



**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

- *I had a parent request multiple methods of progress measurement, including work samples, curriculum-based assessments, rubrics, and observations. I have always been taught to select one method of progress measurement - for which I usually do checklists.*
- *Would you be able to provide guidance on if more than one method of progress monitoring is acceptable?*
- There is nothing prohibiting you for using multiple methods of progress measurement with a goal.
- The goal itself must measurable and the progress measuring method should fit the goal.
- A reminder is that if you choose multiple methods of progress measurement, you, as the SDI provider, must have data documented in the multiple ways that you had chosen for that goal.



QUESTIONS FROM THE FIELD PR-02

- Is it acceptable for a nonrequired team member to attend and sign the ETR signature page if they were not previously listed on the parent invitation?
- Any changes in the make up of the invited team members should be communicated to the parent as soon as possible and the situation is recommended to be captured in a PR-01 following the event.



OCCUPATIONAL THERAPY ASSISTANTS ROLE IN ETR MEETINGS



While an OTA could present the OT's report, they cannot offer any interpretation beyond reading what is in the OT's report at the ETR Team meeting.



It's essential that the OTA refrain from participating in the decision-making process or signing the ETR. This ensures compliance with both OT licensure rules and special education laws.



The educational agency should document who participated in the evaluation meeting in the Prior Written Notice. The educational agency may wish to indicate in the notice that the OTA attended the ETR team meeting and shared the OTs report.



It's important that parents understand that the OTA is not the OT and cannot provide interpretation or participate in the decision-making process.



OVERVIEW OF PHASE 4 OF THE DESK REVIEW

Supports and Monitoring Team

May 7, 2026



↳ **Phase 1: Team Development**

- 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**

- 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**

- 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**

- 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

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 : Collect and Analyze Data

REQUESTED DOCUMENTS/REQUIRED ACTIONS

The educational agency should have completed the following:

- ✓ Completed the Special Education Assessment Report (SEAR)
- ✓ Identified 1-2 special education priority areas
- ✓ Submitted the 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)	

PHASE 3: ED STEPS ONE PLAN SUBMISSION

The educational agency should have completed the following:

- 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 strategies or action steps within its One Plan through ED STEPS to address the identified areas of concern.



Phase 4: ED STEPS One Plan Implementation Cohort Years

The Educational Agency

- Office for Exceptional Children will review the submitted One Plan.
- Educational agency will sign and upload the One Plan Implementation Assurance Form, signed by the Superintendent.
- Once all required documents and actions have been completed, the Educational Agency will receive a closure letter from OEC.
- 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.

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



One Plan Implementation Assurance Form

One Plan Implementation Assurance Form

Educational Agency Name: _____ IRN: _____

Educational Agency Address: _____

Contact Person: _____ Contact Phone Number: _____

Contact Email: _____

ASSURANCE STATEMENT

This form serves as an official assurance that the educational agency has completed all required steps of the special education desk review process as outlined in the guide. This includes, but is not limited to:

- Developing/Reviewing Internal Monitoring Team Process
- Developing/Reviewing Onboarding Process for New Staff
- Completing Required LMS modules
- Completing the Special Education Assessment Report (SEAR)
- Analyzing data as a team to identify special education priority areas
- Developing strategies and/or action steps to address identified special education priority areas

The educational agency assures that it will implement the strategies and action steps outlined within its One Plan. The cross-functional team and internal monitoring team will continue to regularly review data and processes to monitor progress, ensure improvement, and update the One Plan as needed.

Special Education Director

Name (Printed): _____

Signature: _____ Date: _____

Educational Agency Superintendent:

Name (Printed): _____

Signature: _____ Date: _____



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.

2026-2027 SPECIAL EDUCATION DESK REVIEW

- We have updated the Special Education Desk Review Guide based on the feedback from the Pilot districts.

[Special Education Desk Review Guide 2026](#)

- All educational agencies within Cohort 1a will be required to complete the process during the 2026-2027 school year.

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

[Cohort list](#)



QUICK LINKS

- » [Ohio's System of General Supervision](#)
- » [IDEA Comprehensive Review](#)
- » [Ohio's Special Education Determination](#)
- » [Supportive Technical Assistance Review \(STAR\)](#)
- » [Special Education Desk Review](#)

Contact Information

OEC.Monitoring@education.ohio.gov

Special Education Desk Review

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 educational agency will review its special education policies, procedures, and practices, three-year special education data trends, student performance outcomes, and special education records to identify priority areas of concern and root causes. This will assist the educational agency in making objective, data-based decisions to develop goals and strategies that will be integrated into the educational agency's ED STEPS One Plan.

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. Below is a chart showing the breakdown of the cohorts ensuring that educational agencies complete this process once every six years:

Cohort	Pilot	Cohort 1a (A-L)	Cohort 2a (A-L)	Cohort 3a (A-L)	Cohort 1b (M-Z)	Cohort 2b (M-Z)	Cohort 3b (M-Z)
School Year	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32

[Click here](#) to access the cohort assignments for completion of the desk review process.

The educational agency will upload all requested documents to the Special Education Desk Review program within the Monitoring app in the OH|ID portal.

The Supports and Monitoring Team holds monthly information sessions offering technical assistance and addressing frequently asked questions regarding compliance. There will be sessions specific to the Special Education Desk Review during each phase of the process. [Click here](#) to access the Supports and Monitoring Information Session webpage for specific dates and link to these sessions.

Resources and templates to complete the review process:

- » [Special Education Desk Review Guide 2026](#)
- » [Staff List template](#)
- » [Learning Management System \(LMS\) Information Sheet for Desk Reviews](#)
- » [How to Create OH|ID Account Profile](#)
- » [LMS Completion Verification Form](#)
- » [Internal Monitoring and Review Process Organizational Tool](#)
- » [2026 Record Review Guide](#)
- » [2026 Record Review Comment Form](#)
- » [2026 Record Review Tally](#)

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- » Special Education Assessment Questions:
 - [For City, Local, Exempted Village, and Community Schools](#)
 - [For Educational Service Centers \(ESCs\)](#)
 - [For County Board of Developmental Disabilities \(CBDDs\)](#)
- » Special Education Assessment Report Templates:
 - [For City, Local, Exempted Village, and Community Schools](#)
 - [For Educational Service Centers \(ESCs\)](#)
 - [For County Boards of Developmental Disabilities \(CBDDs\)](#)
- » [One Plan Implementation Assurance Form](#)



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 7 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

peterperson.scholarship@education.ohio.gov

614-728-3480 or 877-644-6338

SURVEY LINK AND QR CODE

- <https://forms.cloud.microsoft/g/m6pYmsMhF6>

OEC Supports and Monitoring
Information Session (SAMIS): May
7, 2026



JOIN US FOR THE NEXT DESK REVIEW OVERVIEW SAMIS

DESK REVIEW 1 AND 2 PHASES OVERVIEW

- **1:00 PM on September 3, 2026**
- In this session, the OEC Supports and Monitoring Team will help educational agencies become familiar with Phases 1 and 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](#)

DESK REVIEW 3 AND 4 PHASES OVERVIEW

- **1:00 PM on December 3, 2026**
- In this session, the OEC Supports and Monitoring Team will help educational agencies become familiar with Phases 3 and 4 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](#)

THANK YOU

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