



**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.



GENERAL EDUCATION TEACHER INPUT

- For the ETR how are we expected to note teacher input for part one?
- Can they combine part ones in one section and then all sign the page?
- When multiple persons are listed on the Planning Form as responsible for Additional Testing/Data Needed, EACH person must complete their own Part 1 for it to be compliant.
- 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.

PROGRESS REPORT

- If a progress report only had two data points, can you explain how this is compliant when the goal states that it is measured out of 5 trials? I thought that 5 trials needed to be provided for each quarterly progress report in order to accurately reflect the goal and to determine if progress is truly being made.
- When a goal says 3/4 times with 80% accuracy, is this for each reporting period or at the end of the IEP?
- The expectation is that the progress report needs to show measurable data in the annual goals.
- It needs to be clear that the student has been provided appropriate services and the student's progress must be documented.

SDI

- Is whole group ever applicable for section 7 or only small group, individual, or one on one?
- Similarly- can delivery of SDI in a small group contain a mix gen ed students as well as IEP students?
- Whole group would mean the entire classroom is receiving the same type of instruction on the same targeted skill.
- The SDI statement must identify the grouping for example: whole group, small group, individual or one on one.
- If stating small group, it is best practice to limit the number of students allowed, for example “up to 5 students in a small group.”
- There can be groups that are mix with general education students and students with a disability.

SECONDARY TRANSITION

- When the current transition data specific needs are not well aligned with the last ETR, but are more pressing and timely, how is the best way to communicate the updated plan/need addressed for the newer IEP? In the profile? In the AATA box?
- According to [OSEP in the 2019 Letter to Olex](#), there does not need to be consent sought when completing an updated AATA assessment to specifically “develop appropriate postsecondary IEP goals and **not** to determine whether a child has or continues to have a disability, and the nature and extent of the special education and related services that the child needs.”
- Thus, updating the AATA section of the IEP would be the next sequential step after getting updated information.

ENRICHING THE IEP AND TRANSITION PROCESS THROUGH CHARTING THE LIFECOURSE

Barb Sapharas

Charting the LifeCourse Ambassador and Coach

and

Supports and Monitoring Team

February 5, 2026



**Department of
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RESOURCES FROM CHARTING THE LIFECOURSE AND FRNO

- [Foundational Tools - LifeCourse Nexus](#)
 - [Charting the LifeCourse Framework | Infographic](#)
 - [Charting the LifeCourse Framework | Principles](#)
 - [Portfolio for Planning](#)
 - [Life Vision Tool](#)
- [Family Resource Network of Ohio – Families Supporting Families](#)

INTERESTED IN LEARNING MORE ABOUT CHARTING THE LIFECOURSE?

Please reach out to our Charting the LifeCourse Ambassador on our Supports and Monitoring Team!

Catie Lewis: Catherine.Lewis@education.ohio.gov

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

PLEASE ACCESS THE DEW SURVEY FOR THIS SAMIS SESSION.

[HTTPS://FORMS.OFFICE.COM/G/16K83BWKFC](https://forms.office.com/G/16K83BWKFC)

OEC Supports and Monitoring
Information Session (SAMIS):
February 5, 2026



PLEASE ACCESS THE CTLC SURVEY FOR THIS SAMIS SESSION WITH THE QR
CODE BELOW.

FY 2026 CHARTING THE
LIFECOURSE EVALUATION
(Updated)



JOIN US FOR THE NEXT SAMIS

1:00 PM on March 5, 2026

Overview of Phase 3 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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