IDEA Monitoring Office Hours

Supports and Monitoring Team
February 7, 2024
Please join the Department of Children and Youth office hours for preschool age questions and concerns.

Join Us for ELSR Open Office Hours | Ohio Department of Education and Workforce
SCHOOL AGE ETR TOPICS
WHAT ARE THE TRENDING ETR COMPLIANCE ISSUES?

Evaluation Team Report Findings

- Addresses all areas related to disability: 90%
- Summary of assessment results: 68%
- Clear description of educational needs: 55%
- Justification for the eligibility determination: 55%
- Interventions provided: 48%
- Specific implications for instruction: 44%
- Parental Consent: 31%
PLANNING FORM – ETR QUESTIONS

How do you document on the Evaluation Planning Form for an assessment that measures multiple skills?

- Located in Universal Supports ETR Part 1: Referral and Planning Slide 6
- Universal Support Materials | Ohio Department of Education

Related Image
PLANNING FORM CONTINUED – ETR QUESTIONS

1. INDIVIDUAL EVALUATOR’S ASSESSMENT
   Part 1 to be completed by each Individual evaluator
   
   EVALUATOR NAME: 
   POSITION: 

   AREAS OF ASSESSMENT: 
   Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan.

   EVALUATION METHODS AND STRATEGIES: 
   Indicate the types of assessment strategies used to gather information about the child’s performance.
   - OBSERVATIONS
   - SCIENTIFIC, RESEARCH-BASED INTERVENTIONS
   - INTERVIEWS
   - CURRICULUM-BASED ASSESSMENTS
   - REVIEW OF RECORDS AND RELEVANT DATA (SCHOOL RECORDS, WORK SAMPLES, EDUCATIONAL HISTORY)
   - OTHER (Specify)
   - CLASSROOM-BASED ASSESSMENTS

   ASSESSMENT INFORMATION: 
   Provide a summary of the information obtained from the assessment results per the evaluation plan, including the child’s strengths, areas of need and baselines data.

   SUMMARY OF ASSESSMENT RESULTS:
   
   DESCRIPTION OF EDUCATIONAL NEEDS:
   
   IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:
   
   Evaluator’s Signature: ___________________________ Date: ___________________________

Located in Evaluation Team Report (ETR) PR-06 Form (revised 2018) on pg. 4

Ohio Required and Optional Forms | Ohio Department of Education
OP-05 PARENT CONSENT FOR EVALUATION FORM - ETR

QUESTIONS

• Can teachers sign the bottom of "Parent Consent for Evaluation" forms?

• Please defer to the policies and practices in your district on who is the “school district representative”.

**INTERVENTIONS - ETR QUESTIONS**

- **How do we document data from interventions in an Initial ETR vs a Reevaluation ETR?**

- **Located in IDEA Monitoring Record Review Guide CF-2 on pg. 2**

  [Record-Review-Guide-1.pdf.aspx](http://example.com)

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<table>
<thead>
<tr>
<th>Child Find</th>
<th>Record Review Item</th>
<th>Regulation 34 CFR 300 or OAC 3301-61</th>
<th>Record Review Question</th>
<th>Compliant</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF-2</td>
<td>3301:01-66(6) [Evaluations - General]</td>
<td>Does the educational agency provide interventions to resolve concerns for any child who is performing below grade-level standards? Preschool Note: The summary of interventions provided is required for preschool children only if the preschool child previously received services under Part C and/or Part B of IDEA or is being evaluated under the suspected disability category of specific learning disability.</td>
<td>YES</td>
<td>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. For initial evaluations, the summary of interventions provided must include: 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). For reevaluations, the summary of interventions provided would include: 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 additional 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 required in the IEP; 3. The area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NO</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td>Transfer ETR from previous educational agency; OR The preschool child did not previously receive services under Part C and/or Part B of IDEA.</td>
<td></td>
</tr>
</tbody>
</table>
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**Potential Source(s) of Documentation**

- Data from interventions
- PR-06 ETR - Part 2
- PR-04 Referral Form
- PR-01 Prior Written Notice

**Ohio Department of Education & Workforce**
• If you identify a child eligible under SLD- reading fluency, reading comprehension. Two years later, the IEP team feels they struggle in math calculation also. How do we document and address this in the ETR/IEP?

• ODE-OEC memo #2015-1 *Adding and Removing a Related Service to an IEP*
EDUCATIONAL NEEDS - ETR QUESTIONS

• How specific does the description for Education Needs need to be?

• Located in IDEA Monitoring Record Review Guide CF-6 on pg. 5

SIGNATURES – ETR QUESTIONS

- When collecting signatures, can a team member participate and sign virtually while the parent/other staff may be meeting in person?

TRANSFER ETRS FROM OTHER EDUCATIONAL ENTITIES

• When transferring in an ETR, what exactly are you looking for in order for it to be considered compliant?

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

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.

A PDF of the slides will be provided to you.

Thank you!
SCHOOL AGE IEP TOPICS
WHAT ARE THE TRENDING IEP COMPLIANCE ISSUES?

IEP Findings

- Transition Plan: 89%
- Present Levels of Performance: 83%
- Accommodations: 79%
- Specially designed instruction: 74%
- Measurable Goals: 62%
- Data collected and analyzed: 57%
- Modifications: 57%
- Alternate Assessment: 30%
- SDI amount and frequency: 30%
• Where does a team document the prioritized identified needs of the student?

PROFILE – IEP QUESTIONS

• Do medications need to be specifically named in the Medical Info on the profile page or will a statement that the child takes medication suffice?

• There is no requirement for medication to be specifically named or stated in the profile.
FOSTER PARENT/GROUP HOME CONTACT INFO

• Should Foster parents/group homes be listed anywhere in the IEP?

• Located in Individualized Education Program (IEP) PR-07 Form (revised 2018) on pg. 1.

• PR-07-IEP-Form-1.pdf.aspx (ohio.gov)
PLOP - IEP QUESTIONS

- What is acceptable as baseline data for the present levels of performance in section 6 of the IEP? Does it need to match the number of trials in the goal?
- Located in Universal Supports IEP Part 1: Development of the IEP Slide 12 and 13
- Universal Support Materials | Ohio Department of Education
More information on Related services within section seven was requested.

Please see our newly published LMS module on related service to learn more.
Reference materials

- Assessment – Ohio DEW
  - Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Webpage
  - Accessibility for Ohio’s State Tests Webpage
- Instruction - OCALI
  - Access to the General Education Curriculum for ALL Learners
  - Ohio’s Learning Standards – Extended with Learning Progressions
- More Information – TIES Center
  - Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities (TIES Brief #4) (tiescenter.org)
  - The General Education Curriculum—Not an Alternate Curriculum! (TIES Brief #5) (tiescenter.org)
  - Taking the Alternate Assessment Does NOT Mean Education in a Separate Setting! (TIES Brief #2) (tiescenter.org)
  - TIES Center YouTube Channel: Video Examples

• Can we review the use of extended standards and modified curriculum in the different LREs?

For optional reference, please consider viewing materials from DEW, OCALI, and TIES Center.
How do we document the LRE for students who are placed in alternative locations?

Located in IDEA Monitoring Record Review Guide LRE-1 on pg. 20.

PROGRESS NOTES – IEP QUESTIONS

• What are the definitions of On-track and Not on Track?

• Please defer to the policies and practices in your district.
Are we required to write IEPs for students who are homeschooling and not utilizing a scholarship option?

In accordance with Ohio Operating Standards:

Rule 3301-51-03 - Ohio Administrative Code | Ohio Laws

Please contact the scholarship office

peterson.scholarship@education.ohio.gov
614-728-3480 or 877-644-6338
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 ED STEPS QUESTIONS?

Please contact
EDSTEPS@education.ohio.gov
END OF COURSE EXAMS AND GRADUATION

Do we need to exempt students from EOC exams?

- [Section 3313.618 - Ohio Revised Code | Ohio Laws](#)
- [Demonstrating Competency | Ohio Department of Education and Workforce](#)
- [Ohio Revised Code 3313.61](#)
- [Students with IEPs and Graduation | Ohio Department of Education and Workforce.](#)
END OF COURSE EXAMS AND GRADUATION

GRADUATION OFFICE HOURS

- Graduation Open Office Hours will be held biweekly on Fridays from 9:30-10:30am starting on September 1st.

Graduation Requirements Open Office Hours

GRADUATION GENERAL CONTACT

gradrequirements@education.ohio.gov
PROCESS QUESTIONS

• Do you have suggestions or contact information for professional development presenters regarding IDEA compliance?

State Support Teams | Ohio Department of Education
OEC SUPPORTS AND MATERIALS

• Observation Memo 2018:
  Observation Memorandum: November 2018 (ohio.gov)

• IDEA Monitoring Record Review Guide:

• Universal Support Materials:
  Universal Support Materials | Ohio Department of Education

• IDEA Monitoring Guide Tiers 2 and 3:
LEARNING MANAGEMENT SYSTEM FOR OH|ID HOLDERS

Learning Management System for Ohio Education | Ohio Department of Education

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
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.

Thank you for attending!

https://forms.office.com/g/XXeEADRQCW
JOIN US IN MAY!

Supports and Monitoring Office Hours

May 1, 2024 at 1:00 PM
THANK YOU

EDUCATION.OHIO.GOV