

Supports and Monitoring Informational Sessions will begin shortly

We will be starting at 1:00pm

Thank you!



Supports and Monitoring Informational Sessions

Supports and Monitoring Team

April 3, 2025



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.



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.





**FREQUENTLY ASKED TOPICS TO SUPPORTS AND
MONITORING TEAM**

REFERENCE MATERIALS

[IDEA Monitoring Review Guide 2024](#)

[Record Review Guide 2024](#)

[IDEA Monitoring Process | Ohio Department of Education and Workforce](#)



**Department of
Education &
Workforce**

ETR AND NEW AREA OF SUSPECTED NEED

- Question:
 - If a student has 4 goals on their IEP and 3 align with the ETR , one does not, but the IEP team and parent discussed that the nonaligned goal should be included the IEP. It was not documented anywhere in the IEP or PR-01 as to why the non-aligned goal was added or a priority of needs was considered .
 - Would the area of DS-4 be considered a "no" per the IDEA Monitoring review guide due to the lack of documentation for the nonaligned goal and non statement of prioritizing needs?
- Answer:
 - DS-4 would only be noncompliant if there were needs in the ETR or current profile that had not been addressed somewhere within the IEP. However, if the team decides that the student has needs in an area that was not identified in the ETR, we would ask if the school had provided any interventions to address additional needs since then?
 - If interventions were provided but the student is still struggling, a new, comprehensive, evaluation to establish what the current needs are must be conducted. The new evaluation should include a Part 1 for Data from Interventions, if those were provided.
 - See OAC 3301-51-06 (D).

REMINDER: CF-1 DATA FROM INTERVENTIONS

For Initial Evaluation...

A description of the researched-based interventions used?

How long the interventions were provided (how many weeks)?

The intensity of the interventions – how often, and for how many minutes?

A description of the results compared to the baseline data?

What decision was made as a result of the interventions?

For Reevaluation...

A description as delineated in the initial evaluation if interventions were provided in addition to the specially designed instruction, related services, and other supports contained in the IEP

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.

This area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications.

[Link to Record Review Guide 2024](#)

INITIAL INFORMED CONSENT

- Question:
- I have encountered several initial evaluations where no consent form was signed, but the evaluation was completed. The parent signed off on eligibility. There isn't a PR01 providing an explanation on why there is no consent.
- Is this compliant?

- Answer:
- The following terms are defined as they are used in rules 3301-51-01 to 3301-51-09 and 3301-51-11 of the Administrative Code:
- (12) “Consent” means that: (a) The parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent’s native language, or other mode of communication; (b) The parent understands and agrees in writing to the carrying out of the activity for which the parent’s consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- (i) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
- (ii) If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).
- This must be an informed decision and parents must agree in writing. Agreements in writing can be documented in various forms. The district should address written parental consent in their policies.

REEVALUATION INFORMED CONSENT

- Question:
- An RETR occurs and the district can not get a physical signature for informed written consent, whether the parent chooses not to attend a meeting or they attend virtually / by phone and the parent is not returning the form with the signature and/or signing electronically. The district documents the various attempts of getting the parent to participate or getting the physical signature.
- Can the district proceed with the evaluation as the team determines appropriate (which could include new testing) or does it have to be a “records review” with no new testing?
- Answer:
- Per 34 CFR §300.300(c)(2), the public agency does not need to 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. The district can proceed if they have documented reasonable attempts and the parent failed to respond.
- Record review is not the only form of reevaluation, therefore a district can obtain new data. However, the district should have a board approved policy that covers this issue, and should check with their school district’s attorney as well.
- [See the Q&A document from OSERS that supports this.](#)
 - See question D-3, page 20

REEVALUATION TIMELINE

- Question:
- What happens when we initiate an RETR and a parent does not respond and the ETR is not "technically" due for another 1.5 years?
- How long do we have to wait to proceed with the RETR process (planning, consent, etc.)?
- Answer:
- For reevaluations, if the school district can demonstrate that it made reasonable efforts to obtain such consent; and the child's parent has failed to respond, the team can move ahead and do the assessments stated on the Planning Form.
- Consult with your legal team

REQUEST FOR EVALUATION

- Question:
- My understanding was that, as a parent, I only needed to provide a written or verbal request, which I did on Nov 6th and subsequently provided additional information to the school while also meeting with them on Jan. 6th. I have not received a written notice from the school. Is this correct?

- Answer:
See Operating Standards for the timeline, starting with the referral date:
- (3) A school district will, within thirty calendar days of receipt of a request for an evaluation from either a parent of a child or a public agency, either obtain parental consent for an initial evaluation or provide to the parents prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.

PR-04 REFERRAL FOR EVALUATION

- Question:
- I want to confirm that the PR-04 Referral for Evaluation is in fact required by the district to fill out and not required by the parent?
- Answer:
- This form must be completed by the district, not the parent.
- <https://education.ohio.gov/getattachme nt/Topics/Special-Education/Special-Education-Monitoring-System/IDEA-Onsite-Reviews/OEC-Monitoring-Training-Materials/ETR-Script-Part-1.pdf.aspx?lang=en-US>

SUMMARY OF ASSESSMENT AND EDUCATIONAL NEEDS

- Question:
- If the description of educational needs allows the IEP team to develop effective and actionable goals, but it is not congruent with what is listed in the summary of assessment, is it compliant?
- (Meaning, the summary of assessments are vague and don't list specific skills but they are listed in the educational needs.)
- Answer:
- This is an IEP team decision.
- LEAs should have a practice in place to ensure that all Part 1s that are being completed for a student's evaluation should encompass all the required components of the Part 1 form.
- The quality of a Part 1 can be subjective and the LEA would want to ensure that the summary of assessment is adequately detailing what the needs of the student are so that actionable IEP goals can be written.

IEP GOALS

- Question:
- For an IEP to be aligned with the ETR and student's needs, should S.M.A.R.T. IEP goals be at the child's instructional or grade level?

- The concern has been that students with disabilities are not being held to high enough standards. See page 4 in the [OSERS Policy Guidance from Nov. 16, 2015](#) under “Implementation of the Interpretation:” “Based on the interpretation of “general education curriculum” set forth in this letter, we expect annual IEP goals to be aligned with State academic content standards for the grade in which a child is enrolled. This alignment, however, must guide but not replace the individualized decision-making required in the IEP process.” The guidance is that IEP goals would be expected to align with the student’s grade level, but the IEP team must make individualized determinations.
- Also, on page 5 it states, in a case where a child’s present levels of academic performance are significantly below the grade in which the child is enrolled, in order to align the IEP with grade-level content standards, the IEP team should estimate the growth toward the State academic content standards for the grade in which the child is enrolled that the child is expected to achieve in the year covered by the IEP.
- In a situation where a child is performing significantly below the level of the grade in which the child is enrolled, an IEP Team should determine annual goals that are ambitious but achievable. In other words, the annual goals need not necessarily result in the child’s reaching grade-level within the year covered by the IEP, but the goals should be sufficiently ambitious to help close the gap.
- The IEP must also include the specialized instruction to address the unique needs of the child that result from the child’s disability necessary to ensure access of the child to the general curriculum, so that the child can meet the State academic content standards that apply to all children in the State.

LRE AND ACCOMMODATIONS

- Question:

- If a student receives all of their SDI in the gen ed classroom, but is pulled out of the gen ed classroom to receive their testing accommodations- does this pull out time need to be documented in Section 11 or does this section only reflect SDI provided outside the gen ed setting?

- Answer:

- If the student is just receiving small group testing outside of the classroom, that typically means they are taking the test at the same time as the other students, just in a different setting, thus they are not missing gen ed instructional time.
- In these instances, it is appropriate to mark Section 11 as a “yes” (receives all instruction with gen ed peers). You would note it in Section 12, as well as Section 7 for accommodations.

IEP SERVICES

- Question:
- A student with PT services on his IEP has had surgery and has physical restrictions that will keep him from working towards his PT goal/objectives for the 6 weeks following his procedure. Should his IEP be amended during that six week period and then amended back when the restrictions are lifted? Or would it be sufficient for it to be explained in a PR-01?

- Answer:
- The IEP should be amended to reflect the temporary pause in PT services due to the student's post-surgical restrictions. This can be done through either two amendments to suspend services and another to reinstate them or in a single amendment specifying the timeframe, such as:
"PT services for this goal will be temporarily suspended due to the student's recovery from surgery, effective March 17th, and will resume upon the school's receipt of the physician's release."
- Additionally, a Prior Written Notice (PR-01) should be issued to document the change and ensure clear communication with the family.
- [OAC 3301-51-07\(H\)\(3\)\(b\) When individualized education program must be in effect](#)
- (b) As soon as possible following development of the individualized education program, special education and related services are made available to the child in accordance with the child's individualized education program.

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

Special Education: Beyond Essentials

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

EARLY LEARNING QUESTIONS

For questions or concerns regarding preschool age students,
contact the Department of Children and Youth.

[Department of Children and Youth | Ohio.gov](https://www.childrenandyouth.ohio.gov)

info@childrenandyouth.ohio.gov



**Department of
Education &
Workforce**

SURVEY REMINDER

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

Please utilize the survey to record your questions/topic suggestions, 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 IDEA monitoring website.](#)

Thank you !



**Department of
Education &
Workforce**

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

**JOIN US FOR OUR LAST SESSION FOR THE
SCHOOL YEAR!**

**Supports and Monitoring
Informational Sessions**

May 1, 2025



**Department of
Education &
Workforce**

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/8bR2Xvp1Ge>

Thank you for attending!



**Department of
Education &
Workforce**

OEC Informational Session Survey
- IDEA Monitoring - April 3, 2025



THANK YOU

EDUCATION.OHIO.GOV



**Department of
Education &
Workforce**

