

Supports and Monitoring Informational Sessions will begin shortly

We will be starting at 1:00pm

Thank you!



Supports and Monitoring Informational Sessions

Supports and Monitoring Team

March 6, 2025



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

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.

ADAPTIVE PHYSICAL EDUCATION (APE)



REFERENCE MATERIALS

[Ohio's Learning Standards for Physical Education | Ohio Department of Education and Workforce](#)

[Physical Education Resources | Ohio Department of Education and Workforce](#)



PLEASE NOTE

FAQ 11 regarding APE funding:

During the presentation, it was stated that a district could consider contacting their state support teams for assistance in grant writing, as this was in our notes.

With some collaborative input, this was determined to be incorrect.

Please feel free to reach out to Bernadette Laughlin or Megan Flowers for assistance on this topic.



**Department of
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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

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

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

info@childrenandyouth.ohio.gov



**Department of
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SURVEY REMINDER

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 all links will be available via the IDEA monitoring website.](#)

Thank you !



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QUESTIONS FROM THE FIELD: CF 1

- What are you looking for in CF-1 when it says "What decision was made as a result of the interventions" ? That the team has decided that a disability is suspected and an evaluation will be completed? AND, if they have everything except this one thing it is non-compliant?

- **Our IDEA Review Guide states that the Interventions Summary section 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 made as a result of the intervention(s).
 - If the component is missing, it is noncompliant
 - "As a result of the interventions provided the team decided to move forward with the evaluation."

QUESTIONS FROM THE FIELD: IS

- I am curious if there are updates on licensure for ISs. Also, if gen sub and Unlimited Ed. licensed peoples' minutes previously provided are not going to count towards students' SDI minutes for this past year, and we can't find fully licensed people to deliver services (so we can't find those people to provide comp minutes) what is the solution or options for our school districts?
- The intervention specialist must be “appropriately and adequately prepared and trained,” and has to “have the content knowledge and skills to serve children with disabilities.” O.A.C. 3301-51-09 (H)(1) and page 165 of the Operating Standards.
- Currently, there is guidance that is being developed that speaks to who can provide SDI.

QUESTIONS FROM THE FIELD: BEHAVIOR

- Guidance on BIPs and Section 2 marked yes for behavior
- If section 2 of the IEP is marked yes, it is advisable to have a behavior goal within the IEP to address this need.
- <https://sites.ed.gov/idea/idea-files/guide-positive-proactive-approaches-to-supporting-children-with-disabilities/>

QUESTIONS FROM THE FIELD: PLOP

PLOP: Compare to Same Aged Peers - any guidance on this? What do we do if a child is on a 2nd grade level in HS.

Sometimes it's hard to find a standard in the HS level but the child's skills are still on a 2nd grade level

- Summary of current daily academic/behavior and/or functional performance compared to expected **grade-level** standards or to expected age-appropriate performance in order to provide a frame of reference for annual goal development in the specific area of academic and/or functional need

QUESTIONS FROM THE FIELD: JUSTIFICATION

- Do you have any more guidance as to justifying why a student should or should not be pulled from general education?

Section 11 of the IEP
Section 3, Profile, of the IEP
Section 7, SDI Location, of the IEP

“Due to the student’s Disability”
Does not match up to the location
within the SDI

- Must be a justification as to why this student cannot be served in the general education classroom and not just a description of LRE (explain what supports and services have been tried in the general education classroom that have not been successful).
- The LRE needs to include a justification for why the child was removed from the general education classroom, and that justification needs to be based on the individual needs of the child, not the child’s disability.

QUESTIONS FROM THE FIELD: DATA

- What does Data from Interventions mean in an initial ETR vs a RETR?
- Initial ETR: Data from interventions would include any data that has been gathered from interventions put in place before the student is evaluated
- RETR: Services that are being provided through the IEP are not considered interventions. Interventions are provided for an area that is not already being addressed in the IEP.

QUESTIONS FROM THE FIELD: AIDE

- I need more guidance on aide services and what would that look like in the related service part?

- If it is a classroom aide – If the student benefits from a classroom aide this can be denoted in the profile section of the IEP.
- If it is a 1:1 aide: Document as a Related Service SDI Section with the provider listed as the intervention specialist



-							
One on One Aide will provide the following services to (Student) throughout the day; feeding, bathroom, assisting in navigating the school environment, along with different academic tasks listed in the student's IEP.				List goals here	Intervention Specialist	School Enviroment	
BEGIN:		END:		AMOUNT OF TIME:	Put the hours per day here	FREQUENCY:	daily, weekly monthly?
-							

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 SCHOLARSHIP QUESTIONS?

Please contact the Office of Nonpublic Educational Options

- [Cleveland Scholarship Resources | Ohio Department of Education and Workforce](#)

Contact Information

- **CLEVELAND SCHOLARSHIP PROGRAM**
- 25 S. Front Street, Mail Stop 309
Columbus, Ohio 43215
- Cleveland.scholarship@education.ohio.gov
614-728-2743 or 877-644-6338

- [EdChoice Resources | Ohio Department of Education and Workforce](#)

Contact Information

- **EDCHOICE SCHOLARSHIP PROGRAM**
- 25 S. Front Street, Mail Stop 309
Columbus, Ohio 43215
- EdChoice@education.ohio.gov
614-728-2743 or 877-644-6338

- [Jon Peterson Special Needs Scholarship Resources | Ohio Department of Education and Workforce](#)

Contact Information

- **JON PETERSON SPECIAL NEEDS SCHOLARSHIP PROGRAM**
- 25 S. Front Street, Mail Stop 310
Columbus, Ohio 43215
- peterson.scholarship@education.ohio.gov
614-728-3480 or 877-644-6338

JOIN US!

Supports and Monitoring Informational Sessions

April 3, 2025



**Department of
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SURVEY QR CODE

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/HZXUiKdyjg>

Thank you for attending!



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



THANK YOU

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