



**Department of
Education &
Workforce**

IDEA Monitoring Office Hours

Supports and Monitoring Team

May 1, 2024



EARLY LEARNING OFFICE HOURS

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](#)



REVIEW OF CORRECTIVE ACTION PLAN

- I was wondering what percent compliance do you require of a school before they get put on a CAP? It looks like last year it was 60% compliance (30% noncompliance in an area required a CAP) but this year it is 70%/30%? Is that correct?

A summary report is presented to a school district that has gone through a Tier 3 IDEA monitoring review. The summary report states, "for a noncompliance level of 30% or greater in any single area or for identified areas of concern that did not reach 30% or greater, a Corrective Action Plan (CAP) will be developed to address those areas."

For examples please see the IDEA Monitoring Process website: <https://education.ohio.gov/Topics/Special-Education/Special-Education-Monitoring-System/IDEA-Onsite-Reviews>



SCHOOL AGE ETR TOPICS



ADDITIONAL NEEDS SUPPORTED BY THE COMPREHENSIVE ETR

- We were always guided by DEW that if a student has additional needs that were not concerns during the ETR period, we could amend the IEP, add the concerns, interventions (what, how long, results, etc.) to the profile, and add goals accordingly. If the team suspects the disability category may change, we would then proceed with the evaluation process. Maybe this was just guidance for categories such as SLD and not SLI as described today.
- SLI and academics... I have several staff who want to put academic goals including math etc, for students who are deemed SLI. I'd like more guidance on that specific area.
- The evaluation must be comprehensive and show a need in the suspected "new" area.
- Why was this not addressed in the IEP in the first place? Is there a prioritization of needs statement?
- If there is no evidence that this need was assessed, a new comprehensive evaluation must be completed to assess the need in the suspected area.



SLD IN KINDERGARTEN AND 1ST GRADE

- Our psychologist says that students in kindergarten and first grade cannot be identified as SLD in reading because they have not yet received reading instruction. Is that true?
- As there are standards in reading for both kindergarten and first grade, it is possible for a student to be identified as SLD in reading.
- [Ohio's Dyslexia Guidebook](#)
- [Ohio's Plan to Raise Literacy Achievement](#)
- [Read Ohio](#)



HOMESCHOOL

- For students who are homeschooled and who are referred for evaluation, how do we involve a general education teacher since no general education teacher works with the student?
- Do we have to involve a district staff member to fulfill this role?
- LEAs are responsible for carrying out child find obligations to all children residing within the jurisdiction.
- 34 C.F.R. §§ [300.111](#) and [300.201](#). This includes children whose parents have chosen to home school them or place them in private schools, rather than enrolling them in the public schools. Generally, the LEA where the child's parents reside is responsible for conducting child find activities, including initial evaluations and reevaluations, for children who are home schooled. A homeschooled child must have both an ETR and an IEP from the district of residence (and everyone, including the parent, must agree with the IEP).



HOMESCHOOL AND CHILD FIND / LEA RESPONSIBILITIES

- <https://education.ohio.gov/Topics/Ohio-Education-Options/Home-Schooling>

Contact Information

HOME EDUCATION

Ohio Department of Education and
Workforce

614-728-2678

877-644-6338

HomeEdRules@education.ohio.gov



EDUCATIONAL NEEDS VS IMPLICATIONS FOR INSTRUCTION

- Regarding the ETR. If items listed under description of Educational Needs should have been listed under Implications for Instruction (and vice versa) are those areas considered noncompliant during a review or are they considered to be acceptable under the rule of construction mentioned in the Ohio Operating Standards?
- Rule of Construction only applies to the IEP.
- Please review Operating Standards for the Education of Children with Disabilities 2024, page 130.



SECTION 5 SIGNING

- Clarification from April 10, 2024, Office Hours on OT/OTA participation in ETR meetings and signing of section 5.
- The ETR team must consist of a group of qualified professionals.
- The OT assistant can speak to the content of the report and is considered as such to be a qualified professional.
- If the OT assistant is attending the meeting to speak to the content of the evaluation, which was conducted by the appropriately qualified OT, then the OT assistant may sign as a member of the ETR team. [Please see OAC 3301-51-06\(G\)\(1\).](#)
- Anyone who is at the meeting should sign, indicating agreement or disagreement.

DOR RESPONSIBILITIES

- What is the DOR's role when a parent places a child in a residential facility, but the IEP team was not involved in that decision?
- Ensure Free Appropriate Public Education (FAPE) to its [Students with Disabilities in Separate Public or Private Facilities Memo #2017-1](#)
- Important note from above memo: When a district of residence has made FAPE available and a family chooses to enroll the child in a nonpublic school or placement option, the district is no longer responsible to ensure that FAPE is provided and services are delivered in accordance with the student's IEP.

SURVEY REMINDER

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

Thank you !



**Department of
Education &
Workforce**

SCHOOL AGE IEP TOPICS

INFORMATION ON CONTINUUM OF SERVICES

- Information on the continuum of services that a district is to provide.
- Should districts have any rooms where students receive all their academics in a self-contained classroom?
- [Operating Standards pages 180-181](#)
- Continuum of alternative placements
 - (1) Each educational agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
 - (2) The continuum required in paragraph (C)(1) of this rule must:
 - (a) Include the alternative placements listed in the definition of special education under rule 3301- 51-01 of the Administrative Code (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
 - (b) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.



PARENT CONTACT ATTEMPTS

- How many attempts for parent signature on an annual IEP should be made (and documented) before writing "Parent Agreed by Phone (or Zoom)" would be compliant?
- [Operating Standards page 133](#)

- The provisions mentioned under under 34 CFR §300.300(c)(2) would apply here as well. Under 34 CFR §300.300(c)(2), the public agency need not obtain informed parental consent for the reevaluation if the public agency can demonstrate that it made reasonable efforts to obtain consent for the reevaluation, and the child's parent has failed to respond to the request for consent.
- Participation and required signatures can be documented via email attachment, standard mail, scanned document, photograph of the signature or any other electronic means, and the method of IEP team review and signature collection should be documented in a prior written notice form (PR-01).
- Districts need to have some form of procedure in place to ensure proper documentation is provided when having video calls or phone conferences.
- [Questions and Answers on Individualized Education Programs \(IEPs\), Evaluations, and Reevaluations - Revised September 2011. \(PDF\)](#)

MODIFICATIONS

- It was noted that the phrase "modified curriculum" or a curriculum based on the extended standards should not be used in Section 7. Where would an IEP team, therefore, indicate that a student is performing substantially below grade level and is engaging in curriculum following the modified state standards?

DS-11 **300.320(a)(4)**
[Definition of individualized education program]

Does the IEP identify modifications to enable the child to be involved and make progress in the general education curriculum?

YES	The IEP describes the type of modification and the extent of the modification provided to the child. Modifications means changes made to the content that students are expected to learn where the amount or complexity of materials is altered from grade-level curriculum expectations. When an instructional or curriculum modification is made, either the specific subject matter is altered, or the performance expected of the student is changed. Sometimes the nature and severity of the student's disability require that both the materials and the performance expected of the student be changed. Modifications of the curriculum result in the child being taught the same information as the same-age and grade-level peers, but with less complexity.
NO	The IEP does not describe the type of modification and the extent of the modification provided to the child; OR Modifications are listed as needed, at the discretion of the teacher, as requested.
NA	Based on the needs of the child, modifications were not identified at this time.

- PR-07 IEP, Section 7
- Description(s) of Specially Designed Services-Modifications
- Profile or Present Levels of Performance



MODIFICATIONS

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](#)

Please contact our Diverse Learners Team
Diverse.Learners@education.ohio.gov

For optional reference, please consider viewing materials from DEW, OCALI, and TIES Center.



HAVE AUTISM EDUCATION PLAN QUESTIONS?

Please contact the Office of Nonpublic Educational
Options

autismscholarship@education.ohio.gov

614-728-3480 or 877-644-6338



PROCESS QUESTIONS

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

**State Support
Team**



[State Support Teams | Ohio Department of Education](#)

SUPPORTS AND MATERIALS

- **Observation Memo 2018:**
- [Observation Memorandum: November 2018 \(ohio.gov\)](#)

- **IDEA Monitoring Record Review Guide:**
- [Record-Review-Guide-1.pdf.aspx \(ohio.gov\)](#)

- **Universal Support Materials:**
- [Universal Support Materials | Ohio Department of Education](#)

- **IDEA Monitoring Guide Tiers 2 and 3:**
- [IDEA-Monitoring-Review-Guide-Tiers-2-and-3.pdf.aspx \(ohio.gov\)](#)

- **Department of Children and Youth Office Hours:**
- [Join Us for ELSR Open Office Hours | Ohio Department of Education and Workforce](#)

- **Review of Corrective Action Plan (slide 4)**
- <https://education.ohio.gov/Topics/Special-Education/Special-Education-Monitoring-System/IDEA-Onsite-Reviews>

- **SLD in KG and 1st Grade (slide 7)**
- [Ohio's Dyslexia Guidebook](#)
- [Ohio's Plan to Raise Literacy Achievement](#)
- [Read Ohio](#)

SUPPORTS AND MATERIALS

- **Homeschooling (slide 9)**
- <https://education.ohio.gov/Topics/Ohio-Education-Options/Home-Schooling>
 - **For additional questions please contact the Home Education Team**
HomeEdRules@education.ohio.gov
- **Educational Needs vs Implication for Instruction (slide 10)**
- [Operating Standards for the Education of Children with Disabilities 2024, page 130](#)
- **Section 5 Signing (slide 11)**
- [Rule 3301-51-06 - Ohio Administrative Code | Ohio Laws](#)
- **DOR Responsibilities (slide 12)**
- [Ensure Free Appropriate Public Education \(FAPE\) to its Students with Disabilities in Separate Public or Private Facilities \(ohio.gov\)](#)
- **Information of Continuum of Services (slide 15)**
- [Operating Standards for the Education of Children with Disabilities \(ohio.gov\)](#)

- **Modified Curriculum and Extended Standards (slide 18)**
- 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](#)

For additional questions please contact OEC’s Diverse Learners Team

Diverse.Learners@education.ohio.gov



SUPPORTS AND MATERIALS

- **Parent Contact Attempts (Slide 16)**
- [Questions and Answers on Individualized Education Programs \(IEPs\), Evaluations, and Reevaluations - Revised September 2011. \(PDF\)](#)
- [Operating Standards for the Education of Children with Disabilities \(ohio.gov\)](#)
- **Autism Education Plans (Slide 19)**
 - **For additional questions please contact Office of Nonpublic Educational Options**
autismscholarship@education.ohio.gov
614-728-3480 or 877-644-6338
- **State Support Teams (Slide 20)**
- [State Support Teams | Ohio Department of Education](#)
- **Learning Management System (Slide 24)**
- [Learning Management System for Ohio Education | Ohio Department of Education](#)
- **Survey for May 1st Office Hours (Slide 25)**
- <https://forms.office.com/g/RL1qVu8WHe>

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



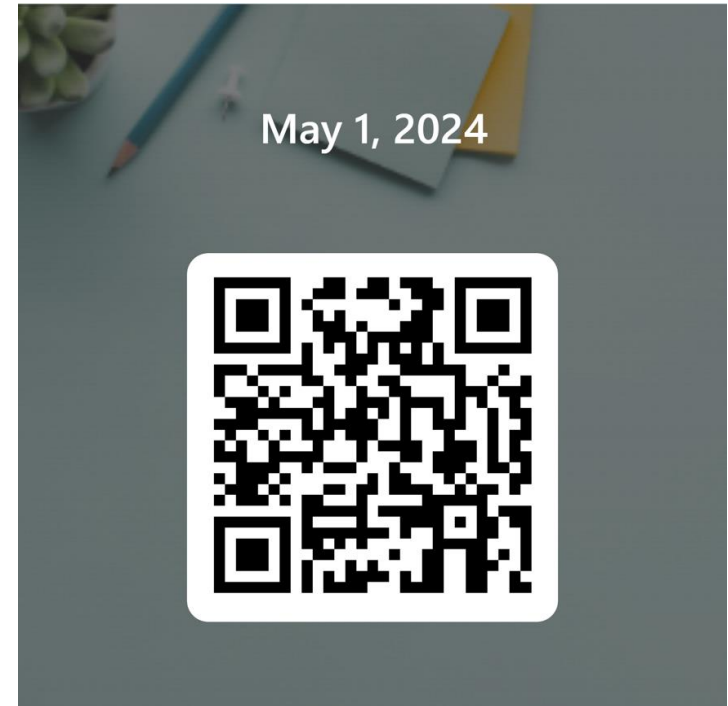
**Department of
Education &
Workforce**

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/RL1qVu8WHe>

Thank you for attending!



**Department of
Education &
Workforce**

JOIN US IN SEPTEMBER!

**Supports and Monitoring
Office Hours
September 5th, 2024**



**Department of
Education &
Workforce**

JOIN US IN SEPTEMBER!

Supports and Monitoring Professional Learning Community

September 10th, 2024



**Department of
Education &
Workforce**

THANK YOU

EDUCATION.OHIO.GOV



**Department of
Education &
Workforce**





**Department of
Education &
Workforce**

EDUCATION.OHIO.GOV