

## STANDARD OPERATING PROCEDURE 4.04: SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS

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July 1, 2025

### A. PURPOSE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is a critical component of education in all of Ohio's community schools. Students with special needs, ranging from the mildest to the most severe disability, require individualized instruction and accommodations. Charter School Specialists School Improvement Team and special education staff monitors the school's special education programs, services, data reporting and documentation, to assess the school's compliance with all applicable rules, laws and contractual obligations.

The intended purpose of the SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is to ensure that there is consistency in the process for review and monitoring of individual schools' contracts for special education programs and services. CSS' goal is to provide expertise and guidance to partner schools to ensure accuracy in data reporting and effective utilization of funding for all special education services. The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS works in conjunction with the COMPREHENSIVE ONSITE REVIEW PROCESS.

### B. APPLICABILITY

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS applies to all CSS partner schools and CSS special education staff.

### C. DEPARTMENT RESPONSIBILITIES

**Responsible Department:**     **School Improvement Team**

*Other Departments:*                *Compliance Department*

### D. PROCEDURE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS consists of two primary processes; first, a school's compliance with required policy and procedure will be evaluated as a part of the annual compliance review and student file review (Annual Compliance Onsite Review Process) conducted by The Compliance Department. Second, specific technical assistance and in-depth reviews will be conducted by the School Improvement Team on an as needed basis. Should an in-depth review be deemed necessary as a result of the

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Compliance Department's review of special education files, collection of policy/data, observation of procedure or process, etc., that needs additional review or assistance, the in-depth review is conducted according to the following procedures:

1. The School Improvement Team in coordination with the Compliance Department will finalize and distribute all applicable onsite review tools prior to compliance review visits.
  2. Upon arrival at the school, the School Improvement Team will inform the administrator of the visit and meet with the intervention specialist to review the procedures for data collection.
    - a. The School Improvement Team will review the school's compliance with and collect data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan.
      - i. The School Improvement Team collects data relative to the school's calendar, special education student files, and policies and procedures related to: Free and Appropriate Public Education (FAPE), Multiple Tiers of Student Support, Section 504 of the American With Disabilities Act, and Student with Limited English Proficiency.
      - ii. The School Improvement Team reviews a sample of student files to ensure accurate documentation for students relative to all special education rules, laws and applicable contractual obligations.
      - iii. Specific data collected from in-depth reviews will be stored on the shared drive in the appropriate folder under the Special Education folder in Special Education Monitoring and Onsite Review Process In-depth Reviews folder per year.
  3. During the on-site review, the School Improvement Team may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, etc.).
    - a. When an interview is conducted, the following should be considered:
      - i. Reviewers should use the school's calendar, policies and procedures and student files to guide questions.
      - ii. Reviewers should consider requirements in all applicable special education rules, laws and contractual obligations, policies, procedures, and student files during the interview.
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- iii. If interviewing an intervention specialist in the classroom, interviews should be as least disruptive as possible and should not take away from instructional time.
  - 4. The School Improvement Team may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.
  - 5. The School Improvement Team shall provide Professional Development opportunities for all schools as a part of specific technical assistance at least three (3) times a year. The first session will be an annual administrator update.
  - 6. The School Improvement Team shall assess special education ratio data (intervention specialists (IS) to students with disabilities) each fall according to the following timeline:
    - a. By November 15th, the School Improvement Team shall collect IS to student ratio data from all schools.
    - b. By the end of November, a summary of all schools that need a corrective action plan for being out of ratio will be presented to the C Suite Level Executives.
    - c. By December 15th, the School Improvement Team shall draft and provide for distribution any necessary CAP requests to Legal Department.
    - d. Monitoring of CAPs issued under this Standard Operating Procedure will be completed by the 15<sup>th</sup> of each month.
  - 7. The School Improvement Team shall be available for all in-depth reviews of special education programs if compliance coordinators deem assistance is necessary as a result of any on-site review.
  - 8. The School Improvement Team will prepare a summary report regarding the implementation of special education programming for each school by April 30 or in accordance with the Compilation Report SOP timeline. The summary report will be included in an annual compilation of reports to be sent to each school.
    - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), recommendations, and areas of strength.
      - i. In accordance with the Corrective Action Plan SOP, if an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and request relevant status updates from the school.
      - ii. The School Improvement Team will review relevant status updates from the school regarding its progress in the area.
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9. In accordance with DEW timelines (currently October 31), the School Improvement Team shall collect and review the Sponsor Special Education Annual Report for each school. The Compliance Department will upload the reports to DEW.
10. The School Improvement Team shall establish a schedule to visit all schools that are new or new to St. Aloysius sponsorship in the first half of the school year to ensure appropriate implementation of special education policy and procedures.
11. The School Improvement Team shall establish a monitoring process for any schools that had to complete a corrective action or monitoring plan as a result of ODEWs review of the school's indicator profiles/reports.

## **E. DOCUMENTATION**

*Location of documentation:*

S:/Special Education/[Year]SPED Compliance

## **F. GLOSSARY**

Special education, special needs, disability, technical assistance, in-depth reviews, onsite visit, site visit, on-site, compliance review visit, intervention specialist, FAPE, 504, accommodations, professional development, special education ratio, corrective action plans, intervention, special education programming, annual report.

## **G. CROSS REFERENCED SOP'S**

None

## **H. REVIEW AND APPROVAL**

Approved By: Chief Executive Officer David L. Cash, Jr.

Date: 06/30/2025