

OSSE Part B Student Compliance Monitoring Tool SY2015-16

Cluster Area for Compliance Summary Report	Item Number	Legal Reference	Item/Response Criteria	Corrective Action	Resources
Monitoring items 1 through 11 are student demographic questions (i.e. student name, Student USI, etc.)					
Initial Evaluation and Reevaluation	12 Parents Provided Procedural Safeguards	§300.504(a)(1)	<p>Were parents provided procedural safeguards upon initial referral, or parent request for evaluation?</p> <p>Yes = There is documentation in the file that demonstrates that the parent received a copy of procedural safeguards at initial referral or upon parent request for evaluation.</p> <p>No = There is NO documentation in the file that demonstrates that the parent received a copy of procedural safeguards at initial referral or upon parent request for evaluation.</p>	<p>Provide evidence that parents received a copy of the procedural safeguards. If evidence has not been provided, provide a copy of procedural safeguards to parents.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Part B Initial Evaluation and Reevaluation Policy Pages 11-12</p>
Initial Evaluation and Reevaluation	13 Parent Consent for Initial Evaluation	§300.300(a)	<p>Was parental consent obtained to conduct an initial evaluation?</p> <p>Yes = Signed consent form in file or the LEA sought but was not able to secure consent from the parent after making reasonable efforts to obtain consent. Reasonable Efforts consist of documentation of a minimum of 3 attempted contacts using multiple modalities.</p> <p>No = No signed consent form in file.</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Part B Initial Evaluation and Reevaluation Policy Pages 4, 15-16</p> <p>Specialized Education Policy in Practice Webinar Series: Part B Initial Evaluation/Reevaluation Policy</p> <p>Individualized Education Program Process Policy Page 2</p>

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Initial Evaluation and Reevaluation	14 Consent Form Signature Prior to Initial Evaluation	§300.300(a)	<p>Was the signature for parent consent obtained prior to the initial evaluation?</p> <p>Yes = The consent form had signature prior to initial evaluation.</p> <p>No = The consent form had signature after the initial evaluation.</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Part B Initial Evaluation and Reevaluation Policy Pages 4, 15-18</p> <p>Specialized Education Policy in Practice Webinar Series: Part B Initial Evaluation/Reevaluation Policy</p> <p>Specialized Education Policy in Practice Webinar Series: Part B Initial Evaluation/Reevaluation Policy Slides Pages 20, 22, 47</p> <p>Individualized Education Program Process Policy Page 2</p>
Initial Evaluation and Reevaluation	15 Variety of Assessment Tools and Strategies Used	§300.304(b)(1)	<p>Were a variety of assessment tools and strategies used to gather relevant functional, developmental and academic information about the child, including information provided by the parent?</p> <p>Yes = Documentation from at least two data sources such as:</p> <ul style="list-style-type: none"> ▪ Aptitude and achievement tests ▪ Parent input ▪ Teacher recommendations/ observations ▪ Child's physical condition ▪ Child's background ▪ Adaptive behavior ▪ Informal assessments ▪ Progress reports <p>No = Documentation does NOT exist that</p>	<p>Provide evidence that two or more sources (i.e., aptitude and achievement tests, parent input, teacher recommendations/observations, child's physical condition, child's background, adaptive behavior, informal assessments, and progress reports) were used to determine eligibility. If no evidence can be provided, reconvene the IEP team to re-determine eligibility and the educational needs of the student.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Part B Initial Evaluation and Reevaluation Policy Pages 5-8</p>

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			supports that two or more data sources were used to determine eligibility.		
Reevaluation			<p>Did the student’s most recent reevaluation take place at the current LEA?</p> <p>Yes =There is documentation in the student’s file that demonstrates that the student’s most recent reevaluation occurred while the student was enrolled at the current LEA.</p> <p>No =There is documentation in the student’s file that the student’s most recent reevaluation occurred while the student was enrolled at a different LEA than the student’s current LEA.</p>		
Initial Evaluation and Reevaluation	16 Parent Consent for Reevaluation	§300.300(c)(1)	<p>Was parental consent obtained to conduct a reevaluation?</p> <p>Yes = There is a signed consent form in file or the LEA sought but was not able to secure consent from the parent after making reasonable efforts to obtain consent. Reasonable efforts consist of documentation of a minimum of 3 attempted contacts using multiple modalities.</p> <p>No = No signed consent form was found in the student’s file.</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Part B Initial Evaluation and Reevaluation Policy Pages 4, 15-18</p> <p>Specialized Education Policy in Practice Webinar Series: Part B Initial Evaluation/Reevaluation Policy</p> <p>Individualized Education Program Process Policy Page 2</p>
Initial Evaluation and Reevaluation	17 Consent Form Signature	§300.300(c)(1)	<p>Was the signature for parent consent obtained prior to the date of reevaluation?</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly</p>	<p>Part B Initial Evaluation and Reevaluation Policy Pages 4, 15-18</p>

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	Prior to Reevaluation		<p>Yes = The consent form had signature prior to reevaluation or the reevaluation did not include the administration of formal assessments.</p> <p>No = The consent form had signature date after the reevaluation.</p>	<p>implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Specialized Education Policy in Practice Webinar Series: Part B Initial Evaluation/Reevaluation Policy</p> <p>Specialized Education Policy in Practice Webinar Series: Part B Initial Evaluation/Reevaluation Policy Slides Pages 20, 22, 47</p> <p>Individualized Education Program Process Policy Page 2</p>
Initial Evaluation and Reevaluation	18 Variety of Sources Used to Determine Continued Eligibility	§300.306(c)	<p>Were a variety of sources used to determine continued eligibility?</p> <p>Yes = Documentation in the student’s file demonstrates that the following data sources were reviewed:</p> <ul style="list-style-type: none"> ▪ Aptitude and achievement tests ▪ Parent input ▪ Teacher recommendations/ observations ▪ Child's physical condition ▪ Child's social or cultural background ▪ Adaptive behavior <p>No = Documentation in the student’s file does NOT demonstrate that two or more data sources were used to determine eligibility.</p>	<p>Provide evidence that the following data sources were reviewed: aptitude and achievement tests, parent input, teacher recommendations/observations, child's physical condition, child's social or cultural background, and adaptive behavior, were used to determine eligibility. If no evidence can be provided, then reconvene the IEP team to re-determine eligibility and the educational needs of the student.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Part B Initial Evaluation and Reevaluation Policy Pages 5-8</p>

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IEP (Individualized Education Program)	19 Parent/ Student Notified of Meeting	§300.322(a)(1)	<p>Was the parent/student* notified of IEP meeting early enough (i.e., at minimum one day prior to the IEP meeting) to ensure they had an opportunity to attend?</p> <p>Yes = Parent/student* invitation to most recent IEP meeting was dated prior to IEP meeting OR documentation that parent/student waived notice requirement.</p> <p>No = Parent/student* invitation to most recent IEP meeting was dated on or after IEP meeting date or that an invitation was NOT provided at all.</p> <p>*Student is 18 or older and rights have transferred.</p>	<p>Provide evidence that the parent/student was provided sufficient notice to attend the IEP meeting. If no evidence can be provided, reconvene IEP team and notify parent early enough to ensure an opportunity to attend.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Part B Initial Evaluation and Reevaluation Policy Pages 18-19</p> <p>Individualized Education Program Process Policy Page 3-5</p>
IEP (Individualized Education Program)	20 "Parent" Meets Definition in IDEA Regulations	§300.30	<p>Did the "parent" who signed IEP meet the definition of "parent" in 34 CFR §300.30?</p> <p>Yes = The person who signed in the "parent" signature block meets the definition of "parent" as defined by 34 CFR §300.30.</p> <p>No = The person who signed in the "parent" signature block does not meet the definition of "parent" as defined by 34 CFR §300.30.</p> <p>N/A = The parent did not sign the IEP OR the student is 18 or over.</p>	<p>Identify the individual meeting the definition of "parent" in 34 CFR §300.30 and reconvene the IEP meeting. If no parent can be located, promptly contact the OSSE for appointment of a surrogate parent and reconvene IEP meeting with invitation to surrogate parent.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	

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IEP (Individualized Education Program)	21 General Education Teacher Attended IEP Meeting	§§300.321(a)(2), 300.321(e)	<p>Did the general education teacher <i>attend</i> the IEP meeting?</p> <p>Yes = The general education teacher:</p> <ul style="list-style-type: none"> • Was in attendance OR • Written agreement with parent approval indicating excusal AND if their area of curriculum will not be discussed or modified, the general education teacher was not a required participant of the student's IEP team. <p>No = The general education teacher was required but NOT in attendance and either of the following:</p> <ul style="list-style-type: none"> • Written input was required but NO evidence of written excusal or written input OR • Written input was not required but NO evidence of written excusal for absence. <p>N/A = The general education teacher was not a required participant of the student's IEP team (i.e. the student attends a nonpublic school).</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Part B Initial Evaluation and Reevaluation Policy Page 19</p> <p>Individualized Education Program Process Policy Page 3-5</p>
IEP (Individualized Education Program)	22 LEA Designee Attended IEP Meeting	§§300.321(a), 300.321(e)	<p>Did the LEA designee attend the IEP meeting?</p> <p>Yes = The LEA designee attended the IEP meeting and signed the IEP.</p> <p>No = The LEA designee was NOT in attendance or did NOT sign the IEP.</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Part B Initial Evaluation and Reevaluation Policy Page 19</p> <p>Individualized Education Program Process Policy Page 3-5</p>

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IEP (Individualized Education Program)	23 PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities	§300.320(a)(1)	<p>Does the PLAAFP include a statement describing how the disability affects involvement in general curriculum (6 – 21 years) or how the disability affects student's involvement in appropriate activities or general curriculum, as appropriate, (3-5 years)?</p> <p>Yes = The IEP includes a PLAAFP that states how disability affects involvement or impact in the general education curriculum or involvement in age appropriate activities.</p> <p>No = The IEP does NOT include a PLAAFP that states how disability affects involvement or impact in the general education curriculum or involvement in age appropriate activities.</p>	<p>Provide evidence that the PLAAFP includes a statement describing how the disability affects involvement in general curriculum or appropriate activities. If no evidence can be provided, convene an IEP meeting or amend the student's IEP so that it includes a PLAAFP that demonstrates how disability affects involvement and progress in general curriculum or appropriate activities.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	Individualized Education Program Process Policy Page 7-8
IEP (Individualized Education Program)	24 IEP Contains Measurable Annual Goals	§300.320(a)(2)(i)	<p>Does the IEP contain a statement of measurable annual goals (aside from related services goals) designed to meet the student's needs that result from his/her disability.</p> <p>Yes = The IEP contains annual goals that are measurable.</p> <p>No = The IEP does NOT contain annual goal(s) that are measurable.</p>	<p>Provide evidence that the IEP contains a statement of measurable annual goals. If no evidence can be provided, convene an IEP meeting or amend the student's IEP so that it includes measureable goals.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	

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IEP (Individualized Education Program)	25 IEP Statement of Measurable Annual Related Services Goal(s)	§300.320(a)(2)(i)(B)	<p>Does the IEP contain a statement of measurable annual related services goals (e.g., SLT, PT, OT, counseling, APE, etc.) designed to meet the student's needs that result from his/her disability?</p> <p>Yes = IEP contains annual related service goals that are measurable (e.g., SLT, PT, OT, counseling, APE, etc.).</p> <p>No = IEP does NOT contain annual related services goal(s) to meet the student needs identified in the PLAAFP OR goal(s) that are measurable.</p> <p>N/A = Student's needs do not require related services (e.g., SLT, PT, OT, counseling, APE, etc.).</p>	<p>Provide evidence that the IEP contains a statement of measurable annual related service goals. If no evidence can be provided, convene an IEP meeting or amend the student's IEP so it includes measurable annual related services goals.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	
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IEP (Individualized Education Program)	26 IEP Team Considered Strategies to Address Behavior	§300.324(a)(2)	<p>Did the IEP team consider the use of positive behavioral interventions and supports and other strategies to address behavior?</p> <p>Yes = The student’s file contains documentation that the IEP team considered the use of positive behavioral interventions and supports and other strategies to address behavior including the development of an FBA and BIP if needed.</p> <p>No = The student’s file does NOT contain documentation that the IEP team considered the use of positive behavioral interventions and supports and other strategies to address behavior.</p> <p>N/A = The student’s file contains no evidence that the student has behaviors that impede the student's learning or that of others.</p>	<p>Provide evidence that the IEP team considered the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary.</p> <p>If no evidence can be demonstrated, reconvene the IEP team or amend the IEP to document consideration of the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing an FBA and BIP if necessary</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	
IEP (Individualized Education Program)	27 ESY Determined on Individual Basis	§300.106(a)(2)	<p>Does the student file contain evidence that ESY was determined on an individual basis?</p> <p>Yes = There is evidence in the student’s file that demonstrates that ESY was determined on an individual basis.</p> <p>No = There is NO evidence in the student’s file that demonstrates that ESY was determined on an individual basis.</p>	<p>Provide evidence that ESY was determined on an individual basis. If no evidence can be provided, the IEP Team must convene or amend the IEP to complete the ESY criteria worksheet and determine the appropriate amount of compensatory education if the student requires compensatory education.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Extended School Year (ESY) Services Policy</p> <p>Extended School Year (ESY) Services Frequently Asked Questions</p> <p>Specialized Education Policy in Practice Webinar Series: Extended School Year (ESY) Services Policy</p> <p>Extended School Year (ESY) Services Policy Webinar Slides</p>

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IEP (Individualized Education Program)	28 Transfer of Rights at Age of Majority	§300.320(c)	<p>Does the IEP include a statement that the student has been informed of his/her rights, that will transfer to the student on reaching the age of majority?</p> <p>Yes = The student’s file includes the required statement.</p> <p>No = The student’s file does NOT include the required statement.</p> <p>N/A = Parent/other guardian has retained the student’s educational rights.</p>	Reconvene the IEP team or amend the IEP to include a statement that the student has been informed of his/her rights that will transfer to the student on reaching the age of majority. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.	
IEP (Individualized Education Program)	Student Participation in Alternate Assessment		<p>Does the IEP for this student indicate that the student will participate in an alternate assessment?</p> <p>Yes = The student will participate in an alternate assessment of student achievement.</p> <p>No = The student will participate in the state assessment of student achievement.</p>		

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IEP (Individualized Education Program)	29 Alternate Assessment Statement of Participation	§300.320(a)(6)(ii)(A)	<p>Does the student's file contain evidence describing why the student cannot participate in the regular assessment?</p> <p>Yes = The student's file contains evidence describing why the student cannot participate in the regular assessment. (Statement in IEP or uploaded alternate assessment worksheet or statement)</p> <p>No = The student's IEP does NOT contain evidence describing why the student cannot participate in the regular assessment.</p> <p>N/A = The student is not in a tested grade.</p>	<p>Convene an IEP Team meeting or amend the student's IEP to include a statement of why the student cannot participate in the regular assessment.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Guidance for IEP Teams on Participation Decisions Pages 2-7</p> <p>Participation Criteria Form</p>
IEP (Individualized Education Program)	30 IEP Contains Benchmarks or Short-term Objectives	§300.320(a)(2)(ii)	<p>For children who take the alternative assessment aligned to alternative academic standards, does the student's IEP contain a description of benchmarks or short-term objectives?</p> <p>Yes = The student's IEP contains a description of benchmarks or short-term objectives.</p> <p>No = The student's IEP does NOT contain a description of benchmarks or short-term objectives.</p>	<p>Convene an IEP Team meeting or amend the student's IEP to include a description of benchmarks or short-term objectives.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Guidance for IEP Teams on Participation Decisions Pages 2-7</p> <p>Participation Criteria Form</p>

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IEP (Individualized Education Program)	31 IEP Developed Within 30 Days of Initial Eligibility Determination	§300.323(c)(1)	<p>Was an IEP developed within 30 days of a determination that the student needs special education and related services?</p> <p>Yes = The student's initial IEP was developed within 30 days of the initial eligibility determination.</p> <p>No = The student's initial IEP was NOT developed within 30 days of the initial eligibility determination.</p>	<p>Not correctable at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	
IEP (Individualized Education Program)	32 Implementation of Related Services	§300.323(c)(2)	<p>As soon as possible following development of the IEP, were related services made available to the student in accordance with his/her IEP?</p> <p>Yes = If the IEP requires related services, related service trackers indicate that related services began on the date indicated in the IEP, or the IEP did not require related services.</p> <p>No = If the IEP requires related services, related service trackers indicate that related services did NOT begin on the date indicated in the IEP.</p>	<p>Develop a plan that addresses missed related services or specialized instruction hours.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Related Services Policy - January 5, 2010 Pages 9-11</p> <p>Specialized Education Policy in Practice Webinar Series: Related Services Policy</p> <p>Related Services Policy Webinar Slides</p> <p>Nonpublic School Webinar: Related services documentation</p> <p>Nonpublic School Webinar: Related services documentation presentation Slides 58-82</p>
IEP (Individualized Education Program)	33 Implementation of Related Services	§300.323(c)(2)	<p>Were related services delivered to the student in accordance with his/her IEP in the period specified in the review?</p> <p>Yes = There is evidence in the student's file that related services were delivered to the student in</p>	<p>The LEA must ensure that all outstanding related service documentation is uploaded to the student's file and work with the nonpublic school to develop a plan to address any missed related services. The LEA must provide technical assistance to the nonpublic school regarding their</p>	<p>Related Services Policy - January 5, 2010 Pages 9-11</p> <p>Specialized Education Policy in Practice Webinar Series: Related Services Policy</p>

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			<p>accordance with his/her IEP in the period specified in the review.</p> <p>No = The student's file contains NO evidence that related services were delivered to the student in accordance with his/her IEP in the period specified in the review.</p> <p>N/A = The student does not require related services (e.g., SLT, PT, OT, counseling, APE, etc.).</p>	<p>policies and practices to ensure that related services documentation is delivered in accordance with the student's IEP and uploaded into the student's file. The LEA must also develop a process by which OSSE is notified when they become aware that the nonpublic school is not abiding by the regulatory requirement.</p>	<p>Related Services Policy Webinar Slides</p> <p>Nonpublic School Webinar: Related services documentation</p> <p>Nonpublic School Webinar: Related services documentation presentation Slides 58-82</p>
IEP (Individualized Education Program)	34 Annual IEP Review	§300.324(b)(1)(i)	<p>Has the most recent IEP been reviewed periodically, but not less than annually, to determine whether the annual goals for the student are being achieved?</p> <p>Yes = The student's current IEP is one year old or less.</p> <p>No = The student's current IEP is MORE than one year old.</p>	<p>Convene the IEP Team to review and renew the student's IEP.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Individualized Education Program Process Policy Page 7</p>
IEP (Individualized Education Program)	35 Student Progress Reports	5 DCMR §A-2808.9	<p>Did the file contain evidence of quarterly written reports on the student's progress toward annual IEP goals?</p> <p>Yes = The student's file contains evidence that progress reports were completed on at least quarterly basis.</p> <p>No = The student's file does NOT contain evidence that progress reports were completed</p>	<p>The LEA must ensure that all outstanding quarterly progress reports are uploaded to the student's file. The LEA must provide technical assistance to the nonpublic school regarding their policies and practices to ensure that progress reports are placed in the student's file per the regulatory requirement.</p>	

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			on at least a quarterly basis.		
LRE (Least Restrictive Environment)	36 Consideration of Harmful Effects	§300.116(d)	<p>In selecting the LRE, was there consideration of any harmful effects on the student or on the quality of services needed?</p> <p>Yes = The student's file contains documentation that the IEP team considered harmful effects on the student or on the quality of services.</p> <p>No = The student's file does NOT contain documentation in the justification section that harmful effects were considered by the IEP team.</p> <p>N/A = In the past year, the student has not been removed from the regular education environment, OR the student's placement was determined through an HOD.</p>	<p>Provide evidence that harmful effects on the student or on the quality of services needed was considered. If no evidence can be provided, reconvene IEP team or amend IEP to include documentation in the justification section of the IEP that harmful effects were considered by the IEP team.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	
LRE			<p>Does the student attend a nonpublic school or spend any part of the school day outside of the general education setting?</p> <p>Yes = The student attends an NP school or spends some portion of the school day outside of the general education setting</p> <p>No = The student is full time in general education.</p>		

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LRE (Least Restrictive Environment)	37 Student Placement Based on IEP	§300.116(b)(2)	<p>Is the student's placement based on his/her IEP?</p> <p>Yes = There is a clear alignment between the student's IEP (goals, PLAAFP and instruction hours) and the student's placement.</p> <p>No = The student's IEP does NOT justify the student's placement.</p> <p>N/A = In the past year, the student's placement was determined through an HOD or the student was placed by DYRS, DMH, CFSA, or CSS.</p>	<p>Reconvene the IEP Team to determine the student's placement.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	<p>Policies and Procedures for Placement Review Guidance</p> <p>Least Restrict Environment Policy</p>
Discipline	Student Removed More Than 10 Days		<p>Was the student removed from his/her educational setting for more than 10 days?</p> <p>Yes = The student was removed from the educational setting for more than 10 days.</p> <p>No = The student was removed from the education setting for 10 days or less.</p> <p>N/A = The student has not been removed from the educational setting in the last 12 months.</p>		

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Discipline	38 Manifestation Determination	§300.530(e)	<p>Did the parent, LEA, and relevant members of the IEP team meet within 10 school days of the decision to remove the student to determine if the behavior was a manifestation of the student's disability?</p> <p>Yes = Manifestation determination information was completed timely and in file.</p> <p>No = Manifestation determination information was NOT completed timely OR not found in the student's file.</p>	<p>Provide evidence that the parent, LEA, and relevant members of the IEP team met within 10 school days of the decision to remove the student to determine if the behavior was a manifestation of the student's disability. If no evidence can be provided, the parent, LEA, and relevant members of the IEP team must convene to determine if manifestation determination is necessary and if compensatory education is appropriate.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	
Discipline	39 Parent Notified of Change of Placement	§§300.504 & 300.530(h)	<p>Was the parent notified, following a suspension or long-term expulsion, on the date that a decision was made to make a removal that constitutes a change of placement?</p> <p>Yes = There is evidence in the in the student's file that the parent was notified on the date a decision was made to make a removal that constitutes a change of placement.</p> <p>No = There is NO evidence in the student's file that the parent was notified on the date a decision was made to make a removal that constitutes a change of placement.</p>	<p>Not correctible at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	

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Discipline	40 Parent Provided Procedural Safeguards with Student Change of Placement	§§300.504 & 300.530(h)	<p>Following a suspension or long-term expulsion, was the parent provided with a copy of the procedural safeguards on the date that a decision was made to make a removal that constitutes a change in placement?</p> <p>Yes = There is evidence in the student's file that on the date a decision was made to make a removal that constitutes a change of placement, the parent was provided with a copy of the procedural safeguards.</p> <p>No = There is NO evidence in the student's file that on the date a decision was made to make a removal that constitutes a change of placement, the parent was provided with a copy of the procedural safeguards.</p>	<p>Not correctible at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	
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Discipline	41 Chemical Restraints Conform to Medical Plan	5 DCMR §A-2816.8	<p>Were chemical restraints employed only to student if ordered by a physician, determined to be medically necessary, and administered in conformance with the student's medical treatment plan?</p> <p>Yes = There is evidence in the student's file that when needed, chemical restraints were employed AND these restraints were ordered by a physician, determined to be medically necessary, and administered in conformance with the student's medical treatment plan.</p> <p>No = Chemical restraints were employed but there was NO evidence in the student's file these restraints were ordered by a physician, determined to be medically necessary, or administered in conformance with the student's medical treatment plan.</p> <p>N/A = There is no evidence that chemical restraints have been employed with the student during the period under review.</p>	Prohibit chemical restraint for this student unless and until it is administered consistent with District law. The LEA must provide technical assistance to the nonpublic school regarding their policies and practices to ensure that chemical restraints are employed per the regulatory requirement. The LEA must also develop a process by which OSSE is notified when they become aware that the nonpublic school is not abiding by the regulatory requirement.	
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Discipline	School Utilized Physical Restraint with Student		<p>Does an incident report or other documentation show that the school utilized physical restraint intervention with this student?</p> <p>Yes = An incident report or other documentation shows that physical restraint intervention was used with this student during the period under review.</p> <p>No = There are no incident reports or other documentation showing that physical restraint intervention and/or seclusion was used with this student during the period under review.</p>		
Discipline	42 Use of Physical Restraint Included in Student's IEP or in an Emergency Situation	5 DCMR §A-2816.1	<p>Were physical restraint interventions employed only where the use of restraint was included in the student's IEP or the intervention was necessary to protect the student or other persons from imminent, serious physical harm and other less intrusive, non-physical interventions have failed or been determined to be inappropriate?</p> <p>Yes = The written physical restraint incident reports reviewed contain evidence that the use of restraint was included on the student's IEP OR there is evidence on the incident report that the intervention was necessary to protect the student or other persons from imminent, serious physical harm.</p> <p>No = The written physical restraint incident</p>	<p>Not correctable at the student level.</p> <p>The LEA must provide technical assistance to the nonpublic school regarding their policies and practices to ensure that physical restraints are employed per the regulatory requirement. The LEA must also develop a process by which OSSE is notified when they become aware that the nonpublic school is not abiding by the regulatory requirement.</p>	<p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up</p> <p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up presentation</p> <p>Slides 15-30</p>

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			reports reviewed contain evidence that the use of restraint was not included on the student's IEP AND there was no evidence on the incident report that the intervention was necessary to protect the student or other persons from imminent, serious physical harm.		
Discipline	43 Written physical restraint incident report uploaded to student's permanent record	5 DCMR §A-2820.3	<p>Were written incident reports prepared for each individual incident involving physical restraint and placed in the student's permanent file within twenty four (24) hours of the incident?</p> <p>Yes = The file contains evidence that written incident reports involving physical restraint were placed in the student's permanent file within 24 hours of the incident.</p> <p>No = There was NO evidence that written incident reports involving physical restraint were placed in the student's file within 24 hours of the incident.</p>	The LEA must ensure that all existing written physical restraint incident reports have been uploaded into the student's file. The LEA must provide technical assistance to the nonpublic school regarding their policies and practices to ensure that incident reports involving physical restraint are placed in the student's permanent file as required by regulatory requirement.	<p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up</p> <p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up presentation</p> <p>Slides 15-30</p>
Discipline	44 Written Physical Restraint incident report sent to parent/LEA	5 DCMR §A-2820.4	<p>Were written incident reports sent within one (1) business day of physical restraint incidents to the student's parent(s), the sending LEA and any other District of Columbia agency involved in the student's placement?</p> <p>Yes = Student's file contains evidence that written incident reports involving physical</p>	The LEA must demonstrate evidence of written notification to the student's parent and any other District of Columbia agency involved in the student's placement for all existing written physical restraint incident reports that were not previously sent. The LEA must provide technical assistance to the nonpublic school on their policies and practices to ensure that written	<p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up</p> <p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up presentation</p> <p>Slides 15-30</p>

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			<p>restraint were sent to the student’s parent(s) and the sending LEA and any other DC agency involved in the student’s placement within one business day of the incident.</p> <p>No = There is no evidence that written incident reports involving physical restraint are sent to the student’s parent(s) and/or the sending LEA or any other District of Columbia agency involved in the student placement within one business day.</p>	<p>physical restraint incident reports are sent to parent(s), the sending LEAs, and other agencies as required by the regulatory requirement.</p>	
Discipline	45 Need for FBA, BIP and De-escalation Strategies Discussed Within 10 Days	5 DCMR §A-2820.5	<p>Did the IEP team meet within 10 school days of an incident involving physical restraint to consider the need for an FBA and BIP and to discuss non-physical and non-restrictive de-escalation strategies?</p> <p>Yes = There is evidence in the student’s file that the IEP Team met within 10 school days of any incident involving physical restraint of the student to consider the need for an FBA and BIP and to discuss non-physical and non-restrictive de-escalation strategies.</p> <p>No = There is NO evidence in the student’s file that the IEP Team met within 10 school days of any incident involving physical restraint of the student to consider the need for an FBA and BIP and to discuss non-physical and non-restrictive de-escalation strategies.</p>	<p>The LEA and nonpublic school must convene an IEP team meeting, determine whether the student requires an FBA and BIP, and discuss de-escalation strategies. The LEA must provide technical assistance to the nonpublic school on their policies and practices to ensure that the IEP team meetings are convened within 10 school days of a seclusion incident per the regulatory requirement. The LEA must also develop a process by which OSSE is notified when they become aware that the nonpublic school is not abiding by the regulatory requirement.</p>	<p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up</p> <p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up presentation</p> <p>Slides 15-30</p>

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Discipline	School Utilized Seclusion with Student		<p>Does an incident report or other documentation show that the school utilized seclusion with this student?</p> <p>Yes = An incident report or other documentation shows that seclusion intervention was used with this student during the period under review.</p> <p>No = There are no incident reports or other documentation showing that seclusion intervention was used with this student during the period under review.</p>		
Discipline	46 Use of Seclusion in an Emergency Situation	5 DCMR §A-2819.1	<p>Were seclusion interventions employed only where it was included in the student’s IEP to address specific behaviors or it is necessary to protect the student or other persons from imminent, serious physical harm?</p> <p>Yes = The written seclusion incident reports reviewed indicate that the seclusion intervention(s) employed were necessary to protect the student or other persons from imminent, serious physical harm or included in the student’s IEP.</p> <p>No = The written seclusion incident reports reviewed do NOT contain evidence that the seclusion intervention(s) employed were necessary to protect the student or other persons from imminent, serious physical harm</p>	<p>Not correctable at the student level.</p> <p>The LEA must provide technical assistance to the nonpublic school regarding their policies and practices to ensure that seclusion interventions are only employed per the regulatory requirement. The LEA must also develop a process by which OSSE is notified when they become aware that the nonpublic school is not abiding by the regulatory requirement.</p>	<p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up</p> <p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up presentation</p> <p>Slides 15-30</p>

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			or included in the student's IEP.		
Discipline	47 Written Seclusion Incident Report Uploaded to Student's Permanent Record	5 DCMR §A-2820.3	<p>Were written incident reports prepared for each individual incident involving seclusion and placed in the student's file within twenty-four (24) hours of the incident?</p> <p>Yes = The file contains evidence that written seclusion incident reports were placed in the student's file within 24 hours of the incident.</p> <p>No = The file does NOT contains evidence that written seclusion incident reports were placed in the student's file within 24 hours of the incident.</p>	<p>The LEA must ensure that all existing written seclusion incident reports have been uploaded into the student's file.</p> <p>The LEA must provide technical assistance to the nonpublic school regarding their policies and practices to ensure that incident reports involving seclusion are placed in the student's permanent file as required by regulatory requirement.</p>	<p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up</p> <p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up presentation</p> <p>Slides 15-30</p>
Discipline	48 Written Seclusion Incident Report Sent to Parent/LEA	5 DCMR §A-2820.3	<p>Were written incident reports sent within one (1) business day of seclusion incidents to the student's parent(s), the sending LEA and any other District of Columbia agency involved in the student's placement?</p> <p>Yes = The file contains evidence that written incident reports involving seclusion are sent to the student's parent(s) and the sending LEA and any other District of Columbia agency involved in the student's placement within one business day of the incident.</p> <p>No = The student's file contains NO evidence that written incident reports involving seclusion</p>	<p>The LEA must upload evidence of written notification to the student's parent and any other District of Columbia agency involved in the student's placement for all existing written seclusion incident reports that were not previously sent.</p> <p>The LEA must provide technical assistance to the nonpublic school on their policies and practices to ensure that written seclusion incident reports are sent to parent(s), the sending LEAs, and other agencies as required by the regulatory requirement.</p>	<p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up</p> <p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up presentation</p> <p>Slides 15-30</p>

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			are sent to the student’s parent(s) and/or the sending LEA, and/or any other District of Columbia agency involved in the student’s placement within one business day of the incident.		
Discipline	49 Need for FBA, BIP and De-escalation Strategies Discussed Within 10 Days	5 DCMR §A-2820.5	<p>Did the IEP team meet within 10 school days of a seclusion incident to consider the need for an FBA and BIP and to discuss non-physical and non-restrictive de-escalation strategies?</p> <p>Yes = There is evidence in the student’s file that the IEP team met within 10 school days of any incident involving seclusion of the student to consider the need for an FBA and BIP and to discuss non-physical and non-restrictive de-escalation strategies.</p> <p>No = There is NO evidence in the student’s file that the IEP team met within 10 school days of any incident involving seclusion of the student to consider the need for an FBA and BIP and to discuss non-physical and non-restrictive de-escalation strategies.</p>	<p>The LEA and nonpublic school must convene an IEP team meeting and determine whether the student requires an FBA and BIP and to discuss de-escalation strategies.</p> <p>The LEA must provide technical assistance to the nonpublic school on their policies and practices to ensure that IEP team meeting are convened within 10 school days of a seclusion incident per the regulatory requirement. The LEA must also develop a process by which OSSE is notified when they become aware that the nonpublic school is not abiding by the regulatory requirement.</p>	<p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up</p> <p>Nonpublic School Webinar: Restraint and seclusion implementation, documentation, and follow up presentation</p> <p>Slides 15-30</p>

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Truancy	LEA Notification of Truancy		<p>This student has evidence in his/her file of unexcused absences requiring LEA notification.</p> <ul style="list-style-type: none"> ○ Student has accrued 5 or more unexcused absences within a marking period or similar timeframe. ○ Student has accrued 10 or more unexcused absences within the school year. ○ The student fits into both categories. ○ Student does not fit into either category above. 		
Truancy	50 Nonpublic School Notifies LEA Within 2 School Days of 5 Unexcused Absences	5 DCMR §A-2821.8	<p>Did the nonpublic school notify the sending LEA in writing within 2 instructional school days after the accrual of 5 unexcused absences in a marking period by the student?</p> <p>Yes = The student has accrued at least 5 unexcused absences within a marking period during the period under review AND there is evidence that the nonpublic school notified the sending LEA in writing within 2 instructional schools days.</p> <p>No = The student has accrued at least 5 unexcused absences within a marking period during the period under review AND there is no evidence that the nonpublic school notified the sending LEA in writing within 2 instructional school days.</p>	<p>LEA will provide technical assistance to the nonpublic school regarding their policies and practices to ensure notification of the student's unexcused absences per the regulatory requirement submission of attendance reports in accordance with 5 DCMR §A-2821.8</p> <p>NOTE: The period under review is defined as: For NPs visited between August and December, monitors will review the attendance records for the second semester of the previous year. For NPs visited between January and June, monitors will review attendance records for the first semester of the current year.</p>	<p>Nonpublic School Webinar: Attendance and truancy notification</p> <p>Nonpublic School Webinar: Attendance and truancy notification presentation</p> <p>Slides 33-47</p>

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Truancy	51 Nonpublic School Notifies LEA Within 2 School Days of 10 Unexcused Absences	5 DCMR §A-2821.9	<p>Did the nonpublic school notify the sending LEA in writing within 2 instructional school days after the accrual of 10 unexcused absences for the school year under review?</p> <p>Yes = The student has accrued at least 10 unexcused absences for the school year under review AND there is evidence that the nonpublic school notified the sending LEA in writing within 2 instructional school days.</p> <p>No = The student has accrued at least 10 unexcused absences within a school year AND there is NO evidence that the nonpublic school notified the sending LEA in writing within 2 instructional school days.</p>	LEA will provide technical assistance to the nonpublic school regarding their policies and practices to ensure notification of the student’s unexcused absences per the regulatory requirement (i.e., 5 DCMR §A-2821.9 (a) & (b)).	<p>Nonpublic School Webinar: Attendance and truancy notification</p> <p>Nonpublic School Webinar: Attendance and truancy notification presentation</p> <p>Slides 33-47</p>
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