

IDEA

SELF-ASSESSMENT MONITORING GUIDE



2023-2024

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INTRODUCTION

The Louisiana Department of Education (LDOE), Division of Program Monitoring, supports engagement in self-monitoring as a method of analyzing the implementation of a free appropriate public education (FAPE) for students with disabilities. This self-assessment monitoring tool offers a comprehensive analysis of various special education programming systems including the review of data to determine valid and systemic conclusions. The LDOE encourages self-assessment monitoring as an activity for all school systems; however, those ranking in the moderate category of the risk-based monitoring process must engage in self-monitoring as a required activity.

The primary goal of the self-assessment is identification of areas of non-compliance and technical assistance needs for those who participate in the development and implementation of Individualized Education Programs (IEP). However, this analysis should also reveal the strengths and weaknesses of your local special education program by evaluating its impact on student achievement. When completed with fidelity, we expect this activity will be helpful in identifying the root causes of performance and compliance issues in your school system. When coupled with other school system planning activities, results should also help inform fiscal decisions as it relates to strategic and targeted use of federal Individuals with Disabilities Education Act (IDEA), Part B funds.

Components

There are seven components of the self-assessment process: Child Find, Least Restrictive Environment (LRE), Delivery of Services, Discipline, Secondary Transition, Early Childhood Special Education (ECSE), and Alternate Assessment Eligibility. A bank of questions, referred to as standards, should be used to analyze whether the school system is compliant in these seven components. The school system is required to sample student files to fulfill the requirements of some standards, while other components will only query the school system's policies, practices, and procedures.

Each standard is supported by a compliance regulation that will help the school system's self-assessment team determine whether compliance requirements are being met. LDOE selected Child Find, LRE, Delivery of Services, Discipline, Secondary Transition, Early Childhood Special Education (ECSE), and Alternate Assessment Eligibility as the priority areas for this review. The results of this process will assist Special Education Directors in identifying systemic non-compliance, determining how student performance has been impacted, and developing a plan for intervention.

Citations

For the purpose of correcting non-compliance and identifying areas where compliance has been established, regulatory citations will appear. Citations included in this document refer to regulatory requirements determined to be most closely related to the area(s) being addressed. Citations included in this document are not intended to be inclusive of any regulations, but will rather broadly capture the intent of the component or standard being addressed.

Planning and Preparation

The school system should identify key staff to serve on the self-assessment team. The team member selection is at the discretion of the school system; however, LDOE recommends including knowledgeable and experienced individuals such as the Special Education Director, IEP facilitators, behavior interventionists, and related service providers.

Identifying a Sample

In order to complete this activity, the school system must:

1. Select a targeted sample of student files for the LRE, Delivery of Services, Discipline, Secondary Transition, and Early Childhood Special Education (ECSE) components, and
2. Review the school system's policies, practices, and procedures for the Child Find component.

| MONITORING SAMPLE SIZE CHART | |
|---------------------------------------|---------------------|
| Students with Disabilities Population | Files to be Sampled |
| 1 - 10 | All Files |
| 11 - 50 | 10 |
| 51 - 100 | 15 |
| 101 - 300 | 30 |
| 301 - 600 | 40 |
| 601 - 1,000 | 45 |
| 1,001 and above | 55 |

Discipline Files (Select files of students with greater than 10 days of disciplinary removals): Please select the number of files based upon the population group ranges listed below if applicable:

Population Group Sample Size:

- 1-35 files = 2 discipline files
- 36-85 files = 5 discipline files
- 86-320 = 8 discipline files
- 321-800 = 8 discipline files
- 801-above = 12 discipline files

Student File Selection

For example, if the school system has 300 students with disabilities, then the school system will proceed with the following steps:

- Query the school system's policies, practices, and procedures for Child Find;
- Select at least 7 files from a targeted site or group of sites for LRE;
- Select at least 7 files from a targeted site or group of sites for Delivery of Services;
- Select at least 6 files of students removed for more than 10 days for Discipline;
- Select at least 6 files of students with Secondary Transition plan IEPs; and
- Select at least 4 files of students in ECSE;
- Additional files may be selected if the school system determines that a systemic problem exists and additional information is needed to confirm a hypothesis

** School systems can review the same group of student files for each component area if the sample size does not allow for selection of different student files for those areas.*

Additionally, for each of the components requiring a review of student specific information, the factors below must be considered when selecting files:

Least Restrictive Environment (LRE): The following criteria should be considered when selecting student files:

1. Identify schools with the lowest percentages of students with disabilities served in the regular class setting;
2. Target students that have scored non-proficient on statewide assessments and/or are failing two or more core subjects, with a particular focus on ELA and Math;
3. Target files of initial placements; and
4. Ensure files reviewed include students with significant cognitive disabilities.

Delivery of Services: The following criteria should be used when selecting student files:

1. Select student files from schools with the highest percentage of students with disabilities scoring at or above proficient on statewide assessments;
2. Select student files from schools with the highest percentage of students with disabilities scoring below proficient on statewide assessments;
3. Target files of students failing two or more core subjects;
4. Target files of students that have repeated a grade; and
5. Include files of students from the following disability categories: Specific Learning Disability, Autism, and Other Health Impairments.

Discipline: The following criteria should be used when selecting student files:

1. Target schools with the highest percentage of discipline removals of greater than ten days in a school year;
2. Target schools with the lowest percentage of students with disabilities scoring at or above proficient on statewide assessments;
3. Target files of students with disabilities placed in an interim alternative education setting;
4. Target files of students failing two or more core subjects; and
5. Include files of students from the following disability categories: Emotional Disturbance and Other Health Impairments.

Secondary Transition: The following criteria should be used when selecting student files:

1. Target students 16 years of age and older;
2. Target files of students ACT 833 eligible;
3. Target files of students on Certificate of Achievement track; and
4. Target files of students on regular diploma track.

ECSE: The following criteria should be used when selecting student files:

1. Target files of students 3-5 years of age;
2. Target files of students with Individual Family Service Plans (IFSP) that are 3-5 years of age;
3. Target files of students that are 5 years of age in Pre-K with an IEP.

Identifying a Sample for the Alternate Assessment Review

Identifying a Sample

In order to complete this activity, the school system must:

1. Select a targeted sample of file of students who participated in the alternate assessment during the most recent school year, and
2. Review the files to ensure the student meets the state's criteria for participation for the alternate assessment.

| Total Number of Students Who Participated in the Alternate Assessment | Number of Files to be Sampled |
|---|-------------------------------|
| 1-10 | All Files |
| 11-50 | 10 |
| 51-100 | 15 |
| 101-200 | 30 |
| 201+ | 40 |

Student File Selection

For example, if the school system had 75 students participate in the alternate assessment, the school system will select at least 15 files for review.

Alternate Assessment: the following criteria should be used when selecting student files:

1. Select student files from schools with a higher percentage of students participating in the alternate assessment;
2. Include files of students from the following IDEA disability classifications: Specific Learning Disability, Speech or Language Impairment, Intellectual Disability - Mild, Other Health Impairment, Developmental Delay, Autism, and/or Emotional Disturbance; and
3. Select student files to ensure a representative sample from elementary, middle and high school years.

Understanding Compliance and Correction

Documentation and Evidence

For each of the components on the self-assessment tool, a rubric is provided which includes a specific list of documentation (information to look at) and evidence (information to look for) that must be considered during the review of each standard. This information is provided as a guide for locating information that may assist in substantiating compliance. However, the school system may use additional evidence when needed to support this process.

Addressing Compliance and Non-Compliance

For each item or question, click the box next to the item that best represents how the school system's procedures or student reviews compare to the standard or question for each of the main self-assessment components. A notation of "**Compliant**" indicates the school system is in compliance with the specific regulatory requirement. A notation of "**Non-compliant**" indicates the school system is in non-compliance with the specific regulatory requirement. If a question or a component area is not applicable, then the school system may select "**Not Applicable**" in the appropriate section of the document. The N/A should only be used if a standard does not apply to a particular situation. It may not be used as an alternative to not having fully implemented a standard. The team should carefully review all documentation and evidence prior to making a final determination of compliance for each standard. The school system will be required to correct any instance of non-compliance by developing a plan for correction.

Correction of Non-Compliance

If school system is non-compliant in any of the self-assessment standards, the school system will be required to:

- Document issues of non-compliance on the self-review score sheets provided;
- Identify the steps the school system will take to correct findings of non-compliance by developing a plan for correction on the results summary document provided;
- Correct all instances of non-compliance for each individual student immediately;
- Maintain documentation to validate the school system has corrected all issues of non-compliance in the local self-assessment files; and
- Randomly conduct follow-up reviews to ensure each individual instance of non-compliance was corrected, and other systemic issues do not exist. If additional issues of non-compliance are noted, they must be corrected immediately.

Submission of Results

The self-assessment results should be submitted to the LDOE electronically according to the quarterly monitoring schedule. Please check the LDOE Superintendent's monthly newsletter for the quarterly Program Monitoring schedule.

A self-monitoring email portal has been established for your convenience. The full review must be emailed to the LDOE at selfmonitoring@la.gov by the deadline. Please list the school system name in the subject line of the email when you send your self-assessment. Each component, along with the Results Summary Report, must be submitted to the LDOE by the deadline. The assigned IDEA team leader is available to answer any questions about this process. Questions may also be emailed directly to selfmonitoring@la.gov.

Compliance Audits

After submitting the self-assessment results to the agency, the LDOE's IDEA monitoring team will conduct spot checks to ensure the compliance results of the self-assessment accurately represent the compliance standard. The worth of the self-assessment relies on the validity of the process and the humility of the educators involved in the review of the student records.

SELF-ASSESSMENT TEAM CHECKLIST

| Required Activity | Recommendations and Action Steps |
|--|---|
| <p>1. Special Education Director selects team members to participate in the self-assessment process</p> | <p>Identify a team leader to oversee the self-assessment process and a team of individuals to conduct the review. The team should include individuals from multiple disciplines. This may include, but is not limited to:</p> <ul style="list-style-type: none"> • Special education teachers • Guidance counselors • Social workers • Behavior interventionists • General education teachers • School psychologists • Related service personnel |
| <p>2. Conduct an initial meeting with team members to discuss process timelines and assign responsibilities</p> | <p>Assign team members to:</p> <ul style="list-style-type: none"> • Identify the sample of students • Complete the student record reviews • Conduct interviews and observations, if needed* • Complete other relevant tasks <p><i>*Interviews and observations may be conducted as an optional activity if additional information is needed to make a definitive decision regarding compliance of standard.</i></p> |
| <p>3. Identify student files to review</p> | <ul style="list-style-type: none"> • Refer to the chart in the instructions on how to select files for review • Consult relevant data sources (e.g. performance profile, School System Determination, report cards, assessment results, other school level data) • Identify additional records to review if inconclusive patterns exist |
| <p>4. Complete required self-assessment</p> | <ul style="list-style-type: none"> • Review school system policies, practices, and procedures for the Child Find procedural review • Conduct student file reviews for LRE, Delivery of Services, and Discipline, Secondary Transition, ECSE, and Alternate Assessment Eligibility |
| <p>5. Convene a review team meeting to discuss the findings</p> | <ul style="list-style-type: none"> • Meet to discuss findings • Question and probe results to identify patterns and/or factors which may have contributed to lack of growth in student achievement (<i>root cause analysis</i>) |
| <p>6. Compile results</p> | <p>Assign a person to compile data from record review score sheets and transfer the findings to the results summary document</p> |
| <p>7. Submit completed self-assessment to Louisiana Department of Education</p> | <ul style="list-style-type: none"> • PDF and email score sheets and results summary document to the agency • Manner of submission: web-based electronic submission to selfmonitoring@la.gov • Maintain evidence and supporting documentation in a local self-review monitoring file |

COMPONENT A: CHILD FIND

Understanding Child Find (CF)

Under Part B of IDEA, school systems are required to identify, locate, and evaluate students with disabilities. The Child Find mandate applies to all students who reside within a state, including students who attend private schools and public schools, highly mobile students, migrant students, homeless students, and students who are wards of the state. This includes all students who are suspected of having a disability, including students who receive passing grades and are “advancing from grade to grade.”

An school system’s Child Find policies and procedures must ensure the following:

- Measures to identify, locate, and evaluate all students with disabilities, regardless of the severity of the disability, and
- Procedures to determine which students will receive special education and related services.

The purpose of this section is to ensure the school system’s policies, practices, and procedures for Child Find do not present any barriers to locating and evaluating students. This review analyzes whether the school system has demonstrated procedural compliance as it relates to Child Find oversight activities in general and aligns with Indicator 11 in the Annual Performance Report (APR), a component of the IDEA State Performance Plan (SPP). Indicator 11 reports annually on whether the school system completes evaluations within the required 60 business days.

Instructions for the Review:

The Child Find procedural review should follow the steps below:

1. Identify at least one staff person who is knowledgeable about the requirements of Child Find.
2. Review the school system’s policies, procedures and any additional documentation in order to respond to the Child Find standards.
3. If the school system has evidence to support full implementation of a Child Find standard, then mark “Compliant” next to the standard. If the school system is unable to validate full implementation of standard, then mark “Non-compliant” next to the standard.
4. Record results on the Results Summary form.
5. Maintain supporting documentation in the school system file.

CHILD FIND (CF)

RECORD REVIEW ITEM: CF-1

REGULATION 34 CFR: §300.111(A)(C)

RECORD REVIEW QUESTION

Does the school system have Child Find policies and procedures in effect for all students, including students who are:

- Homeless,
- Wards of the state,
- In private schools,
- Advancing from grade to grade, and
- Highly mobile and/or migrant?

POTENTIAL SOURCE OF DOCUMENTATION

- CF policies (e.g., policy manual)
- CF procedures (e.g., procedures manual)
- Any forms used for implementing CF procedures
- Posters/brochures
- Evidence of Child Find activities with nonpublic schools
- Documentation of referrals
- Indicator 11 Data – Evaluation timelines

RESULT & COMPLIANCE

COMPLIANT

- CF policies and procedures are written and available.
- Procedures provide sufficient guidance on how to implement CF activities.
- CF procedures address all of the following: homeless children, private school children, general population of students, and migrant children.

* Each of the above must be evident in order to substantiate compliance.

NON-COMPLIANT

- CF procedures are unavailable.
- CF procedures are inconsistent with the criteria indicated above.
- * Either of the above substantiates non-compliance.

RECORD REVIEW ITEM: CF-2

REGULATION 34 CFR: §300.301

RECORD REVIEW QUESTION

Does the school system have a process in place for receiving and documenting verbal and written requests for evaluations from parents and others? Is there evidence that the school system consistently follows the process?

POTENTIAL SOURCE OF DOCUMENTATION

- SBLC documentation
- Evaluation reports
- Referral documentation
- Intervention data/logs
- Parental requests and consent
- Parental complaints
- Indicator 11 – Evaluation timelines

RESULT & COMPLIANCE

COMPLIANT

- CF procedures are followed consistently when receiving and documenting written and verbal requests for a comprehensive evaluation from parents.
- A written process is established for implementing Child Find activities and there is evidence of implementation.
- Policies and procedures address handling CF at times when school is not in session; procedures are not limited by a total number per year.

* The school system must have procedures in place that address each of the above to be determined compliant.

NON-COMPLIANT

- CF procedures for documenting written or verbal requests for evaluations are non-existent, insufficient, or inconsistent with the IDEA.
- CF procedures for documenting written or verbal requests for evaluations are not followed resulting in a failure to document requests received and/or responding to requests in a timely manner.
- * Either of the above substantiates non-compliance.

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|--|--|
| Do any barriers exist which prevented the school system from conducting initial evaluations within sixty (60) business days of receiving parental consent? | <ul style="list-style-type: none"> • Parental consent forms • Indicator 11 SER report • Initial evaluation reports • Other relevant sources of information |

RESULT & COMPLIANCE

| <input type="radio"/> COMPLIANT | <input type="radio"/> NON-COMPLIANT |
|--|--|
| <p>Evaluations were completed within 60 business days of the day the parent gives written consent except in the following situations:</p> <ul style="list-style-type: none"> • Parents repeatedly fail or refuse to make their child available. • Child transfers to a school in another school system after evaluations have begun, but before determinations of eligibility have been made. • Evaluations are conducted using data and parents and the school system agree in writing to extend the timeframes. • The school system begins the evaluation with fewer than 60 business days remaining in the current school year. | <p>Evaluation were not completed within 60 business days of the day the parent gave written consent. [None of the exemptions apply.]</p> |

Group Discussion Questions:

- Does the school system have a standard set of Child Find procedures currently in place that are available and being implemented?
- Do these activities cover the broad scope of Child Find under IDEA at §300.111?
- Were appropriate considerations made as it relates to identifying, locating, and evaluating students, including students who are parentally placed in private schools, experiencing homelessness, wards of the state, and of the general school population?
- Were the school system’s Child Find activities fully implemented? If so, to what extent and is there sufficient documentation available to ensure timely services to students?
- Were initial evaluations conducted within 60 business days after receiving parental consent? If not, what barriers prevent the timely dissemination of results? What are the appropriate interventions to correct the problem?

COMPONENT B: LEAST RESTRICTIVE ENVIRONMENT

Understanding Least Restrictive Environment (LRE)

IDEA defines LRE as “to the maximum extent appropriate” students with disabilities, including students in public or private institutions or other care facilities, are educated with children who are not disabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

IDEA also requires that schools provide a full continuum of services ranging from regular classrooms with support to special classes and special school placements as needed. The IEP team is responsible for determining the most appropriate educational placement in the least restrictive environment that can meet the student’s educational needs.

The purpose of this section is to ensure placement decisions are in accordance with IDEA regulations and to determine if a relationship exists between placement decisions and outcomes of students with disabilities.

Instructions for the LRE Review:

The review for LRE should follow the steps below:

1. Identify which team members will conduct the LRE review.
2. Use the chart and criteria to select a sample of student files.
3. Complete the LRE review for each student file.
4. Record the responses on the LRE score sheet.
5. Transfer results to the Results Summary form.
6. If the school system is non-compliant in a standard, include a plan for correction on the Results Summary form.
7. Maintain supporting documentation in the school system file.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

RECORD REVIEW ITEM: LRE-1

REGULATION 34 CFR: § 300.116(B)

RECORD REVIEW QUESTION

Does documentation demonstrate that the student's placement was:

- determined annually, at a minimum,
- based on the student's IEP,
- as close as possible to the student's home, and
- resulted in the student being educated in the school that he or she would attend if non-disabled, unless IEP requires another arrangement?

Notes:

- * *The school system must address every component of the above question prior to making a determination of compliance.*
- * *Special factors or justifications requiring a more unique placement decision may be considered as evidence of compliance as long as the above factors were considered.*

POTENTIAL SOURCE OF DOCUMENTATION

- Policies and procedures
- IEP
- Special considerations
- Other relevant information used to make placement decisions during the IEP process

RESULT & COMPLIANCE

COMPLIANT

Placement decisions are made in conformity with LRE provisions.

NON-COMPLIANT

Placement decisions are not made in conformity with LRE provisions.

RECORD REVIEW ITEM: LRE-2

REGULATION 34 CFR: §300.320(A)(6)(I)

RECORD REVIEW QUESTION

Does the IEP include relevant accommodations to enable the child to be involved in and make progress in the general education curriculum?

Note: A team member may need to perform a classroom observation or conduct a brief interview with the student's teacher to determine if accommodations are being provided in accordance to the IEP.

POTENTIAL SOURCE OF DOCUMENTATION

- Policies and procedures
- IEP
- Evaluation results
- Accommodations
- Statements of specifically designed instruction
- List of accommodations provided to teacher(s)
- Classroom observation notes

RESULT & COMPLIANCE

COMPLIANT

The IEP identifies accommodations to be provided to the student and evidence of implementation was identified.

NON-COMPLIANT

Accommodations were included in the IEP, but there is no evidence of implementation.

RECORD REVIEW ITEM: LRE-3**REGULATION 34 CFR: §300.324 (A)(2)**

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION | |
|--|---|---|
| <p>Does the IEP consider special factors such as:</p> <ul style="list-style-type: none"> <input type="radio"/> language needs of the student; <input type="radio"/> communication needs of the student; <input type="radio"/> reading and writing media for students who may need instruction in an alternate format such as Braille or enlarged print; and <input type="radio"/> assistive technology devices and services? | <ul style="list-style-type: none"> • IEP • Consideration of special factors • General student information • Evaluation recommendations • Assistive technology • Alternate format • Accommodations • IEP supports/services | |
| RESULT & COMPLIANCE | | |
| <input type="radio"/> COMPLIANT | <input type="radio"/> NON-COMPLIANT | <input type="radio"/> NOT APPLICABLE |
| The IEP shows evidence of consideration of special factors. If any were determined appropriate for the student, evidence of use and implementation was available. | The IEP did not consider any special factors. | Based on the needs of the student, none of these special factors are applicable to the unique needs of the student. |

RECORD REVIEW ITEM: LRE-4**REGULATION 34 CFR: §300.320(A)(5)**

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION | |
|--|---|---|
| <p>Does the IEP include an explanation of the extent to which the student will not participate with non-disabled students?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>If so, was the decision:</p> <ul style="list-style-type: none"> <input type="radio"/> Based on the needs of the student, not the student's disability; <input type="radio"/> Demonstrate that the team has given adequate consideration to meeting the student's needs in the regular classroom with supplementary aids and services; <input type="radio"/> Describe that the nature or severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily; and <input type="radio"/> Describe potential harmful effects to the student or others, if applicable. | <ul style="list-style-type: none"> • IEP • Consideration of special factors • General student information • Evaluation recommendations • Assistive technology assessment • Accommodations • IEP supports/services | |
| RESULT & COMPLIANCE | | |
| <input type="radio"/> COMPLIANT | <input type="radio"/> NON-COMPLIANT | <input type="radio"/> NOT APPLICABLE |
| <p>The IEP includes <i>justification</i> for why the student was removed from the regular education classroom and:</p> <ul style="list-style-type: none"> • Is based on the needs of the student; • Reflects that the team has given adequate consideration to meeting the student's needs in the regular classroom with supplementary aids and services; and • If the nature or severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily, a justification given for the decision. | <p>Rationale is not given <u>or</u> the rationale given:</p> <ul style="list-style-type: none"> • Is NOT based on student needs; • Does NOT reflect consideration or provision of supplementary aids and services in the regular education classroom; and • Does NOT describe potential harmful effects to the student or others, if applicable. | <p>The student receives all special education services with non-disabled peers.</p> |

Group Discussion Questions:

- Are IEP teams, to the maximum extent possible, placing students in settings with age appropriate peers?
- Are teachers implementing accommodations as recommended by the IEP team?
- Are IEP teams making special considerations for students that may require instruction supported by an alternate format or assistive technology?
- What barriers, if any, exist as it relates to students receiving appropriate supplemental aids and support in the regular class setting?

COMPONENT C: DELIVERY OF SERVICES

Understanding Delivery of Services

The effective and consistent delivery of services (DS) is a critical component in the performance outcomes of students with disabilities. The results of the multidisciplinary evaluation and the student's IEP outlines the educational needs and supports which are necessary for the student to progress in the general education curriculum. When the IEP is implemented consistently according to the unique needs of the student, the student is expected to show improvements in academic performance.

The student's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. Parents, as team members, must be invited to attend these meetings and should be afforded every opportunity to be active participants in this process.

By law, the IEP must include certain information about the student and the educational program designed to meet his or her unique needs. This includes:

- **Special education and related services.** The IEP must list the special education and related services to be provided to students. This includes supplementary aids and services that the student needs. It also includes modifications and accommodations to the program and supports for school personnel.
- **Current performance.** The IEP must state how the student is currently doing in school (known as present levels of educational performance). Examples of sources of current student performance may include classroom tests and assignments, individual tests given to decide eligibility for services or during reevaluation, current progress monitoring data, and observations made by parents, teachers, related service providers, and other school staff. The statement about "current performance" includes how the student's disability affects his or her involvement and progress in the general curriculum.
- **Annual goals.** These are goals that the student can reasonably accomplish in a year. Goals must be academic, and may also address social or behavioral needs, relate to physical needs, or address other educational needs. The goals must be measurable meaning that it must be possible to measure whether the student has achieved the goals.
- **Measuring progress.** The IEP must state how the student's progress will be measured and indicate how often parents will be made aware of that progress.
- **Participation in state and district-wide tests.** All students with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective IEP.
- **Dates and Location of Services.** The IEP must state when services will begin, how often they will be provided, where they will be provided, and how long they will last.
- **Transition Services.** Beginning when the student is age 16 (or younger, if appropriate), the IEP must state what transition services are needed to help the student prepare for leaving school.
- **ESY.** The provision of special education and related services beyond the normal school year and at no cost to parent.
- **IEP Amendment.** Changes made to the IEP at any time. Parent must be notified prior to making these changes.

In this section, the school system will respond to a series of questions which should reveal whether the school system is meeting critical components of FAPE as it relates to the delivery of services indicated on the IEP. The self-assessment team will review evidence of implementation as guided by the methods of measurement included in the IEP and respond to the standards in the self-assessment. In instances where a lack of implementation exist, the self-assessment team shall determine if the denial of FAPE is contributing to a decline in academic performance of students with disabilities in the school system. Then, an intervention plan must be developed.

Instructions for the Delivery of Services Review:

1. Identify a team member who is knowledgeable about the development and implementation of the IEP.
2. Use the chart and criteria to select a sample of student files.
3. Complete the Delivery of Services review for each student file.
4. Record the responses on the Delivery of Services score sheet.
5. Transfer results to the Results Summary form.
6. If the school system was found non-compliant, develop a plan for correction.
7. Maintain any supporting documentation in the school system file.

**Louisiana Department of Education – Statewide Monitoring
SCHOOL SYSTEM SELF-MONITORING FILE REVIEW
COMPONENT C – DELIVERY OF SERVICES (DS)**

RECORD REVIEW ITEM: DS-1

REGULATION 34 CFR: §300.322(A)

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|---|--|
| Was the parent afforded the opportunity to participate in the IEP meeting? | <ul style="list-style-type: none"> Parent contact logs Prior written notification IEP team participant signatures Other forms of documentation |
| RESULT & COMPLIANCE | |
| <input type="radio"/> COMPLIANT <hr/> Prior written notice was available. The parent participated or there is evidence that the parent was invited to participate in the IEP meeting. | <input type="radio"/> NON-COMPLIANT <hr/> There is no prior written notice available and/or no evidence of an invitation for the parent to participate in the IEP meeting. <i>* There are exceptions allowed to this rule. The school system may use its discretion to determine whether valid attempts were made to contact the parent(s).</i> |

RECORD REVIEW ITEM: DS-2

REGULATION 34 CFR: §300.320(A)(1)(I)

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|--|---|
| Does the IEP contain present levels of academic achievement and functional performance, including how the student’s disability affects involvement and progress in the general education curriculum? | <ul style="list-style-type: none"> IEP Statement of progress General student information Instructional plan Present levels of academic achievement |
| RESULT & COMPLIANCE | |
| <input type="radio"/> COMPLIANT <hr/> Present levels of academic achievement and functional performance include the following information as it relates to each goal: <ul style="list-style-type: none"> Summary of academic, behavioral , and/or functional performance; and Baseline data provided for developing a measurable goal (e.g. formative, curriculum-based, functional behavior assessments). | <input type="radio"/> NON-COMPLIANT <hr/> Present levels of academic achievement and/or functional performance are not included in the IEP. |

RECORD REVIEW ITEM: DS-3**REGULATION 34 CFR: §300.320(A)(2)(I)(A)****RECORD REVIEW QUESTION**

Does the IEP include annual measurable goals that address the student’s academic area of need?

A measurable annual goal must contain the following:

- Clearly defined behavior: the specific action the student will be expected to perform.
- The condition (situation, setting or given material) under which the behavior is to be performed.
- Performance Criteria describing the skill and level of performance that will be achieved in the IEP year.

POTENTIAL SOURCE OF DOCUMENTATION

- Evaluation results
- IEP team recommendations
- Consideration of special factors
- Measurable annual goals
- Examples of methods of measurement

RESULT & COMPLIANCE **COMPLIANT**

The IEP includes measurable goals and there is reasonable evidence of the delivery of services in conjunction with annual goals.

 NON-COMPLIANT

The IEP does not contain annual goals or the goals fail to address the student’s needs as identified in the IEP and evaluation results.

RECORD REVIEW ITEM: DS-4**REGULATION 34 CFR: §300.320(A)(4)(7)****RECORD REVIEW QUESTION**

Does the IEP indicate the amount, duration, and location where specially-designed instruction will occur?

POTENTIAL SOURCE OF DOCUMENTATION

- IEP
- Program services
- Placement determination checklist
- Statement of specifically designed instruction

RESULT & COMPLIANCE **COMPLIANT**

The IEP specifically identifies amount, duration, and location of specifically-designed instruction.

 NON-COMPLIANT

The IEP does NOT specify the amount, duration, and/or location of specially-designed instruction.

RECORD REVIEW ITEM: DS-5**REGULATION 34 CFR: §300.320 (A)(4)(I)****RECORD REVIEW QUESTION**

Does the IEP identify related services that address the needs of the student and support annual goals?

(Related Services: developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education and includes any of the following services: speech-language pathology and audiology, occupational therapy, physical therapy, orientation and mobility, school health and nursing services, psychological services, social work services, etc.)

POTENTIAL SOURCE OF DOCUMENTATION

- Program services
- Placement determination checklist
- Examples of method of measurement
- Educational need areas

RESULT & COMPLIANCE **COMPLIANT**

The IEP specifically identifies related services that align with the needs of the student and supports achievement of annual goals. Reasonable evidence of the delivery of related services is available.

 NON-COMPLIANT

The IEP does not specify related services that align with the needs of the student or support annual goals. There is no evidence to support the delivery of services.

RECORD REVIEW ITEM: DS-6**REGULATION 34 CFR: §300.320(A)(6)(II)(A)(B)****RECORD REVIEW QUESTION**

Does the IEP indicate student participation in the annual statewide assessment?

POTENTIAL SOURCE OF DOCUMENTATION

- Documentation of assessment results
- Statewide assessment results
- Eligibility criteria checklists, where applicable
- Other relevant information

RESULT & COMPLIANCE **COMPLIANT**

The IEP indicates that the student will participate in a statewide assessment. If the student is participating in an alternate assessment, the IEP indicates the reason.

 NON-COMPLIANT

The IEP does not address the student’s participation in a statewide assessment and/or the IEP does not include justification as to why an alternate assessment is appropriate.

RECORD REVIEW ITEM: DS-7**REGULATION 34 CFR: §300.324(B)(1)(I)****RECORD REVIEW QUESTION**

Has the IEP been reviewed at least
Has the IEP been revised to address new and relevant information?
Examples of new information may include:

- responses to a lack of expected progress toward annual goals;
- re-evaluations when new concerns exist;
- information about the student provided by the parent or other educators; and/or
- anticipated needs or other matters.

POTENTIAL SOURCE OF DOCUMENTATION

- Current IEP with original signatures
- Evidence of IEP revisions
- Education need areas
- Progress reports
- Other relevant information

RESULT & COMPLIANCE **COMPLIANT**

With the exception of an initial IEP, the IEP had been updated within twelve months from the prior year IEP date and includes “new and relevant” information to address the needs of the student.

 NON-COMPLIANT

The IEP is out of the allowable timeline and no evidence exists to indicate meaningful revisions were made to the IEP.

 NOT APPLICABLE

The IEP is an initial IEP.

RECORD REVIEW ITEM: DS-8**REGULATION 34 CFR: §300.320(3)(I)(II)****RECORD REVIEW QUESTION**

Did the IEP contain descriptions of how the student’s progress toward annual goals will be measured, including how often parents will be informed of the student’s progress?

POTENTIAL SOURCE OF DOCUMENTATION

- Progress Reports
- Methods of measurement

RESULT & COMPLIANCE **COMPLIANT**

The IEP indicates how the student’s progress will be measured and how often it will be reported to the parent.

 NON-COMPLIANT

The IEP does not indicate how often progress will be reported to parents, failed to include methods of measurement, and evidence to support was unavailable.

RECORD REVIEW ITEM: DS-9**REGULATION 34 CFR: §300.106(A)****RECORD REVIEW QUESTION**

Did the IEP team appropriately consider the need for extended school year services (ESY)?

POTENTIAL SOURCE OF DOCUMENTATION

- ESY Determination of Eligibility letter
- ESY Student Eligibility Review form
- ESY Documentation forms
- ESY Screening Determination form

RESULT & COMPLIANCE **COMPLIANT**

There is documentation of an ESY determination of eligibility letter in the IEP folder.

 NON-COMPLIANT

There is no documentation of an ESY determination of eligibility of letter in the IEP folder.

RECORD REVIEW ITEM: DS-10**REGULATION 34 CFR: §300.324(A)(4)&(6)****RECORD REVIEW QUESTION**

If the IEP was amended, did the school system follow the procedures and notice requirements for making changes to the IEP?

POTENTIAL SOURCE OF DOCUMENTATION

- PWN
- Amended IEP

RESULT & COMPLIANCE **COMPLIANT**

The parent was notified of changes to the IEP and procedures were followed to amend the IEP.

 NON-COMPLIANT

The parent was not notified of changes to the IEP and procedures were not followed to amend the IEP.

RECORD REVIEW ITEM: DS-11**REGULATION 34 CFR: §300.17****RECORD REVIEW QUESTION**

Was a free and appropriate public education (FAPE) made available to the student as evidenced by the implementation of the IEP?

POTENTIAL SOURCE OF DOCUMENTATION

- Evidence of methods of measurement
- Progress reports
- IEP revisions
- General student information
- Progress reports
- Work samples
- Progress notes
- Teacher comments
- Report cards

RESULT & COMPLIANCE **COMPLIANT**

The team has evidence to support the full and complete implementation of the IEP based on the unique needs of the student. FAPE was provided.

 NON-COMPLIANT

There was not sufficient evidence to demonstrate that FAPE was provided in order to ensure progression of the student as outlined in the IEP.

Discussion Questions:

- Within the district and schools analyzed, are IEPs being implemented according to the appropriate requirements?
- For students failing one or more subjects, are there patterns in the IEP implementation that appear to be systemic and discrepant?
- Which schools are implementing IEPs with fidelity and which schools are struggling? What patterns exist in these schools?
- Was FAPE provided in every case? If not, what actions will the school system take to ensure immediate correction?

COMPONENT D: DISCIPLINE

Understanding the Discipline Self-Assessment Review

For disciplinary actions resulting in the removal of students for more than ten (10) days in a school year (whether or not the days are consecutive), the school must provide special education services that allow the student to:

- continue to participate in the general education curriculum, although in another setting; and
- progress toward meeting the goals outlined in the student's IEP.

If the disciplinary action results in a removal from school that is a change of placement, the IEP team must determine the exact educational services needed while the student is assigned to the interim alternative education setting.

Within 10 days from the beginning of a disciplinary action that results in a removal that exceeds 10 school days, the school district, the parents, and relevant members of the student's IEP team must meet to determine if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability.

The team must also determine if the conduct was the direct result of the school's failure to implement the student's IEP, including a behavior intervention plan. If the IEP team decides that the student's behavior was a direct result of the school's failure to implement the IEP, the school must take immediate steps to remedy the deficiencies and return the student to his/her original placement.

Indicator 4 of Louisiana's State Performance Plan reports on the rate of removals greater than 10 days. School systems who do not meet state targets are required to assess discipline-related policies, practices, and procedures for students with disabilities. This discipline review provides the opportunity for school systems to examine discipline procedures for students who have been removed for more than 10 days in a school year.

Instructions for the Review:

The Discipline review process includes the steps below:

1. Identify a team member who is knowledgeable about discipline procedures for students with disabilities.
2. Use the chart and criteria established to select a sample of student files.
3. Complete the Discipline review for each student file.
4. Record the responses on the Discipline score sheet.
5. Transfer results to the Results Summary form.
6. If the school system was found non-compliant, develop a plan for correction which includes timelines for implementation.
7. Maintain any supporting documentation in the school system file.

**Louisiana Department Of Education – Statewide Monitoring
SCHOOL SYSTEM SELF-MONITORING FILE REVIEW
COMPONENT D – DISCIPLINE (DIS)**

RECORD REVIEW ITEM: DIS-1

REGULATION 34 CFR: §300.530(H)

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|---|--|
| Did the school system notify the parents of a removal constituting a change of placement because of a violation of a code of conduct on the date on which the decision was made and did the school system provide the parents with a copy of the procedural safeguards? | <ul style="list-style-type: none"> Letter or Due Process Form documenting notified parent of change of placement and the parent notified of procedural safeguards Notice of Meeting Prior Written Notice letter |

RESULT & COMPLIANCE

COMPLIANT

There is documentation the parent was notified on the same date of the removal and was provided procedural safeguards.

NON-COMPLIANT

There is no documentation parent was notified on same date of removal and were not provided procedural safeguards (if the parent was notified on same date but did not receive procedural safeguards, this is still non-compliant).

RECORD REVIEW ITEM: DIS-2

REGULATION 34 CFR: §300.530(E)

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|--|---|
| Was the MDR conducted within 10 school days of the school system's decision to change the placement of a child with a disability? (When a student is removed for more than 10 days, this is considered a change in placement.) | <ul style="list-style-type: none"> Student discipline records Documentation of out-of-school suspensions and/or expulsions Manifestation determination Other discipline related resources |

RESULT & COMPLIANCE

COMPLIANT

The date of the manifestation determination review is not more than ten (10) school days from the date of the decision to change the placement of a student with a disability through a school suspension or expulsion.

NON-COMPLIANT

The date of the manifestation determination review is more than ten (10) school days from the date of the decision to change the placement of the student with a disability through a suspension or expulsion.

Special Circumstances:

School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability for possession of a weapon, use of illegal drugs, or infliction of serious bodily injury.

RECORD REVIEW ITEM: DIS-3**REGULATION 34 CFR: §300.530(F)****RECORD REVIEW QUESTION**

Did the school system conduct a functional behavioral assessment (FBA) after the manifestation determination? (Unless the school system conducted the FBA before the behavior that resulted in the change of placement.)

POTENTIAL SOURCE OF DOCUMENTATION

- FBA

RESULT & COMPLIANCE **COMPLIANT**

- A FBA was conducted.
- A FBA is included in the student's file.
- * *The school system must select both of the above in order to meet the compliance requirement.*

 NON-COMPLIANT

- No evidence of a FBA is available in the student's file.
- The FBA was conducted, but it does not meet the requirements.
- * *By selecting either, non-compliance is evident.*

RECORD REVIEW ITEM: DIS-4**REGULATION 34 CFR: §300.530(F)****RECORD REVIEW QUESTION**

Did the school system develop a Behavioral Intervention Plan (BIP) for the student as a result of the FBA?

POTENTIAL SOURCE OF DOCUMENTATION

- BIP

OR

If the BIP had already been developed, did the school system review the BIP after the manifestation determination and modify it as necessary to address the student's behavior?

RESULT & COMPLIANCE **COMPLIANT**

- A BIP is included in the student's file.
- BIP addresses relevant behaviors.
- BIP was modified to address student behavior(s).

 NON-COMPLIANT

- A BIP is not included in the student's file.
- BIP is included, but it does not address current behavior.
- BIP was not modified to address the student's behavior(s).

RECORD REVIEW ITEM: DIS-5**REGULATION 34 CFR: §300.530(D)(4)&(5)****RECORD REVIEW QUESTION**

After the removal, was the student able to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP?

POTENTIAL SOURCE OF DOCUMENTATION

- IEP
- Progress reports
- Service logs
- Work samples
- Teacher notes
- Observations and interviews

RESULT & COMPLIANCE **COMPLIANT**

- The student file demonstrates evidence that during the time of the removal, the student:
- had access to the general education curriculum; and
 - continued to progress toward meeting goals.

 NON-COMPLIANT

The student file did not reveal evidence of continued participation in the general education curriculum and progress towards IEP goals after the removal.

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|---|--|
| Did the student receive FAPE beginning on the 11th day of suspension that allowed them to continue to access and make progress in the general education curriculum? | <ul style="list-style-type: none"> • Copy of MDR form • IEP • School attendance record • Disciplinary action documentation |

| RESULT & COMPLIANCE | |
|--|--|
| <input type="radio"/> COMPLIANT | <input type="radio"/> NON-COMPLIANT |

The student continued to receive FAPE beginning on the 11th day of suspension/removal in their regular school setting, home-school setting, or alternative school site.

The student did not receive FAPE beginning on the 11th day of suspension/removal (student did not receive any educational services beginning the 11th day of suspension).

Discussion Questions:

- Which schools in the school system have the greatest number of removals?
- Did the team notice any patterns that exist with regard to removals (i.e. disproportionality, higher rates at particular school sites, specific grade levels, etc.?)
- For any student removed for greater than 10 days in a school year, were the appropriate procedures followed before and after the student was removed to an interim alternative educational placement?
- Was FAPE provided in the above instance?
- Was the team able to identify a relationship between discipline removals and performance on statewide assessments?
- For students exhibiting a pattern of challenging behaviors, were positive behavioral interventions offered to address those behaviors? If a FBA and BIP were developed to address challenging behaviors, were they revised if a decline in those behaviors did occur? If necessary, were they revised to address new behaviors?
- What are the appropriate interventions to correct any issues which exist?

COMPONENT E: SECONDARY TRANSITION (REQUIRED FOR STUDENTS 16 YEARS OF AGE OR OLDER ONLY)

Understanding the Secondary Transition Self-Assessment Review

Secondary Transition components include “appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.” (20 U.S.C. 1416(a)(3)(B))

Indicator 13 of Louisiana’s State Performance Plan reports percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. This secondary transition review provides the opportunity for school systems to examine transition procedures for students with disabilities that are age 16 or older.

Instructions for the Review:

The Secondary Transition review process includes the steps below:

1. Identify a team member who is knowledgeable about secondary transition procedures for students with disabilities.
2. Use the chart and criteria established to select a sample of student files.
3. Complete the Secondary Transition review for each student file.
4. Record the responses on the Secondary Transition score sheet.
5. Transfer results to the Results Summary form.
6. If the school system was found non-compliant, develop a plan of correction which includes timelines for implementation.

Louisiana Department of Education – Statewide Monitoring

SCHOOL SYSTEM SELF-MONITORING FILE REVIEW

COMPONENT E – SECONDARY TRANSITION (TRAN)

RECORD REVIEW ITEM: TRAN-1

REGULATION 34 CFR: §300.320

RECORD REVIEW QUESTION

Are there appropriate measurable postsecondary goals addressing education or training, employment, and, as needed, independent living?

POTENTIAL SOURCE OF DOCUMENTATION

- IEP
- Transition page of IEP
- Transition folder/binder

RESULT & COMPLIANCE

COMPLIANT

The required goals are present, measurable, and will occur after high school.

NON-COMPLIANT

One or more of the goals are not present, measurable, and/or do not state what the student will do after high school.

RECORD REVIEW ITEM: TRAN-2

REGULATION 34 CFR: §300.320

RECORD REVIEW QUESTION

Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?

POTENTIAL SOURCE OF DOCUMENTATION

- IEP
- Copy of Transition assessment(s)

RESULT & COMPLIANCE

COMPLIANT

The use of transition assessment(s) for the development of postsecondary goals is evident in the IEP.

NON-COMPLIANT

There is no evidence of a transition assessment(s) OR transition assessments were not used to develop postsecondary goals.

RECORD REVIEW ITEM: TRAN-3

REGULATION 34 CFR: §300.320

RECORD REVIEW QUESTION

Are there transition services/activities in the IEP that will reasonably enable the student to meet his/her postsecondary goals?

POTENTIAL SOURCE OF DOCUMENTATION

- IEP
- Transition page of IEP

RESULT & COMPLIANCE

COMPLIANT

There is at least one transition service/activity documented in the IEP associated with meeting each of the postsecondary goals.

NON-COMPLIANT

There are no transition service/activity documented in the IEP associated with meeting each of the postsecondary goals

RECORD REVIEW ITEM: TRAN-4**REGULATION 34 CFR: §300.320****RECORD REVIEW QUESTION**

Do transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goals?

POTENTIAL SOURCE OF DOCUMENTATION

- IEP Transition page
- IEP
- Individual Graduation Plan (IGP)
- Report Cards
- Student transcript

RESULT & COMPLIANCE **COMPLIANT**

Transition services include a course of study that aligns with the student's postsecondary goals.

 NON-COMPLIANT

Transition services do not include a course of study that aligns with the student's postsecondary goals

RECORD REVIEW ITEM: TRAN-5**REGULATION 34 CFR: §300.320****RECORD REVIEW QUESTION**

Are/is there annual IEP goal(s) related to transition service needs?

POTENTIAL SOURCE OF DOCUMENTATION

- IEP goal page(s)

RESULT & COMPLIANCE **COMPLIANT**

There is at least one annual goal included in the IEP that is related to the student's transition services.

 NON-COMPLIANT

There are no documented IEP goals related to the student's transition services

RECORD REVIEW ITEM: TRAN-6**REGULATION 34 CFR: §300.321****RECORD REVIEW QUESTION**

Is there evidence the student was invited to the IEP team meeting where transition services were discussed?

RECORD REVIEW QUESTION

- PWN letter with student listed on invite
- Age of Majority letter (if applicable)

RESULT & COMPLIANCE **COMPLIANT**

There is evidence in the IEP file that the student was invited to attend the IEP team meeting.

 NON-COMPLIANT

There is no evidence in the IEP file that the student was invited to attend the IEP team meeting.

RECORD REVIEW ITEM: TRAN-7**REGULATION 34 CFR: §300.321****RECORD REVIEW QUESTION**

Is there evidence that a representative of an applicable participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority, if appropriate?

POTENTIAL SOURCE OF DOCUMENTATION

- PWN letter with agency listed on invite
- Age of Majority letter (if applicable)

RESULT & COMPLIANCE **COMPLIANT**

There is appropriate documentation (e.g., PWN) indicating that, if applicable, representatives of participating agencies were invited to the meeting with prior consent of the parent or age-of-majority student.

 NON-COMPLIANT

There is NO documentation (e.g., PWN) indicating that, if applicable, representatives of participating agencies were invited to the meeting with prior consent of the parent or age-of-majority student.

OR

There is documentation agency invited and parent did not give consent for agency to attend meeting.

COMPONENT F: EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

Understanding the ECSE Self-Assessment Review

The Individual with Disabilities Education Act (IDEA) Part B Section 619 is intended to help states ensure that all preschool-aged children (3 through 5 years of age) with disabilities receive special education and related services.

Early Childhood Special Education (ECSE) services are designed for young children (aged 3-5) with disabilities who need specially designed instruction or related services and whose disability(ies) causes the children to be unable to participate in developmentally appropriate typical preschool activities. Educators, along with the child's family, develop an individualized education plan (IEP) with goals and objectives to meet the child's developmental needs. The goals and objectives include a variety of skills and/or activities for the child to learn and use consistently. School districts are required by law to ensure that developmentally appropriate ECSE programs and services are available. ECSE programs and services ensure that all children with disabilities have a free and appropriate public education (FAPE) that is designed to meet their unique needs and enable them to make progress in acquiring knowledge and skills, improving social relationships, and learning to take action to meet their needs within the general education program.

A young child who is deemed eligible for special education receives services in the least restrictive environment (LRE), which can include his/her home, a child care setting, Head Start program or a public school, as determined by the child's Individualized Education Program (IEP) Team. Services are provided at no cost to families through ECSE programs in local education agencies, including charter schools throughout Louisiana. Processes for referral for evaluation and determination of eligibility are the same as those for older, school-aged children with disabilities.

Instructions for the Review:

The ECSE review process includes the steps below:

1. Identify a team member who is knowledgeable about early childhood special education procedures for students with disabilities age 3-5.
2. Use the chart and criteria established to select a sample of student files.
3. Complete the ECSE review for each student file.
4. Record the responses on the ECSE score sheet.
5. Transfer results to the Results Summary form.
6. If the school system was found non-compliant, develop a plan of correction which includes timelines for implementation.
7. Maintain any supporting documentation in the school system file.

**Louisiana Department of Education – Statewide Monitoring
SCHOOL SYSTEM SELF-MONITORING FILE REVIEW
COMPONENT F – EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)**

RECORD REVIEW ITEM: ECSE-1

REGULATION 34 CFR: §300.321

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|--|--|
| <p>Did the ECSE IEP Team include the parent and the appropriate personnel that will be providing services to the student?</p> | <ul style="list-style-type: none"> Prior Written Notice (PWN) letter with IEP participants IEP signature page |
| RESULT & COMPLIANCE | |
| <p><input type="radio"/> COMPLIANT</p> <p>The parent and appropriate personnel providing services were present at the IEP team meeting.</p> | <p><input type="radio"/> NON-COMPLIANT</p> <p>The parent and appropriate personnel providing services were not present at the IEP team meeting.</p> |

RECORD REVIEW ITEM: ECSE-2

REGULATION 34 CFR: §300.124

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|---|---|
| <p>For preschoolers transitioning from an early intervention program (Part C, EarlySteps), was a transition planning conference held prior to the child's 3rd birthday?</p> | <ul style="list-style-type: none"> PWN IEP Documentation of transition conference notes |
| RESULT & COMPLIANCE | |
| <p><input type="radio"/> COMPLIANT</p> <p>A transition planning conference was held prior to the child's 3rd birthday.</p> | <p><input type="radio"/> NON-COMPLIANT</p> <p>A transition planning conference was not held prior to the child's 3rd birthday.</p> |

RECORD REVIEW ITEM: ECSE-3

REGULATION 34 CFR: §300.124

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|--|---|
| <p>Did an school system representative participate in the transition conference arranged with the early intervention program for a preschooler who was transitioning from an early intervention program?</p> | <ul style="list-style-type: none"> PWN IEP signature page Conference summary with school system representative signature |
| RESULT & COMPLIANCE | |
| <p><input type="radio"/> COMPLIANT</p> <p>An school system representative attended the transition conference in order to develop a transition plan before the child entered school.</p> | <p><input type="radio"/> NON-COMPLIANT</p> <p>An school system representative did not attend the transition conference to develop a transition plan before the child entered school.</p> |

RECORD REVIEW ITEM: ECSE-4

REGULATION 34 CFR: §300.323

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|--|---|
| <p>For preschoolers transitioning from Part C, the Individual Family Service Plan (IFSP) was considered in developing the IEP?</p> | <ul style="list-style-type: none"> Copy of IFSP Copy of IEP Teacher anecdotal notes Agency representative anecdotal notes Other teacher/agency documentation on student progress |
| RESULT & COMPLIANCE | |
| <p><input type="radio"/> COMPLIANT</p> <p>There is evidence the IFSP was considered in developing the IEP.</p> | <p><input type="radio"/> NON-COMPLIANT</p> <p>There was no evidence the IFSP was considered in developing the IEP.</p> |

COMPONENT G: ALTERNATE ASSESSMENT ELIGIBILITY

Understanding the Alternate Assessment Eligibility Review

Louisiana's alternate assessment (LEAP Connect), was developed for students with disabilities who are served under IDEA for whom there is evidence that the student has a significant cognitive disability. It is a performance-based assessment designed for students whose instructional program is aligned with the Louisiana Connectors standards. (Bulletin 1530 §503)

In order for a student to participate in the alternate assessment, the student must meet the state's eligibility criteria.¹ (Bulletin 1530 §503) This includes:

1. The student has a disability that significantly impacts cognitive function and/or adaptive behavior. This may be demonstrated in the following ways.
 - a. For students who have not completed the fifth grade, an eligible student is functioning three or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.
 - b. For students who have completed fifth grade, an eligible student is functioning 2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.
 - c. Students who have completed the fifth grade functioning between 2.0 and 2.29 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior may be eligible for LEAP Connect participation if the IEP team provides additional empirical evidence a LEAP Connect identification is appropriate for the student.
2. The student requires extensive modified instruction aligned with the Louisiana Connectors to acquire, maintain, and generalize skills.
3. The decision to include the student in the LEAP Connect assessment is not solely based on the following:
 - a. student's placement;
 - b. excessive or extended absences;
 - c. disruptive behavior;
 - d. English language proficiency;
 - e. student's reading level;
 - f. student's disability according to Bulletin 1508;
 - g. social, cultural, and/or economic differences;
 - h. anticipated impact on school performance scores;
 - i. administrative decision;
 - j. expectation that the student will not perform well on the regular statewide assessments.

Instructions for Alternate Assessment (AA) Eligibility Review

The review for alternate assessment eligibility should follow the steps below:

1. Identify which team members will conduct the alternate assessment review.
2. Use the chart and criteria to select a sample of student files.
3. Complete the alternate assessment review for each student file.
4. Record the responses on the alternate assessment score sheet.
5. Transfer results to the Results Summary form.
6. If the school system is non-compliant in one or more alternate assessment eligibility criteria, include a plan for correction on the Results Summary form.
7. Submit the alternate assessment review Results Summary form to the IDEA monitoring team leader and maintain supporting documentation in the school system file.

¹ BESE approved changes will be in place for the 2019-2020 school year. School systems should use current policy to review student files.

RECORD REVIEW ITEM: AA-1

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|---|---|
| <p>Does documentation demonstrate that the alternate assessment decisions met the state's eligibility criterion #1 such that the student has a disability that significantly impacts cognitive function and/or adaptive behavior. This may be demonstrated in the following ways.</p> <ol style="list-style-type: none">For students who have not completed the fifth grade, an eligible student is functioning three or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.For students who have completed fifth grade, an eligible student is functioning 2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.Students who have completed the fifth grade functioning between 2.0 and 2.29 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior may be eligible for LEAP Connect participation if the IEP team provides additional empirical evidence a LEAP Connect identification is appropriate for the student. | <ul style="list-style-type: none">IEPSER evaluation resultsInitial evaluation report or Reevaluation report <p><i>Note: Completion of the LEAP Connect form alone cannot be used to verify compliance. The school system must verify the student is significantly below the mean on a cognitive or adaptive assessment. These assessments and resulting scores, shall be obtained as part of an initial or reevaluation process and integrated into the report. The assessment results must be entered into the SER evaluation section.</i></p> |

RESULT & COMPLIANCE

COMPLIANT

The school system verified the student met criterion 1 for participation in the alternate assessment.

NON-COMPLIANT

The school system verified the student did not meet criterion 1 for participation in the alternate assessment.

RECORD REVIEW ITEM: AA-2

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|---|---|
| <p>Does documentation demonstrate that the alternate assessment decisions met the state's participation criterion #2 such that there is evidence the student requires extensive modified instruction aligned with the Louisiana Connectors standards to acquire, maintain, and generalize skills.</p> | <ul style="list-style-type: none">IEP including the general student information (GSI), instructional plan, accommodations, and progress reports |

RESULT & COMPLIANCE

COMPLIANT

The school system verified the student met criterion 2 for participation in the alternate assessment.

NON-COMPLIANT

The school system verified the student did not meet criterion 2 for participation in the alternate assessment.

RECORD REVIEW ITEM: AA-3

| RECORD REVIEW QUESTION | POTENTIAL SOURCE OF DOCUMENTATION |
|--|---|
| <p>Does documentation demonstrate that the alternate assessment decisions met the state's participation criterion #3 such there is evidence the decision to include the student in the alternate assessment is not solely based on the following:</p> <ul style="list-style-type: none">a. student's placement;b. excessive or extended absences;c. disruptive behavior;d. English language proficiency;e. student's reading level;f. student's disability according to Bulletin 1508;g. social, cultural, and/or economic differences;h. anticipated impact on school performance scores;i. administrative decision;j. expectation that the student will not perform well on the regular statewide assessments | <ul style="list-style-type: none">• IEP including the general student information (GSI), instructional plan, placement / least restrictive environment, accommodations, and progress reports• Evaluation report• Attendance records• Observations and interviews• Behavior intervention plan• Functional behavior analysis• English language assessment results• Historic performance on statewide assessments |
| RESULT & COMPLIANCE | |
| <input type="radio"/> COMPLIANT | <input type="radio"/> NON-COMPLIANT |
| <p>The school system verified the student met criterion 3 for participation in the alternate assessment.</p> | <p>The school system verified the student did not meet criterion 3 for participation in the alternate assessment.</p> |

Louisiana Department of Education – Statewide Monitoring SCHOOL SYSTEM SELF-MONITORING RESULTS SUMMARY FORM

Instructions: The Results Summary Report must be completed and submitted to LDOE according to the schedule included in this document. This form should be used by the self-assessment team to compile information recorded on the self-assessment score sheets. Below are specific instructions for documenting and addressing compliance issues for each of the self-assessment standards.

Child Find

- Indicate whether the school system is compliant or non-compliant for each Child Find standard by selecting the radio button next to the appropriate standard.
- For any instance of non-compliance, a plan of correction is required.
- The plan of correction should include the following components: action steps for correcting non-compliance, personnel responsible, expected outcome, evidence of completion, and date of completion.

LRE, Delivery of Services, Discipline, Secondary Transition, and ECSE

- Indicate the total number of files reviewed for each standard for LRE, Delivery of Services, Discipline, Secondary Transition, and ECSE.
- Enter the number of compliant files, the number of non-compliant files, the number of non-applicable files, and enter the percent compliant.
- For any instance of non-compliance, a plan of correction is required.
- The plan of correction should include the following components: action steps for correcting non-compliance, personnel responsible, expected outcome, evaluation procedures, evidence of completion, and date of completion.

COMPONENT A – CHILD FIND

| Child Find | Compliant | Non-Compliant | Plan of Correction | Date Completed | Regulation |
|------------|-----------------------|-----------------------|--------------------|----------------|----------------|
| CF-1 | <input type="radio"/> | <input type="radio"/> | | | §300.111(a)(c) |
| CF-2 | <input type="radio"/> | <input type="radio"/> | | | §300.301 |
| CF- 3 | <input type="radio"/> | <input type="radio"/> | | | §300.301 |

COMPONENT B – LEAST RESTRICTIVE ENVIRONMENT (LRE)

| Student File Reviews | Total Records Reviewed | Number Compliant | Number Non-Compliant | Number of Records Not Applicable | Percent Compliant | Plan of Correction | Date Completed | Regulation |
|----------------------|------------------------|------------------|----------------------|----------------------------------|-------------------|--------------------|----------------|--------------------|
| LRE-1 | | | | | | | | §300.116(b) |
| LRE-2 | | | | | | | | §300.320 (a)(6)(i) |
| LRE-3 | | | | | | | | §300.320 (a)(4) |
| LRE-4 | | | | | | | | §300.320 (a)(5) |

COMPONENT C – DELIVERY OF SERVICES

| Student File Reviews | Total Records Reviewed | Number Compliant | Number Non-Compliant | Number of Records Not Applicable | Percent Compliant | Plan of Correction | Date Completed | Regulation |
|----------------------|------------------------|------------------|----------------------|----------------------------------|-------------------|--------------------|----------------|----------------------------|
| DS-1 | | | | | | | | §300.322(a) |
| DS-2 | | | | | | | | §300.320 (a)(1)(i) |
| DS-3 | | | | | | | | §300.320 (a)(2)(i) (A) |
| DS-4 | | | | | | | | §300.320 (a)(4)(7) |
| DS-5 | | | | | | | | §300.320 (a)(4)(i) |
| DS-6 | | | | | | | | §300.320 (a) (6)(ii)(A)(B) |
| DS-7 | | | | | | | | §300.324 (b)(1)(i) |
| DS-8 | | | | | | | | §300.320 (3)(i) (ii) |
| DS-9 | | | | | | | | §300.16 (a) |
| DS-10 | | | | | | | | §300.324 (a)(4)(6) |
| DS-11 | | | | | | | | §300.17 |

COMPONENT D - DISCIPLINE

| Student File Reviews | Total Records Reviewed | Number Compliant | Number Non-Compliant | Number of Records Not Applicable | Percent Compliant | Plan of Correction | Date Completed | Regulation |
|----------------------|------------------------|------------------|----------------------|----------------------------------|-------------------|--------------------|----------------|---|
| DIS-1 | | | | | | | | §300.530(h) |
| DIS-2 | | | | | | | | §300.530(e) |
| DIS-3 | | | | | | | | §300.530(f) |
| DIS-4 | | | | | | | | §300.530(f) |
| DIS-5 | | | | | | | | §300.530(d) (4-5) |
| DIS-6 | | | | | | | | §300.530 (b)(2) §300.530 (d)(Z)(i) |

COMPONENT E - SECONDARY TRANSITION

| Student File Reviews | Total Records Reviewed | Number Compliant | Number Non-Compliant | Number of Records Not Applicable | Percent Compliant | Plan of Correction | Date Completed | Regulation |
|----------------------|------------------------|------------------|----------------------|----------------------------------|-------------------|--------------------|----------------|------------|
| TRAN-1 | | | | | | | | §300.320 |
| TRAN-2 | | | | | | | | §300.320 |
| TRAN-3 | | | | | | | | §300.320 |
| TRAN-4 | | | | | | | | §300.320 |
| TRAN-5 | | | | | | | | §300.320 |
| TRAN-6 | | | | | | | | §300.321 |
| TRAN-7 | | | | | | | | §300.321 |

COMPONENT F – ECSE

| Student File Reviews | Total Records Reviewed | Number Compliant | Number Non-Compliant | Number of Records Not Applicable | Percent Compliant | Plan of Correction | Date Completed | Regulation |
|----------------------|------------------------|------------------|----------------------|----------------------------------|-------------------|--------------------|----------------|------------|
| ECSE-1 | | | | | | | | §300.321 |
| ECSE-2 | | | | | | | | §300.124 |
| ECSE-3 | | | | | | | | §300.124 |
| ECSE-4 | | | | | | | | §300.323 |

COMPONENT G – ALTERNATE ASSESSMENT ELIGIBILITY

| Alternate Assessment | Number Compliant | Number Non-Compliant | Plan of Correction | Date Completed | Policy |
|----------------------|------------------|----------------------|--------------------|----------------|---------------|
| AA-1 | | | | | Bulletin 1530 |
| AA-2 | | | | | Bulletin 1530 |
| AA-3 | | | | | Bulletin 1530 |