



**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.



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.



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.



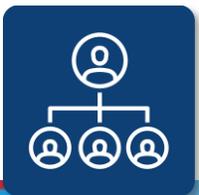
Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



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.



QUESTION FROM THE FIELD

- We have been told previously that a transfer IEP can only be transferred exactly as is or needs to be a RIEP. Is this correct? There can be no amendments made to transfers no matter how minor?
- If the district adopts an IEP, and wishes to later amend the IEP, it can. However, the district is not able to adopt the IEP and amend it at the same time.
- See OAC 3301-51-07(H)(5): If a child with a disability (who had an individualized education program that was in effect in a previous educational agency in the same state) transfers to a new school district of residence in the same state, and enrolls in a new school within the same school year, the new district of residence must provide a free and appropriate public education (FAPE) to the child (including services comparable to those described in the child's individualized education program from the previous school district of residence), until the new school district of residence either: a) Adopts the child's individualized education program from the previous school district of residence; or
(b) Develops, adopts, and implements a new individualized education program that meets the applicable requirements in paragraphs (E) to (I) of this rule.
See OAC 3301-51-07(I) for more information about the amendment process

QUESTION FROM THE FIELD CONTINUED

Why do we have to learn about the Special Education Desk Review now if we are not part of this year's pilot group?

- According to OSEP, states have a responsibility under federal law to establish a system of general supervision to monitor the implementation of the Individuals with Disabilities Education Act (IDEA) of 2004 by educational agencies via a tiered monitoring system every six years.
- The intent of the Special Education Desk Review is to assist educational agencies in building the foundation to ensure compliance and continuous improvement within the educational agency's special education program and services.
- During the desk review process, educational agencies are asked to make data-based determinations of their effectiveness in meeting the requirements of the Individuals with Disabilities Education Act (IDEA).
- The Department's Supports and Monitoring Team will identify educational agencies for a Special Education Desk Review through the EDSTEPS Cohort List, avoiding multiple adjustments to the One Plan. Each educational agency must complete this review every six years and may be monitored through other processes concurrently.

COMMON NONCOMPLIANCE IN THE ETR

Supports and Monitoring Team

October 2, 2025



REFERENCES

[Universal Support Materials | Ohio Department of Education and Workforce](#)

[IDEA Comprehensive Review | Ohio Department of Education and Workforce](#)

[IDEA-Comprehensive-Monitoring-Review-Guide-2025.pdf.aspx](#)



**Department of
Education &
Workforce**

UNIVERSAL SUPPORT MATERIALS HAVE BEEN UPDATED!

Universal Support Materials are free and open to the public.

No OHID needed to access the materials.

Offerings include:

ETR

IEP

Secondary Transition

Internal Monitoring Process

[Universal Support Materials | Ohio Department of Education and Workforce](#)

QUICK LINKS

- [Ohio's System of General Supervision](#)
- [IDEA Comprehensive Review Supports and Monitoring Information Session \(SAMIS\)](#)
- [Universal Support Materials](#)
- [Ohio's Special Education Determination](#)
- [Supportive Technical Assistance Review \(STAR\)](#)
- [Special Education Desk Review](#)

Universal Support Materials

This page contains universal support materials that provide guidance for completing the ETR and IEP forms and other basic IDEA guidance. Preschool uses a different set of [Preschool Special Education Support Materials](#).

Evaluation Team Report (ETR)

- [Evaluation Team Report \(ETR\)](#)
- [Printable Version of PPT](#)
- [Transcript](#)

Individualized Education Program (IEP)

- [Individualized Education Program \(IEP\)](#)
- [Printable Version of PPT](#)
- [Transcript](#)

Secondary Transition

- [Secondary Transition Plan](#)
- [Printable Version of PPT](#)
- [Transcript](#)

Internal Monitoring Process

- [Establishing Internal Monitoring Process](#)
- [Transcript](#)
- [Internal Monitoring Process Template](#)

- [Evaluation Team Report](#)
- [Transcript](#)

- [Post Secondary Transition Plan](#)
- [Transcript](#)

- [Individualized Education Program](#)
- [Transcript](#)

Last Modified: 9/24/2025 2:41:47 PM

EVALUATION TEAM REPORT FINDINGS 2024-2025

Addressed All Areas Related to Disability

79%

Justification of Eligibility Determination
Decision

53%

Summary of Assessment Results

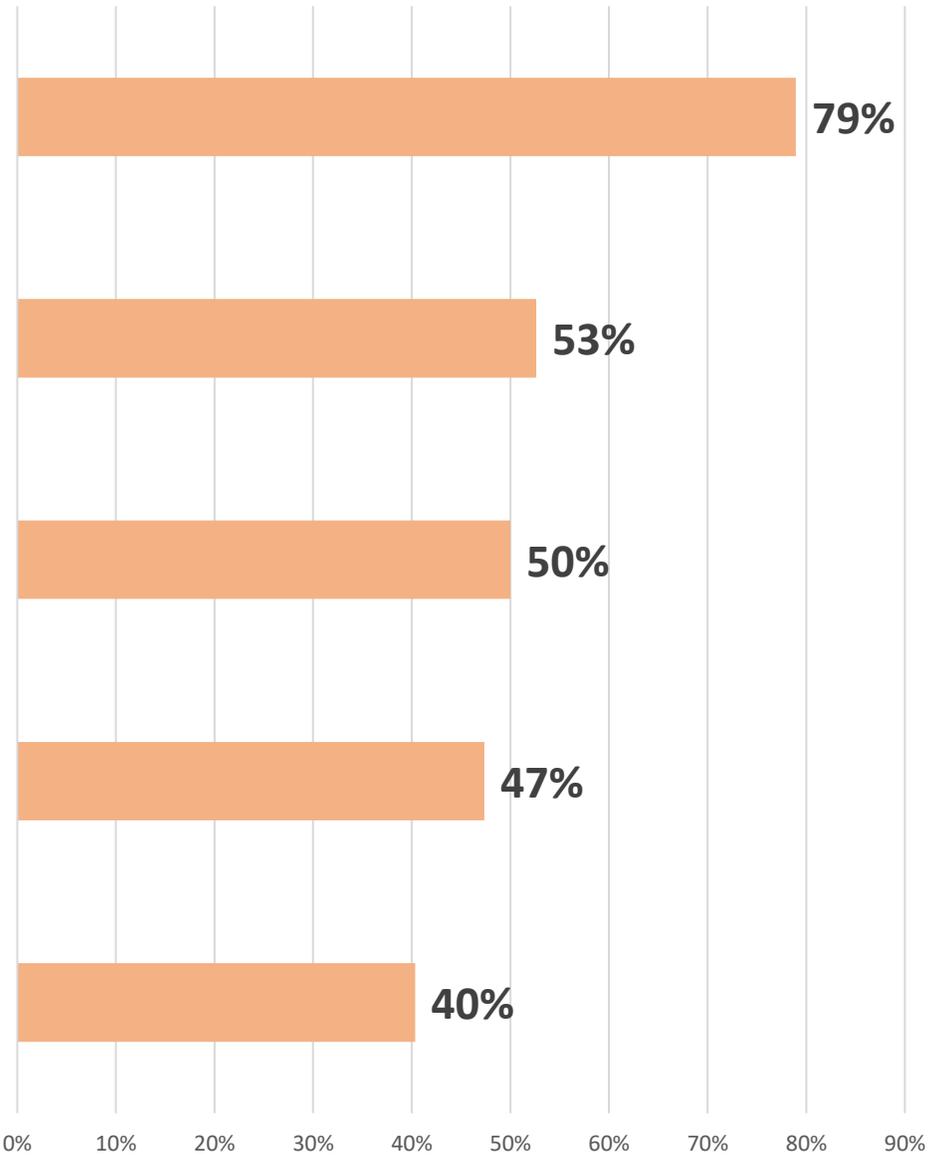
50%

Interventions Provided

47%

Clear Description of Educational Needs

40%



CF 4 ALL AREAS RELATED TO DISABILITY – 79% NONCOMPLIANCE

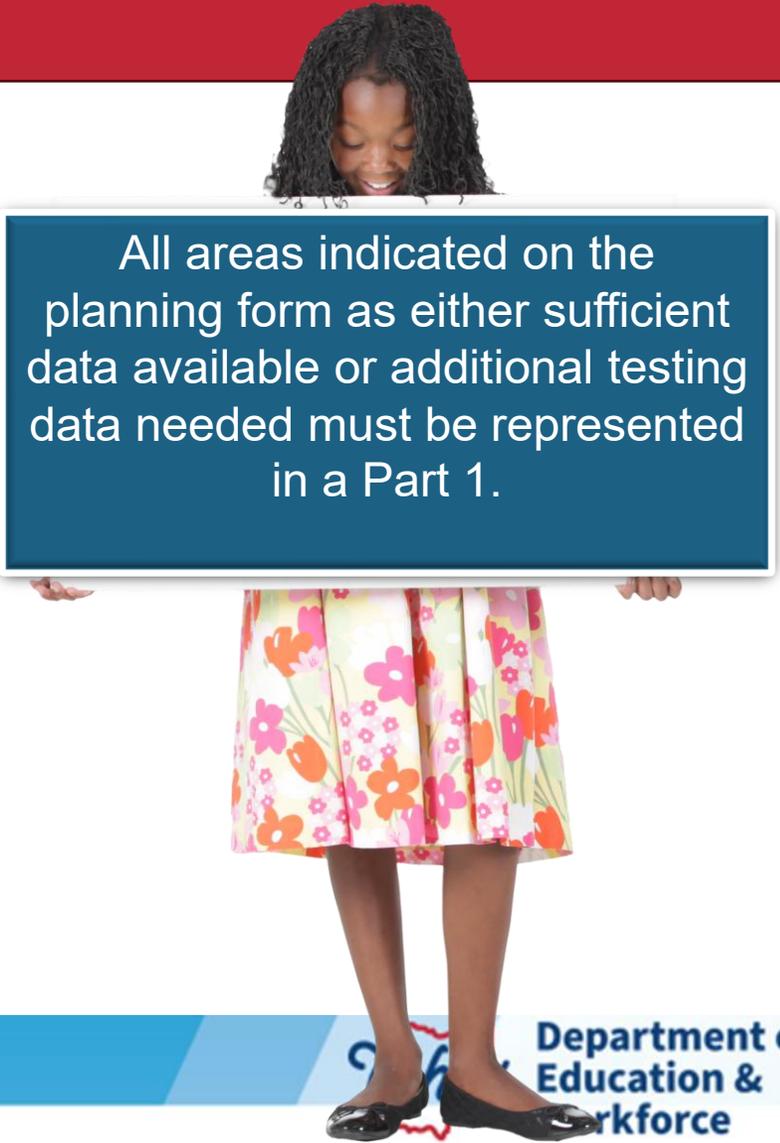
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-4	300.304(c)(4) [Other evaluation procedures]; 300.305 [Additional requirements for evaluations and reevaluations]; 300.307-311 [Additional Procedures for Identifying Children with Specific Learning Disabilities]	Is there evidence that the evaluation addresses all areas related to the suspected disability? Note: Anything listed on the planning form for inclusion in the evaluation must be reported in Part 1 (Individual Evaluator's Assessment).	YES	There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form. There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Blind/Visual Impairment, Deafness or Hearing Impairment and preschool-age children. Multiple sources of information are required to determine eligibility.	<ul style="list-style-type: none"> • Evaluation Planning Form • PR-04 Referral Form • PR-01 Prior Written Notice • Preschool evaluation form • OP-4 Agreement to Waive Reevaluation
			NO	The evaluation report did not address all areas related to the suspected disability; OR The evaluation report did not address all areas noted on the planning form in a Part 1; OR There is no Planning Form (unless tested for everything); OR Not all required components of a Part 1 were completed.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	



CF-4

Is there evidence that the evaluation addresses all areas related to the suspected disability?

YES	<p>There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form.</p> <p>There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Blind/Visual Impairment, Deafness or Hearing Impairment and preschool-age children.</p> <p>Multiple sources of information are required to determine eligibility.</p>
NO	<p>The evaluation report did not address all areas related to the suspected disability; OR The evaluation report did not address all areas noted on the planning form in a Part 1; OR There is no Planning Form (unless tested for everything); OR Not all required components of a Part 1 were completed.</p>
NA	<p>The parent and the educational agency agreed that a reevaluation is not necessary.</p>



All areas indicated on the planning form as either sufficient data available or additional testing data needed must be represented in a Part 1.

A compliant Part 1 must have:

- Summary of information
- Needs and Implications listed
- If there are no needs or implications, a statement must be provided
- Date the new assessment was completed
- Signature and date



Additional Part 1 Tips

- If multiple persons are listed as responsible for Additional Testing/Data Needed, EACH person must complete their own Part 1.
- If the planning form indicates sufficient data available, there can be a Part 1 combination for both persons responsible. For compliance, the following need to occur:
 - BOTH sign the combined Part 1
 - The needs and implications from BOTH providers need to be listed in each section.
- Parents should NOT be indicated on the Planning form as “Person Responsible.”



Observations

To: Special Education Directors
CC: Superintendents
From: Kim Monachino, Ed.D., Director of the Office for Exceptional Children
Date: November 2, 2018
Subject: Memo 2018-1: Observations as part of a three-year reevaluation for a student with a disability

The Ohio Department of Education has received several questions concerning the legal requirements of the evaluation team to conduct an observation during a reevaluation. These questions seem to be a result of incorrect language in Office for Exceptional Children Universal Support Materials and the online modules in the Learning Management System. These resources have been removed from the website and will be updated by the end of November.

To clarify, a new observation is not necessarily required for every reevaluation. According to the governing federal regulation on reevaluation, it is stated that,

“...as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must (1) review any **existing** evaluation data on the child **including** – (iii) observations by teachers and related services providers.”

Based on this language, the IEP team and qualified professionals are only required to consider data that already exists at the time of the reevaluation, including observations. As such, observations must be included on every planning form, either identified as “Sufficient Data Available” or “Additional Testing/Data Needed.”

New, formal observations continue to be required for the initial identification or reevaluation of a student with a suspected specific learning disability per 34 C.F.R. 300.310 or any preschool student per OAC 3301-51-11. For any reevaluation, any observational data that is available for the reevaluation must be current, relevant and aligned with the suspected disability. If it is not, a new observation is required.

Federal regulation 34 C.F.R. 300.305(a)(2) states there could be additional data necessary for the reevaluation: “On the basis of the review [of the factors in (a)(1)] and input from the child’s parents,” the IEP team and qualified professionals can determine what additional data, if any, are needed to determine whether that child remains a “child with a disability” per the definition in 34 C.F.R. 300.8 (see also OAC 3301-51-01). Therefore, there could be a situation in which a new observation would occur, but all factors outlined in 300.305 (stated above) must be met. The planning team should determine what data is to be collected and/or reviewed during the reevaluation process to determine if the child still qualifies for special education and/or related services.

If you have further questions or concerns, please contact the Office for Exceptional Children at exceptionalchildren@education.ohio.gov.

- **Observations must be conducted for any evaluations and for all disability categories.**
- **If the educational agency has current observational data, that data can be used instead of conducting a new observation.**
 - **Current means less than a year old.**
 - **Mark observation as “sufficient data available” on the planning form.**
- **If the observation is marked “Additional Testing Needed,” the date and location of the observation must be indicated. Observations must be conducted in the student’s area of need.**
- **It is also recommended to add the start and end time of the observation.**

CF 8 JUSTIFICATION OF ELIGIBILITY – 53% NONCOMPLIANCE

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-8	3301-51-01 (B)(10) [Definitions] 3301-51-06 (Evaluations)	Did the ETR team provide a justification for the eligibility determination decision?	YES	The statement provides a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria of all suspected disability categories listed on the planning form; AND The justification statement includes how the disability affects the child's progress in the general education curriculum.	<ul style="list-style-type: none"> PR-06 ETR – Part 4
			NO	The statement does not provide a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria of all suspected disability categories listed on the planning form; OR The justification statement does not include how the disability affects the child's progress in the general education curriculum; OR SLD was suspected but Part 3 was not completed.	



CF-8

Did the ETR team provide a justification for the eligibility determination decision?

YES	<p>The statement provides a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria of all suspected disability categories listed on the planning form; AND</p> <p>The justification statement includes how the disability affects the child's progress in the general education curriculum.</p>
NO	<p>The statement does not provide a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria of all suspected disability categories listed on the planning form; OR</p> <p>The justification statement does not include how the disability affects the child's progress in the general education curriculum; OR SLD was suspected but Part 3 was not completed.</p>

Tip for justification statement:
We look for a phrase such as “affects the child’s progress in the general education curriculum,” along with specific reasons provided



ETR Evaluation Team Report

District: _____

SCHOOL AGE EVALUATION PLANNING FORM *(Required)*

DATE OF PLAN: 9/6/2023

INITIAL EVALUATION REEVALUATION

CHILD'S NAME: Annie L

ID NUMBER: 10145333

DATE OF BIRTH: 05/15/2015

TEAM CHAIRPERSON: Joe Kujkowski

TEAM MEMBERS: Donna H, Raymond M, Kelly K, Robert S.

SUSPECTED DISABILITY(IES): Emotional Disturbance/Multiple Disabilities

If the Planning Form has 2 or more suspected disabilities listed, the Eligibility Determination Statement MUST indicate how the student meets the selected disability category AND how the student does not meet the ineligible disability category.



CF 5 SUMMARY OF ASSESSMENT RESULTS – 50% NONCOMPLIANCE

CF-5	300.304 [Evaluation procedures] ([Does the ETR summarize all assessment results in language understandable to the parent? Note: All information in Part 1s (Individual Evaluator's Assessment) must be summarized in Part 2.	YES	All Part 1 sections of the ETR are summarized in language understandable to the parent.	<ul style="list-style-type: none"> PR-06 ETR – Part 2
			NO	There is a re-statement of all the assessments conducted without a summarization in language understandable to the parent.	
			NA	The parent and the educational agency agreed that a reevaluation is not necessary.	



Does the ETR summarize all assessment results in language understandable to the parent?

YES	All Part 1 sections of the ETR are summarized in language understandable to the parent.
NO	There is a re-statement of all the assessments conducted without a summarization in language not understandable to the parent.
NA	The parent and the educational agency agreed that a reevaluation is not necessary.

All Part 1s must be summarized in Part 2



SUMMARY OFASSESSMENT RESULTS:

General Intelligence ←

Summarize the General Intelligence assessments in a clear and concise manner that is in parent friendly language.

Academic Skills ←

Summarize the Academic Skills assessments in a clear and concise manner that is in parent friendly language.

Classroom-Based Evaluations and Progress in the General Curriculum ←

Summarize the Classroom-Based Evaluation and Progress in the General Curriculum assessments in a clear and concise manner that is in parent friendly language.

Vision/Hearing ←

A statement that Vision/Hearing was completed, and the student did not have any issues/needs.

Fine and Gross Motor ←

Summarize the Fine and Gross Motor assessments in a clear and concise manner that is in parent friendly language.

Vocational/Transition ←

Summarize the Vocational/Transition assessments in a clear and concise manner that is in parent friendly language.

2 TEAM SUMMARY

Combine all Part 1's Individual Evaluator's Assessment from all evaluators into team summary

INTERVENTIONS SUMMARY

Provide a summary of all interventions done prior to the child's referral for an evaluation or done as part of the initial evaluation. For all reevaluations, provide a summary of interventions routinely provided to this child.

Initial Evaluation:

Reevaluation:

If no additional interventions were provided, a statement that it was determined by the ETR team that the IEP special education supports and services were appropriate to meet the child's needs

Statement EXAMPLE: The ETR team determined that the special education supports and services currently being provided were appropriate to meet his/her needs and therefore no new interventions were necessary at this time.

REASON(S) FOREVALUATION:

SUMMARY OF INFORMATION PROVIDED BY PARENTS OFTHECHILD:

Summarize the parent information here.

If the information was gathered through a questionnaire, make sure you summarize those answers in this section as well in the Part 1.

SUMMARY OF OBSERVATIONS:

Summarize the Observation here

Most schools will just transfer the entire observation from the Part 1 in this section and not summarize it. That is a compliant way to do it.

MEDICAL INFORMATION:

Summarize the Medical information here.

Also, some schools place Vision and Hearing results in this section as well.

SUMMARY OFASSESSMENT RESULTS:

General Intelligence

Summarize the General Intelligence assessments in a clear and concise manner that is in parent friendly language.

Academic Skills

Summarize the Academic Skills assessments in a clear and concise manner that is in parent friendly language.

Classroom-Based Evaluations and Progress in the General Curriculum

Summarize the Classroom-Based Evaluation and Progress in the General Curriculum assessments in a clear and concise manner that is in parent friendly language.

Vision/Hearing

A statement that Vision/Hearing was completed, and the student did not have any issues/needs.

Fine and Gross Motor

Summarize the Fine and Gross Motor assessments in a clear and concise manner that is in parent friendly language.

Vocational/Transition

Summarize the Vocational/Transition assessments in a clear and concise manner that is in parent friendly language.

CF 1 INTERVENTIONS PROVIDED – 47% NONCOMPLIANCE

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-1	3301-51-06(A) [Evaluations – General]	Does the educational agency provide interventions to resolve concerns for any child who is performing below grade-level standards?	YES	<p>The record shows evidence of intervention data and provides a summary of the interventions that have been implemented prior to referral or during the evaluation process.</p> <p>For initial evaluations, the summary of interventions provided must include:</p> <ol style="list-style-type: none"> 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). <p>For reevaluations, the summary of interventions provided would include:</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • Data from interventions • PR-06 ETR – Part 2 • PR-04 Referral Form • PR-01 Prior Written Notice
		NO	The student record contains no evidence that interventions were provided to the child; OR For a reevaluation, there is no statement that the student was making adequate progress with current special education supports and services.		
		NA	Transfer ETR from previous educational agency;		



CF-1

Does the educational agency provide interventions to resolve concerns for any child who is performing below grade-level standards?

It was determined by the ETR team that the student is making adequate progress with current special education supports and services.

YES	<p>The record shows evidence of intervention data and provides a summary of the interventions that have been implemented prior to referral or during the evaluation process.</p> <p>For initial evaluations, the summary of interventions provided must include:</p> <ol style="list-style-type: none">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). <p>For reevaluations, the summary of interventions provided would include:</p> <ol style="list-style-type: none">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.
NO	<p>The student record contains no evidence that interventions were provided to the child; OR for a reevaluation, there is no statement that the student was making adequate progress with current special education supports and services.</p>
NA	<p>Transfer ETR from previous educational agency;</p>

2

TEAM SUMMARY

Combine all Part 1's Individual Evaluator's Assessment from all evaluators into team summary

INTERVENTIONS SUMMARY

Provide a summary of all interventions done prior to the child's referral for an evaluation or done as part of the initial evaluation. For all reevaluations, provide a summary of interventions routinely provided to this child.

Initial Evaluation:

Reevaluation:

COMPONENTS OF CF-1: INTERVENTIONS PROVIDED

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.



TIP for Data from interventions and the Planning Form.

If during the life of the student's ETR and IEP there were no NEW interventions provided to the student other than their IEP services, the Data from Interventions Assessment on the Planning Form doesn't need to be identified. Simply select Not Applicable in the Data for Review Column.



CF 6 EDUCATIONAL NEEDS – 40% NONCOMPLIANCE

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-6	300.304 [Evaluation procedures] 300.305 [Additional requirements for evaluations and reevaluations]	Does the ETR contain a description of educational needs that allows the IEP team to develop effective and actionable goals?	YES	Educational needs include specific skill deficits (academic and/or functional) that will allow the IEP team to develop effective and actionable goals.	<ul style="list-style-type: none"> PR-06 ETR – Parts 1 and 2
			NO	The ETR does not contain a description of educational needs for the child or contains 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.	



CF-6

Does the ETR contain a description of educational needs that allows the IEP team to develop effective and actionable goals?

YES	Educational needs include specific skills (such as academic, behavioral, functional) that will allow the IEP team to develop effective and actionable goals.
NO	The ETR does not contain a description of educational needs for the child or contains 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.



TIPS FOR CF-6: EDUCATIONAL NEEDS

Specify educational needs that will allow the IEP team to develop academic and/or functional goals in the IEP.

Specify educational needs that identify what the student must be able to do to in order to meet grade-level standards.

Ensure that the educational needs described in all Part 1s are addressed in Part 2 of the ETR (including any statements of “no educational needs at this time”)



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

JOIN US FOR THE NEXT SAMIS

1:00 PM on November 6, 2025

Overview of Phase 2 of the Desk Review

In this session, the OEC Supports and Monitoring Team will help the 17 pilot educational agencies become familiar with Phase 2 of the revised Special Education Desk Review process.

Visit our SAMIS webpage below to access the meeting link:

[Supports and Monitoring Information Session \(SAMIS\) | Ohio Department of Education and Workforce](#)



SURVEY LINK AND QR CODE

Please access the survey for this SAMIS session.

Thank you for your response!

<https://forms.office.com/g/RSvwP5sVGd>

OEC Supports and Monitoring
Information Session (SAMIS):
October 2, 2025



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