



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Special Education Excess Cost (SEEC) Application Review Rubric

Information and data submitted within the SEEC funding application to meet required criteria must also be found within the student's current, finalized Individualized Education Program (IEP).

Explain the continuum of services implemented with this student.		
Lacks Required Information	Requires Clarification	Meets Requirements
<p>Initial Applications:</p> <p>Describes needs that are typical of many students with disabilities.</p> <p>Fails to describe needs that cannot be met by the school.</p> <p>Fails to describe services provided within the preceding 12 months.</p> <p>Reapplications:</p> <p>Includes no data or progress reporting.</p> <p>Fails to describe needs that cannot be met by the school.</p> <p>Describes needs that are</p>	<p>Initial Applications:</p> <p>Describes extraordinary needs, but lacks specificity or data.</p> <p>Describes placement(s), but not specific services.</p> <p>Additional information about the local educational agency's (LEA's) continuum may be needed</p> <p>Reapplications:</p> <p>Includes data that appears not to be current.</p> <p>Includes data that is not measured in the manner contemplated by the goals or behavior intervention plan.</p>	<p>Initial Applications:</p> <p>Describes services provided within the preceding 12 months.</p> <p>Includes services provided by other agencies or family, if applicable.</p> <p>Includes any collaboration between school and other local service providers.</p> <p>Includes explanation(s) of why specific services, strategies, or methodologies were selected, and a description of other options considered and the reason(s) why those options were rejected.</p> <p>Reapplications:</p> <p>Describes services provided within the preceding 12 months.</p> <p>Linked to data-driven progress reports on previous goals</p>

<p>typical of many students with disabilities.</p> <p>Fails to describe services provided within the preceding 12 months.</p>	<p>Student has made no progress, but the current application seeks continuation of the same services and provider.</p>	<p>and current present levels of performance.</p> <p>Includes an analysis of the data (e.g., as physical aggression has decreased, verbal aggression has increased).</p>
<p>In the last 12 months, has the student been removed from school due to any behaviors listed in the application? Has a manifestation determination been conducted due to the behaviors?</p>		
<p>Fails to describe any instances when a student was removed, if the manifestation was held, and the outcome within the previous 12 months.</p>	<p>States student has been removed and whether manifestation was held but lacks specificity, data, or dates on whether related to behaviors listed in application.</p>	<p>Includes details and dates of instances when/if the student has been removed from the school and results of manifestation determination if needed.</p>
<p>Have any Functional Behavior Assessments and/or Behavior Intervention Plans been implemented for this student within the past two years? If so, what is the date of the most recent FBA and BIP?</p>		
<p>Extraordinary needs relate to behaviors, but no FBA and/or BIP.</p> <p>The FBA and/or BIP not based on current data.</p>	<p>BIP baselines not consistent with Present Level of Performance.</p> <p>BIP not based upon FBA.</p> <p>Prior unsuccessful BIP not revised.</p> <p>FBA is not specific in describing the identified problem behavior.</p>	<p>FBA is thorough, containing all of the elements of Article 7 including a working hypothesis of the function of the behavior.</p> <p>BIP consistent with goals and services for the reduction of behaviors.</p> <p>BIP has been revised if found unsuccessful.</p> <p>BIP is logically aligned with the findings of the FBA</p>
<p>What are the behavior goals listed in the IEP? What are the targeted behaviors?</p>		

<p>No behavior goals addressing extraordinary needs or targeted behaviors.</p>	<p>Only provides a list of behaviors. Goals not linked to Present Levels of Performance. Behavior goals not linked to services, BIP, and re-entry plan. Behavioral goals inconsistent with BIP. For reapplications, no revision or new goal regardless of if student has or has not met their goal</p>	<p>Behavior goals directly linked to BIP, services, and re-entry plan. Reflects a realistic expectation of one year's growth considering the student and their current skills. Measures the effectiveness of instruction and interventions specially designed for the student.</p>
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What Specially Designed Instruction (SDI) has been provided to the student to address the behaviors?

<p>No SDI addressing extraordinary needs. Description included is for accommodations or modifications not SDI specific to the student's needs.</p>	<p>The SDI is not consistent with services, BIP, and re-entry plans. SDI is not specific to the individual student's needs.</p>	<p>Description of delivery of SDI is explicit, systematic, and leverages high-level instructional strategies. SDI is directly linked to BIP, services, and re-entry plan. SDI is consistent with the IEP. Directly addresses the goals and objectives in the student's IEP. SDI is specific to the individual student and does not adapt learning or teaching methods to everyone else in the classroom.</p>
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Provide the length, frequency, and type of behavior exhibited by the student.

<p>Fails to provide the length, frequency, and type of behavior exhibited by the student.</p>	<p>Only lists behavior. Data provided is not current.</p>	<p>Includes frequency, length, intensity, and duration of behaviors that pose a safety risk, that interfere with learning of this student or others that require special expertise or show other reasons the school cannot serve the student.</p>
<p>What is the step-down plan for re-entry into the public school system? Provide the proposed timeline for re-entry (or the proposed timeline for reviewing the plan if re-entry date is unknown).</p>		
<p>Fails to describe a re-entry plan.</p>	<p>Lacks specifics (e.g., simply states that the student will return to the public school setting when ready or the student will return based on vendors recommendation).</p>	<p>Describes movement to a less intensive services or a less restrictive environment.</p> <p>Describes a detailed plan with incremental steps, criteria for determining readiness for each step, support for public school personnel (including specialized training in preparation for the students return or termination of Indiana Department of Education (IDOE) funding), and a projected timetable.</p>
<p>What are the monitoring processes put in place to ensure that the student is receiving the services as described in the IEP?</p>		
<p>Fails to describe monitoring processes.</p>	<p>Lacks specifics (e.g., simply states that the Teacher of Record (TOR) will monitor or that the provider will send progress reports).</p> <p>Application states the committee will reconvene every 60 days to review placement, step-back plan,</p>	<p>Includes onsite and/or virtual visits.</p> <p>Linked to progress reporting, but not limited to just progress reports.</p> <p>Identifies (by title, not by name) the persons responsible for monitoring.</p> <p>Format, content, and timing of progress reports linked to</p>

	<p>data, and progress on goals, but there is no record this is occurring.</p>	<p>goals, benchmarks, BIP, FBA, etc.</p> <p>System for reporting non attendance, crises, etc.</p> <p>School's participation in provider's periodic reviews more than just receiving reports.</p> <p>Includes multiple sources of information, with cross-checking for accuracy/accountability.</p>
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