

Office for Exceptional Children
IDEA Monitoring Review
Request for Parental Input

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This presentation is for parents of students with disabilities residing in the district, or who have children with disabilities attending schools in the district or a particular community school. This presentation is an overview of the Office for Exceptional Children's monitoring review.

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The Ohio Department of Education is required to monitor the implementation of Individuals with Disabilities Education Act, or IDEA in schools throughout the state. We do this in many ways. Districts and community schools are selected annually through an Office for Exceptional Children (OEC) risk analysis process to determine the level of support needed.

Your child's district has been selected for an IDEA Monitoring Review of its special education program. As part of the review process, the OEC will provide your child's school with support and resources to ensure special education services are delivered as written and meet compliance. This presentation is an overview of the review process and includes contact information to submit any feedback you would like to provide our office.

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We will look at individual records to identify non-compliance issues; however, the overall purpose of the monitoring review is to identify systemic issues that affect compliance with federal and state laws. Issues of non-compliance can be within the way a document is completed, following procedures, and/or providing for a Free Appropriate Public Education (FAPE) which can include service delivery. Any substantial FAPE violations will be notified in a quick manner so that services are not delayed. Procedural and record violations will be noted in the Summary Report which typically takes 2-3 months to compile. If any individual record needs to be corrected or a FAPE violation is identified, OEC will inform the parent/guardian of the noncompliance issues.

In addition to parent input and record review information, our monitoring Summary Report contains cumulative data from our review, including staff interviews with general education and special education teachers, administrators, as well as other district staff. We will also conduct a few randomly selected IEP verifications. OEC staff will conduct classroom visits and individual teacher interviews to verify that the services described in the student's IEP are being implemented as written.

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Once the Summary Report is delivered to the district, it will be posted on both the Department's and your district's websites.

If there are any findings of non-compliance in the Summary Report, the district or community school will have to correct all identified noncompliance issues either through individual record corrections or a Corrective Action Plan. Corrective Action Plans typically include individual record corrections, revising policies, procedures and practices for students with disabilities, training and professional development through a Learning Management System and the regional State Support Team; and creating an internal monitoring team and process to review records for compliance throughout the year.

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Once the district has completed all the activities in the corrective action plan, it will conduct a data analysis of its special education services and programs to identify areas for improvement. The district will then create goals and action steps for continuous improvement to integrate into a 3-year plan which is submitted to the Department for approval. OEC will monitor the district's plan to ensure that it is being implemented and showing progress.

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Focus your response on operation or performance of the special education program. We are looking to highlight things that are working and locate trends in any areas of concern. Do you have any concerns or praise for the district's delivery of special education services or adherence to IDEA law?

Refrain from personalizing comments or referring to specific staff members during your comment. Finding resolution to specific concerns about your child's individual services is not the purpose of this review. However, there are other offices at the Department who can help you. They will be identified later in this presentation.

Be concise when possible.

No identifying information will be included in reports to the district.- EX Parent #1 said.... Parent #2 said

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If you would like to provide comments to OEC about your child's school or district, you can either email the contact listed on this slide or mail them to the address provided.

All written comments submitted must be received by 5:00 p.m. no later than 30 calendar days from the date of your district review.

Please remember that submission of written comments to OEC do not constitute a formal written complaint.

Your comments are intended to inform OEC staff of your experiences regarding special education services in your district.

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If you have concerns that are specific to your child's services, we encourage you to first speak with your child's teacher, the building administrator and, if needed, the district special education department. If you find this does not help to resolve the issue, and you would like additional support, the Department has staff in its Dispute Resolution section to assist you.

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Dispute Resolution is available to assist parties to find new ways to work together and communicate effectively.

Mediation is a voluntary process for resolving special education disputes between two parties. For mediation to occur, both sides must agree to mediate. The mediation process is facilitated by a trained

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impartial third party, the mediator, who helps the parties communicate with each other about their concerns in an effort to reach a mutually acceptable solution.

Facilitation takes place in a team meeting such as an individualized education program (IEP) team meeting, evaluation planning meeting or an evaluation team meeting. The facilitator is a neutral, third party who is not a member of the team and does not make any decision for the team. Having a facilitator assists the team in being productive and keeping the focus on the student. Facilitators are professional mediators who have been trained by the Office for Exceptional Children in special education processes.

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Here is the contact information for the Office for Exceptional Children's Dispute Resolution office. If you have any concerns or issues specific to your child's special education services, please call or email Karen Johnson.

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Once again, we would like to hear from you as part of this process. This is the contact information for the lead consultants in the review for your district as well as your State Support Team Representative.

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You can access the Department's [guide to parent rights in special education](#) by visiting the Department's [website](#); search using keyword "Guide to Parent Rights"

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Thank you

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Once again here is the lead consultant's contact information for submitting your comments.

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@OHEducation

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