

### Delivery of Service

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-1	SPP Indicator 13 300.320 (b) 3301-51-07(H) (2)	Does the transition plan in the current IEP meet all 8 required elements for IDEA?	YES	The transition planning elements of the IEP are compliant with criteria established on the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist.	IEP (PR-07) Sections 4 & 5
			NO	Transition planning on the IEP is noncompliant with one or more of the 8 required federal elements outlined on the checklist.	
			NA	The child is not 14 or above, or the IEP reported in EMIS is the current IEP.	

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DS-2	300.320(a)(1)	Does the IEP include Present Levels of Academic Achievement and Functional Performance (PLOP) that address the needs of the student?	YES	PLOP must include the following information as it relates to each goal: <ul style="list-style-type: none"> <li>Summary of current daily academic/behavior and/or functional performance (strengths and needs) in comparison to nondisabled peers;</li> <li>Baseline data provided for developing a measurable goal. (E.g. ETR results, if current; formative, curriculum-based, ecological, transition, functional behavior assessments.)</li> </ul>	*PR-07 IEP Section 6 (Present Level of Academic Achievement and Functional Performance)
			NO	Present levels of performance do not provide detailed and targeted summary of current daily academic/behavior and /or functional performance related to the development of measurable goals.	
DS-3	300.320 (a)(2)(i)	Do annual goals address the child's academic area(s) of need?	YES	There is alignment between the academic needs identified in the ETR and the annual goals <u>or</u> evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize addressing the needs.	*PR-07 IEP Section 6
			NO	Annual goals fail to address the child's academic needs identified in the IEP.	
			NA	Academic needs were not identified at this time.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-4	300.320(a)(2)(i)	Do annual goals address the child's functional area(s) of need?	YES	<p>There is alignment between the functional needs identified in the ETR and the annual goals. <b>Or</b> evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize addressing the needs.</p> <p><b>Functional means</b> nonacademic, as in "routine activities of everyday living."</p> <p><i>"It is not necessary to include a definition of "functional" in these regulations because we believe it is a term that is generally understood to refer to skills or activities that are not considered academic or related to a child's academic achievement. "Functional" is often used in the context of routine activities of everyday living." (Commentary in the Federal Register, page 46661)</i></p>	*PR-07 IEP Section 6
			NO	The annual goals fail to reasonably address functional area(s) of need identified in the IEP.	
			NA	Functional needs were not identified at this time.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-5	300.320(a)(2)(i)	Are annual goals stated in measurable terms?	YES	<p>Measurable annual goals are statements in measurable terms that describe what can be taught to that 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 and the number of times the child must demonstrate the skill or behavior.</li> </ul> <p>There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.</p> <p>The goal must be measurable on its own.</p>	*PR-07 IEP Section 6 (Measurable Annual Goals)
			NO	<p>The annual goals do not describe what can be taught to the child using specially designed instruction, and <b>do not contain the above.</b></p>	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-6	300.320(a)(3) 3301-51-07(L)	Was progress reporting data collected and analyzed to monitor performance on each goal? <i>This refers to progress reporting data used to inform instruction.</i>	YES	Instructional data collected for each measurable annual goal; evidence of data analyzed to inform future instruction	<ul style="list-style-type: none"> <li>• Progress Reports;</li> <li>• Progress toward last year's goals;</li> <li>• Concerns of parents;</li> <li>• Student's desired school/post-school outcome goals;</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	No evidence of data collection, progress reports/analysis.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-7	300.320(a)(4)	Does the IEP contain a statement of specially designed instruction that addresses the needs of the child and supports annual goals?	YES	<p>The IEP specifically identifies the provision of specially designed instruction <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.</p> <p><u>Definition 300.39 (b)(3)</u> Specially designed instruction means adapting, as appropriate to the needs of a child under the <i>content, methodology, or delivery of instruction</i>;</p> <p><b>or</b></p> <p>The child is receiving related services that the IEP team has determined is specially designed instruction; i.e., only related services listed on the IEP.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Direct instruction (with a multisensory approach) in basic reading skills, to include phonics, vocabulary, analysis of the structure of words.</li> <li>• Instruction in the area of math multi-step problem solving to include modeling, corrective feedback, repeated practice.</li> <li>• Instruction in organization skills to include use of daily checklist and academic subject organizers.</li> <li>•</li> </ul>	*PR-07 IEP Section 7 Description(s) of Specially Designed Services
			NO	<p>The IEP does not specifically identify the provision of specially designed instruction <b>and</b> does not describe the nature of the instruction that aligns with the needs of the child <b>and</b> support achievement of annual goals.</p>	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-8	300.324(b)	Do subsequent IEPs contain measurable annual goals and services/placement consistent with progress made?	YES	From year to year, the IEP increased in complexity and moved towards more inclusive environments relative to the student's progress and demands of the general education curriculum and activities; or the IEP decreased in complexity as a result of adjustments made to reflect the student's current needs and capabilities.	Previous year/current year data documentation <ul style="list-style-type: none"> <li>• IEP data binder</li> <li>• Student work portfolio</li> <li>• Documentation records</li> <li>• Progress Reports</li> <li>• IEP Data Sampling</li> </ul> Progress toward last year's goals
			NO	There is no evidence of change from previous IEP.	
			NA	Initial IEP	
DS-9	300.320(a)(7)	Does the statement of specially designed instruction indicate the location where it will be provided?	YES	The IEP specifically identifies the location of services. If more than one location, each location must show the specially designed instruction that will be provided in that location.	*PR-07 IEP Section 7 Description(s) of Specially Designed Services (Location of Services)
			NO	The IEP does NOT specify where specially designed instruction will be provided.	
DS-10	300.320(a)(7)	Does the statement of specially designed instruction indicate amount of time and frequency?	YES	The statement of specially designed instruction specifically identifies the amount of time and frequency of services the child will receive. And is clear and understandable to parent.	*PR-07 IEP Section 7 Description(s) of Specially Designed Services (Amount of Time and Frequency)
			NO	The specially designed instruction statement does not specify the amount of time and frequency of services received. More than one goal is lumped in the amount of time.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-11	300.320(a)(4)	Does the IEP identify related services that address the needs of the child and support annual goals?	YES	<p>The IEP specifically identifies the provision of related services that align with the needs of the child and support achievement of annual goals.</p> <p>From the Operating Standards: Related Services means transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools and parent counseling and training.</p>	*PR-07 IEP Section 7 Description(s) of Specially Designed Services (Related Services)
			NO	The IEP does not specify related services that align with the needs of the child or support annual goals.	
			NA	Based on the needs of the child, related services were not identified at this time.	



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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)(7)	Does the statement of related services indicate the location where they will be provided?	YES	The IEP specifically identifies where related services will be provided.	*PR-07 IEP Section 7 Description(s) of Specially Designed Services (Related Services)- (Location of Services)
			No	Location is not specified for each related service.	
			NA	Based on the needs of the child, related services were not identified at this time.	
DS-13	300.320(a)(7)	Does the statement of related services indicate amount of time, <b>duration</b> , and frequency?	YES	The IEP specifically identifies the amount of time, duration and frequency of related services that will be provided. And is clear and understandable to parent.	*PR-07 IEP Section 7 Description(s) of Specially Designed Services (Related Services)- (Amount of Time and Frequency)
			NO	Amount of time, duration and frequency are not specified for each related service. More than one goal is lumped in the amount of time.	
			NA	Based on the needs of the child, related services were not identified at this time.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS 14	300.323	<p><b>During the IEP Verification process</b>, was there evidence of the following?</p> <ul style="list-style-type: none"> <li>• Teacher has copy of IEP(s) for SWD(s) in the classroom</li> <li>• Teacher is aware of contents of IEP(s) for which he/she is responsible and what should be implemented within the classroom</li> <li>• Teacher is providing what is required in IEP</li> <li>• Addressing goals/objectives as per IEP</li> <li>• Specially designed instruction; Related services; Accommodations; Modifications; and/or Assistive technology provided as per IEP</li> <li>• Setting for instruction as described in the LRE statement</li> <li>• Ongoing Progress Monitoring</li> <li>• Transition Services are being delivered as written.</li> </ul>	YES	There is evidence the IEP is implemented as written (See IEP Verification Checklist).	<ul style="list-style-type: none"> <li>• Written documentation of observations</li> <li>• Copies of lesson plans;</li> <li>• Interviews;</li> <li>• Contact logs;</li> <li>• Classroom instruction and activities are aligned with the IEP goals and objectives;</li> <li>• Collection of appropriate data (process, impact, implementation)</li> <li>• IEP data binder;</li> <li>• Student work portfolio;</li> <li>• Progress Reports;</li> <li>• IEP Data Sampling;</li> <li>• The establishment of a measurable baseline of student's abilities and needs for determining progress;</li> <li>• Instructional staff use a broad range of objective data collection methods to monitor student progress;</li> <li>• Impact achieved from implementation of recommended strategies is documented;</li> <li>• Instructional staff use data from progress monitoring to inform instruction</li> </ul>
			NO	No evidence is available, or partial evidence is available for review (See IEP Verification Checklist).	
			NR	Student's IEP was not verified for delivery of special education services.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS 15	300.324(b)	<p><b>During this school year</b>, were revisions to the IEP made based on data indicating changes in student needs or abilities? (See DS-6)</p>	YES	<ul style="list-style-type: none"> <li>Data from progress monitoring drives decisions made to modify the IEP.</li> <li>After data analysis, the decision was made to adjust instruction to promote increase student learning. Rationale for instructional adjustment is documented</li> <li>The amended IEP documents the instructional adjustment(s)</li> </ul>	<ul style="list-style-type: none"> <li>Staff use student progress data as evidence to assess the effectiveness of each special education instructional service and strategy that has 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 district schedules IEP reviews in a timely manner to review and, if appropriate, revise the IEP.</li> <li>Data analysis worksheet 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 was 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 period of the year and sufficient data is not yet available to inform IEP adjustments; or based on progress monitoring data, no revisions were necessary.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-16	300.324(a)(2)(v)	Does the IEP identify assistive technology to enable the child to be involved in and make progress in the general education curriculum?	YES	<p>The IEP includes identified assistive technology and/or services the child needs. Definition(s). It may be defined in the goal.</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>	<p>*PR-07 IEP Section 2 Special Instructional Factors, *PR-07 Section 7 Description(s) of Specially Designed Services- Assistive Technology</p>
			NO	Assistive technology and/or services was identified in the ETR but not included on the IEP or assistive technology is listed as needed, at the discretion of the teacher, as requested.	
			NA	Based on the needs of the child, assistive technology and/or services were not identified at this time.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-17	300.320(a)(6)(i) 300.320(a)(6)(i)	Does the IEP identify accommodations provided to enable the child to be involved in and make progress in the general education curriculum?	YES	(This can be listed anywhere in the IEP.) The IEP describes accommodations provided to the child and explains the conditions for and the extent of the accommodation.  Accommodations provide access to course content but do not alter the scope or complexity of the information taught to the child.	*PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Accommodations  Profile or PLOP  ETR
			NO	<ul style="list-style-type: none"> <li>Accommodations were identified by the IEP team but not included on the IEP <u>or</u></li> <li>Accommodations listed <i>as needed</i>, at the discretion of the teacher, as requested <u>or</u></li> <li>The conditions and/or extent were not explained (who, when, where services provided).</li> </ul>	
			NA	Based on the needs of the student accommodations were not identified at this time.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-18	300.320(a)(4)	Does the IEP identify modifications to enable the child to be involved in and make progress in the general education curriculum?	YES	<p>The IEP describes the type of modification and the extent of the modification provided to the child.</p> <p>Modifications means changes made to the content that students are expected to learn where amount or complexity of materials is altered from grade level curriculum expectations. When an instructional or curriculum modification is made, either the specific subject matter is altered or the performance expected of the student is changed. Sometimes the nature and severity of the student's disability require that both the materials and the performance expected of the student are changed.</p> <p>Modifications of the curriculum result in the child being taught the same information as the same-age and grade-level peers, but with less complexity. Explain how the curriculum is being modified.</p>	<p>*PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Modification</p> <p>Profile or PLOP</p>
			NO	The IEP does not describe the type of modification and the extent of the modification provided to the child or modifications 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.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-19	300.320(a)(4)	Does the IEP identify supports for school personnel to enable the child to be involved in and make progress in the general education curriculum?	YES	The IEP describes support(s) to school personnel who may need assistance in implementing the child's IEP. For each support, the team must list the school personnel to receive the support, the specific support that will be provided, who will provide the support, and when the support will take place.	*PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Support for School Personnel
			NO	Supports for school personnel were identified by the IEP team but were not included on the IEP, or is listed "as needed at the discretion of the teacher." Did not specify the support, who would provide the support or when the support would take place.	
			NA	Supports for school personnel were not identified at this time.	

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Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-20	300.321(1)-(5)	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>• Regular Education Teacher</li> <li>• Special Education Teacher</li> <li>• district 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:</p> <p>(i) The parent and the school district consent, in writing, to the excusal; and</p> <p>(ii) The member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.</p>	
			NO	One or more of the above were not involved in the IEP meeting.	
			NA		



## Least Restrictive Environment

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-1	300.320(a)(5)	Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the regular education classroom?	YES	<p>The IEP includes a <b><i>justification</i></b> for why the child was removed from the regular education classroom, and</p> <ul style="list-style-type: none"> <li>Is based on the individual needs of the child, not the child’s disability.</li> <li>Reflects that the team has given adequate consideration to meeting the student’s needs in the regular classroom with supplementary aids and services.</li> <li>Documentation that the nature or severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.</li> <li>Describes potential harmful effects to the child or others, if applicable.</li> </ul> <p>Students moving from preschool special education to kindergarten, information including the Early Learning Assessment, and the Child Outcomes Summary Form; parent information; previous setting was an EC classroom or not; severity of the disability and adequate supports, should be found.</p>	<p>*PR-07 IEP- Section 11(LRE) *PR-07- Section 3 (Profile) *PR-07- Section 6 Present levels of academic achievement and functional performance</p>
			NO	<p>A rationale is not given <b>or</b> the rationale given:</p> <ul style="list-style-type: none"> <li>Is NOT based on the student’s individual needs;</li> <li>Does NOT reflect consideration or provision of supplementary aids and services in the regular education classroom;</li> <li>Does NOT describe potential harmful effects to the child or others, if applicable.</li> </ul>	
			NA	<p>The student receives all special education services with nondisabled peers.</p>	