



**Department of
Education &
Workforce**

Supports and Monitoring Informational Sessions will begin shortly

We will be starting at 1:00pm

Thank you!



PLEASE REFRAIN FROM AI USAGE IN DEPARTMENT MEETINGS

Please note that State of Ohio and Ohio Department of Education and Workforce policy prohibits the use of external AI tools during meetings.



Vision

Ohio students are prepared for success in the real world.



Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

EDUCATION PRIORITIES



Literacy: Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



Student Wellness: Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.



Workforce Readiness: Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



Organizational Effectiveness: Delivering high-quality services and resources to strengthen Ohio's education community.



PLEASE CONTACT US AT:
OEC.MONITORING@EDUCATION.OHIO.GOV

The goal of today's Informational Session is to provide educational agencies with topics that will inform your special education programs. If you have specific questions about your agency, please do not hesitate to contact our office directly.



QUESTION FROM THE FIELD REEVALUATION

- If a parent requests an early re-evaluation, does the district have the option to "refuse" the request?
- No in accordance with [OAC 3301-51-06\(D\) Reevaluations](#)
 - (D) Reevaluations
 - (1) General
 - A school district of residence must ensure that a reevaluation of each child with a disability is conducted in accordance with paragraphs (E) to (I) of this rule:
 - (a) If the educational agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
 - (b) If the child's parent or teacher requests a reevaluation; or
 - (c) In order to make a change in disability category.
 - This may be a place where Ohio goes beyond the federal regs.

QUESTIONS FROM THE FIELD INTERVENTIONS

- If the student is in MTSS for reading or math, but only receives speech/language services through special education, is progress with reading/math intervention necessary to include for RETRs, or is a N/A statement appropriate?
- Assuming this is not a time when a different disability category is being suspected, reading and math are not a part of the child's special education program.

- The intervention data for reading or math should be included in the reevaluation. The record review guide states:
For initial evaluations, the summary of interventions provided must include:
 1. A description of the research-based intervention(s) used;
 2. How long the intervention was provided (how many weeks);
 3. The intensity of the intervention – how often, and for how many minutes;
 4. A description of the results compared to the baseline data;
 5. The decision as a result of the intervention(s).

For reevaluations, the summary of interventions provided would include:

1. A description as delineated above if interventions were provided in addition to the specially designed instruction, related services, and other supports contained in the IEP.
2. If no new interventions were provided, a statement that it was determined by the ETR team that the student is making adequate progress with current special education supports and services is required.
3. This area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications.











Information about the student's educational progress must be included in the RETR and this would include the information about the student receiving interventions. This information could possibly support the adverse effect the speech-language disability has on educational progress.



UPDATE FOR THE FIELD LAPSED EVALUATIONS

- In response to numerous questions regarding whether transfer evaluations that have lapsed and need to be completed again are considered re-evaluations or initial evaluations*:
- Evaluations do not expire, but they may lapse. If the student has already been determined to be a student with a disability, that eligibility status remains.
- [Reevaluation-Guidance-Final-2.pdf.aspx](#)
- *This guidance does not address scholarship programs.

Evaluation Team Report (ETR) PR-06 Form (revised 2018)

- » [ETR PR-06 form](#)  Word 
 - » *[ETR School Age Planning form](#)  Word 
 - » *[ETR Preschool Planning form](#)  Word 
 - » *[ETR PR-06 Individual Evaluator's Assessment](#)  Word 
- * Documents included in the ETR form.
- » [Guidance Rollover Language for ETR Form](#) 
 - » [Reevaluation Guidance Final](#) 

BRIDGING LITERACY AND SPECIAL EDUCATION FOR STUDENT SUCCESS

Diverse Learner and Literacy Teams
with
Supports and Monitoring Team

April 2, 2026



**Department of
Education &
Workforce**

RESOURCES

[Literacy | Ohio Department of Education and Workforce](#)

[Third Grade Reading Guarantee | Ohio Department of Education and Workforce](#)

[Assessment Video for Assessing Students with Complex Needs](#)

[The Science of Reading | Ohio Department of Education and Workforce](#)



CONTACT EMAILS

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LEARNING MANAGEMENT SYSTEM FOR OH|ID HOLDERS



Special Education Essentials

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

Special Education: Beyond Essentials

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

Special Education: Beyond Essentials Cont.

- Mediation & Facilitation
- Accommodation & Modifications 101
- Assistive Technology (AT) Mini-module
- Least Restrictive Environment for Students with Disabilities, Part 2: From Understanding to Documentation
- Discipline Process for Students with Disabilities
- Educational Needs for Evaluation Team Reports (ETRs)

NOTICE ABOUT LMS PLATFORM MOVING TO CORNERSTONE

- The Department of Education and Workforce's new Learning Management System (LMS) is scheduled to go live on **May 11**.
- After that date, courses in the current LMS will no longer be accessible.
- Courses not fully completed before May 11 will need to be restarted in Cornerstone.

HAVE SCHOLARSHIP QUESTIONS?

Please contact the Office of Nonpublic Educational
Options

autismscholarship@education.ohio.gov

cleveland.scholarship@education.ohio.gov

edchoice@education.ohio.gov

peteron.scholarship@education.ohio.gov

614-728-3480 or 877-644-6338

SURVEY LINK AND QR CODE

<https://forms.office.com/g/Jdu6tVzvQN>

OEC Supports and Monitoring
Information Session (SAMIS): April
2, 2026



JOIN US FOR THE NEXT SAMIS

1:00 PM on May 7, 2026

Overview of Phase 4 of the Desk Review

Visit our SAMIS webpage below to access the meeting link:
[Supports and Monitoring Information Session \(SAMIS\) | Ohio
Department of Education and Workforce](#)



THANK YOU

EDUCATION.OHIO.GOV



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