



**Department of
Education &
Workforce**

IDEA Monitoring Office Hours

Supports and Monitoring Team

April 10, 2024



EARLY LEARNING OFFICE HOURS

Please join the Department of Children and Youth office hours for preschool age questions and concerns.

[Join Us for ELSR Open Office Hours | Ohio Department of Education and Workforce](#)



SCHOOL AGE ETR TOPICS



ISSUES THAT OFTEN APPEAR WHEN MONITORING SCHOOLS

1. The need to have sub coverage for teachers who are in interviews.
2. Time for the mandated Learning Management System Modules.
3. Time for districts complete the Internal Monitoring Training.



NONCOMPLIANCE TRENDS THAT ARE COMMONLY SEEN THROUGHOUT DISTRICTS

- Please review our October 4, 2023 PowerPoint, which covers these issues in depth on slides 3 and 12.
 - [October Office Hours PowerPoint](#)

MULTIPLE AREAS OF AN ETR COMPLETED BY A SINGLE PERSON

- Do all the reports from a specific person need to be on the same Part 1 report or can they be on multiple Part 1 reports?
- This is a preference of the assessor.
- Please make sure to label and include all areas assessed. All needs and implications must be present for each assessment area.

WHO SIGNS THE ETR SECTION 5?

- Question from the field:
 - An Occupational Therapist has completed a Part 1 and signed / dated it. They cannot make it to the meeting.
 - The Occupational Therapist Assistant attended the meeting in their place.
 - Who is to sign Section 5 of the ETR?

A Qualified Team

For Initial Evaluations, this group includes:


1. Parent
2. A group of qualified professionals including;
 - The child's general education teacher.
 - Person qualified to conduct individual assessments and interpret the results of those assessments. (Such as a School Psychologist)
 - District Representative
3. Additional group members for determining a specific learning disability (SLD)
4. When appropriate, the child

[Universal Monitoring Supports Slides 15 and 16.](#)

A Qualified Team

For Reevaluations, the IEP team is the qualified team which includes:

1. Parent
2. General Education Teacher
3. Special Education Provider
4. An individual who can interpret the instructional implications of evaluation results
5. District Representative
6. Other individuals who have knowledge or special expertise
7. The child with a disability

 If the child does not have a general education teacher during the day, a general education teacher is NOT a required team member

OPEN ENROLLED STUDENTS

- More information on students that are open enrolled and how the district deals with this.
- Many schools do not seem aware that they are supposed to be notifying the DOR.

<https://education.ohio.gov/getattachment/Topics/School-Choice/Public-Schools/Forms-and-Program-Information-for-Traditional-Publ/OE-Overview-February-2015.pdf.aspx>

[Area Coordinators Directory | Ohio Department of Education and Workforce](#)

- All districts must adopt an inter-district open enrollment policy that either: 1) entirely prohibits enrollment of students from adjacent or other districts; 2) permits the enrollment of students only from all adjacent districts; or 3) that permits open enrollment from all other districts (commonly known as statewide open enrollment).
- The inter-district open enrollment policy **must include procedures for notifying the superintendent of the applicable district when a student is accepted through open enrollment** [ORC 3313.98(B)(1)(a)].

OBSERVATION INCLUDED IN THE PART 1, NEEDS TO BE SUMMARIZED IN PART 2

- Does the observation, which is included in the Part 1, need to be summarized in Part 2 or just copied and pasted?
- Also, can we include the observation from the test session in the Part 2 observation?

- Please make sure that all Part 1s are summarized in parent friendly language in the Part 2.
- Observations cannot be conducted during evaluation assessments.

Child Find					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-6	300.306 (c) [Procedures for determining eligibility and educational need]	Does the ETR clearly state the summary of assessment results? Note: All information in Part 1s (Individual Evaluator's Assessment) must be summarized in Part 2.	YES	There is a clear and concise summary of the data/information obtained during the evaluation process for the results of each Part 1 assessment. The summary of the assessment results is in language understandable to the parent.	• PR-06 ETR – Part 2
			NO	The ETR does not contain a clear summary of the results of all the data and assessments; OR There is merely a re-statement of all the assessments conducted without a concise summarization; OR The summary is not stated in parent-friendly language.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	

[Record Review Guide pg. 3 CF-4](#)

DISCUSSED ADDRESSING “NEW” EDUCATIONAL NEEDS THAT EMERGE IN BETWEEN ETRS

Question from the field:

- When a kindergarten student is currently qualified under the category of SLI but the IEP team later determines through classroom data that the student would benefit from a reading goal/SDI focusing on early literacy skills/phonics, can the IEP team pull in the grade level intervention specialist to write a goal and provide the appropriate SDI? Or does a new full evaluation have to be conducted first?

DESCRIPTION OF EDUCATIONAL NEEDS VS IMPLICATIONS FOR INSTRUCTION

CF-7	300.306 (c) [Procedures for determining eligibility and educational need]	Does the ETR contain a clear and succinct description of educational needs?	YES	The description of educational needs contains specific and adequate information about the child that will allow the IEP team to develop an effective and actionable IEP based on educational needs synthesized from all Part 1s of the ETR. This includes the need for special education, related services and other supports.	• PR-06 ETR – Parts 1 and 2
			NO	The ETR does not contain a description of educational needs for the child or contains generic information that is not individualized to the child's needs; OR The ETR does not address educational needs described in Part 1s, or educational needs described in Part 1 were omitted in Part 2 without explanation.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary; OR This ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.	

Description of Educational Needs

DESCRIPTION OF EDUCATIONAL NEEDS:

- How the child qualifies for special education services and/or related services
- Ties directly to implications for instruction
- This description should:
 - Include relevant strengths and weaknesses from all Part 1s completed
 - Be clear and concise
 - Include current skills and functional levels
 - Explain difficulty in accessing or making progress in general education curriculum
 - Be in understandable language to all team members
 - Provide direction for access to the general education curriculum
 - Consider results of interventions

These are **suggested** educational needs. Be careful not to predetermine services.

[Record Review Guide pg. 5 CF-7](#)

[Universal Monitoring Supports Part 2 slide 13](#)



DESCRIPTION OF EDUCATIONAL NEEDS VS IMPLICATIONS FOR INSTRUCTION

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-8	300.306 (c) [Procedures for determining eligibility and educational need]	Does the ETR contain specific implications for instruction?	YES	The ETR clearly describes the implications for specially designed instruction and, if applicable, related services based on implications for instruction synthesized from all Part 1s of the ETR.	• PR-06 ETR – Parts 1 and 2
			NO	There is no description of the implications for instruction; OR The implications description is generic in nature and does not address the individualized needs of this child; OR The ETR does not address implications for instruction described in Part 1s, or that information is omitted from Part 2 without explanation.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary; OR This ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.	

[Record Review Guide Pg 6 CF-8](#)

Implications for Instruction and Progress Monitoring

IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:

- Proposed supports and services
- Address educational and functional needs
- NOT a list of accommodations or modifications
- Suggestions for progress monitoring and data collection procedures



Consider using words like “may benefit”, “might”, and “might need” when suggesting Implications for Instruction

[Universal Monitoring Supports Part 2 slide 14](#)

LACK OF APPROPRIATE INSTRUCTION VS ATTENDANCE

How does student attendance impact Lack of Appropriate Instruction when determining if the district suspects a disability OR when determining eligibility?

- [Sec. 300.306 \(b\) - Individuals with Disabilities Education Act](#)
- (b) Special rule for eligibility determination. A child must not be determined to be a child with a disability under this part—
- [\(1\)](#) If the determinant factor for that determination is—
- [\(i\)](#) Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act (December 9, 2015));
- [\(ii\)](#) Lack of appropriate instruction in math; or
- [\(iii\)](#) Limited English proficiency; and
- [\(2\)](#) If the child does not otherwise meet the eligibility criteria under [§300.8\(a\)](#)


GENERAL EDUCATION TEACHER PARTICIPATION IN THE ETR

Reevaluation ETR

A Qualified Team

For Reevaluations, the IEP team is the qualified team which includes:

1. Parent
2. General Education Teacher
3. Special Education Provider
4. An individual who can interpret the instructional implications of evaluation results
5. District Representative
6. Other individuals who have knowledge or special expertise
7. The child with a disability

 If the child does not have a general education teacher during the day, a general education teacher is NOT a required team member

IEP


Meeting Participants

Meeting Participants

- Dropdown menu allows you to select your position
- Parents must be afforded the opportunity to participate
- District is responsible to ensure meetings are scheduled early enough so that all parties have the opportunity to attend
- Alternate means of participation must be documented

Team Member Excusal

- School district and parent must agree prior to the meeting
- Required members include the parent, general education teacher, special education teacher/provider and a district representative
- If the child does not have a General Education teacher during the school day, A General Education Teacher is NOT a required team member.
- Excused members must provide input in the development of the IEP in writing to both the district and parent prior to the meeting



The screenshot shows the 'MEETING PARTICIPANTS' section of an IEP form. It includes a 'THIS MEETING WILL' section with options for 'Face-to-Face Meeting', 'Video Conference', 'Telephone Conference/Conference Call', and 'Other'. A red arrow labeled 'Document' points to the 'Face-to-Face Meeting' option. Below this is a table for 'IEP MEETING PART THE FOLLOWING' with columns for 'NAME (P/WE)', 'POSITION', 'SIGNATURE', and 'DATE'. A dropdown menu is open for the 'POSITION' column, showing options like 'Student*', 'Parent/Guardian', 'District Representative*', 'Intervention Specialist*', 'General Education Teacher*', 'Occupational Therapist', 'Physical Therapist', 'Speech and Language Pathologist', and 'Other Agency Representative'. A red arrow labeled 'Choose' points to the 'General Education Teacher*' option. Below the table is a section for 'PEOPLE NOT IN ATTENDANCE WHO PROVIDED INFORMATION AND RECOMMENDATIONS' with columns for 'NAME', 'P/WE', 'POSITION', 'SIGNATURE', and 'DATE'. A red arrow labeled 'Sign' points to the 'SIGNATURE' column. A blue text box at the bottom of the screenshot contains the following text: 'The parent must sign to implement services. The parent must receive the PR-01 summarizing the events of the IEP meeting. Along with the Procedural Safeguards Notice prior to services beginning for the student.'

WRITTEN CONSENT IS OBTAINED FOR A RETR

- Is it correct that unless WRITTEN consent is obtained for a RETR (regardless of disability category) - testing cannot be done?
- Under 34 CFR §300.300(c)(2), the public agency need not obtain informed parental consent for the reevaluation if the public agency can demonstrate that it made reasonable efforts to obtain consent for the reevaluation, and the child's parent has failed to respond to the request for consent.

[For more information, please visit Questions and Answers on IEPs, Evaluations and Reevaluations from IDEA](#)



DUAL ETR/IEP MEETINGS

- If there is an ETR and IEP held on the same day, does there need to be 2 PR-01s?

<https://codes.ohio.gov/ohio-administrative-code/rule-3301-51-07>

Rule 3301-51-07 - Ohio Administrative Code | Ohio Laws

MTSS

What are the criteria for "entrance" to the program and what percentage of a school's population should be a part of the MTSS program?

These are district-school based decisions.

These should be within the district's policies and procedures.



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SURVEY REMINDER

Questions will be collected through the survey link that is available to you after this session.

Please utilize the survey to record your questions, so that the Supports and Monitoring Team can provide you with the most up to date information.

[A PDF of the slides and all links will be available via the supports and monitoring website.](#)

Thank you !



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SCHOOL AGE IEP TOPICS

PRESENT LEVEL OF PERFORMANCE (PLOP)

- On the slide that discussed PLOP there is a visual that indicates NOT cut and paste. What exactly is that referring to? We had always been told by SST to cut and paste our goal into the PLOP and change the data point to current level of performance.
- We include other relevant data that is directly aligned to the goal in the PLOP to be sure it is very clear where the student current ability for that specific skill/behavior.

Compliant	Evidence
YES	<p>Present Levels of Performance must include the following information as it relates to each goal:</p> <ul style="list-style-type: none">• Summary of current daily academic/behavior and/or functional performance compared to expected grade-level standards or to expected age-appropriate performance in order to provide a frame of reference for annual goal development in the specific area of academic and/or functional need;• Baseline data provided for developing a measurable goal (for example, ETR results, if current, formative academic assessments, curriculum-based measurements, transition assessments or functional behavior assessments);• Current performance measurement directly relates to the goal measurement.
NO	<p>Present levels of performance do not provide a detailed and targeted summary of current daily academic/behavior and /or functional performance related to the development of measurable goals; OR there is no comparison to grade-level or age-appropriate performance expectations.</p>

HOMESCHOOL AND CHILDFIND/ LEA RESPONSIBILITIES

- <https://education.ohio.gov/Topics/Ohio-Education-Options/Home-Schooling>

Contact Information

HOME EDUCATION

Ohio Department of Education and
Workforce

614-728-2678

877-644-6338

HomeEdRules@education.ohio.gov



GRADUATION GUIDANCE FOR EXEMPTION DECISIONS

- Please reference DEW's webpage on [Students with Individualized Education Programs and Graduation Requirements](#).

GRADUATION GENERAL CONTACT

gradrequirements@education.ohio.gov

GRADUATION OFFICE HOURS

Graduation Open Office Hours will be held biweekly
on

Fridays from 9:30-10:30am

April 19

May 3 & 17

[Graduation Requirements Open Office Hours](#)



FULL CONTINUUM OF SERVICES

- How to make sure to provide a comprehensive special education program with the full continuum of services.
- Ohio is a local control state and these are decisions that are to be made by district staff.
- District policies, procedures and practices must align with state and federal law.



MODIFIED CURRICULUM AND EXTENDED STANDARDS

- Modified curriculum and Extended Standards: Do these go hand in hand?
- Is it possible to state that the student is using the extended standards without indicating this under a modified curriculum?
- Additionally- If a student is using the extended standards for learning- does that mean that they are also qualifying for Alternate Assessment?

Reference materials

- **Assessment – Ohio DEW**
 - [Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities \(AASCD\) Webpage](#)
 - [Accessibility for Ohio’s State Tests Webpage](#)
- **Instruction - OCALI**
 - [Access to the General Education Curriculum for ALL Learners](#)
 - [Ohio’s Learning Standards – Extended with Learning Progressions](#)
- **More Information – TIES Center**
 - [Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities \(TIES Brief #4\) \(tiescenter.org\)](#)
 - [The General Education Curriculum—Not an Alternate Curriculum! \(TIES Brief #5\) \(tiescenter.org\)](#)
 - [Taking the Alternate Assessment Does NOT Mean Education in a Separate Setting! \(TIES Brief #2\) \(tiescenter.org\)](#)
 - [TIES Center YouTube Channel: Video Examples](#)

For additional questions please contact OEC’s Diverse Learners Team

Diverse.Learners@education.ohio.gov

PROGRESS NOTES

- Does the district have to report IEP progress in writing on BOTH goals AND objectives, or just at the goal level?

DS-14 of the Record Review Guide

Collected and analyzed to inform instruction was progress reporting data collected and analyzed to monitor the performance on each annual goal?

YES	There is instructional data collected for each measurable annual goal -AND there is evidence that the progress data reported aligns to measurement(s) used in the annual goal statement.
NO	There is no evidence of data collection on each annual goal, progress reports/analysis; OR there is no evidence that the progress data for each annual goal was reported; OR Progress reported does not align to measurement(s) used in the annual goal statement.

THE THIRD GRADE READING GUARANTEE

- Please discuss how sections 10 and 13 of the IEP should be filled out for a student with a cognitive disability K-2 or 3rd grade and above not participating in AASCD.

For further questions please contact OEC's Literacy Specialist Karen Jeffries:
karen.jeffries@education.ohio.gov



SUBSTITUTES

- In the event that an intervention specialist is on leave for an extended amount of time and the district is not able to find a licensed IS to cover SDI minutes for students- can these be provided by a general education teacher or sub?
- Please contact the Office of Educator Licensure and Effectiveness with any further questions.
- [Substitute Licenses | State Board of Education \(ohio.gov\)](https://www.ohio.gov/substitute-licenses)

Educator.Licensure@SBOE.ohio.gov



HAVE AUTISM EDUCATION PLAN QUESTIONS?

Please contact the Office of Nonpublic Educational
Options

autismscholarship@education.ohio.gov

614-728-3480 or 877-644-6338



HAVE SCHOLARSHIP QUESTIONS?

Please contact the Office of Nonpublic Educational Options

- [Cleveland Scholarship Resources | Ohio Department of Education and Workforce](#)

Contact Information

- **CLEVELAND SCHOLARSHIP PROGRAM**
- 25 S. Front Street, Mail Stop 309
Columbus, Ohio 43215
- Cleveland.scholarship@education.ohio.gov
614-728-2743 or 877-644-6338

- [EdChoice Resources | Ohio Department of Education and Workforce](#)

Contact Information

- **EDCHOICE SCHOLARSHIP PROGRAM**
- 25 S. Front Street, Mail Stop 309
Columbus, Ohio 43215
- EdChoice@education.ohio.gov
614-728-2743 or 877-644-6338

- [Jon Peterson Special Needs Scholarship Resources | Ohio Department of Education and Workforce](#)

Contact Information

- **JON PETERSON SPECIAL NEEDS SCHOLARSHIP PROGRAM**
- 25 S. Front Street, Mail Stop 310
Columbus, Ohio 43215
- peterson.scholarship@education.ohio.gov
614-728-3480 or 877-644-6338

PROCESS QUESTIONS

- Do you have suggestions or contact information for professional development presenters regarding IDEA compliance?

**State Support
Team**



[State Support Teams | Ohio Department of Education](#)

SUPPORTS AND MATERIALS

- **Observation Memo 2018:**
 - [Observation Memorandum: November 2018 \(ohio.gov\)](#)
- **IDEA Monitoring Record Review Guide:**
 - [Record-Review-Guide-1.pdf.aspx \(ohio.gov\)](#)
- **Universal Support Materials:**
 - [Universal Support Materials | Ohio Department of Education](#)
- **IDEA Monitoring Guide Tiers 2 and 3:**
 - [IDEA-Monitoring-Review-Guide-Tiers-2-and-3.pdf.aspx \(ohio.gov\)](#)
- **Department of Children and Youth Office Hours:**
 - [Join Us for ELSR Open Office Hours | Ohio Department of Education and Workforce](#)
- **Supports and Monitoring October Office Hours PowerPoint (Slide 6)**
 - [October Office Hours PowerPoint](#)
- **Open Enrollment (Slide 9)**
 - <https://education.ohio.gov/getattachment/Topics/School-Choice/Public-Schools/Forms-and-Program-Information-for-Traditional-Publ/OE-Overview-February-2015.pdf.aspx>
- **Lack of Appropriate Instruction vs Attendance (Slide 14)**
 - [Sec. 300.306 \(b\) - Individuals with Disabilities Education Act](#)
- **Written consent (slide 16)**
 - https://sites.ed.gov/idea/files/IEP.OA_-_September_2011_FINAL-1.pdf

SUPPORTS AND MATERIALS

- **Homeschooling (slide 22)**
- <https://education.ohio.gov/Topics/Ohio-Education-Options/Home-Schooling>

For additional questions please contact the Home Education Team

HomeEdRules@education.ohio.gov

- **Graduation Guidance For Exemption Decisions (slide 23)**
- [Students with Individualized Education Programs and Graduation Requirements.](#)
- [Graduation Requirements Open Office Hours](#)

For additional questions please contact the Graduation Team

gradrequirements@education.ohio.gov

- **Modified Curriculum and Extended Standards (slide 25)**

Assessment – Ohio DEW

- [Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities \(AASCD\) Webpage](#)
- [Accessibility for Ohio’s State Tests Webpage](#)

Instruction - OCALI

- [Access to the General Education Curriculum for ALL Learners](#)
- [Ohio’s Learning Standards – Extended with Learning Progressions](#)

More Information – TIES Center

- [Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities \(TIES Brief #4\) \(tiescenter.org\)](#)
- [The General Education Curriculum—Not an Alternate Curriculum! \(TIES Brief #5\) \(tiescenter.org\)](#)
- [Taking the Alternate Assessment Does NOT Mean Education in a Separate Setting! \(TIES Brief #2\) \(tiescenter.org\)](#)
- [TIES Center YouTube Channel: Video Examples](#)

For additional questions please contact OEC’s Diverse Learners Team

Diverse.Learners@education.ohio.gov



SUPPORTS AND MATERIALS

- Substitutes (Slide 28)
- [Substitute Licenses | State Board of Education \(ohio.gov\)](#)

**For additional questions please contact Office of Educator
Licensure and Effectiveness**

Educator.Licensure@SBOE.ohio.gov

- Autism Education Plans (Slide 29)

**For additional questions please contact Office of
Nonpublic Educational Options**

autismscholarship@education.ohio.gov

614-728-3480 or 877-644-6338

- Scholarship Questions (Slide 30)
- [Jon Peterson Special Needs Scholarship Resources | Ohio Department of Education and Workforce](#)
- [EdChoice Resources | Ohio Department of Education and Workforce](#)
- [Cleveland Scholarship Resources | Ohio Department of Education and Workforce](#)

**For additional questions please contact Office of Nonpublic
Educational Options**

peterson.scholarship@education.ohio.gov

EdChoice@education.ohio.gov

Cleveland.scholarship@education.ohio.gov

SUPPORTS AND MATERIALS

- **State Support Teams (Slide 31)**

[State Support Teams | Ohio Department of Education](#)

- **Learning Management System (Slide 36)**

[Learning Management System for Ohio Education | Ohio Department of Education](#)

LEARNING MANAGEMENT SYSTEM FOR OH|ID HOLDERS

[Learning Management System for Ohio Education | Ohio Department of Education](#)

Special Education Essentials

- Evaluation Team Report (ETR)
- Individualized Education Program (IEP)
- Secondary Transition
- Internal Monitoring Process
- General Educator's Role in Special Education

Special Education: Beyond Essentials

- Least Restrictive Environment (LRE)
- Disproportionality in Special Education Achievement
- IEP Goal Construction
- Parent Engagement
- Related Services



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SURVEY QR CODE

Please utilize the survey to record your questions, so that the Supports and Monitoring Team can provide you with the most up to date information.

<https://forms.office.com/g/cjmdX45sGm>.

Thank you for attending!



**Department of
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JOIN US IN MAY!

Supports and Monitoring Office Hours

May 1, 2024 at 1:00 PM



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THANK YOU

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