

# Special Education Self-Assessment Mercedes ISD Workshop # 386626



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September 12, 2025

# Today's Objectives

- Explore the purpose of the Special Education Self-Assessment.
- Review the Self-Assessment process, components, and platform for submission.
- Engage in the self assessment process by reviewing probing questions and identifying sources of evidence to rate your LEA

**What is the Purpose of the  
SPED Self-Assessment?**

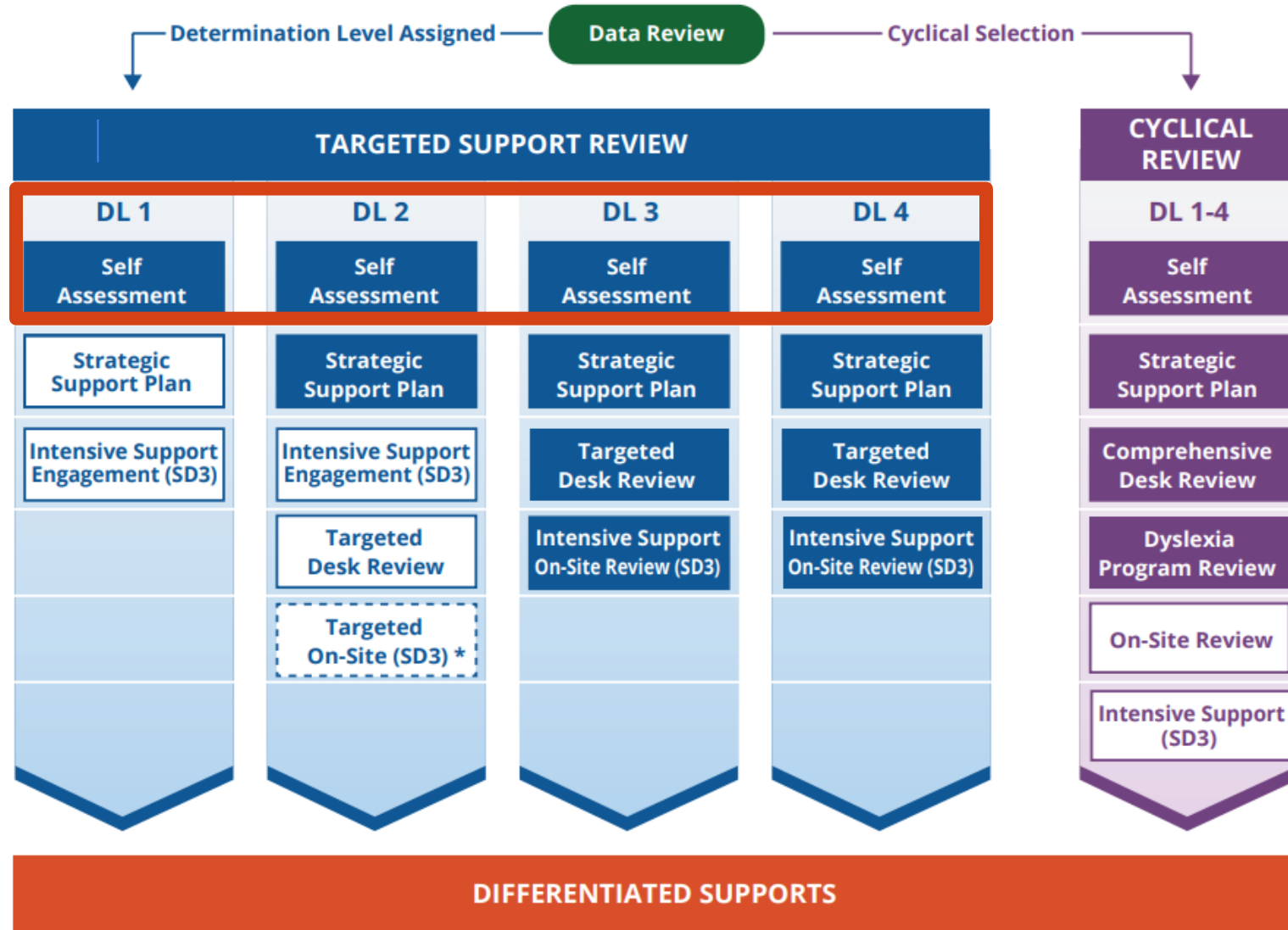
# Self-Assessment Purpose

To assist LEA leadership teams in evaluating and improving their educational program serving students in special populations.

Completed annually by all LEAs and intended to engage leadership teams in proactively addressing SPED compliance requirements and improve student outcomes.

Assess 23 compliance/strategy areas within Special Education.

# Differentiated Monitoring & Support



# Self-Assessment Process

# Self-Assessment Timeline

**April 29, 2025**

- Self-Assessment Window **OPENS**
- ESC Liaisons provide training to LEAs

**April 29, 2025-  
September 26,  
2025**

- LEAs complete all 23 compliance/strategy areas of the Self-Assessment

**September 26,  
2025**

- Self-Assessment Window **CLOSES** at the end of the business day.

**September 29,  
2025**

- Self-Assessment informs continuous improvement planning process within the Strategic Support Plan

# Self-Assessment Team

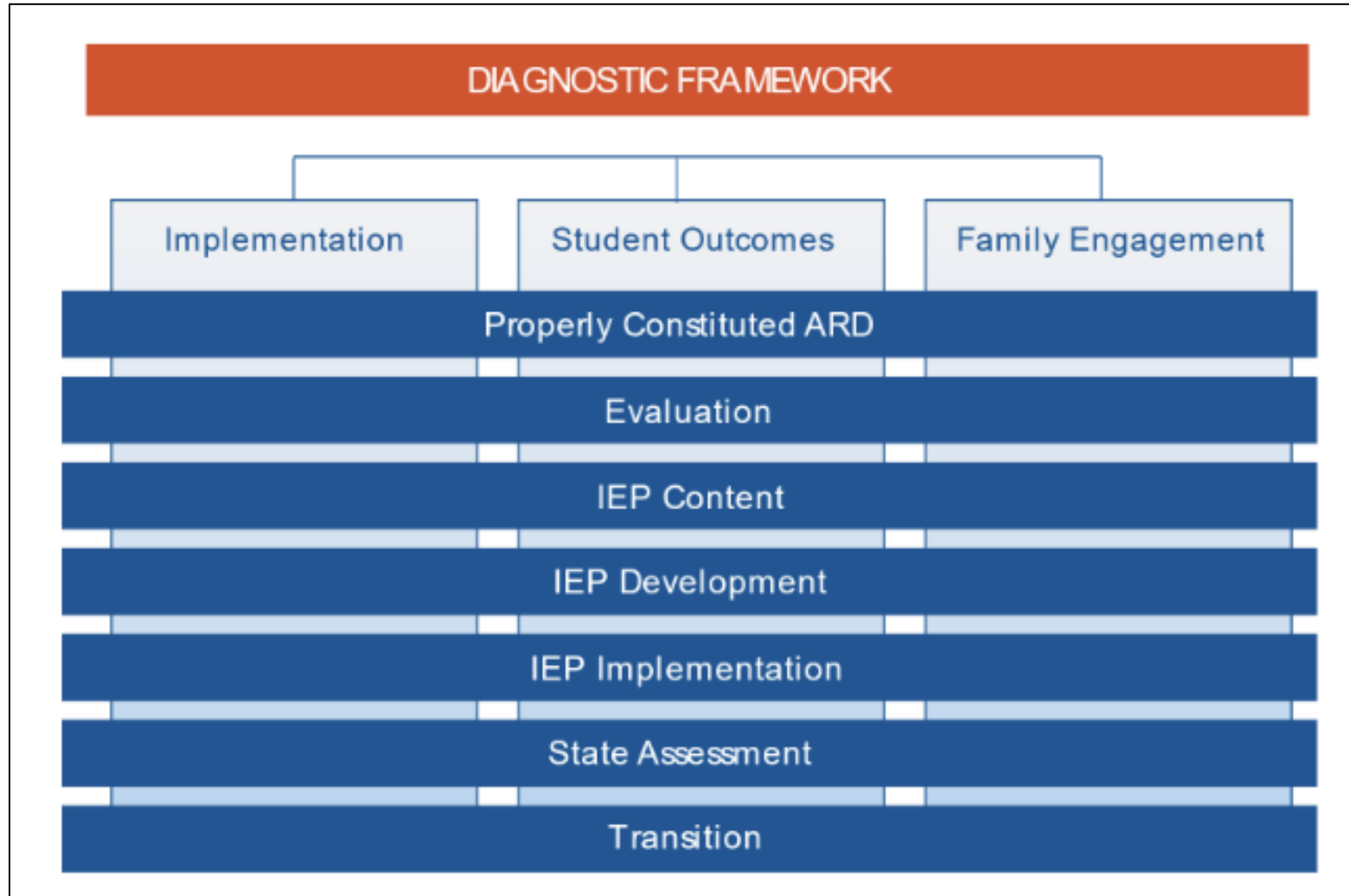
- Special education director
- Central office staff
- Campus administrators
- Special education teachers
- General education teachers
- Related services staff
- Assessment staff
- Parents

*The self-assessment leadership team is not limited to these individuals, nor does the team always need to include all of these individuals.  
The decision of who to include on the self-assessment team is the LEA's decision.*



# Self-Assessment Components

# Diagnostic Framework Alignment



Three IDEA  
implementation  
domains

Seven focus  
areas of  
compliance

# Implementation Domain

- 20 compliance/strategy areas addressed:
  - Child Find
  - Intervention
  - Dyslexia
  - Evaluation
  - Re-evaluation
  - FAPE
  - IEP Content and Development
  - IEP Implementation
  - Least Restrictive Environment
  - State Assessment Participation
  - Properly Constituted ARD Committee
  - Instructional Strategies
  - Graduation
  - Early Childhood Transition
  - Secondary Transition
  - Disproportionality (Behavior)
  - Disproportionality (Identification & Placement)
  - Teachers and Staff
  - Behavior
  - Behavior Intervention Plans

# Student Outcomes Domain

- One compliance/strategy area addressed:
  - Data Analysis

# Family Engagement Domain

- Two compliance/strategy areas addressed include:
  - Family Engagement
  - Connection to Community & School Climate

# Self-Assessment Compliance/Strategy Items

## COMPLIANCE/STRATEGY ITEM

1- Child Find

2- Intervention

3- Dyslexia

4- Evaluation

5- Re-evaluation

6- Free Appropriate Public Education (FAPE)

7- IEP Content & Development

8- IEP Implementation

9- Least Restrictive Environment (LRE)

10- State Assessment Participation

11- Properly Constituted ARD Committee

12- Instructional Strategies

13- Graduation

14- Early Childhood Transition

15- Secondary Transition

16- Disproportionality (Behavior)

17- Disproportionality (Identification & Placement)

18- Teachers and Staff

19- Behavior

20- Behavior Intervention Plans

21- Data Analysis

22- Family Engagement

23- Connection to Community and School Climate

## DMS DOMAINS

**Student Outcomes**

**Implementation**

**Family Engagement**

# Evaluative Rubric Organization

Policy and Operating Procedures

Probing Questions

Sources of Evidence

Quality of Implementation Level

Justification

## 19. Behavior (Implementation)

### REG. CITATION

34 CFR §300.324(a)  
(2)(i); TEC  
§29.005(g); 19 TAC  
§89.1055(g)

### POLICY STATEMENT

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance to address behavioral expectations for all students that includes annual training for all instructional staff. In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address the behavior. If the ARD committee determines a behavior improvement plan or a behavioral intervention plan is appropriate for a student, the plan must be included as part of the student's IEP and provided to each teacher with responsibility for educating the student.

### PROBING QUESTIONS

- Are Child Find procedures compliant with state and federal rules and regulations?
- How does the LEA provide professional development to address a variety of behavior needs?
- What strategies are used to effectively address student behaviors in the classroom and common areas?

### SOURCES OF EVIDENCE

- ☐ LEA policy, guidelines, or procedures related to behavior and discipline
- ☐ Positive behavior intervention and support (PBIS) system procedures
- ☐ Data related to student behavior (office referral, suspension, expulsion, natural consequences, restorative practices, etc.)
- ☐ Training artifacts (presentation handouts, sign-in sheets, etc.)
- ☐ [TIER MTSS Modules](#)

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
Implementation	In addition to what is provided in the Policy Statement above, the LEA implements a behavior framework for providing behavior supports and addressing disruptive behaviors. In addition, the ARD committee must consider positive behavioral interventions and supports, and other strategies to address the behavior.	In addition to what is provided in the Policy Statement above, the LEA implements a <b>behavior framework that establishes behavioral guidelines</b> , describes district-wide expectations, and includes intervention options for disruptive behaviors. In addition, the ARD committee must consider positive behavioral interventions and supports, and other strategies to address the behavior.	In addition to what is provided in the Policy Statement above, the LEA implements a <b>comprehensive behavior framework that establishes behavioral expectations for all students in classrooms and common areas. The framework will also outline district-wide expectations and strategies to teach the expectations, address preventative supports for all settings</b> , and includes intervention options for disruptive behaviors.

# Policy and Operating Procedures

## 19. Behavior (Implementation)

REG. CITATION	POLICY STATEMENT
34 CFR §300.324(a)(2)(i); TEC §29.005(g); 19 TAC §89.1055(g)	The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance to address behavioral expectations for all students that includes annual training for all instructional staff. In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address the behavior. If the ARD committee determines a behavior improvement plan or a behavioral intervention plan is appropriate for a student, the plan must be included as part of the student's IEP and provided to each teacher with responsibility for educating the student.

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34 CFR §300.324(a)(2)(i); TEC §29.005(g); 19 TAC §89.1055(g)	19. Behavior	The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance to address behavioral expectations for all students that includes annual training for all instructional staff. In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address the behavior. If the ARD committee determines a behavior improvement plan or a behavioral intervention plan is appropriate for a student, the plan must be included as part of the student's IEP and provided to each teacher with responsibility for educating the student.

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# Probing Questions

## 19. Behavior (Implementation)

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### PROBING QUESTIONS

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### SOURCES OF EVIDENCE

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# Sources of Evidence

## SOURCES OF EVIDENCE

- ☐ LEA policy, guidelines, or procedures related to behavior and discipline
- ☐ Positive behavior intervention and support (PBIS) system procedures
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Please rate your LEA practices below:

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# Quality of Implementation Level

## 19. Behavior (Implementation)

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Please rate your LEA practices below:

DEVELOPED

PROFICIENT

EXEMPLARY

- ☐ Data related to student behavior (office referral, suspension, expulsion, natural consequences, restorative practices, etc.)
- ☐ Training artifacts (presentation handouts, sign-in sheets, etc.)
- ☐ [TIER MTSS Modules](#)

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
Implementation	In addition to what is provided in the Policy Statement above, the LEA implements a behavior framework for providing behavior supports and addressing disruptive behaviors. In addition, the ARD committee must consider positive behavioral interventions and supports, and other strategies to address the behavior.	In addition to what is provided in the Policy Statement above, the LEA implements a <b>behavior framework that establishes behavioral guidelines</b> , describes district-wide expectations, and includes intervention options for disruptive behaviors. In addition, the ARD committee must consider positive behavioral interventions and supports, and other strategies to address the behavior.	In addition to what is provided in the Policy Statement above, the LEA implements a <b>comprehensive behavior framework that establishes behavioral expectations for all students in classrooms and common areas. The framework will also outline district-wide expectations and strategies to teach the expectations, address preventative supports for all settings, and includes intervention options for disruptive behaviors.</b>

# Justification for Summary Rating

- The leadership team will write a brief justification statement explaining the strengths and needs considered by the team.
- The justification should include enough detail to support the team in the future development of a Strategic Support Plan that will address continuous improvement efforts of the LEA.
- Consider using language from the rubric to formulate the justification.

# Justification Continued...

WHAT DO YOU HAVE?	WHAT DO YOU DO?
<p>Example ISD has documentation that demonstrates implementation of the LEA's Child Find procedures for students in schools, hospitals, residential facilities, private schools, and jails.</p> <p>The LEA provides training for all educators annually regarding the Child Find process.</p>	<p>The LEA ensures all referrals for evaluation occur for a student suspected of having a disability and needing sped services under IDEA.</p> <p>The LEA communicates the Child Find process to staff and parents/ families within the Notice of Procedural Safeguards, Student Handbook, and provides information to private schools and hospitals regarding the Child Find process.</p>

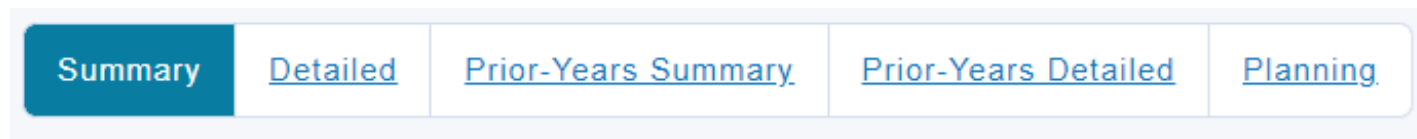
# Summary Rating

- The TEAL-ASCEND platform will generate a recommended Summary Rating for each Compliance Strategy Item.
- The LEA will then select its own overall rating for the Compliance Strategy:
  - **Developed**
  - **Proficient**
  - **Exemplary**

# Self-Assessment Platform

# Self-Assessment Summary Reports

- LEAs will have access to several reports supporting the leadership team's efforts to identify and prioritize areas for improvement.
- Reports will be automatically generated in **TEAL- ASCEND**:
  - Detailed
  - Summary
  - Prior-Years Detailed
  - Prior-Years Summary
  - Planning





# Self-Assessment Steps Review

## Step 1

Consider probing questions

## Step 2

Identify sources of evidence

## Step 3

Select quality levels for each performance category

## Step 4

Select summary quality levels for each compliance/strategy item

## Step 5

Provide a written justification that describes the team decision

## Step 6

Submit the Self-Assessment

## Step 7

Review reports to prepare for development of a SSP

**QUESTIONS**

# Rubric and Guide



## **SPECIAL EDUCATION SELF-ASSESSMENT EVALUATIVE RUBRIC**

Updated for the 2024-2025 School Year

Division of Review and Support



## **SELF-ASSESSMENT GUIDE**

Updated for the  
2024-2025 School Year

Division of Review and Support



# Completing the Self-Assessment

1. Child Find (Implementation)*		Updated May 2025	
<p><b>REGULATION 14 C.F.R. 111.115 TEXAS STATE EDUCATION</b> The LEA has adopted policy and established operating procedures or guidance and the LEA monitors implementation of operating procedures or guidance describing the process used to identify, locate, and evaluate all students in the LEA who have or are suspected to have a disability and, as a result, need special education and related services.</p>			
<p><b>PROBING QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Are the Child Find operating procedures compliant with state and federal rules and regulations?</li> <li>How are parents, caseworkers, foster parents, etc., made aware of the assistance offered to struggling students and the LEA's referral/identification procedures? Note: Every year, the LEA must provide specific notice to parents of any assistance for learning difficulties provided to a student and must also receive special education services.</li> <li>What systems are in place to address student needs before a special education referral is initiated?</li> <li>Does the LEA ensure that the identification of students with serious warning and behavior needs?</li> <li>How does the LEA ensure that all students in the district (including those in hospitals, private schools, jails, or residential facilities) who have, or are suspected to have, a disability and need for special education services are identified, located, and evaluated?</li> <li>What steps do LEA staff take when a special education referral is received?</li> </ul>			
<p><b>SOURCES OF EVIDENCE</b></p> <ul style="list-style-type: none"> <li>LEA Child Find policy, operating procedures, and programs</li> <li>Farms or checklists used in the Child Find process</li> <li>Public notice of processes for Child Find</li> <li>Notices placed in private schools, residential facilities, hospitals, and jails regarding Child Find</li> <li>Procedures for conducting Child Find activities in the community, such as private schools and residential facilities, hospitals, and jails</li> <li>Written procedures for parent requests for Full Individual and Initial Evaluation (FIE)</li> <li>Evidence-based framework of supports and interventions</li> <li>Procedures for monitoring and reporting academic and behavioral progress</li> <li>Procedures for reviewing student progress using an intervention framework</li> <li>Bilingual Education (BE) or English as a Second Language (ESL) and Title I policies and procedures related to Child Find</li> <li>In-state and out-of-state student transfer procedures</li> <li>Training artifacts (presentation handouts, sign-in sheets, etc.)</li> <li>Positive behavior interventions and supports (PBIS) system data</li> <li>Compendium &amp; Choice Resolution Management System (COMRS) Data</li> </ul>			
	<p><b>DEVELOPED</b></p> <p>In addition to what is provided in the Policy Statement above, the LEA demonstrates implementation of the LEA's Child Find procedures for students in schools, hospitals, residential facilities, private schools, and jails. The LEA ensures all referrals for evaluation occur for a student suspected of having a disability and needing special education services under IDEA.</p>	<p><b>PROFICIENT</b></p> <p>In addition to what is provided in the Policy Statement above, the LEA demonstrates implementation of the LEA's Child Find procedures for students in schools, hospitals, residential facilities, private schools, and jails. The LEA ensures all referrals for evaluation occur for a student suspected of having a disability and needing special education services under IDEA. Administration and special education staff demonstrate knowledge of Child Find regulations, policies, special education process, individualized education programs (IEPs), and meet essential timelines.</p>	<p><b>EXEMPLARY</b></p> <p>In addition to what is provided in the Policy Statement above, the LEA demonstrates implementation of the LEA's Child Find procedures for students in schools, hospitals, residential facilities, private schools, and jails. The LEA ensures all referrals for evaluation occur for a student suspected of having a disability and needing special education services under IDEA. Administration and special education staff demonstrate knowledge of Child Find regulations, policies, special education process, individualized education programs (IEPs), and meet essential timelines. Child Find practices reflect understanding of how state and local policies and regulations support quality programs for students with disabilities.</p>
Implementation			
Evidence/Rating			
	<p><b>DEVELOPED</b></p> <p>In addition to what is provided in the Policy Statement above, the LEA mandates training for all educators at least annually regarding the Child Find process. The LEA also offers its personnel training regarding the Child Find process for students in private schools, residential facilities, hospitals, and jails at least annually.</p>	<p><b>PROFICIENT</b></p> <p>In addition to what is provided in the Policy Statement above, the LEA mandates training for all educators more than once annually regarding the Child Find process. The LEA also offers its personnel training regarding the Child Find process for students in private schools, residential facilities, hospitals, and jails at least annually.</p>	<p><b>EXEMPLARY</b></p> <p>In addition to what is provided in the Policy Statement above, the LEA mandates training for all educators multiple times annually regarding the Child Find process and provides updates regarding Child Find. The LEA also offers its personnel training regarding the Child Find process for students in private schools, residential facilities, hospitals, and jails at least annually. The LEA educators and administration demonstrate a high level of knowledge about implementing Child Find procedures.</p>
Professional Development			
Evidence/Rating			
	<p><b>DEVELOPED</b></p> <p>In addition to what is provided in the Policy Statement above, the LEA communicates the Child Find process to staff and parents/families within the Notice of Procedural Safeguards, local newspaper, posters, Student Handbook, provides information to private schools, residential facilities, hospitals, and jails regarding the Child Find process.</p>	<p><b>PROFICIENT</b></p> <p>In addition to what is provided in the Policy Statement above, the LEA communicates the Child Find process to staff and parents/families within the Notice of Procedural Safeguards and multiple formats (public meeting, press release, newsletter, website, Student Handbook, parent teacher conference, classroom communication, etc.) and provides information to private schools, residential facilities, hospitals, and jails regarding the Child Find process.</p>	<p><b>EXEMPLARY</b></p> <p>In addition to what is provided in the Policy Statement above, the LEA communicates the Child Find process to staff and parents/families within the Notice of Procedural Safeguards and multiple formats (public meeting, press release, newsletter, website, Student Handbook, parent teacher conference, classroom communication, etc.) and provides information to private schools, residential facilities, hospitals, and jails regarding the Child Find process. The LEA makes Child Find an ongoing and continuous process throughout the year.</p>
Communication			

Consider planning & preparing on an internal document



Submit in ASCEND



# Next Steps Considerations

# Optional Planning Tool

Professional Development Topic (From Self-Assessment & Operating Procedures*)		Audience			Tracking Implementation													
		Developed	Proficient	Exemplary	September	October	November	December	January	February	March	April	May	June	July	August		
1. Child Find																		
CF1	Training on the <b>Child Find</b> process including the <b>Child Find</b> process for students in private schools, residential facilities, hospitals, and jails	General Education Special Education Admin More than once annually Multiple times annually																
CF2	*Informational programs for <b>families</b> on the referral process																	
CF3	*Training for <b>general education and special education</b> staff on referral process																	
CF4	*Staff Training on the procedures your LEA follows for coordinating services for a child enrolled in ECI confirming that the referral information about the child has been transmitted to the LEA in accordance with the required notification provisions																	
CF5	<b>Multi-Tiered Systems of Supports (MTSS)</b> and referral processes																	
CF6	*Train <b>school personnel</b> about the special education referral process																	
2. Interventions																		
In1	*Provide training about interventions provided as part of the <b>IPI</b> for a student who does not perform satisfactorily on any state assessment.	General Education Special Education (Inclusive of Evaluation Personnel) Admin																
	*Provide training to staff about elements of the <b>autism supplement</b> including: extended educational programming, daily schedules reflecting the minimal unstructured time and active engagement in learning activities, in-home, and community-based training or viable alternatives, positive behavior support strategies, futures planning, parent/family training and support, suitable staff-to-child ratio to identified activities, communication interventions, social skills and strategies, professional educator and staff support, and teaching strategies based on peer-reviewed, research-based practices for children with an autism spectrum disorder.																	
In2																		

updated 4.10.25

**21 STRATEGY AREAS WITH PD REQUIREMENTS - DEVELOPED**

STRATEGY	SPECIAL EDUCATION	GENERAL EDUCATION	ADMIN	RELATED SERVICE PROVIDERS	COUNSELORS/SUPPORT STAFF	FREQUENCY
CHILD FIND	✓	✓	✓			ANNUALLY
INTERVENTION		✓	✓			ANNUALLY
DYSLEXIA		✓				ANNUALLY
EVALUATION	✓ (+ Eval Personnel)					ANNUALLY
RE-EVALUATION						ANNUALLY
FREE APPROPRIATE PUBLIC EDUCATION	✓					ANNUALLY
IEP CONTENT & DEVELOPMENT	✓					ANNUALLY
IEP IMPLEMENTATION	✓					ANNUALLY
LEAST RESTRICTIVE ENVIRONMENT	✓					ANNUALLY
STATE ASSESSMENT	✓					ANNUALLY
PROPERLY CONSTITUTED ARD	✓					ANNUALLY
INSTRUCTIONAL STRATEGIES	✓					ANNUALLY
GRADUATION	✓					ANNUALLY
ECI TRANSITION	✓	✓				ANNUALLY
SECONDARY TRANSITION	✓					ANNUALLY
DISPROPORTIONALITY (BEHAVIOR)	✓	✓	✓			ANNUALLY
DISPROPORTIONALITY (ID & PLACEMENT)	✓					ANNUALLY
BEHAVIOR INTERVENTION PLANS	✓	✓				ANNUALLY
DATA ANALYSIS	✓					ANNUALLY
FAMILY ENGAGEMENT	✓					ANNUALLY
CONNECTION TO COMMUNITY & SCHOOL CLIMATE			✓			ANNUALLY



**Self-Assessment PD Requirements**  
Developed = ✓ Proficient = \* Exemplary = +

STRATEGY	SPECIAL EDUCATION	GENERAL EDUCATION	ADMIN	RELATED SERVICE PROVIDERS	COUNSELORS(s)/ SUPPORT STAFF	FREQUENCY
CHILD FIND	✓	✓	✓			A/M/MA
INTERVENTION	* (+ Eval Staff)	✓	✓			ANNUALLY
DYSLEXIA	✓	✓	+	+		A/A/A + updates
EVALUATION	✓ (+ Eval Staff)	*	*	+		ANNUALLY
RE-EVALUATION	✓	*	*	+		ANNUALLY
FREE APPROPRIATE PUBLIC EDUCATION	✓	+	*	+		ANNUALLY
IEP CONTENT & DEVELOPMENT	✓	+	*	+		ANNUALLY
IEP IMPLEMENTATION	✓	+	*	+		ANNUALLY
LEAST RESTRICTIVE ENVIRONMENT	✓	+	*	+		ANNUALLY
STATE ASSESSMENT	✓	+	*			ANNUALLY
PROPERLY CONSTITUTED ARD	✓	+	*			ANNUALLY
INSTRUCTIONAL STRATEGIES	✓	+	*			ANNUALLY
GRADUATION	✓		*		+(c)	ANNUALLY
ECI TRANSITION	✓	✓	*	+		ANNUALLY
SECONDARY TRANSITION	✓	+	*	+		ANNUALLY
DISPROPORTIONALITY (BEHAVIOR)	✓	✓	✓			A/B/ST
DISPROPORTIONALITY (ID & PLACEMENT)	✓	+	*			ANNUALLY
BEHAVIOR INTERVENTION PLANS	✓	✓	*	+	+(a)	ANNUALLY
DATA ANALYSIS	✓	*	+			A/A/TY
FAMILY ENGAGEMENT	✓		*			A/A/M
CONNECTION TO COMMUNITY & SCHOOL CLIMATE	+	+	✓	+	+All Staff	ANNUALLY

Frequency Requirements = Developed/Proficient/Exemplary

A = Annually, M = More than once, B = Bi-Annually,

MA = Multiple times annually, TY = Throughout the year, ST = Series of trainings

Updated 4.10.2025

Thank You!