

Attachment 11

Comprehensive Review of Special Education Student Records

Authority: COMAR 13A.05.02.07: The Department is responsible for the development and implementation of policies and procedures for compliance review of public agencies to ensure the implementation of requirements.
This record review is intended only for IEPs developed after July 2005.

Item	Evidence	Requirement	Reviewer's Notes
PART C to B TRANSITION			
1	C if the date of the IEP team meeting to determine eligibility is prior to the student's third birthday. <i>SPP Indicator 9</i>	Skip to item 7 if the student is not transitioning from Part C to Part B or was not served in Part C. Each local school system shall convene an IEP team meeting to determine if a student in transition from a local Infants and Toddlers program has a disability that requires the provision of special education and related services. Note: If IEP team meeting occurred after the student's third birthday, documentation exists of parental request for delay of meeting. COMAR 13A.05.01.06	
2	C if an invitation was sent to the Part C service coordinator at the request of the parent. NA if there is no indication the parent made such a request.	In the case of a student who was previously served under Part C, an invitation to the initial IEP meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services. Note: This may be part of standard invitation, team notes, or found separately within the file. IDEA 2004	
3	C if there is documentation that the student's IFSP was considered.	The IEP team shall consider the student's Individual Family Service Plan when developing the student's IEP. Note: This information may be located in the team summary, by reference, etc. IDEA 2004	
4	C if a variety of assessment tools were used to determine eligibility is documented. <i>SPP Indicator 9</i>	Used a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the student. (The PA shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability.) Note: The team may review existing assessments/information (provided by Part C or other entities) and has concluded that additional assessments were not needed to determine eligibility for Part B. Note: Assessment tools may be located throughout the student's record. COMAR 13A.05.01.05A IDEA 2004	

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5	C if parent consent is on file and dated or appropriate documentation is on file if consent is not obtained. NA if assessment(s) were not needed. <i>SPP Indicator 9</i>	A school shall obtain written parent consent before conducting assessment procedures for initial identification. Note: If a student is a ward of the State and not residing with a parent, reasonable efforts shall be made to obtain parent consent (does not include a student with a foster parent). No parent consent is required if the parent cannot be found, parental rights have been terminated, or a judge has appointed an individual with educational authority. COMAR 13A.05.01.13A(1) IDEA 2004	
6	C if the IEP is in effect by the third birthday. <i>SPP Indicator 9 & 12</i>	For students exiting Part C at age three who are determined to be eligible for Part B services, an IEP is in effect by the student's third birthday. Note: The date of the IEP and date of initiation of services may be the same or different. COMAR 13A.05.01.08.A(2)(b)	
INITIAL EVALUATION		Skip to item 15 if this is not an initial evaluation.	
7	C if documentation of the referral date to special education is in the file. NA for children transitioning from Part C to Part B	A student with a suspected disability who may need special education shall be referred, in writing, by a parent of a student or a public agency to an IEP team. Note: This documentation may be a part of an IEP team summary, notes, etc. and begins the 90 (calendar) day timeline for the IEP team to complete an evaluation. COMAR 13A.05.01.04A(1)	
8	C if the eligibility determination is within 60 (calendar) days of signed parental consent for evaluation. NA for students transitioning from Part C to Part B. <i>SPP Indicator 9 and 11</i>	An IEP team shall complete an initial evaluation to determine whether a student is a student with a disability within 60 (calendar) days of receiving parental consent for the evaluation. Note: Identify date of parent consent and compare to date of eligibility determination. COMAR 13A.05.01.06A 20 U.S.C. 1414(a)(1)(C)	
9	C if documentation that parent received a copy of procedural safeguards is in file.	The team shall provide a copy of the procedural safeguards to the parents only one time a year except that a copy shall be given to the parent upon initial referral or parental request for evaluation. COMAR 13A.05.01.11 U.S.C. 1415(d)(1)	
10	C if parent consent is on file and dated or appropriate documentation is on file if consent is not obtained. <i>SPP Indicator 9</i>	A school shall obtain written parent consent before conducting assessment procedures for initial identification. Note: If a student is a ward of the State and not residing with a parent, reasonable efforts shall be made to obtain parent consent (does not include a student with a foster parent). No parent consent is required if the parent cannot be found, parental rights have been terminated, or a judge has appointed an individual with educational authority. COMAR 13A.05.01.13A(1)	

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11	C if a variety of assessment tools were used to determine eligibility. <i>SPP Indicator 9</i>	Used a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the student. (The team shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability). Note: C if the IEP team used multiple sources in making the determination of eligibility. Note: The team may review existing assessments and document that additional assessments were not needed. COMAR 13A.05.01.05A
12	C if the IEP was developed within 30 calendar days of evaluation.	The IEP is developed within 30 (calendar) days of the date the student is determined eligible and in need of special education. COMAR 13A.05.01.08
13	NA for students transitioning from Part C to Part B. C if there is a signed parental consent for initial service.	An IEP team shall obtain written parental consent before the initial provision of special education and related services to the student. Note: If consent was delayed, review the file for attempts to obtain parental consent. COMAR 13A.05.01.13
14	C if Prior Written Notice (PWN) was met regarding identification/eligibility.	Note: PWN may be provided within the IEP document and other documentation generated by the IEP team or may be a separate document entitled PWN. Note: The IEP team may not determine that a student is a student with a disability if the IEP team determines the student's lack of educational performance is the result of a lack of instruction in reading, including the essential components of reading instruction; or lack of instruction in math; or Limited English Proficiency (LEP).
REEVALUATION		
15	C if IEP team documented the need for additional data or documented no additional data is needed. <i>SPP Indicator 9</i>	Locate and use IEP where most recent reevaluation was completed. The IEP team reviews existing assessment data and identifies what additional data, if any, is needed, to determine whether the student continues to be a student with a disability, the present levels of educational performance, whether modifications to special education and related services are needed. COMAR 13A.05.01.06E
16	C if IEP team documents continued eligibility within three years of last eligibility determination. <i>SPP Indicator 9</i>	In case of reevaluation of a student, the IEP team must document whether the student continues to be a student with a disability. Note: Identify and compare dates of previous eligibility determination to current eligibility determination. COMAR 13A.05.01.06E
17	C if reevaluation is completed within 90 (calendar) days of starting reevaluation process. <i>SPP Indicator 9 and 11</i>	An IEP team shall complete a reevaluation within 90 (calendar) days. Note: Compare the date when reevaluation process began and date the team reviewed results and determined whether the student continued to be eligible for special education services. COMAR 13A.05.01.06

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18	C if PWN was met regarding reevaluation.	<p>Note: PWN may be provided within the IEP document and other documentation generated by the IEP team or may be a separate document entitled PWN.</p> <p>Note: Under reevaluation, an IEP team can notify the parent that additional data is not needed to determine eligibility, the basis of the determination, and the right of the parent to request assessment procedures to determine whether their student continues to be a student with a disability.</p>
ASSESSMENT REPORTS		
19	C if the assessment reports are dated and signed.	<p>Skip to item 23 if assessments were not conducted as part of initial or reevaluation.</p> <p>Each report of assessment procedures must be written, dated and signed by the individual conducting the assessment. COMAR 13A.05.01.05D(2)</p>
20	C if the assessment reports are available at the time of the IEP team meeting.	<p>Assessment reports are available at the time of the IEP team meeting.</p> <p>Note: Compare date of meeting and date of report and/or meeting summary notes or other documentation that confirms the reports were available. COMAR 13A.05.01.05D(2)</p>
21	C if the assessment states it is valid for the student.	A statement that the test administered is valid for the specific purpose for which it is used. COMAR 13A.05.01.05C
22	C if student's performance and instructional implications are described in the assessment reports.	Each assessment report shall include a description of the student's performance and instructional implications for the student's participation in the general curriculum, or, for a preschool student, participation in appropriate activities. COMAR 13A.05.01.05D
IEP TEAM PROCESS		
23	C if parent notification is on file or other methods were used or record of attempts is in the student's file.	<p>Locate and use most recent IEP.</p> <p>The parent of a student with a disability shall be provided with written notice at least 10 (calendar) days in advance of an IEP team meeting in order to participate in decisions made regarding the identification, evaluation, educational placement and provision of FAPE and disciplinary actions; and/or:</p> <p>Note: If neither parent can attend, the IEP team shall use other methods to ensure parent participation, including individual or conference calls and video.</p> <p>Note: If the IEP team is unable to convince parent to attend, the team shall keep a record of multiple (a minimum of two) attempts to arrange a mutually agreed upon time and place, such as: detailed records of telephone calls made or attempted; copies of correspondence sent to parents; records of visits.</p> <p>Note: Mark C if notice is less than ten days and expedited meeting is documented. COMAR 13A.05.01.07C</p>

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24	C if contents of parent notification contain each requirement.	The parent notification shall contain the purpose, time, date, and location of the meeting, and who will be in attendance. COMAR 13A.05.01.07	
25	C if parent right to invite other individuals is included in the notice.	The notice shall inform the parent that they may invite other individuals to attend and participate as a member of an IEP team. COMAR 13A.05.01.07	
26	C if the signature of regular education teacher or there is appropriate documentation of non-attendance.	The IEP team shall include not less than one regular education teacher of the student, if the student is or may be participating in the regular education environment. If a student does not have a regular teacher, or is younger than school age, the regular educator is an individual qualified to teach a student of the student's age. Note: Mark C if parent and team agree, in writing, that the attendance of the member, in whole or in part, is not necessary. COMAR 13A.05.01.07 IDEA 2004	
27	C if signature of special education teacher or there is appropriate documentation of non-attendance.	The IEP team shall include not less than one special education teacher of the student; or where appropriate, not less than one special education service provider. Note: Mark C if parent and team agree, in writing, that the attendance of the member, in whole or in part, is not necessary. COMAR 13A.05.01.07 IDEA 2004	
28	C if signature of representative on file or there is appropriate documentation of non-attendance.	The IEP team shall include a representative of the public agency who is: (i) qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of student with disabilities, and (ii) knowledgeable about the general curriculum and is knowledgeable about the availability of resources of the public agency. Note: Mark C if parent and team agree, in writing, that the attendance of the member, in whole or in part, is not necessary. COMAR 13A.05.01.07 IDEA 2004	
29	C if signature of individual who can interpret assessment results attended the meeting.	The IEP team shall include an individual who can interpret the instructional implications of evaluation results. COMAR 13A.05.01.07 Note: One of the other required members of the IEP team can serve in this role.	
30	C if the IEP team convened to review the IEP within one year of the previous IEP. NA if initial year.	The IEP team meets to review the student's IEP periodically, but not less than annually to revise the IEP. Note: Mark C if the IEP team has convened to review the IEP within one year. COMAR 13A.05.01.08	
31	C if there is indication that the parent was provided a copy of the IEP.	The IEP team must give the parent a copy of the IEP at no cost to the parent. COMAR 13A.05.01.07	

DEAF/HARD OF HEARING	
32	C if the IEP team documented the student's language or communication needs and other requirements.
33	C if the team provided information to the parent about the MSD.
34	C if there is documentation of checks conducted or if there is a schedule of periodic checks are in the file. NA if the student does not wear hearing aids.
BLIND	
35	C if the team documents whether Braille is needed or is not appropriate.
LEP	
36	C if the team documents the student's language needs.
PROBLEM BEHAVIOR	
37	C if the team documents the behavioral needs of the student.

Skip to item 35 if student not deaf or hard of hearing.	In developing the IEP, the IEP team must consider and document the communication needs of the student and in the case of the student who is deaf or hard of hearing, consider the student's language or communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language or communication mode. COMAR 13A.05.01.08A(3)
	The IEP team shall notify the parents or guardians of each hearing impaired student of the availability of the educational programs offered by the Maryland School for the Deaf (MSD). Education Article, §8-305, Annotated Code of Maryland
	Each PA must ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.
Skip to item 36 if student not blind.	If a student is blind or visually impaired, the IEP team shall provide for instruction in Braille and the use of Braille, including textbooks in Braille, unless the IEP team determines that instruction in Braille is not appropriate for the student. COMAR 13A.05.01.08
Skip to item 37 if student not LEP.	If the student has limited English proficiency, the IEP team shall consider the language needs of the student as these needs relate to the student's IEP. Note: Look for evidence or ask if the student was LEP (if yes, consider timeframe). COMAR 13A.05.01.08
Skip to item 38 if student's profile does not include problem behavior.	If the student's behavior impedes the student's learning or the learning of others, the IEP team shall consider strategies, including positive behavioral interventions, strategies, and supports to address that behavior, as appropriate. COMAR 13A.05.01.08

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DEVELOPMENT OF IEP	
38	<p>C if the IEP includes present levels of performance.</p> <p>The IEP for a student with a disability shall include a description of the student's present levels of academic achievement and functional performance. COMAR 13A.05.01.09</p>
39	<p>C if the IEP contains a statement as to how the disability affects involvement and progress in the general curriculum.</p> <p>The IEP for a student with a disability shall include how the student's disability affects the student's involvement and progress in the general education curriculum i.e., the same curriculum as for nondisabled students; or, for preschool students, as appropriate, how the disability affects participation in appropriate activities. Note: This information may be found in present levels of performance, areas where the student's strengths and needs are documented, in team summaries, etc. COMAR 13A.05.01.09</p>
40	<p>C if there is documentation that the parent provided input or had opportunity to participate.</p> <p>In developing the IEP, the IEP team shall provide the parent with the opportunity to express concerns for enhancing the education of the student. Such input shall be documented. Note: C if the parent did not attend the meeting and the there are documented attempts to convince the parent to attend. COMAR 13A.05.01.08</p>
41	<p><i>SPP Indicator 8</i> C if the student's communication needs are documented.</p> <p>In developing the IEP, the IEP team shall consider and document the communication needs of the student. COMAR 13A.05.01.08</p>
42	<p>C if the IEP team considers and documents the need for assistive technology.</p> <p>In developing the IEP, the IEP team must consider and document whether the student requires assistive technology devices and services. COMAR 13A.05.01.08</p>
43	<p>C if assessment performance is documented, as appropriate.</p> <p>NA for students not in tested grades.</p> <p>In developing the IEP, the IEP team must consider and document the results of student's performance on statewide, district-wide or alternative assessment programs. Note: Consider grade level of student. Kindergarten assessment program if student enrolled in kindergarten. Statewide testing in grades 3-8, and 10. High school assessments (HSA) as appropriate. COMAR 13A.05.01.08</p>
44	<p>C if there is documentation of evaluative criteria within the goals and/or objectives.</p> <p>The IEP for a student with a disability must include measurable academic and functional annual goals, including benchmarks or short-term instructional objectives related to meeting the student's needs, or, for a preschool student, as appropriate, to participate in appropriate activities. COMAR 13A.05.01.09 IDEA 2004</p>

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45	C if there is a schedule for how and when the reporting of progress is documented.	An IEP shall include how and when a parent will be regularly informed of the student's progress toward the annual goals and the extent to which the progress is sufficient to enable the student to achieve these goals within a year. COMAR 13A.05.01.09 Note: This may be documented on the IEP. Evidence may also be found by reviewing quarterly reports provided to parents. May use quarterly reports from previous IEP if current quarterly reports are housed elsewhere and filed at the end of the school year.	
46	C if there is documentation that the student will participate in alternative assessments and why. NA if student participates in the regular Statewide assessment or not in tested grades.	If the IEP team determines that the student will not participate in a particular Statewide or district-wide assessment, the team must document why the student cannot participate in the regular assessment and the particular alternate assessment selected is appropriate for the student. COMAR 13A.05.01.09	
47	C if special education service data is present.	The IEP of a student with a disability must include the projected dates for initiation of services and the anticipated frequency, location, and duration of those services. COMAR 13A.05.01.09	
LRE DETERMINATION			
48	C if the LRE determination is within one year of previous LRE determination. NA if initial year. <i>SPP Indicator 5 & 6</i>	The student's placement is determined at least annually. COMAR 13A.0501.10	
49	C if the IEP team documented the consideration of supports and services to enable the student to participate in general education. <i>SPP Indicator 5 & 6</i>	To enable the student to be educated with nondisabled peers to the maximum extent appropriate in regular education classes or other educationally related settings, the IEP team documents consideration of: <ul style="list-style-type: none"> • accommodations, • program modifications, • supports for school personnel, • supplementary aids and services (based on peer-reviewed research to the extent practicable), including staffing support to be provided to the student or on behalf of the student. Note: Documentation may be considered under a single heading or multiple headings, or may be multiple places within the IEP document. COMAR 13A. 05.01.09	

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50	C if non-participation is documented. <i>SPP Indicator 5 & 6</i>	The IEP shall include an explanation of the extent, if any, to which the student will not participate with student without disabilities in the regular class and in extracurricular and other nonacademic activities. COMAR 13A.05.01.09 and .10	
51	C if the student is not in the home school and the IEP team documented the specialized transportation needs of the student. NA if the student is in the home school.	If the IEP determines a student with a disability cannot be educated in the school the student would attend if not disabled, the IEP team shall document the specialized transportation needs of the student. This should include the consideration of the effect transportation may have upon the student in relationship to the: <ul style="list-style-type: none"> • Student's age and disability; • Specialized equipment needs of the student; • Personnel needed to assist the student during transportation; • Amount of time involved in transporting the student; and • Distance the student will be transported. COMAR 13A.05.01.10	
52	C if the basis for the LRE determination and reasons for rejecting less restrictive environments are included. Meets PWN requirements.	If the student is removed from the general education setting the IEP team shall document the basis for the LRE determination, including reasons for rejecting lesser restrictive environments. Note: Such information must be included for all students regardless of LRE code. Note: A student with a disability is not removed from education in an age-appropriate regular classroom solely because of needed modifications in the general curriculum. Note: Other relevant factors such as potential harmful effects must be addressed, if appropriate to the student's proposed placement. Note: PWN may be provided within the IEP document and other documentation generated by the IEP team or may be a separate document entitled PWN.	
EXTENDED SCHOOL YEAR			
53	C if the notice indicates ESY will be discussed and is within one year of previous discussion.	Locate the most recent IEP where ESY determination was addressed. For each school year, the IEP team shall determine whether the student requires the provision of extended school year services. COMAR 13A.05.01.07B(2)	
54	C if notes or other documentation reflect consideration of each of the applicable factors.	The IEP team shall consider: <ul style="list-style-type: none"> • whether the IEP includes annual goals related to critical life skills; • whether there is a likelihood of substantial regression of critical life skills caused by the normal school break and a failure to recover those lost skills in a reasonable period of time; • the student's degree of progress toward mastery of IEP goals related to critical life skills • the presence of emerging skills or breakthrough opportunities; • interfering behaviors; • the nature and severity of the disability; and, • special circumstances. COMAR 13A.05.01.08B(2) 	

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<p>55</p> <p>C if the team addressed the standard.</p>	<p>The IEP team must decide whether or not the benefits the student receives from his/her educational program during the regular school year will be significantly jeopardized if the student is not provided ESY. 4th Circuit ESY Standard</p>	
<p>56</p> <p>C if the student is to receive ESY and services are indicated. NA if the student is not to receive ESY.</p>	<p>If the student requires extended school year services, the IEP shall include the specific special education and related services to be provided beyond the regular school year. COMAR 13A.05.01.09A(2) Note: Documentation may be separate or noted through meeting summary, written notice, etc.</p>	
<p>57</p> <p>C if PWN was met in the consideration of ESY.</p>	<p>Note: PWN may be provided within the IEP document and other documentation generated by the IEP team or may be a separate document entitled PWN.</p>	
<p>SECONDARY TRANSITION</p>		
<p>58</p> <p>C if the IEP team meeting includes such documentation. NA if the student is 16+ years of age. <i>SPP Indicator 13</i></p>	<p>Locate and use the most current IEP where transition was discussed. The IEP for a student, who is 14 years old, and younger if appropriate, shall include a statement of the transition services needs of the student that focuses on the student's course of study. Note: The course of study may be in the form of a planned class schedule located in the student's folder. COMAR 13A.05.01.09(3)</p>	
<p>59</p> <p>C if the notice states the purpose of the meeting is to address transition services. <i>SPP Indicator 13</i></p>	<p>Beginning at age 14, or younger if appropriate, the written notice of the IEP meeting shall indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student. COMAR 13A.01.07C(4) and (5)</p>	
<p>60</p> <p>C if the parent, student and representative are invited. <i>SPP Indicator 13</i></p>	<p>When a purpose of the IEP meeting is to consider transition services, the IEP team shall ensure the following are invited: a) The parent, b) The student; and, c) A representative of any other agency that is likely to be responsible for providing or paying for transition services. COMAR 13A.01.07(A)(3)</p>	
<p>61</p> <p>C if the student attended the meeting or a document of the student's preferences and interests are signed and dated. <i>SPP Indicator 13</i></p>	<p>If the student does not attend the IEP team meeting the public agency shall take other steps to ensure that the student's preferences and interests are considered. Note: If the student attends the meeting mark as C. Note: If the student does not attend the document containing the student's preferences and interests must be signed and dated. COMAR 13A.01.07A(4)</p>	

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<p>62</p>	<p>C if appropriate measurable post secondary goals are included. NA if the student is less than 16 and no such documentation is in the file. <i>SPP Indicator 13</i></p>	<p>Beginning not later than the first IEP to be in effect when the student is 16, the IEP must include appropriate measurable post secondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills... Note: For students age 16 post secondary goals must be included. Note: Transition assessments may include but are not limited to: employment interest inventory, vocational evaluation, interview with student, parent, and/or school staff, educational assessment, and/or adaptive behavior assessment. IDEA 2004 Sec. 614(d)</p>	
<p>63</p>	<p>C if the student's file contains a referral to the appropriate agency, i.e. DORS, DDA, or MHA. NA if the student is less than 16 and there is no indication by the IEP team that this requirement be addressed. <i>SPP Indicator 13</i></p>	<p>For a student who is age 16 years old, or younger if determined appropriate by the IEP team, the IEP team [where transition is considered] shall include a statement of needed transition services including, if appropriate, a statement of a public agency's and a participating agency's responsibility or linkages, or both, before the student leaves the school setting. Note: A copy of the referral to the participating agency must be in the file (whether the representative attended the meeting or not). COMAR 13A.05.01...07 A(5) and 09(3)</p>	
<p>64</p>	<p>C if PWN was met in the consideration of secondary transition</p>	<p>Note: PWN may be provided within the IEP document and other documentation generated by the IEP team or may be a separate document entitled PWN.</p>	

<p>PRIOR WRITTEN NOTICE</p>	<p>A. The IEP team shall provide written notice to the parent of a student with a disability before the public agency proposes or refuses to initiate or change the identification, evaluation, educational placement of the student, or the provision of FAPE to the student.</p> <p>B. Prior Written Notice Content. The notice shall include:</p> <ol style="list-style-type: none"> 1) A description of the action proposed or refused; 2) An explanation of why the public agency proposes or refuses to take the action; 3) A description of the options the public agency considered and the reason the options were rejected; 4) A description of each assessment procedure, test, record, or report the public agency uses as a basis for the proposal or refusal; 5) A description of any other factors relevant to the proposed or refused action; 6) A statement that the parent has protections under the procedural safeguards of the Act and the manner in which the parent may obtain a copy of the procedural safeguards; 7) A list of sources a parent may contact to obtain assistance in understanding the provisions of this chapter; 8) A statement informing a parent of the State written complaint procedures of this chapter; and, 9) If an action proposed by a public agency also requires parental consent, a public agency may provide notice at the same time it requests consent. <p>C.</p> <ol style="list-style-type: none"> 1) The notice shall be written in language that is understandable to the general public, and provided in the native language of the parent, unless it is clearly not feasible 2) If the native language used by the parent is not a written language, the public agency shall ensure that the notice is translated orally or by other means to the parent, and the parent understands the content of the notice. 3) A public agency shall maintain written documentation that the requirements of this regulation have been met. <p>Note: This information may be located throughout the IEP document and other documents (such as procedural safeguards; team notes; etc.) provided to the parent or may be located in a separate document designed for the sole purpose of providing prior written notice. COMAR 13A.05.01.12 20 U.S.C. 1415(c)(1)</p>
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Comprehensive Review of Special Education Student Records Reviewer's Record Recording Sheet

Reviewer's Initials	Birth Date (MM/DD/YY)	LRE Code	
LSS/PA	Grade	Date of IEP (MM/DD/YY)	
Date of Review	Gender Code	Related Services Code(s)	
Student ID Number	Race Code	Name of Service School	
Student Initials	Disability Code	Name of Home School	

Part C to B Transition	Initial Evaluation			Reevaluation			IEP Team Process			Deaf/Hard of Hearing			Development of IEP			LRE Determination			Secondary Transition				
	C	NC		C	NC		C	NC		C	NC		C	NC		C	NC		C	NC			
1			7			15			23			32			38			48			58		
2			8			16			24			33			39			49			59		
3			9			17			25			34			40			50			60		
4			10			18			26			Blind			41			51			61		
5			11						27						42			52			62		
6			12			Assessment Reports			28			35			43			ESY			63		
			13						29			LEP			44						64		
			14			19			30						45			53					
						20			31			36			46			54					
						21						Behavior			47			55					
						22						37						56					
																		57					

On reverse side, record examples of statements or provide general comments to assist in understanding the findings in the record review, as necessary.

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Item Number	Comments
Part C to B	
Initial Evaluation	
Reevaluation	
IEP Team Process	

Deaf/Blind/LEP/Behavior	
Development of IEP	
LRE Determination	
Secondary Transition	

Review of the Provision of Related Services

Reviewer's Name	Student ID Number		
LSS/PA	Student Initials		
School	Disability Code		
Date of Review	Date of IEP		

Type of Related Service and Code (Refer to SSIS Code sheet)	Date Related Service to Begin (First day of school or date of IEP from current school year)	Frequency of Services (Indicate time per week; per month; periodic, duration of session, etc.)		Expected Number of Services Since Date Service Began (Refer to school calendar; be aware of closings or delays for weather related events)	Actual Number of Services Since Service Began (Refer to service provider log; count services "made-up")	Number of Missed Services Due to Absence of Student from School or Statewide Testing (Verify absence)	Number of All Other Missed Services ¹	MSDE Only		
		Minutes/Hours	Per Day/Week					Yes	No	Percent Compliant

¹ These may be due to unavailability of service provider; school sponsored field trips; etc.

The following is based on *Letter to Balkman, Office of Special Education programs, April 10, 1995* which provides some clarity regarding missed therapy services.

A public agency's responsibility is to ensure that FAPE is made available in accordance with the IEP. In situations where the student is absent from school because of the family's or physician's decision that the student not attend school, the school district is not obligated to make other arrangements to provide services. However, if a student is absent from school for a prolonged period of time, or there is a pattern of repeated short-term absences from school for reasons associated with the student's disability, it may be appropriate for school officials to conduct a meeting to review the student's current IEP to determine if it is necessary to modify the student's current program or placement.

The school district generally will be responsible for making alternative arrangements for providing IEP services in those situations where the student cannot receive the services in his or her IEP due to reasons associated with participation in school-sponsored activities (assemblies, field trips, etc.) or the unavailability of needed personnel (professional development, meetings, etc.). If participation in the school activity is mandatory, the school district must arrange to provide the services specified in the student's IEP. Similarly, the provision of special education and related services should not operate to preclude disabled students from participating in optional, school related programs or activities in which nondisabled students regularly take part.

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**Review of Special Education Student Records:
 Disciplinary Removal of Students for
 More Than Ten (10) Days**

Authority: COMAR 13A.05.02.07: The Department is responsible for the development and implementation of policies and procedures for compliance review of public agencies to ensure the implementation of requirements.

This record review is intended only for IEPs developed after August 2005 for students with a disciplinary removal for more than ten (10) school days.

Item	Evidence	Requirement	Reviewer's Notes
DISCIPLINARY REMOVAL – Determination if Removal Constitutes a Change in Placement			
1	C if documentation that the IEP team considered whether a series of removals constituted a pattern and resulted in a change of placement. NA if the student is removed for consecutive days.	To determine if the removal constitutes a pattern of removals, the IEP team shall consider: <ul style="list-style-type: none"> • Length of each removal; • Total amount of time the student is removed; and • Proximity of the removals to one another; COMAR 13A.08.03.05B	
DISCIPLINARY REMOVAL – Notification/Procedural Safeguards			
2	C if parent notification of the decision to remove the student is on file and is no later than the date of removal.	On the date the principal removes a student with a disability from the student's current placement for a violation of a school rule for more than 10 consecutive school days or a change of placement, the principal shall: <ul style="list-style-type: none"> • Notify the parents of the decision; and 	
3	C if the file contains documentation that a copy of procedural safeguards was provided with the notice of removal.	Provide the parents with the procedural safeguards notice COMAR 13A.08.03.04	
DISCIPLINARY REMOVAL – Manifestation Determination			
4	C if the IEP team met within 10 school days of the date when the principal removed the student. NA if student is not removed for 10 consecutive school days.	The IEP team shall meet within 10 school days of the date when the principal removes a student with a disability to determine: Note: This applies only to students removed for 10 or more consecutive days (extended suspensions). Note: Compare the date the student was removed with the date of the IEP team meeting. IDEA 20.U.S.C. Section (1415)(k)(1)(F)	

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<p>5</p>	<p>C if IEP team met to determine whether a series of removals for more than 10 days constitutes a change in placement NA if student is removed for 10 consecutive school days</p>	<p>For students who have been removed for more than 10 cumulative days, the IEP team meets to determine whether the removals constituted a pattern and therefore a change in placement. Note: This applies only to students whose disciplinary removal sums to >10 days. COMAR 13A.08.03.05</p>
<p>6</p>	<p>C if IEP team (for student for whom a change in placement occurred) determined whether the behavior was a manifestation of the disability NA if no change of placement determined.</p>	<p>If it is determined that a change in placement occurred as a result of a series of removals and the IEP team determined a change in placement occurred within 10 school days of the date when the principal takes disciplinary action:</p> <ul style="list-style-type: none"> • Whether the student's behavior that resulted in disciplinary removal is a manifestation of the student's disability. <p>IDEA 20.U.S.C. Section (1415)(k)(1)(E)</p>
<p>7</p>	<p>C if IEP team documented consideration of relevant information.</p>	<p>In determining whether the student's behavior was a manifestation of the student's disability, the IEP team shall consider all relevant information in relation to the behavior that resulted in the disciplinary action including:</p> <ul style="list-style-type: none"> • Diagnostic results and evaluations; • Observations; • Information supplied by the parents; • The student's IEP. <p>Note: Information may be found within the IEP document and other documentation generated by the IEP team or may be a separate document entitled prior written notice (PWN). COMAR 13A.08.03.08 C (1-4)</p>
<p>8</p>	<p>C if IEP team documents basis for manifestation determination.</p>	<p>The IEP team documented manifestation determination based on:</p> <ul style="list-style-type: none"> • Conduct was caused by, or had a direct and substantial relationship to, the student's disability; or • If conduct in question was a direct result of local school system's failure to implement IEP. <p>IDEA 20.U.S.C. Section (1415)(k)(1)(F)</p>

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9	<p>C if manifestation is determined and the child was returned to the placement from which he was removed. NA if the conduct was not a manifestation of the student's disability.</p>	<p>If the IEP team makes the determination that the conduct was a manifestation of the student's disability, the IEP team shall return the student to the placement from which the student was removed. Note: C if the parent and LSS agree to a change of placement as part of the modification of the behavior intervention plan [even though the conduct was a manifestation]. IDEA 20.U.S.C. Section (1415)(k)(1)(F)</p>	
10	<p>C if IEP team documented that a FBA was conducted or BIP was reviewed and revised, as appropriate, to address the behavior</p>	<p>If the IEP team makes the determination that the conduct was a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment and implement a behavior intervention plan. or If a behavior intervention plan has been developed, review the behavior intervention plan, and modify it, as necessary, to address the behavior.. 20 USC. Section (1415)(k)(1)(F)</p>	
FAPE DURING DISCIPLINARY REMOVAL			
11	<p>C if IEP team met to determine which services are necessary.</p>	<p>If the IEP team determines the behavior is not a manifestation of the student's disability, the IEP team shall determine the extent to which services are necessary during the period of suspension or expulsion to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals of the student's IEP. COMAR 13A.08.03.08.G</p>	
12	<p>C if educational services to provide FAPE are documented.</p>	<p>A student with a disability removed from the student's current placement, shall:</p> <ul style="list-style-type: none"> • Continue to receive educational services so as to enable the student 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 [FAPE]. <p>Note: The instructional setting for the provision of educational services to a student who has been removed from school may not be the student's home unless the placement is consistent with COMAR 13A.05.01.10C (6). Note: If the student receives home and hospital teaching, complete items 16-21. IDEA .USC. Section (1415)(k)(1)(D)</p>	

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DISCIPLINARY REMOVAL – Special and Unique Circumstance (Skip if no special, unique or court injunction apply)	
<p>13</p>	<p>C if documentation that school personnel considered and determined that a change in placement was needed due to a <u>unique circumstance</u>. NA if no unique circumstance was documented.</p>
<p>14</p>	<p>C if IEP team documents special circumstances for removal of student for up to 45 days to an IAES.</p> <p>A public agency may remove a student with a disability for up to 45 school days to an interim alternative educational setting (IAES) if, while at school, on school premises, or at a school function, under the jurisdiction of the State or public agency, without regard to whether the behavior is determined to be a manifestation of the student's disability, the student:</p> <ul style="list-style-type: none"> • Carries or possesses a weapon; • Knowingly possesses or uses an illegal drug; • Sells or solicits the sale of a controlled substance; or • Inflicts serious bodily injury upon another person, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency. <p>IDEA . USC. Section (1415)(k)(1)(G)</p>
<p>15</p>	<p>C if IEP team documents determination of the interim alternative education setting.</p> <p>The interim alternative educational setting shall be determined by the IEP team.</p> <p>20 USC. Section (1415)(k)(2)</p>
<p>16</p>	<p>C if there is documentation that a change of placement to an IAES was ordered by an administrative law judge. NA if this does not apply.</p> <p>An administrative law judge may order a change in placement to an interim alternative educational setting for not more than 45 school days if the administrative law judge determines the public agency has demonstrated, beyond a preponderance of the evidence, that maintaining the current placement of the student with a disability is substantially likely to result in injury to the student or others.</p> <p>IDEA . USC. Section (1415)(k)(3)(B)</p>

HOME AND HOSPITAL: VERIFICATION OF ELIGIBILITY – Emotional Condition		Skip if no home and hospital.
17	C if a certified school psychologist, licensed psychologist, or licensed psychiatrist has verified in writing that the student has an emotional condition.	Verification of the emotional condition is made by a certified school, or licensed psychologist or licensed psychiatrist. COMAR 13A.03.05.04A(1)
18	C if the written statement indicates that the current emotional condition prevents the student from participating in the school where the student is enrolled.	A statement by the physician or psychologist verifying that the current emotional condition prevents the student from participating in the student's school of enrollment. COMAR 13A.03.05.04A(2)
19	C if documentation that the IEP team determined instructional services and developed a plan for returning to school.	The IEP team shall: <ul style="list-style-type: none"> • Determine the instructional services to be provided to the student, as long as the medical restrictions apply; • Develop a plan for returning the student to a school-based program. COMAR 13A.05.01.10(b)
20	C if documentation that the IEP team met within 60 calendar days to review educational placement for the student.	When the period of treatment or convalescence ends, the IEP team shall: <ul style="list-style-type: none"> • Review and revise the IEP; and, • Determine the appropriate placement in the LRE. COMAR 13A.05.01.10 (c)
21	C if date the educational placement in the home commenced and ended do not exceed 60 consecutive school days.	Educational placement in the home, for a student with a disability in emotional crisis, may not exceed 60 consecutive school days. Note: Compare beginning and ending dates of educational placement in the home. Note: Educational placement in the home may exceed 60 days in rare cases where the student's condition is such that long term services in the home/hospital setting may be required. The file must contain supporting documentation including consultation with the student's treating physician or psychiatrist as the IEP team develops a plan for the student to return. COMAR 13A.05.01.10 (d)

Review of Special Education Student Records: Disciplinary Removal of Students for More Than Ten (10) Days Reviewer's Record Recording Sheet

Reviewer's Initials	Birth Date (MM/DD/YY)	LRE Code
LSS/PA	Grade	Date of IEP (MM/DD/YY)
Date of Review	Gender Code	Related Services Code(s)
Student ID Number	Race Code	Name of Service School
Student Initials	Disability Code	Name of Home School

Student Suspension Data		<i>Use only data from the current school year.</i>
1.	Dates of each disciplinary removal.	
2.	Documented reasons (codes) for each disciplinary removal.	
3.	Cumulative count of days student was disciplinarily removed.	
4.	Date(s) of student enrollment in interim alternative educational setting (IAES).	
5.	Name and location of IAES.	
6.	Transportation provided to the IAES.	
7.	Date student returned to previous placement.	

Notes:

Data Verification	
8.	Number of days documented in LSS suspension "tracking system"
9.	Periods of student absence match the length of reported suspensions

Notes:

Change of Placement	Notification/ Procedural Safeguards			Manifestation Determination			FAPE During Disciplinary Removal			Special and Unique Circumstances			Home and Hospital		
	C	NC	NA	C	NC	NA	C	NC	NA	C	NC	NA	C	NC	NA
1				4			11			13			17		
				5			12			14			18		
				6						15			19		
				7						16			20		
				8									21		
				9											
				10											

On reverse side, record examples of statements or provide general comments to assist in understanding the findings in the record review, as necessary.

Item Number	Comments
	Change of Placement
	Notification/ Procedural Safeguards
	Manifestation Determination
	FAPE During Disciplinary Removal
	Special and Unique Circumstances
	Home and Hospital

**MONITORING FOR CONTINUOUS IMPROVEMENT AND RESULTS
 SPECIAL EDUCATION OVERVIEW**

Public Agency (PA):

Date Written Responses Due:

Person(s) Submitting Responses:

Date Submitted:

An important part of the Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Service (DSE/EIS), Part B, *Monitoring for Continuous Improvement and Results* process is to understand how districts routinely engage in and conduct business to improve outcomes for students with disabilities and ensure the proper implementation of federal and State requirements. Please provide written responses to each question in preparation for MSDE’s on-site visit.

QUESTION	RESPONSE
A. ORGANIZATIONAL STRUCTURES	
A.1. What is the organizational structure of special education in your district? (the district may submit an organizational chart of positions and structure in response)	
A.2. What are the functions and responsibilities of the Special Education Advisory Committee?	

<p>A.3. What is the role of the special education director on the Special Education Advisory Committee?</p>	
<p>A.4. Describe the role of and expectation for the Partners for Success Center in the district.</p>	
<p>A.5. Describe the procedures used to monitor the expenditure of federal funds used in the provision of FAPE to students with disabilities.</p>	
B. PERFORMANCE	
<p>B.1. Which of the 20 State priority indicators most closely impact successful outcomes for SWD? (see attached list)</p>	
<p>B.2. What is the role of special education in the development of the district's Master Plan?</p>	
<p>B.3. Describe other local priorities that focus solely on students with disabilities in the district.</p>	

<p>B.4. How does the district use assessment data, including trend data, regarding the performance of students with disabilities in making instructional decisions?</p>	
<p>B.5. How does your district collect, analyze, and use data (other than assessment data) to improve student outcomes?</p>	
<p>C. REPORTING DATA</p>	
<p>C.1. How does your system ensure the accuracy, reliability (consistency over time) and validity (degree to which the data measures what it proposes to measure) of special education census data submitted to the State? (October child count data)</p>	
<p>C.2. How does the district ensure that all individuals who are responsible for collecting and/or reporting special education data understand reporting requirements and receive proper training?</p>	

D. STAFF, STAFF DEVELOPMENT AND TRAINING

D.1. What steps has the district taken to recruit, hire, and retain highly qualified special education personnel and qualified related service providers?

D.2. How does your district assess training needs of general and special education staff? (include administrators, teachers, related service providers, assistants, etc.)

D.3. How does your district assess training needs of parents of students with disabilities?

D.4. Describe professional development activities to improve instructional practices.

D.5. How does the district promote and facilitate parent/family involvement as a means of improving services and results for students with disabilities?

<p>D.6. How does the district keep staff informed of federal and State requirements as they pertain to special education?</p>	
<p>D.7. How does the district evaluate the impact of staff development and training? (include curriculum, instruction and compliance)</p>	
<p>E. COMPLIANCE</p>	
<p>E.1. What does the district do to ensure the proper implementation of policies, procedures and practices as they pertain to special education?</p>	
<p>E.2. Describe the district's record review process and how the district uses the information collected? (include how record reviews are conducted and whether annually or within a cycle)</p>	

STUDENT SUPPORT VERIFICATION FORM

Date	LSS/PA	School Name	
Reviewer Name			
Disability Code	Student Initials		
LRE Code	Number of Hours Removed from General Education		
Description of Student Placement			
___ General School Building ___ Special School ___ General Education Class Grade _____ ___ Special Education Class Grade _____ ___ Related Services Room Type _____ ___ Other _____			
Teacher Information			
___ Number General Education Teachers in the Class Name(s) _____ ___ Number Special Education Teachers in the Class Name(s) _____ ___ Number Related Services Personnel in the Class (Type) _____ Name _____ (Type) _____ Name _____ ___ Number Paraprofessionals in the Class ___ Number 1:1 Aides in the Class ___ Others: (Describe) _____			
Placement Information			
___ Total number of students in the class ___ Total number of nondisabled students without IEPs ___ Total number of students with IEPs ___ Total number of students with IEPs who are LEP students			
VERIFICATION PROCEDURE USED			
___ Yes ___ No Verification of the use of supports was completed through a classroom observation of the student. List subject area and briefly describe classroom activity observed. _____ _____ _____			

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1. _____
 2. _____
 3. _____
 4. _____

Yes ___ No ___ Verification that supports are provided to the student as indicated on the student's IEP was completed through an interview and documentation of evidence with the child's classroom teacher or other personnel. (See name(s) above)

Evidence: _____

Identified on the student's IEP	SUPPORTS		Observed / Verified through interview			Comments/Examples
	NA	YES	NO	NA	YES	
						Use of Class Work and Test Accommodations
						Use of Supplementary Aids and Services
						Use of Assistive Technology/ Specialized Equipment
						Use of Student Behavior Management Plan
						Use of Curriculum Modifications
						Use of Paraprofessionals (in support of placement)
						Use of 1:1 (in support of placement)
						Other (Explain)

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MSDE Checklist for CAP Review, Verification and Closure

Public Agency	
CAP Reviewed By	
Date Noncompliance Identified	
Date Closure of CAP	
Date Evidence Submitted BY PA	
Date of MSDE Desk Review (within 30 days of receipt of evidence)	
Date(s) of MSDE On-Site Visit (if required)	

DESK REVIEW OF EVIDENCE REQUIRED AND SUBMITTED

Areas of Violation	Violation	Evidence Submitted
Policies and Procedures		
Data Collection/Accuracy		
IDEA/COMAR Requirements		
Other (Identify)		

DESK REVIEW OF EVIDENCE SUBMITTED

	Evidence Demonstrates Correction of Noncompliance	PA Evidence Did Not Demonstrate Correction of Noncompliance	Additional Information Needed to Verify Correction
Policies and Procedures			
Data Collection/Accuracy			
IDEA/COMAR Requirements			
Other (Identify)			

ON-SITE REVIEW AND VERIFICATION (IF REQUIRED)

	Date Review Completed by MSDE	Correction of Noncompliance Verified by MSDE	MSDE Unable to Verify Correction of Noncompliance
Policies and Procedures			
Data Collection/Accuracy			
IDEA/COMAR Requirements			
Other (Identify)			

DETERMINATION

	Date Letter Sent
Correction of noncompliance verified; No further action necessary. CAP closed.	
Correction of noncompliance verified; Require submission of maintenance information. CAP closed.	
Correction of noncompliance could not be verified by MSDE; CAP extended.	
PA indicates continued noncompliance due diligence applied; CAP extended.	
PA indicates continued noncompliance; due diligence not applied; CAP extended and sanction.	

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Focused Monitoring: Special Education Interview
For Related Service Providers

The following interview is for the purpose of gathering information and data about special education and related services in your local school system. The information requested is confidential and the results will be used as a part of the interview process under Monitoring for Continuous Improvement and Results. Tabulated information is reported as a part of the Maryland State Department of Education MCIR process.

Date: _____

Name of Interviewer: _____

Position/Title: _____

School/Location: _____

Check (✓) Program Level:

- Preschool
- Elementary
- Middle
- Secondary
- Alternative School
- Other _____

Please check (✓) the position that represents your current responsibilities.

- Speech Language Service Provider
- Physical Therapist
- Occupational Therapist
- School Counseling: Type _____
- Other _____

How many years have you been in your current position? _____

What is the total number of years that you have worked as a related service provider? _____

Questions

1. *Are you full time in this school? (if not, note date of employment)*

2. *How many students are on your caseload in this school?*

Total _____ Direct _____ Indirect/Consult _____

3. *What licensure or certification do you hold? (note if Master's degree is held)*

4. *Are you an employee of this school system? (if no, note name of agency)*

5. *Do you begin to provide direct therapy services the first week of school?*

6. *In which settings do you see students for services? (enter approximate number seen in each setting; may be duplicated count)*

Therapy Room _____ Special Education Classroom _____

General Education Classroom _____ Special and General Classrooms _____

7. *How is it determined in which settings the child will be seen?*

8. *What documentation do you keep regarding therapy sessions? (note how missed services are documented)*

9.	<i>Do you have MA eligible children on your caseload for whom you bill for services? If yes, what type of documentation do you keep regarding therapy sessions?</i>
10.	<i>Are your service logs reviewed by anyone regularly?</i>
11.	<i>Do you have procedures to follow when a student misses services?</i>
12.	<i>What reasons are considered valid for missing a service?</i>
13.	<i>What direction/staff development have you been provided by your supervisor regarding missed therapy services?</i>
14.	<i>How do you utilize time in order to provide related services, participate in IEP teams, and conduct evaluations?</i>

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Special Education Interview
For General Education Teachers and School Personnel

The following interview is for the purpose of gathering information and data about special education and related services in your local school system. The information requested is confidential and the results will be used as a part of the interview process under Monitoring for Continuous Improvement and Results. Tabulated information is reported as a part of the Maryland State Department of Education MCIR process.

Date: _____

Name of Interviewer: _____

Position/Title: _____

School/Location: _____

Check (✓) Program Level:

- Preschool
- Elementary
- Middle
- Secondary
- Alternative School
- Other _____

Please check (✓) the position that represents your current responsibilities.

- Principal
- Assistant Principal
- General Education Teacher
- Other _____

How many years have you been in your current position? _____

What is the total number of years that you have been an educator? _____

PLEASE ANSWER EACH QUESTION TO THE BEST OF YOUR KNOWLEDGE.

IF YOU DO NOT KNOW THE ANSWER PLEASE CHECK (√) DO NOT KNOW.

1. Have you ever **referred** a student to receive special education or related services?

Yes No Do not know

If yes, Please **explain** the basis for making a referral to special education. _____

2. Are you **knowledgeable** about the individualized education program (IEP) process?

Yes No Do not know

3. Have you ever **attended** an individualized education program (IEP) team meeting?

Yes No Do not know

4. Have you ever **participated** as a member of an IEP team?

Yes No Do not know

If yes, please **describe** the capacity in which you participated at the IEP team meeting. _____

5. Do you have access to current IEPs for **all** special education students for whom you provide services?

yes no Do not know

6. Are you **informed** if a student with disabilities requires supplementary aids and services, modifications and accommodations for instruction and assessment/testing?

yes

no

Do not know

If yes, explain how this information is provided. _____

7. Please list **five** challenges you encounter in serving students with disabilities.

1. _____

2. _____

3. _____

4. _____

5. _____

8. What type of **assistance** would help you better serve students with disabilities? _____

9. What **factors** do you think contribute to the success of students with disabilities in general education?

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Interview For Administrators and Related Services Providers
Parentally Placed Private School Students with Disabilities

The following interview is for the purpose of gathering information and data about Parentally Placed Private School Students with Disabilities. The information requested is confidential and the results will be used as part of the interview process under Monitoring for Continuous Improvement and Results (MCIR). Tabulated information is reported as a part of the Maryland State Department of Education MCIR process.

Date: _____

Name of Interviewer: _____

Position/Title: _____

School/Location of Students: _____

Check (✓) Program Level:

- Preschool
- Elementary
- Middle
- Secondary
- Other _____

Please check (✓) the position that represents your current responsibilities:

- Administrator (Title) _____
- Related Service Provider (Position Title) _____
- Other _____

How many years have you been in your current position? _____

PLEASE ANSWER EACH QUESTION TO THE BEST OF YOUR KNOWLEDGE.
IF YOU DO NOT KNOW THE ANSWER, PLEASE CHECK (√) DO NOT KNOW.

1. How does your local school system (LSS) ensure timely consultation with private school representatives and representatives of parents of parentally placed private school students (PPPSS) with disabilities during the design and development of special education and related services for children?

2. How do you obtain written affirmation from private school representatives regarding the provision of services to PPPSS?

3. What special education and related services does you LSS provide to PPPSS?

4. Is transportation provided if necessary to access special education or related services?

Yes No Do not know

5. Describe where, how, and by whom your LSS provides special education and related services to PPPSS.

6. How does your Child Find Process ensure equitable participation of PPPSS?

7. What are the responsibilities of the LSS after a referral is made for a child?

8. How is your LSS's proportionate share determined?

9. Does your LSS have a service plan form?

Yes No Do not know

If no, what form is used and what are the components of the form?

10. What written guidance does your LSS have related to PPPSS?

11. How is this written guidance disseminated and to whom?

12. If a student was previously served in another LSS does your LSS implement the service plan from the previous LSS?

Yes No Do not know

Please explain process for implementation of the current service plan for these students.

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Disciplinary Removal
Interview For Special Education Administrators

The following interview is for the purpose of gathering information and data about policies, procedures and practices relating to disciplinary removal. The information requested is confidential and the results will be used verify findings from record reviews and for Maryland State Department of Education's general understanding. All of this information is being gathered and will be tabulated under monitoring for continuous improvement and results.

Date: _____

Name of Interviewer: _____

Position/Title: _____

Location: _____

Please check (✓) the position that represents your current responsibilities:

- Central Office Administrator/Director of Special Education
 Central Office Administrator/Supervisor of Special Education
 Other Administrator (Title) _____

How many years have you been in your current position? _____

What is the total number of years that you have been an educator? _____

PLEASE RESPOND TO EACH QUESTION TO THE BEST OF YOUR KNOWLEDGE.

1. What types of behavioral interventions are implemented to assist students prior to suspension? _____

2. How many schools are implementing a PBIS model? Of these schools, how many are using the "Oregon Model"? _____

How many are implementing the model effectively? _____

Do you have staff designated to provide leadership, training and support in PBIS? _____

What is the impact on your LSS suspension data? _____

3. Is suspension data and other discipline data by race and ethnicity analyzed to determine whether disproportionality exists in disciplinary removals? _____

If yes, how is the data utilized? _____

4. Does your school system have a process for tracking the number of days students are suspended? Who is responsible for maintaining the data? _____

Is it verified? By whom? _____

5. How is the data communicated to the school staff that needs such information? _____

6. Does your LSS use standardized forms/procedures for FBAs and BIPs? If not, how do you document that these processes are addressed? _____

7. Does your LSS use Home and Hospital Teaching to provide services to students with disabilities who have been disciplinarily removed from their school program? _____

8. What types of alternative setting including Interim Alternative Educational Settings does your school system have available? _____

Where are the alternative settings/IAES programs located? When does the IAES provide services (days/hours of operation)? _____

9. What does your LSS do when there is an interruption of educational service between disciplinary removal and initiation of the IAES placement? _____

10. How do you ensure the SWD returns to the LRE without any interruption of services? _____

11. What procedures are followed when a SWD is removed for disciplinary reasons? _____

12. What role does your IEP team have in determining the IAES? _____

11. Do you have written guidance to follow in the implementation of discipline procedures for SWDs? _____

12. What training have you received regarding the discipline of SWDs? _____

13. In your opinion, do you have sufficient knowledge of the procedures for the disciplinary removal of SWDs? _____
