

## OSSE Part B Student Compliance Monitoring Tool SY 2019-2020

Cluster Area for Compliance Summary Report	Item Number	Legal Reference	Item/Response Criteria	Corrective Action	Required Documentation for Correction
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	<b>§300.504(a)(1)</b>	<p><b>Upon initial referral, or parent request for evaluation, parents were provided procedural safeguards.</b></p> <p><b>Yes</b> = There is documentation in the file that demonstrates that the parent received a copy of procedural safeguards at initial referral or parent request for evaluation.</p> <p><b>No</b> = There is NO documentation in the file that demonstrates that the parent received a copy of procedural safeguards at initial referral or parent request for evaluation.</p>	<p>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>	A receipt of procedural safeguards signed by the parent.
Initial Evaluation and Reevaluation	13 Consent Form Signature Prior to Initial Evaluation	<b>§300.300(a)</b>	<p><b>The signature for parent consent was obtained prior to the initial evaluation</b></p> <p><b>Yes</b> = The consent form had signature <b>prior to</b> initial evaluation.</p> <p><b>No</b> = The consent form had signature <b>after</b> 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>	N/A

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Initial Evaluation and Reevaluation	14 Variety of Assessment Tools and Strategies Used	§300.304(b)(1)	<p><b>A variety of assessment tools and strategies were used to gather relevant functional, developmental and academic information about the student, including information provided by the parent.</b></p> <p><b>Yes</b> = Documentation includes evidence of 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><b>No</b> = Documentation does NOT Include evidence of parent input and at least one other data source were used to determine eligibility.</p>	<p>Provide evidence that multiple and appropriate sources were used to determine eligibility including parent input. If no evidence can be provided, then reconvene the IEP team to determine whether the student's eligibility needs to be re-determined to correct failure to consider parent input and at least one other data source.</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>	Updated eligibility determination worksheet or evidence of IEP meeting.

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Reevaluation  SKIP PATTERN			<p><b>The student’s reevaluation took place at the current LEA</b></p> <p><b>Yes</b>=There is documentation in the file that demonstrates that the student was reevaluated at the current LEA.</p> <p><b>No</b>=There is documentation in the file that the student’s reevaluation occurred at a different LEA.</p>	<p>If yes, show questions 15-16.</p> <p>If no, skip questions 15-16.</p>	
Initial Evaluation and Reevaluation	15 Consent Form Signature Prior to Reevaluation	<b>§300.300(c)(1)</b>	<p><b>The signature for parent consent was obtained prior to the date of reevaluation.</b></p> <p><b>Yes</b> = The consent form had signature <b>prior to</b> reevaluation.</p> <p><b>No</b> = The consent form had signature date <b>after</b> the reevaluation.</p> <p><b>NA</b>= The reevaluation did not include the administration of a test or other 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>	N/A

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Initial Evaluation and Reevaluation	16 Variety of Sources Used to Determine Continued Eligibility	<b>§300.306(c)</b>	<p><b>A variety of sources were used to determine continued eligibility.</b></p> <p>Yes = Documentation in the student’s file demonstrates that the following 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>No = Documentation in the student’s file does NOT demonstrate that a variety of sources were considered for the purpose of determining eligibility.</p>	<p>Provide evidence that all of the following sources were considered when determining 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>	Updated eligibility determination worksheet or evidence of IEP meeting.

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IEP (Individualized Education Program)  SKIP PATTERN	17 Parent/student Invited to IEP Meeting	<b>§300.322(a)(1)</b>	<p><b>Parent/student was invited to the most recent IEP meeting.</b></p> <p><b>Yes</b> = Parent/student* invitation to most recent IEP meeting is in student file.</p> <p><b>No</b> = There is no documentation that parent/student* were invited to most recent IEP meeting.</p> <p>*Student is 18 or older and rights have transferred.</p>	<p>Provide evidence that the parent attended the meeting or refused to attend the meeting.</p> <p>If parent/student was not invited, reconvene IEP meeting with invitation to the parent/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>If yes, show question 18 If no, skip question 18</p>	Parent or student letter of invitation to most recent IEP meeting
IEP (Individualized Education Program)	18 Parent/Student Notified of Meeting	<b>§300.322(a)(1)</b>	<p><b>Parent/student* was notified of IEP meeting early enough to ensure they will have 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>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>	N/A

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			<p><b>No</b> = Parent/student* invitation to most recent IEP meeting was dated on or after IEP meeting date.</p> <p>*Student is 18 or older and rights have transferred.</p>		
IEP (Individualized Education Program)	19 'Parent' Meets Definition in IDEA Regulations	<b>§300.30</b>	<p><b>As evidence of parent participation, the individual who signed the IEP meets the definition of "parent" in 34 CFR §300.30.</b></p> <p><b>Yes</b> = If there is a signature in the "parent" signature block, the person who signed meets the definition of "parent" as defined by 34 CFR §300.30.</p> <p><b>No</b> = If there is a signature in the "parent" signature block, the person who signed does not meet the definition of parent as defined by 34 CFR §300.30.</p> <p><b>NA</b> = Student is 18 or over <b>and</b> rights have been transferred <b>OR</b> parent did not sign the IEP.</p>	<p>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>	Updated IEP signature page
IEP (Individualized Education Program)	20 All Members of the IEP Team attended the Meeting	<b>§§300.321(a), 300.321(e)</b>	<p><b>The following IEP team members attended the meeting:</b></p> <p><b>Regular education teacher</b>  <b>Special education teacher</b>  <b>LEA designee</b>  <b>Evaluation interpreter</b></p> <p><b>Yes</b> = The aforementioned IEP team members:</p> <ul style="list-style-type: none"> <li>• Were all in attendance OR</li> </ul>	<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 signature page; if applicable, excusal form and evidence of input from IEP team member that did not attend.

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			<ul style="list-style-type: none"> <li>• Written agreement indicating excusal and consent, if appropriate AND evidence of input was provided for members that did not attend, if necessary, prior to the IEP Meeting</li> <li>• Members that did not attend were not a required participant of the student's IEP Team.</li> </ul> <p><b>No</b> = The aforementioned IEP team members were required but <b>NOT</b> in attendance <b>AND</b> written input from LEA designee was <b>NOT</b> evident. (Even if excusal exists.)</p>		
IEP (Individualized Education Program)	21 Present Levels of Academic Achievement and Functional Performance	<b>34 CFR 300.324(a)</b>	<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. 34 CFR 300.324(a)</b></p> <p>Depending on the student’s needs the following factors must also be considered:</p> <ol style="list-style-type: none"> <li>1. Behavior: in the case of a child whose behavior impedes the child’s learning or that of others, consider</li> </ol>	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)	Updated IEP with revised PLAAFP

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			<p>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. 34 CFR 300.324(a)(2)(ii);</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</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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			<p>appropriate for the child. 34 CFR 300.324(a)(2)(iii);</p>		
			<p>4. Provide the evidence that the IEP Team considered the communication needs of the child. 34 CFR 300.324(a)(2)(iv);</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. 34 CFR 300.324(a)(2)(iv);</p>		
<p>6. Provide the evidence that the IEP Team considered whether the child needs assistive technology devices and services. 34 CFR 300.324(a)(2)(v);</p>					

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			<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>		
IEP (Individualized Education Program)	22 PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities	<b>§300.320(a)(1)</b>	<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><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>	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	Updated IEP with revised PLAAFP

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			<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>progress in general curriculum or appropriate activities. 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)	23 IEP Contains Measurable Annual Goals	§300.320(a)(2)(i)	<p><b>The IEP contains 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 goals that are measurable.</p> <p><b>No</b> = The IEP does NOT contain goal(s) OR goal(s) that are measurable.</p>	<p>Convene an IEP meeting or amend the student's IEP so that it includes measurable annual 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>	Updated IEP with revised goals

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IEP (Individualized Education Program)	24 IEP Statement of Measurable Annual Related Services Goal(s)	<b>§300.320(a)(2)(i)(B)</b>	<p><b>The IEP contains a statement of measurable annual related services goals (in the area(s) of ST, PT, OT, counseling or APE) designed to meet the student's needs that result from his/her disability.</b></p> <p><b>Yes</b> = IEP contains related service goals that are measurable (in the area(s) of ST, PT, OT, counseling or APE).</p> <p><b>No</b> = IEP does NOT contain related services goal(s) to meet the student needs identified in the PLAAFP OR goal(s) that are measurable.</p> <p><b>NA</b> = Student's needs do not require related services (in the area(s) of ST, PT, OT, counseling or APE).</p>	<p>Convene an IEP meeting or amend the student's IEP so it includes measureable 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>	Updated IEP with revised goals

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IEP (Individualized Education Program)	25 IEP Team Considered Strategies to Address Behavior	§300.324(a)(2)(i)	<p><b>In the event that the student’s behavior impedes the learning of the student or other students, the IEP team considered the use of positive behavioral interventions and supports and other strategies to address behavior.</b></p> <p><b>Yes</b> = The IEP 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 IEP 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>NA</b> = The IEP 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 is available, 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>	Updated IEP with revised special considerations

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IEP (Individualized Education Program)	26 ESY Determined on Individual Basis	§300.106(a)(2)	<p><b>File contains evidence that ESY was determined on an individual basis.</b></p> <p><b>Yes</b> = The SEDS file documents that ESY was determined on an individual basis or ESY not yet determined.</p> <p><b>No</b> = The SEDS file does NOT document that ESY was determined on an individual basis.</p>	<p>Provide evidence that ESY was determined on an individual basis.</p> <p>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. OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	Completed ESY criteria worksheet

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IEP (Individualized Education Program)	27 IEP Description of How Progress will be Measured	<b>§300.320(a)(3)(i)</b>	<p><b>The IEP contains a description of how the student’s progress toward meeting the annual goals will be measured.</b></p> <p><b>Yes</b> = The IEP contains a description of how the student’s progress toward meeting the annual goals will be measured.</p> <p><b>No</b> = The IEP does NOT contains a description of how the student’s progress toward meeting the annual goals will be measured.</p>	<p>Convene an IEP meeting or amend the student’s IEP so it includes a description on how the progress towards annual goals will be measured.</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>	Updated IEP

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IEP (Individualized Education Program)	28 IEP Review of Progress of Annual Goal	<b>§300.320(a)(3)(ii)</b>	<p><b>The student file contains documentation of when periodic reports will be provided to the parent(s) on the student's progress.</b></p> <p><b>Yes</b> = The student file contains documentation of quarterly or periodic reports to regularly inform parent(s) of the student's progress.</p> <p><b>No</b> = The student file does NOT contain documentation of quarterly or periodic reports to regularly inform parent(s) of the student's progress.</p>	<p>Convene an IEP meeting or amend the student's IEP so it includes a statement of when the parent(s) will be regularly informed of progress.</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>	Completed progress report
IEP (Individualized Education Program)	29 IEP Statement of Special Education and Related Services	<b>§300.320(a)(4)</b>	<p><b>The IEP contains a statement of special education and related services, and supplementary aids and services.</b></p> <p><b>Yes</b> = The IEP contains a statement of special education and related services, and supplementary aids and services.</p> <p><b>No</b> = The IEP does NOT contain a statement of special education and related services, and supplementary aids and services.</p>	<p>Convene an IEP meeting or amend the student's IEP so it includes a statement of special education and related services, and supplementary aids and services.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory</p>	Updated IEP

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				requirement (achieved 100% compliance) based on a review of updated data.	
IEP (Individualized Education Program)	30 Transfer of Rights at Age of Majority	<b>§300.320(c)</b>	<p><b>The IEP includes a statement that the student has been informed of his/her rights that will transfer to the student on reaching the age of majority.</b></p> <p><b>Yes</b> = The IEP includes the required statement.</p> <p><b>No</b> = The IEP does NOT include the required statement.</p> <p><b>NA</b> = Parent/other guardian has retained the student's educational rights.</p>	<p>Obtain and file documentation of notification to 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>	Completed transfer of rights form

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IEP (Individualized Education Program)  SKIP PATTERN	Student Participation in Alternate Assessment		<p><b>The IEP for this student documents that this 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 a State Assessment of student achievement.</p>	If yes, show 32-33 If no, skip 32-33	
IEP (Individualized Education Program)	31 Alternate Assessment Statement of Participation	<b>§300.320(a)(6)(ii)(A)</b>	<p><b>If the IEP Team determines that the child must take an alternate assessment, the student's IEP contains a statement of why the student cannot participate in the regular assessment.</b></p> <p><b>Yes</b> = The student's IEP contains a statement of why the student cannot participate in the regular assessment. (Statement in IEP or uploaded alt assessment worksheet or statement)</p> <p><b>No</b> = The student's IEP does not contain a statement of why the student cannot participate in the regular assessment.</p> <p><b>NA</b>= 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>	Updated IEP

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IEP (Individualized Education Program)	32 IEP Contains Benchmarks or Short-term Objectives	<b>§300.320(a)(2)(ii)</b>	<p><b>If the IEP Team determines that the student must take an alternate assessment, the student's IEP contains 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>	<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>	Updated IEP
IEP (Individualized Education Program)	33 IEP Contains Projected Date for Services	<b>§300.320(a)(7)</b>	<p><b>The IEP includes the projected date for the beginning of services and modifications, and the anticipated frequency, location and duration of those services and modifications.</b></p> <p><b>Yes</b>= The IEP contains the projected date for beginning of services and modifications, and the anticipated frequency, location and duration of services and modifications.</p> <p><b>No</b>= The IEP does NOT contain the projected date for beginning of services and modifications, and the anticipated frequency, location and duration of services and modifications.</p>	<p>Reconvene IEP team or amend IEP to include the projected date for beginning of services and modifications, anticipated frequency, location and duration for services and modifications.</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>	Updated IEP

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IEP (Individualized Education Program)	34 IEP Developed Within 30 Days of Initial Eligibility Determination	<b>§300.323(c)(1)</b>	<p><b>An IEP was 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>	<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>	N/A
IEP (Individualized Education Program)	35 Implementation of Related Services	<b>§300.323(c)(2)</b>	<p><b>As soon as possible following development of the IEP, related services were made available to the student in accordance with his/her IEP.</b></p> <p><b>Yes</b> = If the IEP requires related services, related service trackers indicate that</p>	<p>Develop a plan that addresses missed related services or specialized instruction hours.</p>	Missed related services plan

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			<p>related services began on the date indicated in the IEP, or the IEP did not require related services.</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>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)	36 Annual IEP Review	§300.324(b)(1)(i)	<p><b>The student's IEP is 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 less than one year old.</p> <p><b>No</b> = 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>	Updated IEP

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LRE (Least Restrictive Environment)	37 Consideration of Harmful Effects	§300.116(d)	<p><b>In selecting the LRE, there was consideration of any harmful effects on the student or on the quality of services needed.</b></p> <p><b>Yes</b> = The IEP contains documentation in the justification section, that the IEP team considered harmful effects on the student or on the quality of services.</p> <p><b>No</b> = The IEP file does NOT contain documentation in the justification section that harmful effects were considered by the IEP team.</p> <p><b>NA</b> = In the past year, the student's placement was determined through an HOD or the student has not been removed from the regular education environment.</p>	<p>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>	Updated or amended IEP

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LRE (Least Restrictive Environment) SKIP PATTERN	Student Attendance		<p><b>Does the student spend any part of the school day outside of the regular education setting?</b></p> <p><b>Yes</b> = The student spends some portion of the school day outside of the regular education setting.</p> <p><b>No</b> = The student is full time in regular education.</p>	Skip pattern: if Yes, show items 40, 41 and 42	
IEP (Individualized Education Program)	38 IEP Least Restrictive Environment in Regular Education	§300.320(a)(5)	<p><b>The IEP contains 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, if any, in which the student will be participating outside of regular education.</p> <p><b>No</b> = The IEP does NOT contain an explanation, if any, in which the student will be participating outside of regular education.</p>	<p>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>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	Updated or amended IEP

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LRE (Least Restrictive Environment)	39 Supplemental Aids/Services Used Before Removal From Regular Education	§300.114(a)(2)(ii)	<p><b>Supplemental aids and services were 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>NA</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>	<p>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>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>	Updated or amended IEP

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LRE (Least Restrictive Environment)	40 Student Placement Based on IEP	<b>§300.116(b)(2)</b>	<p><b>The student's placement is 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>NA</b> = In the past year, the student's placement was determined through an HOD or student was placed by DYRS, DMH or CFSA.</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>	Updated IEP
Discipline SKIP PATTERN	Student Removed More Than 10 Days		<p><b>This student was 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>NA</b> = The student had no discipline/behavior incidents in the last 12 months.</p>	<p>If yes, show 43, 44 If no or NA, hide 43, 44</p>	

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Discipline	41 Manifestation Determination	§300.530(e)	<p><b>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.</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 file.</p>	<p>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>	Documentation of manifestation determination meeting
Discipline	42 Parent Notified of Change of Placement	§300.530(h), 300.536	<p><b>On the date that a decision was made to make a removal that constitutes a change of placement, the parent was notified and provided with a copy of the procedural safeguards.</b></p> <p><b>Yes</b> = There is evidence in the student's records that on the date a decision was made to make a removal that constitutes a change of placement, the parent was notified and provided a copy of 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>	N/A

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			<p><b>No</b> = There is no evidence in the student's records that on the date a decision was made to make a removal that constitutes a change of placement, the parent was notified and provided a copy of procedural safeguards.</p>		