

# **Supports and Monitoring Informational Sessions will begin shortly**

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We will be starting at 1:00pm

Thank you!



# Supports and Monitoring Informational Sessions

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Supports and Monitoring Team

February 6, 2025



Department of  
Education &  
Workforce

# 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](mailto: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.



# Additional Tips for Compliance in ETRs and IEPs



# REFERENCE MATERIALS

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[IDEA Monitoring Process Homepage](#)

[IDEA Monitoring Guide 2024](#)

[Record Review Guide 2024](#)



**Department of  
Education &  
Workforce**

# EVALUATION TEAM REPORT FINDINGS CF-6

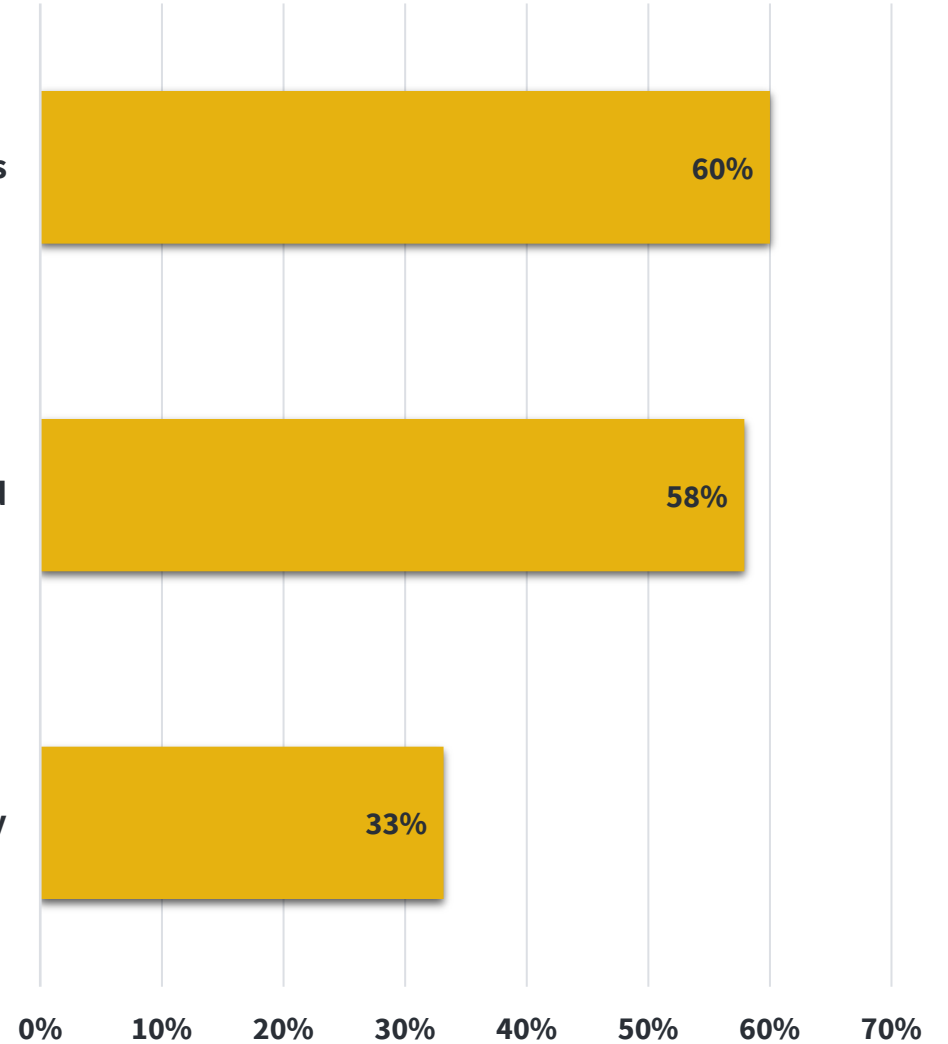


ETR contains clear description of educational needs

ETR-Interventions provided

Qualified group of professionals determine eligibility

## ETR Findings





# ETR CF-6

- Does the ETR contain a clear and succinct description of educational needs?

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 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; <b>OR</b> 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; <b>OR</b> This ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.

- PR-06 ETR – Parts 1 and 2



# TIPS FOR COMPLIANT CF-6 EDUCATIONAL NEEDS



# EVALUATION TEAM REPORT FINDINGS CF-1



## ETR Findings

ETR contains clear description of educational needs

60%

ETR-Interventions provided

58%

Qualified group of professionals determine eligibility

33%

0% 10% 20% 30% 40% 50% 60% 70%

# ETR CF-1

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

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><b>For initial evaluations</b>, the summary of interventions provided must include:</p> <ol style="list-style-type: none"> <li>1. A description of the research-based intervention(s) <u>used</u>;</li> <li>2. How long the intervention was provided (how many weeks);</li> <li>3. The intensity of the intervention – how often, and for how many <u>minutes</u>;</li> <li>4. A description of the results compared to the baseline <u>data</u>;</li> <li>5. The decision as a result of the intervention(s).</li> </ol> <p><b>For reevaluations</b>, the summary of interventions provided would include:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. <b>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.</b></li> <li>3. This area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications.</li> </ol>	<ul style="list-style-type: none"> <li>• Data from interventions</li> <li>• PR-06 ETR – Part 2</li> <li>• PR-04 Referral Form</li> <li>• PR-01 Prior Written Notice</li> </ul>
			NO	The student record contains no evidence that interventions were provided to the child; <b>OR</b> <u>For</u> a reevaluation, there is no statement that the <b>student was making adequate progress with current special education supports and services.</b>	
			NA	Transfer ETR from previous educational <u>agency</u> ;	

# CF-1 DATA FROM INTERVENTIONS

## 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.

# EVALUATION TEAM REPORT FINDINGS CF-7

## ETR Findings

ETR contains clear description of educational needs

60%

ETR-Interventions provided

58%

Qualified group of professionals determine eligibility

33%

0% 10% 20% 30% 40% 50% 60% 70%

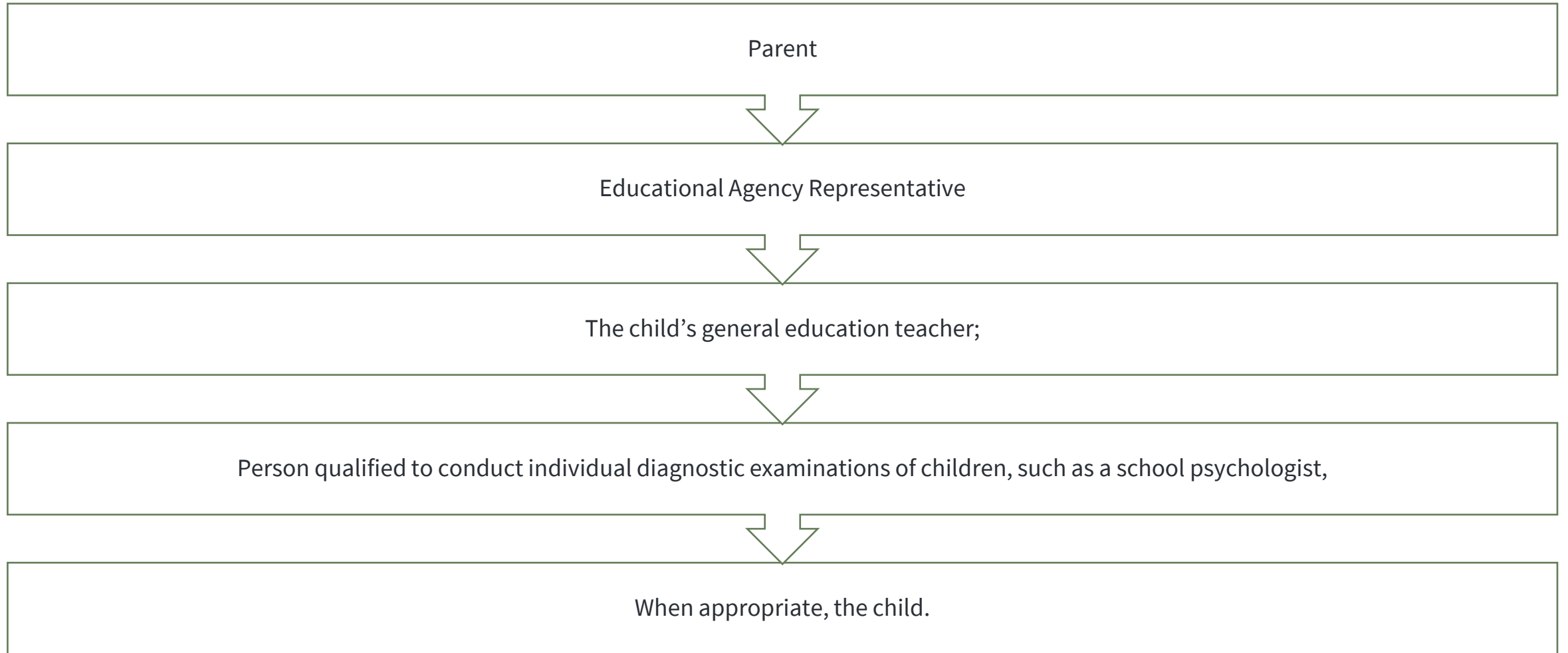


# ETR CF-7

- Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?
- Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team**

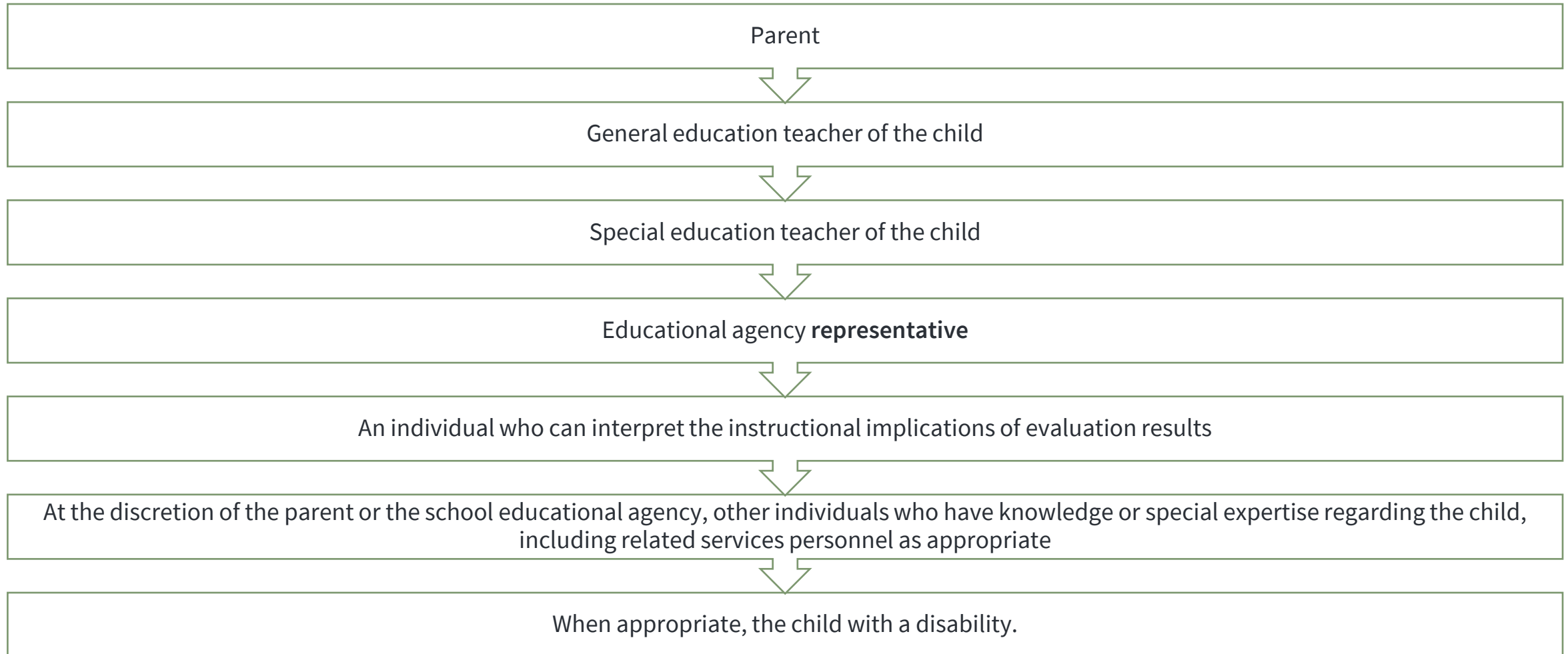
<b>300.306(a)(1)</b> [Determination of eligibility] <b>300.303(a)</b> [Reevaluations] ]	Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?  <b>Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team.</b>		<b>Initial Evaluations</b> A group of qualified professionals determines eligibility: 1. Parent 2. A group of qualified professionals that includes: <ul style="list-style-type: none"> <li>The child's general education teacher;</li> <li>Person qualified to conduct individual assessments and interpret the results of those assessments such as a School Psychologist; and</li> <li>Educational agency representative.</li> </ul> 3. Additional group members for determining a specific learning disability (SLD) would include: <ul style="list-style-type: none"> <li>The child's general education teacher; or</li> <li>If the child does not have a general education teacher, a general education classroom teacher qualified to teach a child of his or her age; or</li> <li>For a child of less than school age, an individual qualified by the State Educational Agency (SEA) to teach a child of his or her age; and</li> <li>At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher.</li> </ul> 4. When appropriate, the child.	<ul style="list-style-type: none"> <li>PR-06 ETR – Section 1 Individual Evaluator's Assessment and Section 5 Signatures</li> <li>PR-01 Prior Written Notice to parents</li> <li>PR-02 Parent Invitation</li> <li>Documentation of educational agency and parent agreement (must be verified by consultant for compliance)</li> <li>OP-9 Attempts to Obtain Parent Participation</li> </ul>
	YES		<b>Reevaluations</b> 1. A group of qualified professionals determines eligibility to include the following: Parent 2. General education teacher of the child 3. Special education teacher of the child 4. Educational agency representative 5. An individual who can interpret the instructional implications of evaluation results 6. At the discretion of the parent or the school educational agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate 7. Whenever appropriate, the child with a disability	
	NO		Eligibility was not determined by a group of qualified professionals <b>OR</b> The educational agency did not make reasonable efforts to obtain informed consent from the parent.	
	NA		The parent and the educational agency agreed that a reevaluation is not necessary.	

# CF-7 GROUP MEMBERS FOR INITIAL EVALUATION

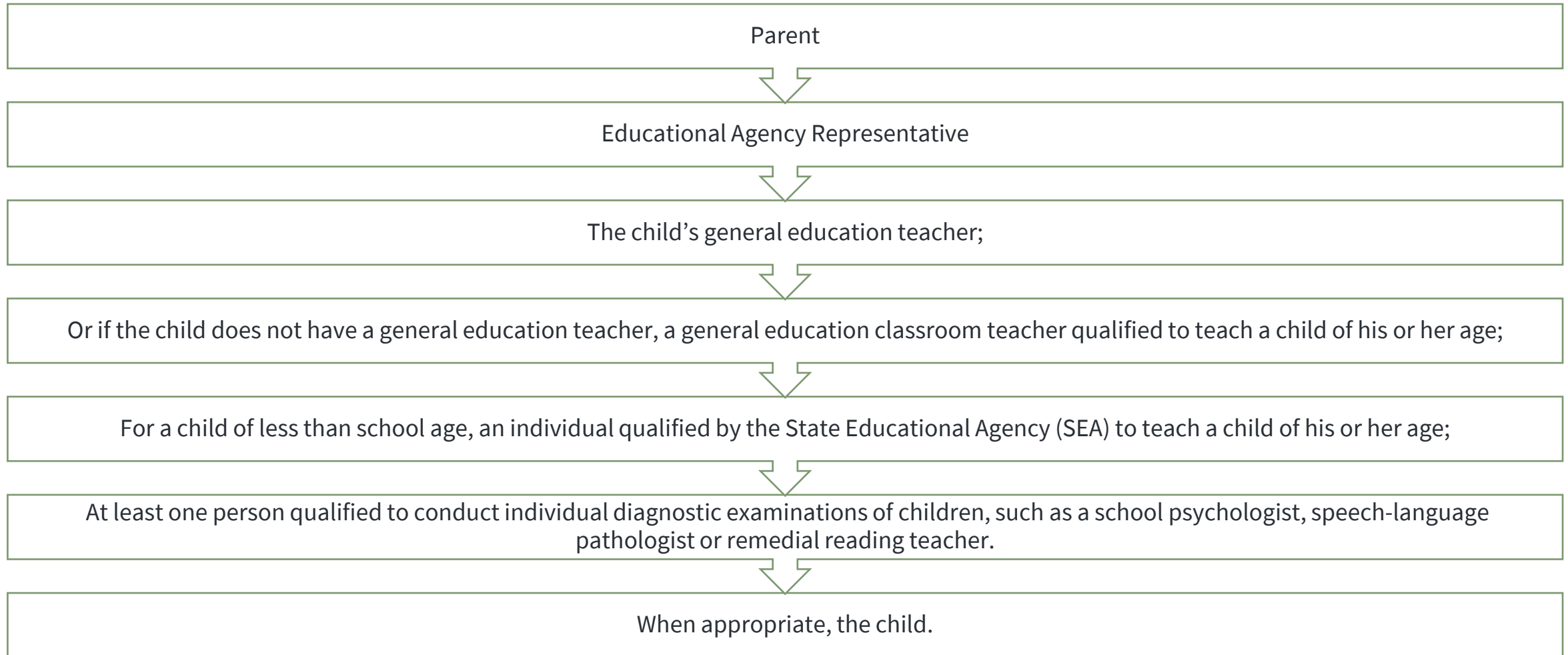




# CF-7 GROUP MEMBERS FOR REEVALUATION



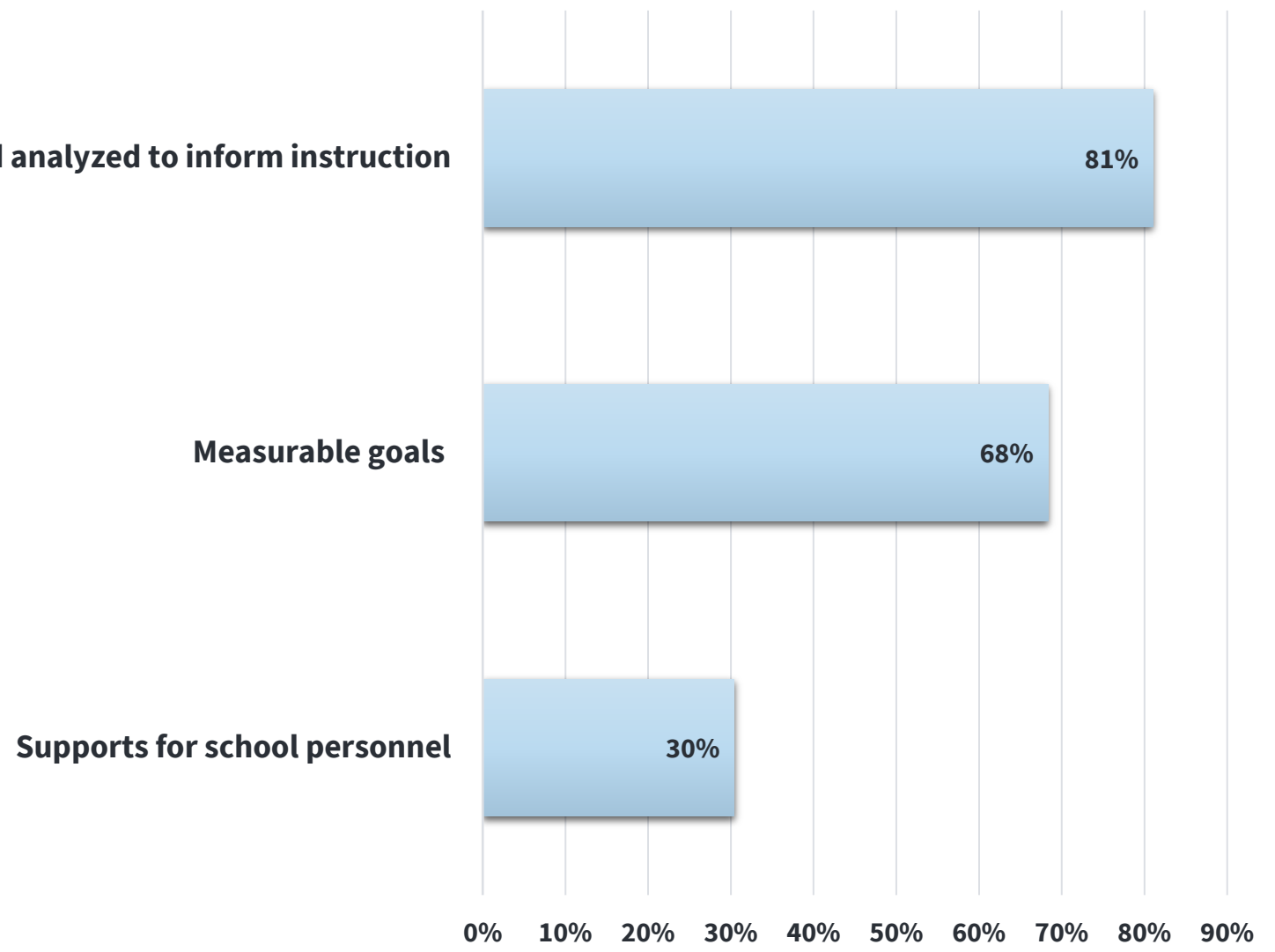
# CF-7 GROUP MEMBERS FOR DETERMINING A SPECIFIC LEARNING DISABILITY (SLD)



# IEP FINDINGS DS-14

→ Data collected and analyzed to inform instruction

## IEP Findings



# IEP DS-14

- Was progress reporting data collected and analyzed to monitor performance on each goal?

This refers to progress reporting data used to inform instruction.

**\*Note: Progress on the annual goal itself needs to contain quantitative data relating to the mastery level of the goal.**

YES	There are instructional data* collected for each measurable annual goal <b>AND</b> there is evidence that the progress data reported align to measurement(s) used in the annual goal statement.	<ul style="list-style-type: none"><li>• Progress Reports</li><li>• Progress toward last year's goals</li><li>• Concerns of parents</li><li>• Input from related service providers</li><li>• Use of objective/measurable terms in present levels of performance and goals/objectives</li></ul>
NO	There is no evidence of data* collection on each annual goal, progress reports/analysis; <b>OR</b> there is no evidence that the progress data for each annual goal were reported; <b>OR</b> Progress reported does not align to measurement(s) used in the annual goal statement; <b>OR</b> The progress reports did not include all required components (data sources, data points, comments, on track status, goal status)	

# COMPLIANT DS-14

## Tips for Progress Reporting

Report progress in alignment with the measurement stated in the measurable annual goal

If using a modified form, include all required components indicated on the OP-6A

Include quantitative data

Date: 11/2022	Reporting Period: 2nd	IEP Date: 9/6/2022
Goal # 1	Goal When Annie is given 10 addition problems containing fractions with unlike denominators, she will correctly solve 8 or 80% of them in 4 out of 5 trials by the course of this IEP.	
Objective #:	Objective:	
Summarize the measurable data utilized to assess progress	Annie still wants to add or subtract the unlike denominators instead of finding the common denominator. She does better when the unlike denominators are even numbers. She really struggles with odd denominators.	
Quantitative Data used to Demonstrate Progress		
Data Source	Data Points	On Track? Goal Met?
Performance Assessment #1	Trial #1 Annie got 4 out of the 10 questions correct, 40%	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Yes <input checked="" type="radio"/> No
Performance Assessment #2	Trial #2, Annie got 5 out of the 10 questions correct, 50%	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Yes <input checked="" type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> No
Comments	Annie needs to practice her multiplication numbers.	

# IEP FINDINGS DS-3

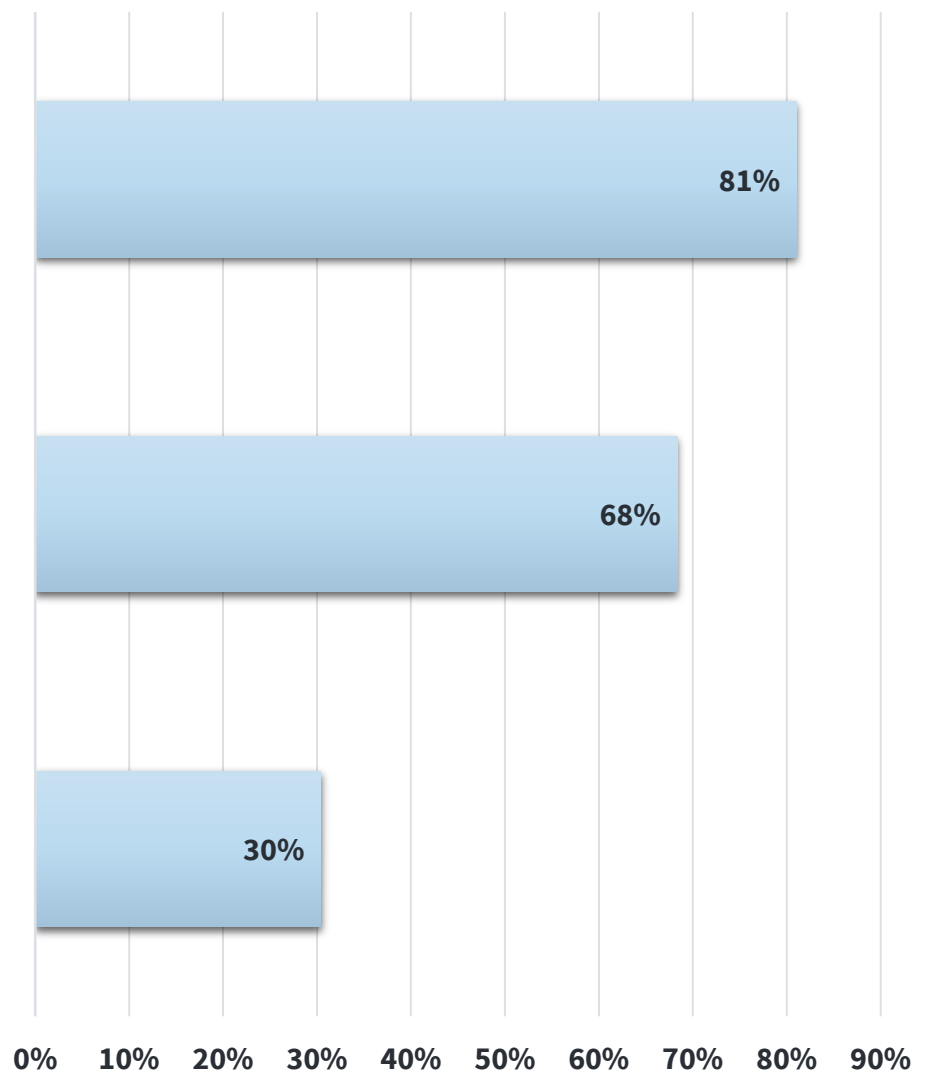
Data collected and analyzed to inform instruction



Measurable goals

Supports for school personnel

## IEP Findings



# IEP DS-3

- Are annual goals stated in measurable terms?

YES	<p>Annual goals are stated in measurable terms and meet the child's needs to enable the child to be involved and make progress in the general education curriculum.</p> <p>A measurable annual goal must contain the following:</p> <ul style="list-style-type: none"><li>• <u>Clearly defined behavior</u>: the specific action the child will be expected to perform.</li><li>• The <u>condition</u>: situation, setting or given material under which the behavior is to be performed.</li><li>• <u>Performance criteria</u>: the level the child must demonstrate for mastery <b>AND</b> the number of times the child must demonstrate the skill or behavior.</li></ul> <p>The goal must be measurable on its own.</p>	<ul style="list-style-type: none"><li>• PR-07 IEP – Section 6 (Measurable Annual Goals)</li></ul>
NO	<p>The annual goals are not stated in measurable terms; <b>OR</b></p> <p>The goal is missing one or more of the above criteria.</p>	



# TIPS FOR CREATING MEASURABLE ANNUAL GOALS

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- ✓ Compliant phrasing for identifying instructional level/condition:
  - ✓ “When given a grade level passage...”
  - ✓ “When presented with an 8th grade reading passage...”
- ✓ Phrases such as “when given a passage at his instructional level...” or “when given a reading passage at his ability level...” are noncompliant *unless* the PLOP or Profile clarifies exactly what those “instructional levels” and “ability levels” are.

# IEP FINDINGS DS-12

## IEP Findings

Data collected and analyzed to inform instruction

81%

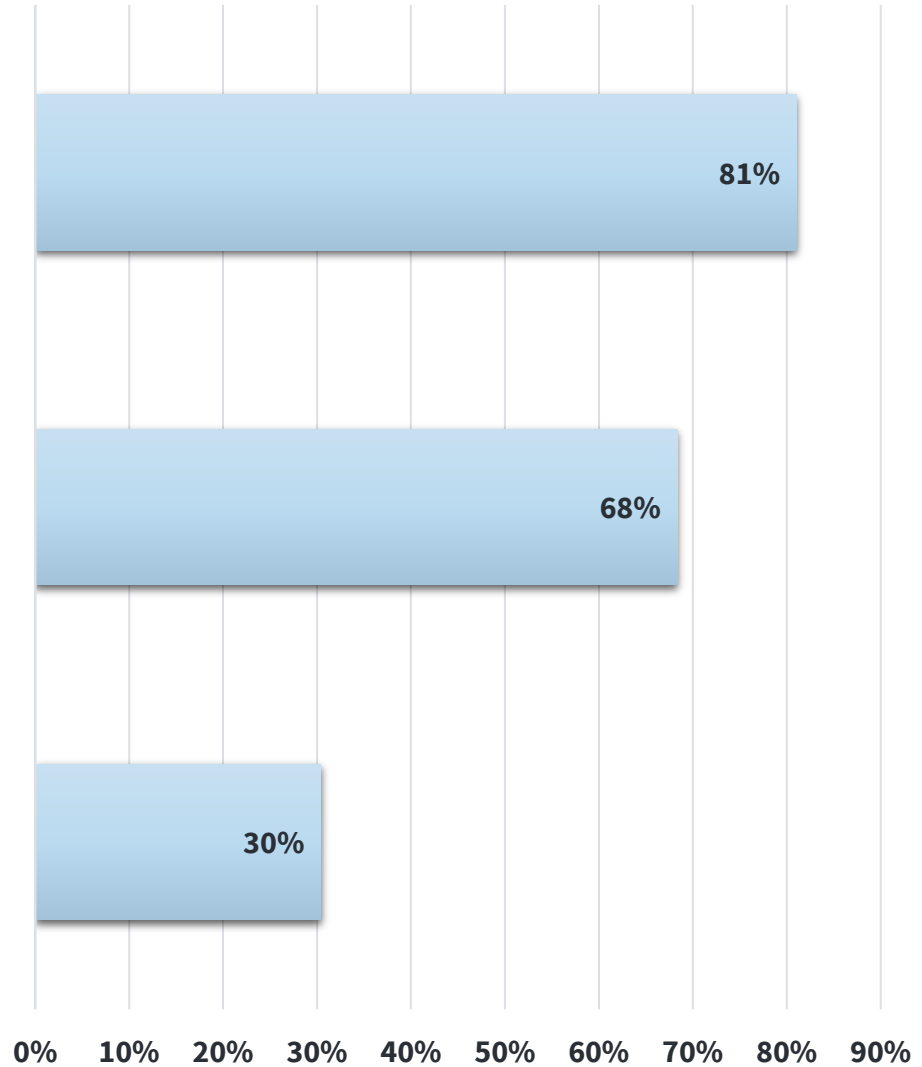
Measurable goals

68%



Supports for school personnel

30%



# IEP DS-12

- Does the IEP identify supports for school personnel to enable the child to be involved and make progress in the general education curriculum?

This section is not for describing what services an adult is providing to a student directly

This section is for documenting the needed support from Adult to Adult

Example: when an occupational therapist assistant will consult with the OT to help support the student's related service delivery

YES	The IEP describes support(s) to school personnel who may need assistance in implementing the child's IEP. The section describes what support adult staff are receiving from other adult staff. For each support, the team lists the school personnel to receive the support, the specific support that will be provided and who will provide the support.	• PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Support for School Personnel
NO	Supports for school personnel were identified in other sections of the IEP but not stated in the supports for school personnel in Section 7; <b>OR</b> Section 7 of the IEP did not specify what the support is or who would provide the support; <b>OR</b> The section described student services and not what support adult staff are receiving from other adult staff.	
NA	Supports for school personnel were not identified at this time.	

Reminder: For one-on-one aide services, document as a Related Service (with IS listed as the provider) and explain adult-to-adult support here

# COMPLIANT DS-12

<b>SUPPORT FOR SCHOOL PERSONNEL:</b>	
The General Education Teacher will consult with the Intervention Specialist regarding how they can help support the implementation of the student's IEP, including classroom accommodations and modifications.	
BEGIN: 9/6/2024	END: 9/5/2025

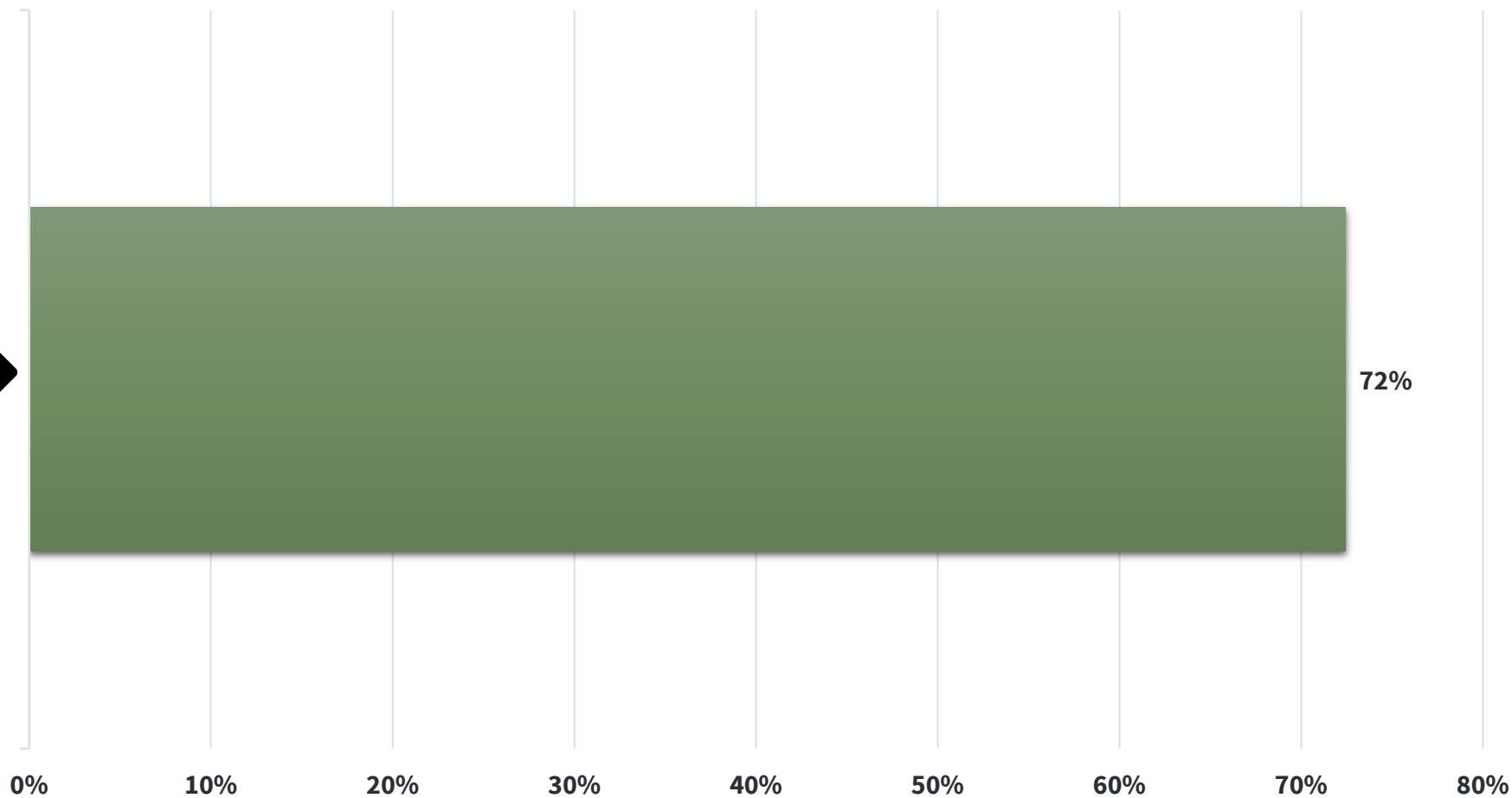
<b>SUPPORT FOR SCHOOL PERSONNEL:</b>	
The One-on-One Aide will consult with the Intervention Specialist to assist in the implementation of the student's IEP.	
BEGIN: 9/6/2024	END: 9/5/2025

## Include:

- ✓ Who will provide the support?
- ✓ Who is receiving the support?
- ✓ What is the specific support?

# LRE FINDINGS

## Justification for removal from general education classroom



# LRE-1 LEAST RESTRICTIVE ENVIRONMENT

- Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom?

LRE-1	300.320(a)(5) [Definition of individualized education program]	Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom?	YES	<p>The IEP includes a <b>justification</b> for why the child was removed from the general education classroom, <b>AND</b></p> <ul style="list-style-type: none"> <li>It is based on the individual needs of the child, not the child's disability, and aligns with SDI or related services location;</li> <li>It reflects that the team has given adequate consideration to meeting the student's needs in the general education classroom with supplementary aids and services;</li> <li>It describes that the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily;</li> <li>It describes potential harmful effects on the child or others that explains the current least restrictive environment placement, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>PR-07 IEP - Section 11 (LRE)</li> <li>PR-07 – Section 3 (Profile)</li> <li>PR-07 – Section 6</li> <li>Present levels of academic achievement and functional performance</li> </ul>
			NO	<p>A rationale is not given; <b>OR</b> the rationale given:</p> <ul style="list-style-type: none"> <li>Is <b>NOT</b> based on the student's individual needs or does not align with SDI or related service location;</li> <li>Does <b>NOT</b> reflect consideration for provision of supplementary aids and services in the general education classroom;</li> <li>Does <b>NOT</b> describe potential harmful effects to the child or others, if applicable.</li> </ul>	
			NA	The student receives all special education services with nondisabled peers.	

# TIPS FOR LRE-1



Must be a justification as to why this student cannot be served in the general education classroom and not just a description of LRE.



The justification must include the reasons the student will be removed from the general education setting.



Must describe supports and services that are needed for the student to be successful that cannot be provided within the general education classroom.



Must align with the SDI Location.



The statement must reflect that the general education classroom was considered.





# 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

## Special Education: Beyond Essentials

- Least Restrictive Environment (LRE)
- Disproportionality in Special Education Achievement
- IEP Goal Construction
- Parent Engagement
- Related Services

# EARLY LEARNING QUESTIONS

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For questions or concerns regarding preschool age students,  
contact the Department of Children and Youth.

[Department of Children and Youth | Ohio.gov](https://www.dcy.ohio.gov)

[info@childrenandyouth.ohio.gov](mailto:info@childrenandyouth.ohio.gov)



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Workforce**

# SURVEY REMINDER

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

Please utilize the survey to record your questions/topic suggestions, so that the Supports and Monitoring Team can provide you with the most up-to-date information.

[A PDF of the slides and recording of presentation will be available via the IDEA monitoring website.](#)

Thank you !



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Education &  
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# VIRTUAL SLP CONSULTANTS OFFICE HOURS

Meeting address to copy into browser:  
[meet.google.com/wap-mtvv-qgu](https://meet.google.com/wap-mtvv-qgu)

Questions: [Speech-Language  
Pathology Consultant Q&A](#)

Please provide your email address and  
comment in the survey if you would  
like a copy of all 3 flyers with links  
presented today.

REGIONAL SPEECH-LANGUAGE PATHOLOGY  
CONSULTANTS

# VIRTUAL SLP OFFICE HOURS

Join the discussion as the regional SLP consultants provide  
support and guidance to SLPs across the state of Ohio

QUESTIONS?  
SUBMIT HERE!



10:30–11:30 A.M.  
TUESDAY, JANUARY 28, 2025  
TUESDAY, FEBRUARY 25, 2025  
TUESDAY, MARCH 25, 2025  
TUESDAY, APRIL 29, 2025  
TUESDAY, MAY 13, 2025

 Click **HERE**  
to join!








# CENTRAL OHIO REGIONAL CONSULTANTS

CENTRAL OHIO REGIONAL CONSULTANTS

NETWORKS

PLEASE JOIN US VIRTUALLY FOR THE FOLLOWING NETWORKS

Networks are offered 4x per month for your convenience. Networks are FREE. If you would like to attend a session, please [register](#) to attend the session that works best for you. You can register by clicking on the preferred time which will take you to the MOESC PD website for registration. We look forward to seeing you!

JANUARY 2025	<div>TOPIC: TIERED INTERVENTIONS FOR COMMUNICATION CONCERNS</div> <div><div><div>THU 1/23/2025 3:00 PM - 4:00 PM</div><div>MON 1/27/2025 2:30 PM - 3:30 PM</div><div>TUE 1/28/2025 8:00 AM - 9:00 AM</div><div>FRI 1/31/2025 11:30 AM - 12:30 PM</div></div></div>
FEBRUARY 2025	<div>TOPIC: DISPROPORTIONALITY AND SLP HOT TOPICS</div> <div><div><div>MON 2/24/2025 2:30 PM - 3:30 PM</div><div>TUE 2/25/2025 8:00 AM - 9:00 AM</div><div>THU 2/26/2025 11:30 AM - 12:30 PM</div><div>THU 2/27/2025 3:00 PM - 4:00 PM</div></div></div>
MARCH 2025	<div>TOPIC: COMPREHENSIVE ETRS FOR SLI SUSPECTED DISABILITY</div> <div><div><div>FRI 3/21/2025 1:30 PM - 2:30 PM</div><div>TUE 3/25/2025 8:00 AM - 9:00 AM</div><div>THU 3/27/2025 3:00 PM - 4:00 PM</div><div>MON 3/31/2025 2:30 PM - 3:30 PM</div></div></div>
APRIL 2025	<div>TOPIC: COMPLIANT ETRS FOR SLI SUSPECTED DISABILITY</div> <div><div><div>TUE 4/22/2025 8:00 AM - 9:00 AM</div><div>THU 4/24/2025 3:00 PM - 4:00 PM</div><div>FRI 4/25/2025 11:30 AM - 12:30 PM</div><div>MON 4/28/2025 2:30 PM - 3:30 PM</div></div></div>
MAY 2025	<div>TOPIC: RELATED SERVICE PROVIDERS FAQ SESSION</div> <div><div><div>MON 5/12/2025 2:30 PM - 3:30 PM</div><div>TUE 5/13/2025 8:00 AM - 9:00 AM</div><div>THU 5/15/2025 3:00 PM - 4:00 PM</div><div>FRI 5/16/2025 11:30 AM - 12:30 PM</div></div></div>

CE'S WILL BE PROVIDED TO SUBMIT TO THE OHIO CE BROKER

Please provide your email address and comment in the survey if you would like a copy of all 3 flyers with links presented today.



# SCHOOL PSYCHOLOGY CONSULTANTS OFFICE HOURS

Please provide your email address and comment in the survey if you would like a copy of all 3 flyers with links presented today.

Meeting address to copy into browser:  
[meet.google.com/piz-pwvf-jwj](https://meet.google.com/piz-pwvf-jwj)

Question Link: [School Psychologist Consultant Q&A](#)

**SUPPORTING OHIO SCHOOL  
PSYCHOLOGISTS: OFFICE HOURS FOR  
COLLABORATION AND GUIDANCE**  
SCHOOL PSYCHOLOGY CONSULTANTS FOR OHIO

**VIRTUAL OFFICE HOURS FOR  
SCHOOL PSYCHOLOGISTS**  
*Supporting ETR Compliance & Best  
Practices in Ohio Schools*

**When:** Every Tuesday, 10-11 a.m.  
**Where:** Virtual via Google Meet  
**Join Here:** [meet.google.com/piz-pwvf-jwj](https://meet.google.com/piz-pwvf-jwj)  
**Questions? Submit Here!**

Connect with experienced Ohio school psychology consultants during dedicated office hours to receive expert guidance on ETR compliance, addressing disproportionality, and enhancing special education services.

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# RESOURCES

- [Regional Speech-language Pathology and School Psychology Consultants](#)  
[| Ohio Department of Education and Workforce](#)



# JOIN US!

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## Supports and Monitoring Informational Sessions

March 6, 2025



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# SURVEY QR CODE

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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.

<https://forms.office.com/g/61EZPa6qvH>

Thank you for attending!



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OEC Informational Session Survey  
- IDEA Monitoring - February 6,  
2025



# THANK YOU

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