



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

# EDUCATION

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year IDEA Part B Student Level Monitoring Tool

### State Education Agency Authority

The Individuals with Disabilities Education Act (IDEA) section 616 requires each state education agency (SEA) to implement a General Supervision System that monitors the implementation of the IDEA Part B and its accompanying regulations. Therefore, the Office of the State Superintendent of Education (OSSE) is responsible for the implementation of the General Supervision System for the District of Columbia, which includes but is not limited to state complaint processes and due process adjudication in addition to local education agency (LEA) monitoring.

### Correction of Noncompliance

In exercising its monitoring responsibilities, OSSE must ensure that noncompliance with the requirements of IDEA, Part B be corrected as soon as possible but in no case later than one year after the identification of the noncompliance.

OSSE uses a two-pronged approach when verifying the correction of noncompliance:

- Prong 1: The LEA corrects individual student-level noncompliance.
- Prong 2: The LEA demonstrates that it is now correctly implementing the specific regulatory requirement.

While the federal Office of Special Education Programs (OSEP) allows a one-year maximum timeline for the correction of noncompliance, OSSE must also perform, within the one-year timeline, the Prong 2 verification of systemic compliance for each item in which noncompliance was identified. **Therefore, OSSE requires LEAs to submit initial corrections of noncompliance (Prong 1) within 90 days of notification of a finding of noncompliance.**

### Student Noncompliance Monitoring Tool

OSSE employs a variety of monitoring activities throughout the year to ensure compliance with federal and local regulations and improve educational results and functional outcomes for students with disabilities. Monitoring activities may include but are not limited to the following: database reviews, on-site compliance monitoring, record reviews, on-site focused monitoring, dispute resolution activities, Phase 1 and Phase II grant applications and audit findings reviews. This tool is used as part of onsite and desktop file reviews for both LEAs and nonpublic schools that educate District students.



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(Note: Monitoring items 1 through 11 are student demographic questions (i.e., student name, Universal Student Identifier (USI), etc.)

#### **Initial Evaluation and Reevaluation**

- 12. Parents Provided Procedural Safeguards §300.504(a)(1)**
- 13. Parent Consent for Initial Evaluation §300.300(a)**
- 14. Variety of Assessment Tools and Strategies Used §300.304(b)(1)**
- 15. Parent Consent for Reevaluation §300.300(c)(1)**
- 16. Variety of Sources Used to Determine Continued Eligibility §300.306(c)**
- 17. Current Evaluation Process §300.323(c)(2) – *Correctional Facility Monitoring Use Only***

#### **IEP (Individualized Education Program)**

- 18. Parent/ Student Notified of Meeting §300.322(a)(1)**
- 19. “Parent” Meets Definition in IDEA Regulations §300.30**
- 20. All Members of the IEP Team Attended the Meeting §§300.321(a), 300.321(e)**
- 21. PLAAFP Contains Present Levels of Academic Achievement and Functional Performance §300.320(a)(1)**
- 22. PLAAFP States Effect of Disability in General Curriculum/Appropriate Activities §300.324(a)**
- 23. PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities §300.324(a)(1)(i)**
- 24. IEP Contains Measurable Annual Goals §300.320(a)(2)(i)**
- 25. IEP Statement of Measurable Annual Related Services Goal(s) §300.320(a)(2)(i)**
- 26. Progress Reporting/Implementation of IEP §§300.320(a)(2)(i), 34 CFR 300.323(c)(2)**
- 27. Student Progress Reports 5 DCMR §A-2808.9 - *Nonpublic Monitoring Use Only***
- 28. IEP Team Considered Strategies to Address Behavior §300.324(a)(2)(i)**
- 29. IEP Compliance 5 DCMR §A-2808.4; §300.325(c) - *Nonpublic Monitoring Use Only***
- 30. ESY Determined on Individual Basis §300.106(a)(2)**
- 31. Transfer of Rights at Age of Majority §300.320(c)**
- 32. Alternate Assessment Statement of Participation §300.320(a)(6)(ii)(A)**
- 33. IEP Contains Benchmarks or Short-term Objectives §300.320(a)(2)(ii)**
- 34. IEP Developed Within 30 Days of Initial Eligibility Determination §300.323(c)(1)**
- 35. Implementation of Related Services §300.323(c)(2)**
- 36. Implementation of Related Services/Implementation of IEP §300.323(c)(2) - *IDEA Program and Correctional Facility Monitoring Use Only***
- 37. Implementation of Related Services 5 DCMR §2805.1 - *Nonpublic Monitoring Use Only***
- 38. Annual IEP Review §300.324(b)(1)(i)**
- 39. IEP Least Restrictive Environment in Regular Education §300.320(a)(5) – *IDEA Program and Correctional Facility Monitoring Use Only***

#### **Least Restrictive Environment**

- 40. Consideration of Harmful Effects §300.116(d)**
- 41. Student Placement Based on IEP §300.116(b)(2)**
- 42. Supplemental Aids and Services §300.114(a)(2)(ii) – *IDEA Program and Correctional Facility Monitoring Use Only***

#### **Discipline**

- 43. Manifestation Determination §300.530(e)**
- 44. Parent Notified of Change of Placement §§300.504, 300.530(h)**
- 45. Parent Provided Procedural Safeguards with Student Change of Placement §§300.504, 300.530(h)**
- 46. Chemical Restraints Confirm to Medical Plan 5 DCMR §A-2816.8 - *Nonpublic Monitoring Use Only***

#### **Truancy**

- 47. Nonpublic School Notifies LEA Within 2 School Days of 5 Unexcused Absences 5 DCMR §A-2821 - *Nonpublic Monitoring Use Only***
- 48. Nonpublic School Notifies LEA Within 2 School Days of 10 Unexcused Absences 5 DCMR §A-2821.9 - *Nonpublic Monitoring Use Only***

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Monitoring items 1 through 11 are student demographic questions (i.e., student name, Universal Student Identifier (USI), etc.)						
<b>Initial Evaluation and Reevaluation</b>	12 Parents Provided Procedural Safeguards	<b>§300.504(a)(1)</b>	<p><b>Were parents provided procedural safeguards upon initial referral, or parent request for evaluation?</b></p> <p><b>Yes</b> = There is documentation in the student’s file in the state’s special education system of record that demonstrates that the parent received a copy of procedural safeguards at initial referral or upon parent request for evaluation.</p> <p><b>No</b> = There is NO documentation in the student’s file in the state’s special education system of record that demonstrates that the parent received a copy of procedural safeguards at initial referral or upon parent request for evaluation.</p>	<p>In “Documents” tab in the student’s file in the state’s special education system of record, a signed “Procedural Safeguards Form”</p> <p>Or</p> <p>In the “Communication Log” in the student’s file in the state’s special education system of record, documented attempts.</p>	<p><a href="#">Part B Initial Evaluation and Reevaluation Policy</a> Pages 11-12</p>	<p>Prong 1 - 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 and upload a signed “Procedural Safeguards Form” to the student’s file in the state’s special education system of record.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Initial Evaluation and Reevaluation	13 Parent Consent for Initial Evaluation	§300.300(a)	<p><b>Was the parental consent obtained prior to the initial evaluation?</b></p> <p><b>Yes</b> = Signed consent form is in the student’s file in the state’s special education system of record AND was obtained prior to beginning the initial evaluation.</p> <p>OR</p> <p>The LEA sought but was not able to secure signed 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 and documented in the student’s file in the state’s special education system of record.</p> <p><b>No</b> = Signed consent form is not in the student’s file in the state’s special education system of record.</p> <p>OR</p> <p>Signed consent form was obtained after the initial evaluation process began AND there was no evidence that reasonable efforts were made to obtain consent.</p>	<p>In “Documents” tab in the student’s file in the state’s special education system of record the “Consent for Initial Evaluation/Reevaluation” form</p> <p>OR</p> <p>In the “Communication Log” in the student’s file in the state’s special education system of record, evidence that reasonable efforts were made on at least three occasions and in multiple modalities</p>	<p><a href="#">Part B Initial Evaluation and Reevaluation Policy</a> Pages 4, 15-16</p> <p><a href="#">Specialized Education Policy in Practice Webinar Series: Part B Initial Evaluation/Reevaluation Policy</a></p> <p><a href="#">Individualized Education Program Process Policy</a> Page 2</p>	<p>Prong 1 - Not correctable at the student level</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Initial Evaluation and Reevaluation	14 Variety of Assessment Tools and Strategies Used (Initial Evaluation)	§300.304(b)(1)	<p><b>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?</b></p> <p><b>Yes</b> = Documentation in the student’s file in the state’s special education system of record includes evidence of parent input and at least one other data source to determine eligibility such as:</p> <ul style="list-style-type: none"> <li>▪ Aptitude and achievement tests</li> <li>▪ Teacher recommendations/observations</li> <li>▪ Child's physical condition</li> <li>▪ Child's background</li> <li>▪ Adaptive behavior</li> <li>▪ Informal assessments</li> <li>▪ Progress reports</li> </ul> <p><b>No</b> = Documentation in the student’s file in the state’s special education system of record does NOT include evidence of parent input and at least one other data source to determine eligibility.</p>	In “Documents” tab in the student’s file in the state’s special education system of record, the Analysis of Existing Data (AED) form, Evaluation Summary, Eligibility Determination, and/or Meeting Notes (Looking for multiple sources of data)	<a href="#">Part B Initial Evaluation and Reevaluation Policy</a> Pages 5-8	<p>Prong 1 - Provide evidence that parent input and at least one other data source were used to determine eligibility such as:</p> <ul style="list-style-type: none"> <li>▪ Aptitude and achievement tests</li> <li>▪ Teacher recommendations/observations</li> <li>▪ Child's physical condition</li> <li>▪ Child's background</li> <li>▪ Adaptive behavior</li> <li>▪ Informal assessments</li> <li>▪ Progress reports</li> </ul> <p>If no evidence can be provided to demonstrate that parent input and at least one other data source were used to determine eligibility, reconvene the IEP team to ensure that a variety of assessment tools were used to gather relevant functional, developmental and academic information about the child, including information provided by the parent and, if necessary, determine whether the student’s eligibility needs to be re-determined.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Reevaluation	<p>Skip Pattern</p> <p>Identified LEA for Reevaluation</p>		<p><b>Did the student’s most recent reevaluation take place at the current LEA?</b></p> <p><b>Yes</b> = There is documentation in the student’s file in the state’s special education system of record that demonstrates that the student’s most recent reevaluation occurred while the student was enrolled at the current LEA.</p> <p><b>No</b> = There is documentation in the student’s file in the state’s special education system of record that the student’s most recent reevaluation occurred while the student was enrolled at a different LEA than the student’s current LEA.</p>			

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	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Initial Evaluation and Reevaluation	15 Parent Consent for Reevaluation	§300.300(c)(1)	<p><b>Was parental consent obtained to conduct a reevaluation?</b></p> <p><b>Yes</b> = Signed consent form is in the student’s file in the state’s special education system of record AND was obtained prior to beginning the reevaluation.</p> <p>OR</p> <p>The LEA sought but was not able to secure signed 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><b>No</b> = Signed consent form is not in the student’s file in the state’s special education system of record.</p> <p>OR</p> <p>Signed consent form was obtained after the reevaluation AND there was no evidence that reasonable efforts were made to obtain consent.</p>	<p>In “Documents” tab in the student’s file in the state’s special education system of record the “Consent for Initial Evaluation/Reevaluation” form</p> <p>OR</p> <p>In the “Communication Log” in the student’s file in the state’s special education system of record, evidence that reasonable efforts were made on at least three occasions and in multiple modalities</p>	<p><a href="#">Part B Initial Evaluation and Reevaluation Policy</a> Pages 4, 15-18</p> <p><a href="#">Specialized Education Policy in Practice Webinar Series: Part B Initial Evaluation/Reevaluation Policy</a></p> <p><a href="#">Individualized Education Program Process Policy</a> Page 2</p>	<p>Prong 1 - Not correctable at the student level</p> <p>Prong 2 - 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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	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Initial Evaluation and Reevaluation	16 Variety of Sources Used to Determine Continued Eligibility	§300.306(c)	<p><b>Were a variety of sources used to determine continued eligibility?</b></p> <p><b>Yes</b> = Documentation in the student’s file in the state’s special education system of record demonstrates that the following data sources were considered for the purpose of determining eligibility:</p> <ul style="list-style-type: none"> <li>▪ Aptitude and achievement tests</li> <li>▪ Parent input</li> <li>▪ Teacher recommendations/observations</li> <li>▪ Child's physical condition</li> <li>▪ Child's social or cultural background</li> <li>▪ Adaptive behavior</li> </ul> <p><b>No</b> = Documentation in the student’s file in the state’s special education system of record does NOT demonstrate that all the following data sources were considered for the purpose of determining eligibility.</p>	In “Documents” tab in the student’s file in the state’s special education system of record, the AED form, Evaluation Summary, Eligibility Determination, and/or Meeting Notes	<a href="#">Part B Initial Evaluation and Reevaluation Policy</a> Pages 5-8	<p>Prong 1 - Provide evidence that the following data sources were considered for the purpose of determining eligibility:</p> <ul style="list-style-type: none"> <li>▪ Aptitude and achievement tests</li> <li>▪ Parent input</li> <li>▪ Teacher recommendations</li> <li>▪ Child's physical condition</li> <li>▪ Child's social or cultural background</li> <li>▪ Adaptive behavior</li> </ul> <p>If no evidence can be provided, then reconvene the IEP team to ensure that a variety of sources were used to determine continued eligibility and, if necessary, determine whether the student’s eligibility needs to be re-determined.</p> <p>Prong 2 - 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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	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
	17 Current Evaluation Process  (Correctional Facility Monitoring Use Only)	<b>§300.323(c)(2)</b>	<p><b>Has the student gone through the initial evaluation or reevaluation process within the past three years?</b></p> <p><b>Yes</b> = The student's evaluation process is less than 3 years old.</p> <p><b>No</b> = The student's evaluation process has lapsed (3 or more years have passed since the last evaluation).</p>	In "Documents" tab in the student's file in the state's special education system of record, the Eligibility Determination	<a href="#">Part B Initial Evaluation and Reevaluation Policy</a> Pages 12	<p>Prong 1 - Provide evidence that the student has gone through the initial evaluation or reevaluation process within the past three years. If no evidence can be provided, conduct an evaluation for the student.</p> <p>Prong 2 - 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)	18 Parent/Student Notified of Meeting	<b>§§300.322(a)(1); 322(d)</b>	<p><b>Was the parent/student* notified of IEP meeting early enough to ensure they had an opportunity to attend?</b></p> <p><b>Yes</b> = Parent/student* invitation to most recent IEP meeting was dated prior to IEP meeting OR documentation that parent/student waived notice requirement.</p> <p><b>No</b> = 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>	In "Documents" tab in the student's file in the state's special education system of record, the parent (or adult student with educational decision-making rights) letter of invitation, dated at least one day prior to the IEP meeting	<a href="#">Part B Initial Evaluation and Reevaluation Policy</a> Pages 18-19  <a href="#">Individualized Education Program Process Policy</a> Page 3-5	<p>Prong 1 - 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>Prong 2 - 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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	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	19 "Parent" Meets Definition in IDEA Regulations	<b>§300.30</b>	<p><b>Did the "parent" who signed IEP (as evidence of the parent's attendance) meet the definition of "parent" in 34 CFR §300.30?<sup>1</sup></b></p> <p><b>Yes</b> = The person who signed in the "parent" signature block meets the definition of "parent" as defined by 34 CFR §300.30.</p> <p><b>No</b> = 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><b>N/A</b> = The parent did not sign the IEP OR the student is 18 or older.</p>	In "Documents" tab in the student's file in the state's special education system of record, the participant roster of the IEP		<p>Prong 1 - Identify the individuals 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>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

<sup>1</sup> **§300.30 (a)** Parent means—

- (1) A biological or adoptive parent of a child;
  - (2) A foster parent, unless state law, regulations, or contractual obligations with a state or local entity prohibit a foster parent from acting as a parent;
  - (3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the state if the child is a ward of the state);
  - (4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
  - (5) A surrogate parent who has been appointed in accordance with §300.519 or section 639(a)(5) of the Act.
- (b)(1) Except as provided in paragraph (b)(2) of this section, the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified under paragraph (a) of this section to act as a parent, must be presumed to be the parent for purposes of this section unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.
- (2) If a judicial decree or order identifies a specific person or persons under paragraphs (a)(1) through (4) of this section to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent" for purposes of this section.

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	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	20 All Members of the IEP Team Attended the Meeting	§§300.321(a), 300.321(e)	<p><b>The following IEP team members attended the meeting:</b>  <b>Regular education teacher</b>  <b>Special education teacher</b>  <b>LEA designee<sup>2</sup></b>  <b>Evaluation interpreter</b></p> <p><b>Yes</b> = The aforementioned IEP team members:  Were all in attendance; OR  If an IEP team member’s content area was modified or discussed at the IEP meeting, the team member was excused with 1) an agreement in writing AND 2) <i>with written input</i> prior to the IEP meeting; OR  If an IEP team member’s content area was NOT modified or discussed at the IEP meeting, the team member was excused with an agreement in writing prior to the IEP meeting; OR  Members that did not attend were not a required participant of the student’s IEP Team.</p> <p><b>No</b> = The aforementioned IEP team members were required but NOT in attendance AND a written agreement AND written input, when necessary, was NOT evident.</p>	<p>In “Documents” tab in the student’s file in the state’s special education system of record, the participant roster of the IEP  AND (If necessary)</p> <p>In “Documents” tab in the student’s file in the state’s special education system of record written parental consent to the excusal and input, when appropriate</p>	<p><a href="#">Part B Initial Evaluation and Reevaluation Policy</a>  Page 19</p> <p><a href="#">Individualized Education Program Process Policy</a>  Page 3-5</p>	<p>Prong 1 - Not correctable at the student level</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

<sup>2</sup> §300.321(a)(4) LEA designee is defined as a representative of the public agency who (i) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; (ii) is knowledgeable about the general education curriculum; and (iii) is knowledgeable about the availability of resources of the public agency.

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	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	21 PLAAFP Contains Present Levels of Academic Achievement and Functional Performance	<b>§300.320(a)(1)</b>	<p><b>The IEP contains a statement of the child’s present levels of academic achievement and functional performance.</b></p> <p><b>Yes</b> = The IEP contains the student’s most recent academic achievement and functional performance (updated from the previous IEP).</p> <p><b>No</b> = The IEP does not contain the student’s most recent academic achievement and functional performance.</p>	In the PLAAFP section of the IEP, for all areas of concern		<p>Prong 1 - Provide evidence that the IEP team considered the student’s present levels of academic achievement and functional performance when developing/revising the student’s IEP. If no evidence can be provided, convene an IEP meeting or amend the student’s IEP so that all areas of concern are updated.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

IEP (Individualized Education Program)	22 Development, Review, and Revision of IEP	§300.324(a)	<p><b>In developing each child’s IEP, the IEP Team must consider—(i) The strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child.</b></p> <p>Depending on the student’s needs the following factors must also be considered:                  Behavior: in the case of a child whose behavior impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;</p> <p>2. Limited English proficiency: In the case of a child with limited English proficiency, provide the evidence that the team considered the language needs of the child as those needs relate to the child’s IEP.</p> <p>3. Blind or visually impaired: In the case of a child who is blind or visually impaired, provide the evidence that the team provided for instruction in Braille and the use of Braille unless the IEP team determined, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille was not appropriate for the child.</p>	<p>In the PLAAFP section of the IEP, for all areas of concern</p> <p>If there are no academic areas of concern, the item is noncompliant, unless the related service is considered specialized instruction (e.g., speech-only IEP).</p>	<p>Prong 1 - Provide evidence that the IEP team considered each of the necessary factors when developing the student’s PLAAFP in the IEP. If no evidence can be provided, convene an IEP meeting or amend the student’s IEP so that the IEP team considers — (i) The strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child. 34 CFR 300.324(a)</p> <p>Prong 2 - 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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Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
		<p>4. Provide the evidence that the IEP Team considered the communication needs of the child.</p> <p>5. In the case of a child who is deaf or hard of hearing, provide the evidence that the team considered the child’s language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode.</p> <p>6. Provide the evidence that the IEP Team considered whether the child needs assistive technology devices and services.</p> <p><b>Yes</b> = The IEP contains the aforementioned factors, and the special considerations, if applicable.</p> <p><b>No</b> = The IEP does NOT contain the aforementioned factors, and the special considerations, if applicable.</p>			

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	23 PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities	§300.320(a)(1)(i)	<p><b>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)?</b></p> <p><b>Yes</b> = 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><b>No</b> = 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>In the PLAAFP section of the IEP, for all areas of concern</p> <p>If there are no academic areas of concern, the item is noncompliant, unless the related service is considered specialized instruction (e.g., speech-only IEP).</p>	<p><a href="#">Individualized Education Program Process Policy</a> Page 7-8</p>	<p>Prong 1 - 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>Prong 2 - 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)	24 IEP Contains Measurable Annual Goals	§300.320(a)(2)(i)	<p><b>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?</b></p> <p><b>Yes</b> = The IEP contains annual goals that are measurable.</p> <p><b>No</b> = The IEP does NOT contain annual goal(s) that are measurable.</p>	<p>In the PLAAFP section of the IEP, the goals relating to each area of concern</p>		<p>Prong 1 - 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 measurable goals.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	25 IEP Statement of Measurable Annual Related Services Goal(s)	<b>§300.320(a)(2)(i)(B)</b>	<p><b>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?</b></p> <p><b>Yes</b> = IEP contains annual related service goals that are measurable (e.g., SLT, PT, OT, counseling, APE, etc.).</p> <p><b>No</b> = 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><b>N/A</b> = Student's needs do not require related services (e.g., SLT, PT, OT, counseling, APE, etc.).</p>	In the PLAAFP section of the IEP, the goals relating to each related service area	.	<p>Prong 1 - 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>Prong 2 - 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)	26 Progress Reporting/ Implementation of IEP	<b>§§300.320(a)(3)(ii), 300.323(c)(2)</b>	<p><b>Does the student's file contain reports on the progress the child is making toward meeting the annual goals?</b></p> <p><b>Yes</b> = The student's file contains completed quarterly progress reports.</p> <p><b>No</b> = The student's file does NOT contain completed quarterly progress reports documenting the student's progress.</p>	In the "Documents" tab in the student's file in the state's special education system of record, "Progress Reports"		<p>Prong 1 - Provide evidence that quarterly written reports on the student's progress toward annual IEP goals were completed and uploaded into the student's file in the state's special education system of record.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>



## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
	27 Student Progress Reports  (Nonpublic Monitoring Use Only)	<b>5 DCMR §A-2808.9</b>	<p><b>Does the student’s file in the state’s special education system of record contain evidence of quarterly written reports on the student’s progress toward annual IEP goals?</b></p> <p><b>Yes</b> = The student’s file contains evidence that progress reports were completed on at least quarterly basis.</p> <p><b>No</b> = The student’s file does NOT contain evidence that progress reports were completed on at least a quarterly basis.</p> <p><b>N/A</b> = This regulatory requirement is not applicable to non-public schools not holding a Certificate of Approval from OSSE</p>	In the “Documents” tab in the student’s file in the state’s special education system of record, “Progress Reports”		<p>Prong 1 - Provide evidence that quarterly written reports on the student’s progress toward annual IEP goals were completed and uploaded into the student’s file in the state’s special education system of record. If no evidence can be provided, 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> <p>Prong 2 - N/A</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	28 IEP Team Considered Strategies to Address Behavior	§300.324(a)(2)(i)	<p><b>Did the IEP team consider the use of positive behavioral interventions and supports and other strategies to address behavior?</b></p> <p><b>Yes</b> = 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><b>No</b> = 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><b>N/A</b> = The student’s file contains no evidence that the student has behaviors that impede the student's learning or that of others.</p>	In the “Documents” tab in the student’s file in the state’s special education system of record, the PBIS section under the consideration of special factors section of the student’s IEP		<p>Prong 1 - 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 provided, 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>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	29 IEP Compliance  (Nonpublic Monitoring Use Only)	<b>5 DCMR §A-2808.4;</b> <b>§300.325(c)</b>	<p><b>Is there evidence in the student’s file of compliant emergency behavioral intervention practices and/or compliant incident report documentation, reporting, notification, or IEP follow-up practices?</b></p> <p><b>Yes</b> = There is evidence in the student's file of compliant emergency behavioral intervention practices and/or compliant incident report documentation, reporting, notification, or IEP follow-up practices.</p> <p><b>No</b> = There is evidence in the student's file of noncompliant emergency behavioral intervention practices and/or compliant incident report documentation, reporting, notification, or IEP follow-up practices.</p> <p><b>N/A</b> = The student’s file contains no evidence that the student has behaviors that impede the student's learning or that of others.</p>	In the student’s file in the state’s special education system of record, the student's incident reports, FBA, BIP, and meeting notes		<p>Prong 1 - Provide evidence that the student’s file contains emergency behavioral intervention practices and/or compliant incident reporting documentation, reporting, notification or IEP follow-up practices. If no evidence can be provided, LEA must provide technical assistance to the nonpublic school regarding the revision of the nonpublic school’s policies and practices to ensure compliant emergency behavioral intervention practices and/or compliant incident report documentation, reporting, notification, or IEP follow-up practices in accordance with the specific areas of noncompliance outlined in the monitoring report.</p> <p>Prong 2 – N/A</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	30 ESY Determined on Individual Basis	§300.106(a)(2)	<p><b>Does the student’s file contain evidence that ESY was determined on an individual basis?</b></p> <p><b>Yes</b> = There is evidence in the student’s file that demonstrates that ESY was determined on an individual basis.</p> <p><b>No</b> = There is NO evidence in the student’s file that demonstrates that ESY was determined on an individual basis.</p>	In the “Documents” tab in the student’s file in the state’s special education system of record, the “ESY Criteria Worksheet”	<p><a href="#">Extended School Year (ESY) Services Policy</a></p> <p><a href="#">Extended School Year (ESY) Services Frequently Asked Questions</a></p> <p><a href="#">Specialized Education Policy in Practice Webinar Series: Extended School Year (ESY) Services Policy</a></p> <p><a href="#">Extended School Year (ESY) Services Policy Webinar Slides</a></p> <p><a href="#">March 2017 Nonpublic THE STUDENT’S FILE IN THE STATE’S SPECIAL EDUCATION SYSTEM OF RECORD POC Webinar on ESY</a></p>	<p>Prong 1 - 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>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	31 Transfer of Rights at Age of Majority	§300.320(c)	<p><b>Does the IEP include a statement that the student has been informed of his/her rights, which will transfer to the student on reaching the age of majority?</b></p> <p><b>Yes</b> = The student’s file includes the required statement.</p> <p><b>No</b> = The student’s file does NOT include the required statement.</p> <p><b>N/A</b> = Parent/other guardian has retained the student’s educational rights.</p>	In “Documents” tab, a statement regarding the transfer of rights located in the IEP OR the Transfer of Rights Notice		<p>Prong 1 - 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.</p> <p>Prong 2 - 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)	Skip Pattern  Student Participation in Alternate Assessment		<p><b>Does the IEP for this student indicate that the student will participate in an alternate assessment?</b></p> <p><b>Yes</b> = The student will participate in an alternate assessment of student achievement.</p> <p><b>No</b> = The student will participate in the state assessment of student achievement.</p>			

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	32 Alternate Assessment Statement of Participation	<b>§300.320(a)(6)(ii)(A)</b>	<p><b>Does the student's file contain evidence describing why the student cannot participate in the regular assessment?</b></p> <p><b>Yes</b> = The student's file contains evidence describing why the student cannot participate in the regular assessment.</p> <p><b>No</b> = The student's file does NOT contain evidence describing why the student cannot participate in the regular assessment.</p> <p><b>N/A</b> = The student is not in a tested grade.</p>	In "Documents" tab in the student's file in the state's special education system of record, the Statewide Alternate Assessment Participation Criteria Worksheet	<p><a href="#">Guidance for IEP Teams on Participation Decisions</a> Pages 2-7</p> <p><a href="#">Participation Criteria Form</a></p>	<p>Prong 1 - Complete the Statewide Alternate Assessment Participation Criteria Worksheet and upload into SEDS.</p> <p>Prong 2 - 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)	33 IEP Contains Benchmarks or Short-term Objectives	<b>§300.320(a)(2)(ii)</b>	<p><b>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?</b></p> <p><b>Yes</b> = The student's IEP contains a description of benchmarks or short-term objectives.</p> <p><b>No</b> = The student's IEP does NOT contain a description of benchmarks or short-term objectives.</p>	In the IEP a description of benchmarks or short-term objectives	<p><a href="#">Guidance for IEP Teams on Participation Decisions</a> Pages 2-7</p> <p><a href="#">Participation Criteria Form</a></p>	<p>Prong 1 - Convene an IEP meeting or amend the student's IEP so that all goals contain a description of benchmarks or short-term objectives.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
<b>IEP (Individualized Education Program)</b>	34 IEP Developed Within 30 Days of Initial Eligibility Determination	<b>§300.323(c)(1)</b>	<p><b>Was an IEP developed within 30 days of a determination that the student needs special education and related services?</b></p> <p><b>Yes</b> = The student's initial IEP was developed within 30 days of the initial eligibility determination.</p> <p><b>No</b> = The student's initial IEP was NOT developed within 30 days of the initial eligibility determination.</p>	The IEP meeting date and the eligibility determination date		<p>Prong 1 - Not correctable at the student level.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	35 Implementation of Related Services after the IEP was Developed	<b>§300.323(c)(2)</b>	<p><b>Were related services made available to the student in accordance with his/her IEP within 30 days of development of the IEP?</b><sup>3</sup></p> <p><b>Yes</b> = If the IEP requires related services, related service trackers indicate that related services began on the date indicated in the IEP.</p> <p><b>No</b> = 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>N/A = The student’s initial eligibility was determined less than 30 days prior to file review OR the IEP did not require related services</p>	Service Trackers (or comparable and acceptable alternative documentation of related services) in the “Documents” tab of the student’s file in the state’s special education system of record	<p><a href="#">Related Services Policy - January 5, 2010</a> Pages 9-11</p> <p><a href="#">Specialized Education Policy in Practice Webinar Series: Related Services Policy</a></p> <p><a href="#">Related Services Policy Webinar Slides</a></p> <p><a href="#">Nonpublic School Webinar: Related services documentation</a></p> <p><a href="#">Nonpublic School Webinar: Related services documentation presentation</a> Slides 58-82</p>	<p>Prong 1 - Provide evidence that related services were made available to the student in accordance with his/her IEP. If no evidence can be provided, develop a plan that addresses missed related services or specialized instruction hours.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

<sup>3</sup> Pursuant to the IDEA and *DL v. District of Columbia requirements*, related to the smooth an effective transition for children transitioning from IDEA Part C to IDEA Part B services, LEAs are required to implement the child’s IEP by the child’s third birthday. (34 CFR §300.124; D.L. v. District of Columbia (Case No. 1:05-cv-01437), 860 F.3d 713 (D.C. Cir. 2017)) This includes the provision of all special education and related services in the IEP. Specialized instruction must be provided by the child’s third birthday, or if the child turns three on a non-instructional day, it must be provided on the first school day after the child’s third birthday. All related services must be provided at least once within 14 days of the child’s third birthday. If the child turns 3 during the summer and the child does not qualify for related services as part of Extended School Year (ESY), all related services must be provided at least once within 14 days of the first day of school after the summer (stage 5 enrollment).



## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	36 Implementation of Related Services During a Specified Period of Time  (IDEA Program and Correctional Facility Monitoring Use Only)	<b>300.323(c)(2)</b>	<p><b>For the period under review, were the related services delivered in accordance with the student's IEP?</b></p> <p><b>Yes</b> = The file indicates that related services were delivered in accordance with the student's IEP.</p> <p><b>No</b> = The file indicates that related services were not delivered in accordance with the student's IEP.</p>	Service Trackers (or comparable and acceptable alternative documentation of related services) in the "Documents" tab of the student's file in the state's special education system of record	<p><a href="#">Related Services Policy - January 5, 2010</a> Pages 9-11</p> <p><a href="#">Specialized Education Policy in Practice Webinar Series: Related Services Policy</a></p> <p><a href="#">Related Services Policy Webinar Slides</a></p> <p><a href="#">Nonpublic School Webinar: Related services documentation</a></p> <p><a href="#">Nonpublic School Webinar: Related services documentation presentation</a> Slides 58-82</p>	<p>Prong 1 - Provide evidence that related services were delivered in accordance with the student's IEP. If no evidence can be provided, develop a plan that addresses missed related services.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	37 Implementation of Related Services  (Nonpublic Monitoring Use Only)	<b>5 DCMR §A-2805.1</b>	<p><b>Were related services delivered to the student in accordance with his/her IEP in the period specified in the review?</b></p> <p><b>Yes</b> = There is evidence in the student’s file that related services were delivered to the student in accordance with his/her IEP in the period specified in the review.</p> <p><b>No</b> = <b>The student’s file contains NO evidence that</b> related services were delivered to the student in accordance with his/her IEP in the period specified in the review.</p> <p><b>N/A</b> = The student does not require related services (e.g., SLT, PT, OT, counseling, APE, etc.).</p>	Service Trackers (or comparable and acceptable alternative documentation of related services) in the “Documents” tab of the student’s file in the state’s special education system of record	<p><a href="#">Related Services Policy - January 5, 2010</a> Pages 9-11</p> <p><a href="#">Specialized Education Policy in Practice Webinar Series: Related Services Policy</a></p> <p><a href="#">Related Services Policy Webinar Slides</a></p> <p><a href="#">Nonpublic School Webinar: Related services documentation</a></p> <p><a href="#">Nonpublic School Webinar: Related services documentation presentation</a> Slides 58-82</p>	<p>Prong 1 - 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 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>Prong 2 – N/A</p>
IEP (Individualized Education Program)	38 Annual IEP Review	<b>§300.324(b)(1)(i)</b>	<p><b>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?</b></p> <p><b>Yes</b> = The student's current IEP is one year old or less.</p> <p><b>No</b> = The student's current IEP is MORE than one year old.</p>	The IEP meeting date and the date of the student file review	<a href="#">Individualized Education Program Process Policy</a> Page 7	<p>Prong 1 - Convene the IEP Team to review and renew the student’s IEP.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
IEP (Individualized Education Program)	39 IEP Least Restrictive Environment in Regular Education  (IDEA Program and Correctional Facility Monitoring Use Only)	§300.320(a)(5)	<p><b>Does the IEP contain an explanation of the extent, if any, to which the student will not participate with nondisabled students in regular education?</b></p> <p><b>Yes</b> = The IEP contains an explanation, of the extent to which the student will be participating outside of regular education.</p> <p><b>No</b> = The IEP does NOT contain an explanation, of the extent to which the student will be participating outside of regular education.</p> <p><b>N/A</b> = The student will not be participating outside of regular education.</p>	Least Restrictive Environment (LRE) Section of the IEP		<p>Prong 1 - Convene an IEP meeting or amend the student's IEP so it includes a statement of why the student will not participate with nondisabled students in regular education.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
LRE (Least Restrictive Environment)	40 Consideration of Harmful Effects	<b>§300.116(d)</b>	<p><b>In selecting the LRE, was there consideration of any harmful effects on the student or on the quality of services needed?</b></p> <p><b>Yes</b> = The student’s file contains documentation that the IEP team considered harmful effects on the student or on the quality of services.</p> <p><b>No</b> = The student’s file does NOT contain documentation in the justification section that harmful effects were considered by the IEP team.</p> <p><b>N/A</b> = 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>	Statement regarding harmful effects in the “Least Restrictive Environment” section of “IEP Process” tab of the student’s file in the state’s special education system of record, specifically part “III” of the “Justification for Removal”		<p>Prong 1 - 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>Prong 2 - 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	Skip Pattern  Least Restrictive Environment		<p><b>Does the student attend a nonpublic school or spend any part of the school day outside of the general education setting?</b></p> <p><b>Yes</b> = The student attends a NP school or spends some portion of the school day outside of the general education setting</p> <p><b>No</b> = The student is full time in general education.</p>			

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
LRE (Least Restrictive Environment)	41 Student Placement Based on IEP	<b>§300.116(b)(2)</b>	<p><b>Is the student's placement based on his/her IEP?</b></p> <p><b>Yes</b> = There is a clear alignment between the student's IEP (goals, PLAAFP and instruction hours) and the student's placement.</p> <p><b>No</b> = The student's IEP does NOT justify the student's placement.</p> <p><b>N/A</b> = 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>	The "Special Education and Related Services" section of the IEP to determine if the school in which the student has been placed can deliver specialized instruction and related services in accordance with the IEP	<p><a href="#">Policies and Procedures for Placement Review Guidance</a></p> <p><a href="#">Least Restrict Environment Policy</a></p>	<p>Prong 1 - Reconvene the IEP Team to determine the student's placement.</p> <p>Prong 2 - 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 (Least Restrictive Environment)	42 Supplemental Aids and Services  (IDEA Program and Correctional Facility Monitoring Use Only)	<b>300.114(a)(2)(ii)</b>	<p><b>Were supplemental aids and services used before removing the student from the regular education environment?</b></p> <p><b>Yes</b> = The IEP documents that education in the regular education environment cannot be achieved satisfactorily with the use of supplementary aids and services.</p> <p><b>No</b> = The IEP does NOT clearly document that education in the regular education environment cannot be achieved satisfactorily with the use of supplementary aids and services.</p> <p><b>N/A</b> = This is not the first IEP under which the student was removed from regular education and placed in the current level of educational placement.</p>	In the "Least Restrictive Environment" section of the student's IEP		<p>Prong 1 - Reconvene IEP team or amend IEP to include documentation that education in the regular education environment cannot be achieved satisfactorily with the use of supplementary aids and services.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Discipline	Skip Pattern  Student Removed More Than 10 Days		<p><b>Was the student removed from his/her educational setting for more than 10 days?</b></p> <p><b>Yes</b> = The student was removed from the educational setting for more than 10 days.</p> <p><b>No</b> = The student was removed from the education setting for 10 days or less.</p> <p><b>N/A</b> = The student has not been removed from the educational setting in the last 12 months.</p>			
Discipline	43 Manifestation Determination	<b>§300.530(e)</b>	<p><b>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?</b></p> <p><b>Yes</b> = Manifestation determination information was completed timely and in file.</p> <p><b>No</b> = Manifestation determination information was NOT completed timely OR not found in the student's file.</p>	In the "Documents" tab of the student's file in the state's special education system of record, Manifestation Determination form or notes from the manifestation determination meeting that answer the questions outlined in the step 1 and 2 in the Manifestation Determination form		<p>Prong 1 - 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 or reconvene to complete the Manifestation Determination form.</p> <p>Prong 2 - OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Discipline	44 Parent Notified of Change of Placement	<b>§300.530(h)</b>	<p><b>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?</b></p> <p><b>Yes</b> = There is 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><b>No</b> = 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>	In the "Documents" tab in the student's file in the state's special education system of record, the PWN including change of placement information		<p>Prong 1 - Not correctible at the student level.</p> <p>Prong 2 - 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	45 Parent Provided Procedural Safeguards with Student Change of Placement	<b>§300.504,</b>	<p><b>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?</b></p> <p><b>Yes</b> = 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><b>No</b> = 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>In "Documents" tab in the student's file in the state's special education system of record, a signed "Procedural Safeguards Form"</p> <p>Or</p> <p>In the "Communication Log" in the student's file in the state's special education system of record, documented attempts</p>		<p>Prong 1 - 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 and upload a signed "Procedural Safeguards Form" to the student's file in the state's special education system of record.</p> <p>Prong 2 - 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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	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Discipline	46 Chemical Restraints Conform to Medical Plan  (Nonpublic Monitoring Use Only)	5 DCMR §A-2816.8	<p><b>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?</b></p> <p><b>Yes</b> = 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><b>No</b> = 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><b>N/A</b> = There is no evidence that chemical restraints have been employed with the student during the period under review or this regulatory requirement is not applicable.</p>	In the "Documents" tab in the student's file in the state's special education system of record, the written incident report documenting the use of a chemical restraint.		<p>Prong 1 – Provide documentation demonstrating that the chemical restraint was ordered by a physician, determined medically necessary, and administered in conformance with the student's medical treatment plan.</p> <p>Prong 2 – N/A</p>



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	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Truancy	Skip Pattern  LEA Notification of Truancy  (Nonpublic Monitoring Use Only)	5 DCMR §A-2821	<p><b>This student has evidence in his/her file of unexcused absences requiring LEA notification.</b></p> <p>Student has accrued 5 or more unexcused absences within a marking period or similar timeframe.</p> <p>Student has accrued 10 or more unexcused absences within the school year.</p> <p>The student fits into both categories.</p> <p>Student does not fit into either category above.</p>			

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Truancy	47 Nonpublic School Notifies LEA Within 2 School Days of 5 Unexcused Absences  (Nonpublic Monitoring Use Only)	5 DCMR §A-2821.8	<p><b>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?</b></p> <p><b>Yes</b> = 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 school days.</p> <p><b>No</b> = 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><b>N/A</b> = This regulatory requirement is not applicable.</p>	<p>For NPs visited between August and December, monitors will review the attendance records for the second semester of the previous year.</p> <p>For NPs visited between January and June, monitors will review attendance records for the first semester of the current year.</p>		<p>Prong 1 - 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-2821.8).</p> <p>Prong 2 – N/A</p>

## OSSE IDEA Part B Student Compliance Monitoring Tool for the 2020-21 School Year

	Item and Number	Legal Reference	Item/Response Criteria	Data Sources	Resources	Corrective Action
Truancy	48 Nonpublic School Notifies LEA Within 2 School Days of 10 Unexcused Absences  (Nonpublic Monitoring Use Only)	<b>5 DCMR §A-2821.9</b>	<p><b>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?</b></p> <p><b>Yes</b> = 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><b>No</b> = 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> <p><b>N/A</b> = This regulatory requirement is not applicable.</p>	In the “Documents” tab in the student’s file in the state’s special education system of record, a document demonstrating that the nonpublic school notified the sending LEA within 2 instructional school days after the accrual of 10 unexcused absences for the school year under review.	<p><a href="#">Nonpublic School Webinar: Attendance and truancy notification</a></p> <p><a href="#">Nonpublic School Webinar: Attendance and truancy notification presentation</a></p> <p>Slides 33-47</p>	<p>Prong 1 - 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) &amp; (b)).</p> <p>Prong 2 – N/A</p>