



**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.



QUESTIONS FROM THE FIELD INTERNAL MONITORING TEAM

- If we are reviewing an IEP and reviewing each goal within the IEP, would DS-4 and DS-5 be looked at as a one or the other in some cases?
- For example, if a student has a reading fluency goal, would that fall under DS-4 and be considered "NA" for DS-5? Likewise, if a student with significant needs who may be working on a more functional goal such as one that is behavior focused, would it be a "NA" for DS-4 and fall more under DS-5?
- DS-4 and DS-5 would be considered separately depending on if the student's documented Educational Needs (as determined in the ETR) are academic or functional in nature. So, DS-4 or DS-5 may potentially be marked as N/A to avoid duplicating the review process, depending on the student's needs.



QUESTIONS FROM THE FIELD MDR

- When does a district complete an MDR- on the 10th day of suspension or the next event after the 10th day?
- [\(e\) Manifestation determination](#)
- (i) **Within ten school days of any decision** to change the placement of a child with a disability because of a violation of a code of student conduct, the educational agency, the parent, and relevant members of the child's IEP team (as determined by the parent and the educational agency) must review all relevant information in the child's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:
 - (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - (b) If the conduct in question was the direct result of the educational agency's failure to implement the IEP.
- (ii) The conduct must be determined to be a manifestation of the child's disability if the educational agency, the parent, and relevant members of the child's IEP team determine that a condition in either paragraph (K)(19)(e)(i)(a) or (K)(19)(e)(i)(b) of this rule was met.
- (iii) If the educational agency, the parent, and relevant members of the child's IEP team determine the condition described in paragraph (K)(19)(e)(i)(b) of this rule was met, the educational agency must take immediate steps to remedy those deficiencies.
- (f) Determination that behavior was a manifestation

✓ IEP/ ETR Forms – Plan for Roll-out and Training

- 2026-2027 school year
 - Regional trainings
 - Webinars
 - Office hours
 - Support from associations and organizations



OVERVIEW OF PHASES 3 AND 4 OF THE DESK REVIEW

Supports and Monitoring Team

March 5, 2026



The desk review process includes four phases:

→ **Phase 1: Team Development (September-November)**

- Establish Cross-Functional Team and Internal Monitoring Team
- Distribute Perception Surveys
- Complete Required Trainings
- Develop Internal Monitoring Team Process
- Create onboarding procedures for new staff

→ **Phase 2: Collect and Analyze Data (November-March)**

- Review Integrated Monitoring Report
- Collect and review data from Perception Surveys
- Collect and review results from Internal Monitoring Process
- Complete the Special Education Assessment Report identifying special education priority areas

Phase 3: ED STEPS One Plan Submission (March-April)

- Develop One Plan SMART Goals, strategies, or action steps to address the special education priority areas of concern identified.

→ **Phase 4: ED STEPS One Plan Implementation (June-April cohort years)**

- Educational Agency implements the goals and strategies identified in its One Plan
- Educational Agency continues to review and analyze its data to revise and update the One Plan as needed

Today

Today



PHASE 1: TEAM DEVELOPMENT

REQUESTED DOCUMENTS/REQUIRED ACTIONS

The educational agency should have **UPLOADED** the following documents in the Monitoring App

- ✓ A list of all staff who work directly with students with disabilities.
- ✓ LMS Certificates of Completion for all Internal Monitoring Team members.
- ✓ The Learning Management System Module Completion Verification Form
- ✓ Draft of written Internal Monitoring Process.
- ✓ Onboarding procedures for new staff



PHASE 2 : TEAM DEVELOPMENT

REQUESTED DOCUMENTS/REQUIRED ACTIONS

The educational agency should have completed the following documents.

- ✓ The Special Education Assessment Report.
- ✓ Identified 1-2 special education priority areas.
- ✓ Submit their SEAR through the Monitoring app.



Example of a Special Education Assessment Report

College and Career Readiness

Early Warning System

1. How many students identified as at risk for dropping out have been determined eligible under the following disability categories? Options: Multiple Disabilities (other than Deaf-Blind); Deaf-Blindness; Deafness; Visual Impairments; Speech and Language Impairments; Orthopedic Impairments; Emotional Disturbance; Intellectual Disability; Specific Learning Disabilities; Autism; Traumatic Brain Injury (TBI); Other Health Impaired (Major); and Other Health Impaired (Minor).
2. What programs and services are available for students at risk of dropping out? How are students targeted to participate?

Graduation

1. How are students with disabilities monitored to determine if they are not on track to graduate? What programs and services are available for students at risk of not graduating? How are students targeted to participate in these programs and services?
2. What barriers limit students with disabilities' access to all graduation pathways?

Postsecondary

1. What do data indicate about post-graduation outcomes (military, college/trade school, employment, Opportunities for Ohioans with Disabilities) for students with disabilities?

Career Connections

1. What are your career advising supports for all students, including students with disabilities?

Community and Family Engagement

Engagement

1. What methods are used to seek parent input and participation, including parent participation in the evaluation process, as well as helping parents understand procedural safeguards? How do you know that these methods are effective?

Curriculum, Instruction, and Assessment - Content Areas

Literacy

1. How does the educational agency track progress for students with disabilities in reading proficiency to ensure that specially designed instruction and accommodations support student needs? What is the educational agency's process for reviewing IEPs for students who scored below proficient on reading assessments?

Special Education Assessment Report

District/School:

IRN:

Date Submitted to the Department:

Overarching Questions



1. What are the current data?
2. What do the data reveal about the trends and patterns over time? What is the impact of these trends and patterns?
3. Is this an area identified as a concern? If yes, what is the potential influence? What is the priority for this area of concern overall?
4. What current initiatives are in place to address identified concerns?
5. What additional area(s) should we collect data?

Priority Improvement Area: College Career Readiness

Priority Need: Early Warning System		Area of Concern? (Yes or No)	Priority (1 = highest priority)
Current Data		----	--
Summary of Analysis		Potential Influence (Root Cause): Identified Area of Concern (include additional improvement areas to address root cause)	
Priority Need: Graduation		Area of Concern? (Yes or No)	Priority (1 = highest priority)
Current Data		----	--
Summary of Analysis		Potential Influence (Root Cause): Identified Area of Concern (include additional improvement areas to address root cause)	
Priority Need: Postsecondary		Area of Concern? (Yes or No)	Priority (1 = highest priority)
Current Data		----	--
Summary of Analysis		Potential Influence (Root Cause): Identified Area of Concern (include additional improvement areas to address root cause)	
Priority Need: Career Connections		Area of Concern? (Yes or No)	Priority (1 = highest priority)
Current Data		----	--
Summary of Analysis		Potential Influence (Root Cause): Identified Area of Concern (include additional improvement areas to address root cause)	



Example of a Completed Section of the Special Education Assessment Report

Priority Need: Graduation		Area of Concern? (Yes or No)	Priority (1 = highest priority)
 Current Data	 Summary of Analysis	Yes	1
<p>2018-2019 Special Education Profile Data (Note: Data from 16-17)</p> <p>State Report Card Data</p>	<p>Indicator 1 measures the percentage of students with disabilities graduating from high school with a regular diploma within 4 years falls into the NOT MET category with a steady decline in graduation rate for SWD with a 28.93% decline from 2012 to 2017.</p> <p>The percentage of students with disabilities graduating by meeting the same requirements as students without disabilities falls into the NOT MET category for this indicator. While the target remains TBD the overall percentage dropped from 35.56% in 15-16 to in 16-17 23.26%</p>	<p>Potential Influence (Root Cause): Identified Area of Concern (include additional improvement areas to address root cause)</p> <p>The root cause of this includes need for a systematic Early Warning system for all students that includes a mechanism that identifies students who are falling off track early in their graduation pathway.</p> <p>Identifying students who may need alternative pathways to graduation and effective transition planning that helps students to identify and maintain graduation trajectory with the needed support and mentoring if necessary. (17-18: Target 85.10% Percent: 45.24%)</p>	

Example of a Special Education Assessment Report

Perception Surveys

Additional Data Analysis

Special Education Profile

1. What specific indicator(s) are an area of concern and how are they being addressed?

Dispute Resolution

1. What is the average number of parent complaints over the last five years and what is the nature of the complaints?
2. Are there any patterns in parent complaints (for example, lack of related services, lack of assistive technology)?

Perception Surveys

1. Does the educational agency have an ongoing formal process for communicating and receiving feedback from all stakeholders?
2. What were the top three areas of need identified through the perception surveys (parents, students, teachers, administrators)?
3. What do the data reveal/what other areas identified do they align with?
4. What current initiatives are in place to address identified concerns?

Internal Monitoring Process

1. What are the top three areas of concern found in the Internal Monitoring Team's record reviews (Child Find, Delivery of Services, Least Restrictive Environment, Discipline)? How will the educational agency address areas of noncompliance?
2. What do internal monitoring data indicate about alignment of student needs identified in Evaluation Team Reports (ETR) with Individualized Education Program (IEP) goals?
3. How are student progress data on IEP goals collected and shared, and shared with whom?
4. How does progress monitoring data inform changes to supports and services for students with disabilities?
5. How are professional development strategies from record review results implemented and monitored?

Additional Data Analysis:

Special Education Profile		Area of Concern? (Yes or No)	Priority (1 = highest priority)
		---	--
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern (<u>include</u> additional improvement areas to address root cause)	
Dispute Resolution		Area of Concern? (Yes or No)	Priority (1 = highest priority)
		---	--
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern (<u>include</u> additional improvement areas to address root cause)	
Perception Surveys (Administration, Staff, Parents and Students)		Area of Concern? (Yes or No)	Priority (1 = highest priority)
		---	--
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern (<u>include</u> additional improvement areas to address root cause)	
Internal Monitoring Process		Area of Concern? (Yes or No)	Priority (1 = highest priority)
		---	--
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern (<u>include</u> additional improvement areas to address root cause)	

PHASE 3: ED STEPS ONE PLAN SUBMISSION

March - April

Who:

The Educational Agency

What:

- The educational agency will research evidence-based strategies to **address the root causes** of the special education priority areas of concern identified in the Special Education Assessment Report.
- The educational agency will then **develop goals, strategies, or action steps** within its One Plan through ED STEPS to address the identified areas of concern.
- The educational agency will be required to include its **internal monitoring process** within its One Plan.



Example: How to Incorporate IMT into Your One Plan

Goal 2 of 3

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 4

2.4.1.4.5. Start Action Step: 2026, End Action Step: 05/31/2028

The district will develop and implement an internal monitoring system to ensure compliant records while monitoring interventions, areas related to disability and eligibility determination for students with disabilities K-12.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Speical Ed Director/Special Education Staff



Phase 4: ED STEPS One Plan Implementation

June-April Cohort Years

Who: The Educational Agency

What:

- Office for Exceptional Children approves the educational agency's One Plan.
- Educational agency will sign and upload the One Plan Implementation Assurance Form, signed by the Superintendent.
- Once received, OEC will send out a closure letter to the Educational Agency.
- Educational Agency will begin the Implementation of the goals and strategies identified in its One Plan.
- Educational Agency continue to review and analyze its data to revise and update the One Plan as needed.



Progressive Sanctions

The Department will work with the educational agency to determine the necessary steps to meet requirements.

But

- If the Educational Agency fails to meet all required steps of the Desk Review along with timelines,
- This will ***affect the educational agency's special education rating*** and may include *progressive sanctions* that could affect special education funding.



RESOURCES

[Special Education Desk Review | Ohio Department of Education and Workforce](#)

[Special-Education-Desk-Review-Guide-2025.pdf.aspx](#)



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)

SURVEY LINK AND QR CODE

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



JOIN US FOR THE NEXT SAMIS

1:00 PM on April 2, 2026

Bridging Literacy and Special Education for Student Success

Visit our SAMIS webpage below to access the meeting link:

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



THANK YOU

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