS) modules regarding special education. Any score lower than 80% will require additional technical assistance from the SST.

## Individual Corrections

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

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

## Verification of CAP Completion and Systemic Correction

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

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

## Progressive Sanctions

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

## Educational Agency's Self-Review

Once all CAP activities and systemic corrections are completed, the educational agency will begin the self-review process to identify special education priorities that will be included in the educational agency's One Plan. The goal of the self-review process is to maximize the use of resources that will result in better academic and social post-secondary outcomes for students with disabilities and to meet regulatory requirements. The educational agency's self-review, coupled with a continuous improvement philosophy, will result in positive growth and development for personnel and education systems and will, in turn, result in higher achievement for all students.

The educational agency, with the assistance of Department and SST personnel, will analyze data, student performance outcomes and policies, practices and procedures to identify areas of concern and root causes to complete the [Self-Review Summary Report](#).

The following sources must be considered:

1. One Needs Assessment Tool and Ohio Improvement Process (OIP) strategies and action steps, and One Plan
2. Reading Improvement and Monitoring Plans (RIMPs)
3. Coordinated Early Intervening Services (CEIS)
4. IDEA funding plans and alignment (CCIP/One Plan and other initiatives)
5. Annual Measurable Objective (AMO) gap analysis measures
6. Processes for addressing individual student growth for students with disabilities, such as IEP progress monitoring
7. For community schools, the last three sponsor site visit reports

### Data Analysis

The educational agency will use the [Data Analysis Guiding Questions](#) to review and analyze current data for each area below to determine specific areas of concern and need for improvement:

1. Graduation and dropout trends for students with disabilities vs. non-disabled, by disability category, and multi-category
2. Dropout prevention and graduation promotion
3. Reading and math performance
4. Discipline information: students with disabilities vs. non-disabled, by grade levels, trends, disability categories and multi-categories (disability, economically disadvantaged and racial minority, for instance)
5. Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)
6. Summary and trend analysis of Special Education Profile data
7. Dispute Resolution issues
8. Perception surveys from administration, teachers, parents and students
9. Internal monitoring process
10. Use of and access to technology
11. Inclusive leadership
12. Disproportionality
13. Restraint and seclusion
14. District-wide interventions and student supports

## Special Education Policies and Procedures

The educational agency will review its policies and procedures (including admissions criteria and practices for CTCs, DD schools and ESC classrooms; and sponsor agreement for community schools). Consider any previous findings from other offices and sections of the Department.

## Perception Surveys

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

### Additional Parent Input Opportunities (Optional)

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

## Review of Student Documents

As part of the internal monitoring team process, the educational agency will review and monitor IEP and ETR compliance through a systematic in-house monitoring process developed with assistance from the SST and the Department. A sample number of special education records will be selected for periodic review, based on current Special Education Profile Indicators and other related educational agency data. The educational agency will be responsible to correct any noncompliance findings within a reasonable time. The internal monitoring process should be ongoing and formalized in the educational agency's One Plan.

The educational agency will review ETRs and corresponding IEPs spanning at least two consecutive years. Review emphasis should be placed on IEP Progress Reports to evaluate the implementation of goals, objectives and specially designed instruction to meet individual needs of the child in the least restrictive environment. The educational agency will use the [Department's Record Review Tool](#) located on the Department's website to document and summarize the findings.

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

## Develop and Implement Special Education Priority Goals

The educational agency will complete the [Self-Review Summary Report](#) to identify special education priority areas. The educational agency will then develop One Plan action steps, improvement activities and professional development for the identified priority areas. The SST and Department staff will assist the educational agency in coordinating the self-review findings with other educational agency plans, where appropriate.

The educational agency and SST, with the Department's support, will produce a periodic [Progress Review Report](#) related to the educational agency's One Plan. The educational agency will provide the Department with documentation and evidence of implementation of the improvement activities (including internal monitoring review results). If at any point progress is impeded, the Department and SST staff will work with the educational agency regarding revision of the One Plan. Lack of adequate progress may result in additional directed activities by the Department.

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

### Plan for Continuous Improvement

Prior to the closure of the monitoring review process, the Department and SST consultants will review the results of the implementation of the One Plan and assist the educational agency in developing continuous improvement strategies.

# Appendix 1: Required Documents for Review

## Documents Required for Review

- Current Evaluation Team Reports (ETRs), including the planning form
- Current and previous Individualized Education Programs (IEPs)
- IEP Progress Reports from current and previous IEPs
- 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
- All staff members' names, email addresses, buildings, positions and titles
- Board-adopted special education policies and procedures

### **Instructions for Uploading Documents**

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

Please submit each student's records in a separate file and use a document name that describes the document using the student's name and the document title (for example, "John Doe IETR," "John Doe IEP"). Please include any related documents with the ETR and IEP (prior written notices, parent invitations, consent forms, progress reports).

Documents that do not contain personally identifiable information may be emailed directly to the Department contact.

## Additional Documents Requested

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

1. Verification that the workload/caseload ratios for special education service providers meet the requirements in the Operating Standards 3301-51-09 (I)
2. Restraint and seclusion policy and current restraint and seclusion data
3. Communication plan with other associated educational agencies (CTCs, DD schools, ESCs 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



# Appendix 2: Record Review Comment Form

The Internal Monitoring Team will use the following Record Review Comment Form to document the review of individual records. The Record Review Guide in the next section of this document outlines the record review questions in detail showing what is needed to be considered compliant. Document each item reviewed in the Compliant column as “Yes” for compliant, “No” for noncompliant or “NA” for not applicable. If the item is found noncompliant, add why it was found noncompliant in the Comments/Notes column. The form is then used when the record is corrected and submitted for final review using the Corrected column indicating “Yes” if it was corrected or “No” if it still is noncompliant and comments added to indicate what is still noncompliant.

### Record Review Comment Form

Record #            Student Name:            Disability:            DOB:            Grade:  
 Reevaluation     Initial Evaluation    ETR Date:            IEP Date:  
 Reviewer's Initials:            Date Reviewed:            Date Corrected:

RR #	Item Reviewed	Compliant	Corrected	Comments/Notes
CF-1	Part C to B			
CF-2	ETR-Interventions provided			
CF-3	Parents afforded opportunity to participate			
CF-4	Informed parental consent for testing			
CF-5	ETR addresses all areas related to disability			
CF-6	ETR clearly states summary of assessment results			
CF-7	ETR contains clear description of educational needs			
CF-8	ETR contains specific implications for instruction			
CF-9	Qualified group of professionals determine eligibility			
CF-10	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 specially designed instruction/ related services			

RR #	Item Reviewed	Compliant	Corrected	Comments/Notes
DS-7	SDI/Related Services Location			
DS-8	SDI/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			
<b>Additional Comments</b>				

Record #      Student Name:

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

## Child Find

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

## Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-3	<b>300.501(b)</b> [Parent participation in meetings] <b>300.9</b> [Consent]	Were the parents/guardians provided the opportunity to be involved in the ETR planning meeting to establish informed parental consent?	YES	There is evidence of <b>parental involvement</b> ; <b>OR</b> Evidence the parent <b>was provided the opportunity</b> to participate in the ETR planning meeting. This also applies to in-state transfer-in ETRs adopted by the educational agency.  Note: A new evaluation for a child who transfers into Ohio from another state is considered to be an initial evaluation in Ohio.	<ul style="list-style-type: none"> <li>Evaluation Planning Form</li> <li>PR-01 Prior Written Notice</li> <li>PR-02 Parent Invitation</li> <li>PR-04 Referral Form</li> <li>Other Documentation: Phone logs, parent contact logs, e-mails, conference calls</li> <li>Documentation of educational agency and parent agreement (must be verified by consultant for compliance)</li> <li>If transfer ETR, adopting educational agency documentation of parent involvement in the ETR planning</li> </ul>
			NO	No evidence of parental involvement; <b>OR</b> No evidence the parent was provided the opportunity to participate in the ETR planning meeting.	
			NA	The parent and the educational agency agreed that a reevaluation was unnecessary.	
CF-4	<b>300.300</b> [Parental Consent] <b>300.9</b> [Consent]	Was <b>written, informed</b> parental consent obtained prior to an evaluation?	YES	Signed PR-05 Parent Consent for Evaluation; <b>OR</b> Evidence that the district made reasonable efforts to obtain consent for evaluation and the child's parent failed to respond.	<ul style="list-style-type: none"> <li>PR-05 Parent Consent for Evaluation</li> <li>PR-01 Prior Written Notice</li> <li>OP-9 Attempts to Obtain Parent Participation</li> </ul>
			NO	No evidence of PR-05; <b>OR</b> PR-05 is signed prior to the planning form date; <b>OR</b> The evaluation report addressed other areas <b>NOT</b> noted on the planning form; <b>OR</b> An individual evaluator's assessment was completed prior to the date of consent; <b>OR</b> 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-5	<b>300.304(c)(4)</b> [Other evaluation procedures]; <b>300.307-311</b> [Additional Procedures for Identifying Children with Specific Learning Disabilities]	Is there evidence that the evaluation addresses all areas related to the suspected disability including: <ul style="list-style-type: none"> <li>• Health</li> <li>• Vision and hearing</li> <li>• Social and emotional status</li> <li>• General intelligence</li> <li>• Academic performance</li> <li>• Communicative status</li> <li>• Motor abilities</li> </ul> <p style="color: blue; font-weight: bold;">Note: Anything listed on the planning form for inclusion in the evaluation must be reported in Part 1 (Individual Evaluator's Assessment).</p>	YES	There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form, including, if appropriate: <ul style="list-style-type: none"> <li>• Health</li> <li>• Vision and hearing</li> <li>• Social and emotional status</li> <li>• General intelligence</li> <li>• Academic performance</li> <li>• Communicative status</li> <li>• Motor abilities</li> </ul> There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Deafness or Hearing Impairment and preschool-age children. <p>Multiple sources of information are required to determine eligibility. <b>For preschool</b>, these sources include, but are not limited to, information from Part C when children transition from early intervention, structured observations in more than one setting and in multiple activities, information provided by the parent or caregiver <u>and</u> criteria and norm-referenced evaluations. All developmental areas, not just those related to the disability, must be assessed with at least one source of information.</p>	<ul style="list-style-type: none"> <li>• Evaluation Planning Form</li> <li>• PR-04 Referral Form</li> <li>• PR-01 Prior Written Notice</li> <li>• Preschool evaluation form</li> <li>• OP-4 Agreement to Waive Reevaluation</li> </ul>
			NO	The evaluation report did not address all areas related to the suspected disability; <b>OR</b> The evaluation report did not address all areas noted on the planning form in a Part 1; <b>OR</b> There is no Planning Form (unless tested for everything).	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	

## Child Find

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

## Child Find

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

## Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-9	<b>300.306(a)(1)</b> [Determination of eligibility] <b>300.303(a)</b> [Reevaluations]	Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?  <span style="color: blue;">Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team.</span>	YES	<u><b>Initial Evaluations</b></u> A group of qualified professionals determines eligibility: <ol style="list-style-type: none"> <li>1. Parent</li> <li>2. A group of qualified professionals that includes:                             <ul style="list-style-type: none"> <li>• The child’s general education teacher;</li> <li>• Person qualified to conduct individual assessments and interpret the results of those assessments such as a School Psychologist; and</li> <li>• Educational agency representative.</li> </ul> </li> <li>3. Additional group members for determining a specific learning disability (SLD) would include:                             <ul style="list-style-type: none"> <li>• The child’s general education teacher; or</li> <li>• 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</li> <li>• 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</li> <li>• At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher.</li> </ul> </li> <li>4. When appropriate, the child.</li> </ol> <u><b>Initial Evaluations for Preschool</b></u> For Initial Evaluations the group includes: <ol style="list-style-type: none"> <li>1. Parent</li> <li>2. At least 2 representatives of the school district who collectively meet the following requirements:                             <ul style="list-style-type: none"> <li>• Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the child;</li> <li>• Qualified to provide or supervise the provision of instruction in the preschool general education curriculum;</li> <li>• Authorized to make decisions about the use of school district resources for special education and related services; and</li> <li>• Qualified to interpret the instructional implications of evaluation results.</li> </ul> </li> <li>3. Additional group members for determining a specific learning disability (SLD) would include:                             <ul style="list-style-type: none"> <li>• 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</li> <li>• For a child of less than school age, an individual qualified by the State Educational Agency to teach a child of his or her age; and</li> <li>• At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist and/or speech-language pathologist.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• PR-06 ETR – Section 1 Individual Evaluator’s Assessment and Section 5 Signatures</li> <li>• PR-01 Prior Written Notice to parents</li> <li>• PR-02 Parent Invitation</li> <li>• Documentation of educational agency and parent agreement (must be verified by consultant for compliance)</li> <li>• OP-9 Attempts to Obtain Parent Participation</li> </ul>

## Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-9 (Con't.)	<b>300.306(a)(1)</b> [Determination of eligibility] <b>300.303(a)</b> [Reevaluations]	Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?  <b>Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team.</b>	YES	<p><b>Reevaluations</b></p> <p>A group of qualified professionals determines eligibility. IEP Team Members:</p> <ol style="list-style-type: none"> <li>1. Parent</li> <li>2. General education teacher</li> <li>3. Special education provider</li> <li>4. Educational agency representative</li> <li>5. An individual who can interpret the instructional implications of evaluation results</li> <li>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</li> <li>7. Whenever appropriate, the child with a disability</li> </ol> <p><b>For Preschool Reevaluations:</b> The IEP team is the Qualified Team, which includes:</p> <ol style="list-style-type: none"> <li>1. Parent</li> <li>2. General education teacher</li> <li>3. Special education provider</li> <li>4. At least 2 representatives of the school district who collectively meet the following requirements:                             <ul style="list-style-type: none"> <li>• Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the child;</li> <li>• Qualified to provide or supervise the provision of instruction in the preschool general education curriculum;</li> <li>• Authorized to make decisions about the use of school district resources for special education and related services; and</li> <li>• Qualified to interpret the instructional implications of evaluation results.</li> </ul> </li> <li>5. At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate. If related services are provided to the child or are indicated in the ETR, the related service personnel should be part of the ETR team.</li> </ol>	<ul style="list-style-type: none"> <li>• PR-06 ETR – Section 1 Individual Evaluator’s Assessment and Section 5 Signatures</li> <li>• PR-01 Prior Written Notice to Parents</li> <li>• PR-02 Parent Invitation</li> <li>• Documentation of educational agency and parent agreement (must be verified by consultant for compliance)</li> </ul>
			NO	Eligibility was not determined by a group of qualified professionals.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	

## Child Find

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-10	<b>3301-51-01 (B)(10)</b> [Definitions] <b>3301-51-06</b> (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 <b>AND</b> The justification statement includes how the disability affects the child's progress in the general education curriculum.	<ul style="list-style-type: none"> <li>PR-06 ETR – Part 4</li> </ul>
			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; <b>OR</b> The justification statement does not include how the disability affects the child's progress in the general education curriculum; <b>OR</b> 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	<b>SPP Indicator 13 300.320 (b)</b> [Transition Services] <b>3301-51-07(H) (2)</b> [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 federal elements outlined on the National Technical Assistance Center on Transition (NTACT) Indicator 13 Checklist.	<ul style="list-style-type: none"> <li>PR-07 IEP – Sections 4 and 5</li> </ul>
			NO	Transition plan in the IEP is noncompliant with one or more of the 8 required federal elements outlined on the checklist.	
			NA	The child is not 14 or older 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	<b>300.320(a)(1)</b> [Definition of individualized education program]	Does the IEP include Present Levels of Academic Achievement and Functional Performance that address the needs of the student?	YES	<p>Present Levels of Performance must include the following information as it relates to each goal:</p> <ul style="list-style-type: none"> <li>• Summary of current daily academic/behavior and/or functional performance compared to expected <b>grade-level</b> 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;</li> <li>• Baseline data provided for developing a measurable goal (for example, ETR results, if current, formative academic assessments, curriculum-based measurements, transition assessments or functional behavior assessments);</li> <li>• Current performance measurement <b>directly</b> relates to the goal measurement.</li> </ul>	<ul style="list-style-type: none"> <li>• PR-07 IEP – Section 6 (Present Level of Academic Achievement and Functional Performance)</li> </ul>
			NO	<p>Present levels of performance <b>do not</b> provide a detailed and targeted summary of current daily academic/behavior and /or functional performance <b>related</b> to the development of measurable goals; <b>OR</b> there is no comparison to grade-level or age-appropriate performance expectations.</p>	



## Delivery of Service

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

## Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-5	<b>300.320(a)(2)(i)</b> [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; <b>OR</b> There is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize certain needs above others; <b>OR</b> There is a statement that the IEP team has determined there is no longer a need for a specific goal.  <b>Functional</b> means nonacademic, as in “routine activities of everyday living.”	<ul style="list-style-type: none"> <li>PR-07 IEP – Section 6</li> </ul>
			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.	
DS-6	<b>300.320(a)(4)</b> [Definition of individualized education program]  <b>3301-51-01 (B) (54)</b> [Definition of Related Services]  <b>3301-51-01(B) (60) (b) (iii)</b> [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 <b>AND</b> describes the nature of the instruction that aligns with the needs of the child <b>AND</b> supports achievement of annual goals. The SDI describes skills and methods used for instruction specific to the goal; <b>OR</b> The child is receiving related services that the IEP team has determined is specially designed instruction.	<ul style="list-style-type: none"> <li>PR-07 IEP – Section 7 Description(s) of Specially Designed Services</li> </ul>
			NO	The IEP does not specifically identify the provision of specially designed instruction, including related services, <b>AND/OR</b> does not describe the nature of the instruction that aligns with the needs of the child <b>AND/OR</b> does not support achievement of annual goals.	

## Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-7	<b>300.320(a)(7)</b> [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"> <li>PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Location of Services)</li> </ul>
			NO	The IEP does <b>NOT</b> specify where specially designed instruction and/or related services will be provided; <b>OR</b> Each location is not separated to show the specially designed instruction and/or related services for each location.	
DS-8	<b>300.320(a)(7)</b> [Definition of individualized education program]	Does the statement of specially designed instruction, including related services, indicate the amount of time and frequency?	YES	The statement of specially designed instruction and/or related services specifically identifies the amount of time and frequency of services the child will receive <b>AND</b> it is clear and understandable to parents.	<ul style="list-style-type: none"> <li>PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Amount of Time and Frequency)</li> </ul>
			NO	The specially designed instruction statement does not specify the amount of time and frequency of services received; <b>OR</b> More than one goal or provider is specified in the amount of time; <b>OR</b> Amounts of time and frequency are not clear and understandable to parents regarding when services are being provided.	

## 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-9	<b>300.324(a)(2)(v)</b> [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. For clarity, the statement should include how the device or the service meets the needs of the child.</p> <p><b>300.5 Assistive Technology Device:</b> 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><b>300.6 Assistive Technology Service:</b> 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"> <li>• PR-07 IEP – Section 2 Special Instructional Factors</li> <li>• PR-07 IEP – Section 7 Description(s) of Specially Designed Services-Assistive Technology or Accommodations</li> </ul>
			NO	Assistive technology and/or services were identified in the ETR but not included on the IEP; <b>OR</b> Assistive technology is listed as needed, at the discretion of the teacher, as requested; <b>OR</b> Assistive technology is generic and not specific to individual needs.	
			NA	Based on the needs of the child, assistive technology and/or services were not identified at this time.	

## Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-10	<b>300.320(a)(6)(i)</b> [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 describes accommodations provided to the child and explains the conditions for and the extent of each accommodation. <b>Accommodations</b> 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"> <li>PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Accommodations</li> </ul>
			NO	Accommodations are noted in the Profile or Present Levels of Performance or in the ETR only and not listed in Section 7; <b>OR</b> Accommodations were identified by the IEP team but not included on the IEP; <b>OR</b> Accommodations are listed as needed, at the discretion of the teacher, as requested; <b>OR</b> The conditions and/or extent of each accommodation were not explained.	
			NA	Based on the needs of the child, accommodations were not identified at this time.	
DS-11	<b>300.320(a)(4)</b> [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. <b>Modifications</b> 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"> <li>PR-07 IEP, Section 7</li> <li>Description(s) of Specially Designed Services-Modifications</li> <li>Profile or Present Levels of Performance</li> </ul>
			NO	The IEP does not describe the type of modification and the extent of the modification provided to the child; <b>OR</b> 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?  <b>Note: For preschool, provide the amount of time and frequency in the description for each support.</b>	YES	The IEP describes support(s) to school personnel who may need assistance in implementing the child's IEP. The section describes what support adult staff are receiving from other adult staff.  For each support, the team must list the school personnel to receive the support, the specific support that will be provided and who will provide the support.	<ul style="list-style-type: none"> <li>PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Support for School Personnel</li> </ul>
			NO	Supports for school personnel were identified by the IEP team but were not included on the IEP, or are listed “as needed,” “at the discretion of the teacher;” <b>OR</b> Section 7 of the IEP did not specify what the support is or who would provide the support; <b>OR</b> The section described student services and not what support adult staff are receiving from other adult staff.  For preschool: Section 7 of the IEP did not provide the amount of time and frequency.	
			NA	Supports for school personnel were not identified at this time.	
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 <b>AND</b> Evidence was provided that the IEP team used the required Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Decision-Making Tool documenting evidence of significant cognitive disability.	<ul style="list-style-type: none"> <li>PR-07 IEP – Section 12: Justification statement for AASCD</li> </ul>
			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; <b>OR</b> There is no evidence of significant cognitive disability documented in the AASCD Decision-Making Tool; <b>OR</b> 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? <b>This refers to progress reporting data used to inform instruction.</b>	YES	There is instructional data collected for each measurable annual goal <b>AND</b> there is evidence that the progress data reported aligns to measurement(s) used in the annual goal statement.	<ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• Progress toward last year's goals</li> <li>• Concerns of parents</li> <li>• Input from related service providers</li> <li>• Use of objective/measurable terms in present levels of performance and goals/objectives</li> </ul>
			NO	There is no evidence of data collection on each annual goal, progress reports/analysis; <b>OR</b> There is no evidence that the progress data for each annual goal was reported; <b>OR</b> Progress reported does not align to measurement(s) used in the annual goal statement.	
DS-15	300.324(b) [Review and revision of IEPs]]	<b>During this school year</b> , 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"> <li>• 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.</li> <li>• Documentation verifies that interventions have been implemented with fidelity (training, observations) prior to request for change.</li> <li>• 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.</li> <li>• Data analysis indicating the necessary instructional adjustment(s).</li> <li>• Parental participation to adjust instructional strategies actively pursued.</li> <li>• The IEP amendment.</li> </ul>
			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; <b>OR</b> 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	<b>300.321 (1)-(7)</b> [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"> <li>• Parent</li> <li>• General education teacher</li> <li>• Special education teacher</li> <li>• Educational agency representative (authorized to allocate funds)</li> <li>• Person qualified to interpret instructional implications participated in the meeting and signed the IEP</li> </ul> <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"> <li>• PR-02 Parent Invitation</li> <li>• PR-01 Prior Written Notice</li> <li>• Signed excusal by parent and written information from the excused IEP team member</li> </ul>
			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	<b>300.320(a)(5)</b> [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 <b>justification</b> for why the child was removed from the general education classroom, <b>AND</b></p> <ul style="list-style-type: none"> <li>• It is based on the individual needs of the child, not the child’s disability, and aligns with SDI or related services location;</li> <li>• It reflects that the team has given adequate consideration to meeting the student’s needs in the general classroom with supplementary aids and services;</li> <li>• There is documentation that the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily;</li> <li>• It describes potential harmful effects to the child or others, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• PR-07 IEP - Section 11 (LRE)</li> <li>• PR-07 – Section 3 (Profile)</li> <li>• PR-07 – Section 6</li> <li>• Present levels of academic achievement and functional performance</li> </ul>
			NO	<p>A rationale is not given; <b>OR</b> the rationale given:</p> <ul style="list-style-type: none"> <li>• Is <b>NOT</b> based on the student’s individual needs or does not align with SDI or related service location;</li> <li>• Does <b>NOT</b> reflect consideration for provision of supplementary aids and services in the general education classroom;</li> <li>• Does <b>NOT</b> describe potential harmful effects to the child or others, if applicable.</li> </ul>	
			NA	The student receives all special education services with nondisabled peers.	

# Appendix 4: Indicator 13 Checklist Questions

## Indicator 13 Checklist Questions

### Postsecondary Goals

For guidance, resources and best practices for transition planning, visit the [Secondary Transition Planning](#) page of the Ohio Department of Education 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: IEP Verification Checklist

## IEP Verification Checklist

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

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

### ITEMS TO OBSERVE

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

# Appendix 6: Corrective Action Plan Instructions

## Corrective Action Plan (CAP) Development Instructions

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

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

### Area of Improvement or Correction:

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

- a. Writing, 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 any other areas that are addressed with a corrective action step that would be in addition to the areas described above, including efforts to include students, parents and families.

### Summary (Baseline Data):

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

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

### Goal:

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

### Activity and Implementation Steps:

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

Indicate only one activity per box. If there is more than one activity for the goal, 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 that this activity was completed.

**Evidence of Improvement (Impact):**

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

**Timeline for Completion of Activity:**

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

**Resources:**

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

**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 contact for approval. In order for the Department to use the interactive form to sign and also document completion of activities, please do **NOT** send a scanned copy of the document.

**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 7: Self-Review Summary Report

## Instructions for Completing the Self-Review Summary Report

The educational agency's cross-functional team, with SST assistance, will:

1. Review and analyze current data for each area below using the [Data Analysis Guiding Questions](#) to determine specific areas of concern and need for improvement.
  - A. Graduation and Dropout analysis
  - B. Student performance in reading, including gap analysis
  - C. Student performance in math, including gap analysis
  - D. Discipline analysis of manifestation determination timelines, including functional behavior assessments and behavior intervention plans
  - E. Analysis of Alternate Assessment data
  - F. Issues raised in the Special Education Profile and Special Education Ratings
  - G. Analysis of Dispute Resolution findings
  - H. Perception Survey results (administrators, staff, parents, students)
  - I. Internal Monitoring process
  - J. Access to and use of technology
  - K. Inclusive leadership
  - L. Disproportionality in discipline, identification and/or placement
  - M. Restraint and Seclusion
  - N. Analysis of additional data, as appropriate:
    1. School climate
    2. Parent and stakeholder satisfaction
    3. Adult learning and professional development
    4. Issues raised in the Ohio School Report Card
    5. Current CCIP priorities and action steps
    6. Other key performance indicators for staff and students
2. Develop a hypothesis for the root cause for each area of concern.
3. Examine all the areas of concern identified as needing improvement and priority rank the areas to determine what will be addressed in the educational agency's One Plan.
4. Develop and identify goals, strategies and action steps for each area of concern and incorporate them into the educational agency's One Plan. The goals, strategies and action steps should be developed in connection with the educational agency's existing One Plan and One Needs Assessment process.

The template for the Self-Review Summary Report can be found on the [Department's website](#).

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

## Self-Review Summary Report

Educational Agency:

IRN:

Date Submitted to the Department:

The educational agency's cross-functional team will review and discuss the [Data Analysis Guiding Questions](#), and determine specific areas of concern. For each area of concern, the team will determine the root cause and identify goals and action steps for the One Plan. Note: Internal Monitoring must be included as one of the priority areas. The priority areas identified will be included in the educational agency's One Plan.

### Overarching Questions

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

<u>Priority Area:</u>			
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern	
Goal	Action Steps	Timeline	

Click to add priority areas

<u>Priority Area:</u>			
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern	
Goal	Action Steps	Timeline	

Click to add priority areas

# Appendix 8: Data Analysis Guiding Questions

## Data Analysis Guiding Questions

### Graduation/Dropout

1. What is the dropout rate? By disability? By race/ethnicity?
2. What is the graduation rate? By disability? By race/ethnicity?
3. Which category(ies) of students are not graduating? Why?
4. Which students are graduating? Why?
5. Evaluate characteristics of those students, for example, demographics, attendance, discipline, academic performance.
6. Analyze factors impacting students' dropout decisions.
7. What programs and services are available for students at risk of dropping out? How are students targeted to participate?
8. Analyze trends/issues contributing to low graduation rates.
9. What does the educational agency's special education profile report show in relation to this area?

### Reading Performance

1. What percentage of students falls into the "Does Not Meet" category?
2. Do any subgroups of students perform significantly below (10 points or more) compared to other subgroups of students?
3. Do the current results show significant improvement or gain from the previous year's results?
4. Do the current results show significant improvement or gain over a period of years?
5. How are similar schools performing?
6. How is progress tracked for students? What do current progress data demonstrate?
7. How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated?
8. How many students are not on track for the Third Grade Reading Guarantee? For those not on track, what subgroups are involved?
9. What does the educational agency's special education profile report show in relation to this area?

### Math Performance

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

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

8. What does 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, 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?
9. How often are Functional Behavioral Assessments and Behavior Improvement Plans revisited or adjusted?
10. Of the number of students with disabilities who have been disciplined, how many students had behavior goals in their IEP prior to the discipline? How many students had IEPs amended to include behavior goals?
11. What does the educational agency's special education profile report show in relation to this area?

### Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

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 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 on the student's IEP?
9. What kind of professional development or formal training does the district 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?
11. What does the educational agency's special education profile report show in relation to this area?

### Special Education Profile

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

### Dispute Resolution

1. What procedures, policies and practices does the district have in place for disputes?
2. What is the average number of parent complaints and what is the nature of the complaints?
3. Are there any patterns in parent complaints (for example, lack of related services, lack of assistive technology)?

4. What methods are used to seek parent input and participation?
5. What types of support services are available to intervene and establish accountability for the educational agency, students and parents?

### Perception Surveys

1. Does the 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?

### Use and Access to Technology

1. Do all students have access to the technology and internet needed to meet all learning standards and IEP goals/accommodations?
2. Are all instructional staff trained in using the technology?
3. How does the educational agency address cyberbullying and internet safety?
4. How does the educational agency address any concerns with student and/or teacher access to technology?
5. How does the educational agency ensure parental access and training with technology if in a remote/blended learning environment?

### Inclusive Leadership

1. Has the educational agency established a 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. For example, members 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 about 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 for monitoring and evaluating instructional practices?
4. How does educational agency leadership build capacity through support and accountability?
5. How does educational agency leadership sustain an open and collaborative culture? Does leadership collaborate with internal and external stakeholders (including staff, parents, other outside entities, the Department, SST staff, other educational agencies)?

### Disproportionality

#### Placement

1. How does the team ensure that materials and procedures used to assess English Learners are evaluating the extent to which the student has a disability rather than evaluating English language skills?

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

#### Identification

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

#### **Restraint and Seclusion**

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

#### **District-Wide Interventions and Student Supports (such as Multi-Tiered System of Support, Response to Intervention)**

1. What is the educational agency's process to address the needs of all students across all learning environments?
2. Within this process, is there a system that identifies students in need of additional interventions?
3. What is the process for collecting intervention data?
4. What is the process for analyzing and reporting the intervention data for feedback?



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

### Least Restrictive Environment

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

### Behavior

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

### Administration

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

### Staffing

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

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

### Least Restrictive Environment

1. What is the continuum of alternative placements, and how are placement decisions made for students entering CTC programs and courses?
2. Where are students being provided services?
3. How are related services provided to full-time students in CTC programs?
4. How does the CTC ensure that the least restrictive environment is provided when a child is newly identified as a child with a disability?
5. How does the CTC ensure that the IEP is implemented as written, including the provision of all special education instruction, supports and services?
6. How does the CTC partner with community and county resources and agencies to provide improved opportunities and outcomes for students with disabilities?
7. How does the current Perkins Plan address the needs of students with disabilities in the career-tech setting?

### Behavior

1. Does the CTC collect behavior data for students with disabilities? If so, how are these data shared with associate districts, and how are they used for analyses and improvement?
2. How are CTC personnel involved in Manifestation Determinations?
3. How many children have had a Functional Behavior Assessment (FBA) completed?
4. How many children have a Behavior Intervention Plan (BIP), and how is the BIP implemented and monitored?

### Administration

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

### Staffing

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

# Appendix 9: Perception Surveys

### Administrator Survey

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

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

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

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

Additional Comments:

### Parent Survey

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

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

Child’s Age

Grade Level

Agree Disagree Don’t Know NA

Child’s Age	Grade Level	Agree	Disagree	Don’t Know	NA
1	When my child has learning and/or behavior problems, the school quickly involves me in making a plan to help and follows through with the plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I am involved in the planning of my child’s evaluation and I am included in a discussion of tests to be given to assess my child’s needs for special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	During the IEP meeting, we review my child’s needs, state test results and current classroom progress to determine what my child needs next to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Reading my child’s IEP, I understand what special education services my child is receiving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The school works with me to help my child make a smooth transition from one grade to the next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The school keeps me informed about my child’s progress on IEP goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	When my child has behavioral issues, the school looks for positive ways for my child to be successful in his or her classroom. (Respond N/A if your child is not having behavior issues at school).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Before my child’s third birthday, a meeting was held to discuss various service and program options for my child. (Respond N/A if your child did not receive special education services before age three.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	When my child moved from the Early Intervention program (such as Help Me Grow) at age three, other special education services were available right away. (Respond N/A if your child did not receive special education services before age three.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The IEP team developed an effective plan for my child’s future after high school and I and/or my child had input on strengths, needs and preferences. (Respond N/A if your child is younger than 14 years old).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I am invited to my child’s IEP and evaluation or reevaluation meetings in a timely manner so I can participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	My child has received all services as described in the IEP, or when services were not provided, I was included in a plan to address the issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Overall, the special education services meet my child’s needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

### Teacher Survey

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

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

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

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

**Additional Comments:**

**Student Survey (Optional)**

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

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

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

**Additional Comments:**

# Appendix 10: Sample Project Map



# SAMPLE

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

Add additional activities as needed.

Activity	Aug/Sept 2022	October	November	December	January	February	March	April	May/June 2023
Priority 1 Meetings Scheduled (Dates, Times)									
SST Technical Assistance/PD Scheduled									
Priority 2 Meetings Scheduled (Dates, Times)									
SST Technical Assistance/PD Scheduled									
Priority 3 Meetings Scheduled (Dates, Times)									
SST Technical Assistance/PD Scheduled									

# Appendix 11: Progress Review Report

## Progress Review Report

This report should be developed in collaboration with the educational agency cross-functional team, the SST and the Department. It should include any and all relevant information and documentation related to the status of the educational agency's One Plan special education priorities.

Please submit by email any documentation of evidence for implementation and monitoring of One Plan Goals and Action Steps.

**District:**

**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.

**Goal (including #):**

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

**Goal (including #):**

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

Click + to add additional goals

# Appendix 12: Definitions

## Definitions

The following are definitions of terms encountered during review activities:

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

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

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

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

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

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

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

**Educational Agency** – Article II of ORC 3301 defines a “local education agency” as “a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through twelfth grade public educational institutions.” School districts, school districts of service, open enrollment school districts, community schools, the Ohio Department of Youth Services, joint vocational school districts, juvenile justice facilities, educational service centers, county boards of developmental disabilities and any department; division; bureau; office; institution; board; commission; committee; authority; or other state or local agency, other than a school district or an agency administered by the Department of Developmental Disabilities, that provides or seeks to provide special education or related services to children with disabilities, unless Chapter 3323 of the Revised Code, or a rule adopted by the state board of education specifies that another school district, other educational agency, or other agency, department, or entity is responsible for ensuring compliance with Part B of the IDEA are considered educational agencies.

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

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

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

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

**Formative Assessment** – When incorporated into classroom practice, formative assessments provide information that teachers can use to assess student understanding of grade-level content standards while instruction is occurring. This type of assessment provides information that allows the teacher to adjust instruction at a time when adjustments can enhance student learning. It also informs the student about his or her progress in mastering grade-level content standards. A formative assessment does not replace 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 – The** Individuals with Disabilities Education Act of 2004 (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million (as of school year 2018-19) eligible infants, toddlers, children, and youth with disabilities.

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

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

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

**One Plan** – The Department is piloting a three-year planning cycle and using a prototype single needs assessment (One Plan) tool for a three-year period starting in January 2020. The One Needs Assessment is designed to allow districts (including community schools) and schools to identify all their needs in a single location to drive effective planning and funding applications. Educational agencies and schools in differentiated accountability status who previously have used the Decision Framework are encouraged to use the tool.

**Parent** – Under Family Education Records Privacy Act of 1974 (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. See 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. See 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 educational agency and classroom assessments, such as end-of-unit or semester exams. The results of summative assessments can be used as part of the educational agency and state accountability measures, as in the case of standardized statewide assessments. They also can be used in the grading process, as in the case of educational agency and classroom developed assessments.

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

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

#### **Resource Links:**

[Special Education Profile](#)

[Educational Agency Determinations](#)

[Value Added Resources](#)

[The Department Data Tools](#)

[Required and Optional Special Education Forms](#)

[Universal Support Materials](#)