

Supports and Monitoring Informational Sessions

Supports and Monitoring Team
September 5, 2024



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 with any questions.

PLEASE CONTACT US AT:
OEC.MONITORING@EDUCATION.OHIO.GOV

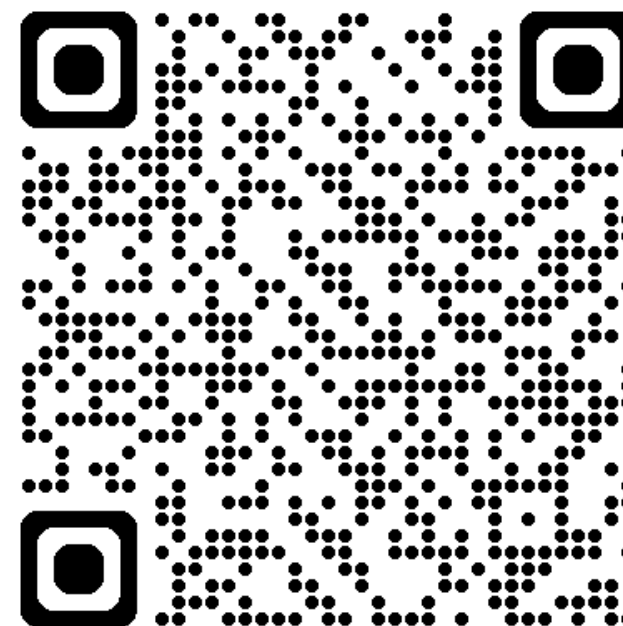
BEGINNING OF THE YEAR RESOURCES FOR SPECIAL EDUCATION DIRECTORS



FEDERAL REGULATIONS

- Federal regulations for school age children under the Individuals with Disabilities Education Act (2004)

[Part 300 \(Part B\) — Assistance To States For The Education Of Children With Disabilities - Individuals with Disabilities Education Act](#)

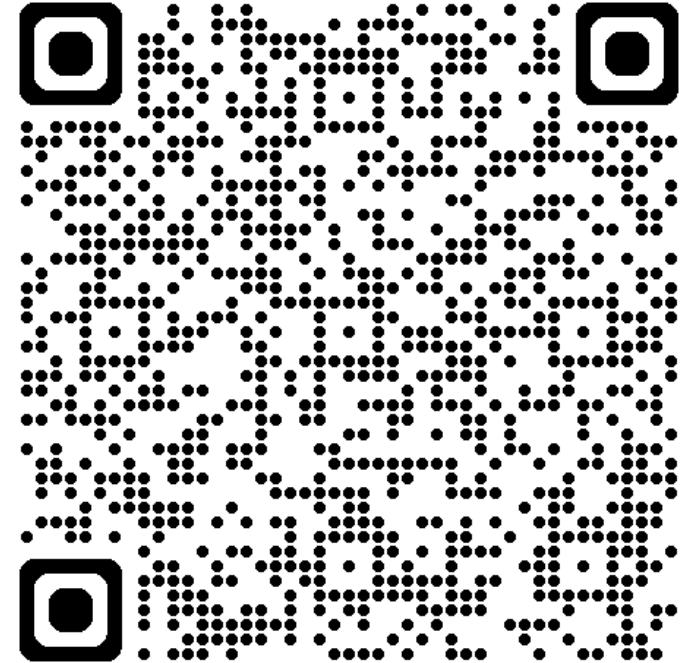


STATE REGULATIONS

- State regulations for the education of children with disabilities in Ohio under the Operating Standards and Guidance

[Operating Standards and Guidance | Ohio Department of Education and Workforce](#)

***Note:** OAC 3301-51-09 is currently in the rule revision process. Please refer to the current rule in effect until further notice.



IDEA MONITORING PROCESS

- States have a responsibility under federal law to establish a system of general supervision to monitor the implementation of the Individuals with Disabilities Education Act (IDEA) of 2004 by educational agencies.
- As part of Ohio's system of general supervision, the Ohio Department of Education and Workforce Office for Exceptional Children developed a comprehensive monitoring system for implementation of IDEA and continuous improvement.

IDEA MONITORING PROCESS AND TEAM

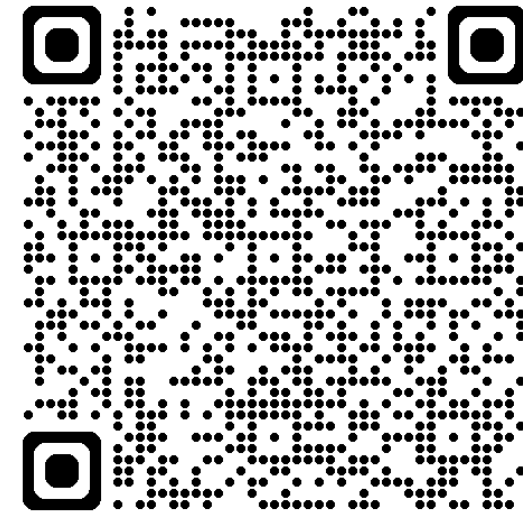
The overall goal of the Department's IDEA monitoring system and Supports and Monitoring Team is to provide educational agencies the support and resources to improve outcomes for students with disabilities.



IDEA MONITORING RESOURCES AND TOOLS

- [Record Review Guide](#)
- [Record Review Comment Form](#)
- [IEP Verification Checklist](#)
- [Record Review Tally](#)
- [Perception Surveys](#)
- [One Needs Assessment - IDEA Questions](#)
- [One Needs Assessment - IDEA Questions for County Boards of DD](#)
- [One Needs Assessment - IDEA Questions for ESCs](#)
- [OEC Special Education Needs Assessment for CTCs](#)
- [OEC Special Education Needs Assessment Report for CTCs](#)
- [Progress Review Report](#)
- [Ohio Required and Optional Forms | Ohio Department of Education and Workforce](#)

[IDEA Monitoring Process | Ohio Department of Education and Workforce](#)



INTERNAL MONITORING TEAM

- [Universal Support Materials | Ohio Department of Education and Workforce](#)
- [IDEA-Monitoring-Review-Guide-Tiers-2-and-3.pdf.aspx \(ohio.gov\)](#)
- [Record Review Guide](#)
- [Record Review Comment Form](#)
- [IEP Verification Checklist](#)



Educational Agency's Internal Monitoring Team

The educational agency will also select individuals for an **internal monitoring team**. The team will receive internal monitoring and special education essentials trainings through the Department's Learning Management System. These trainings will show how to establish an Internal Monitoring Team and use the record review tools within this guide to look at specific record review items. This team will be responsible for developing and implementing internal monitoring review processes and training other staff. The educational agency will develop an Internal Monitoring Review Procedure and Process manual.

This team should include the following personnel:

- Special education director/coordinator
- Intervention specialists (lead intervention specialists based on building and grade assignments)
- General education teachers (include content knowledgeable staff/co-teacher)
- School psychologist
- Speech language pathologist
- Occupational therapist
- Physical therapist
- Transition coordinator
- Early childhood director/coordinator
- Staff who support English learners
- Associate educational agency representatives (for agencies serving multiple districts)
- Others as designated by the educational agency

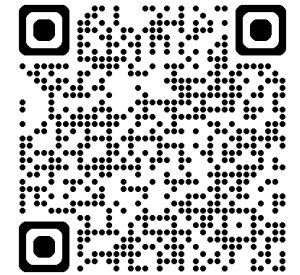
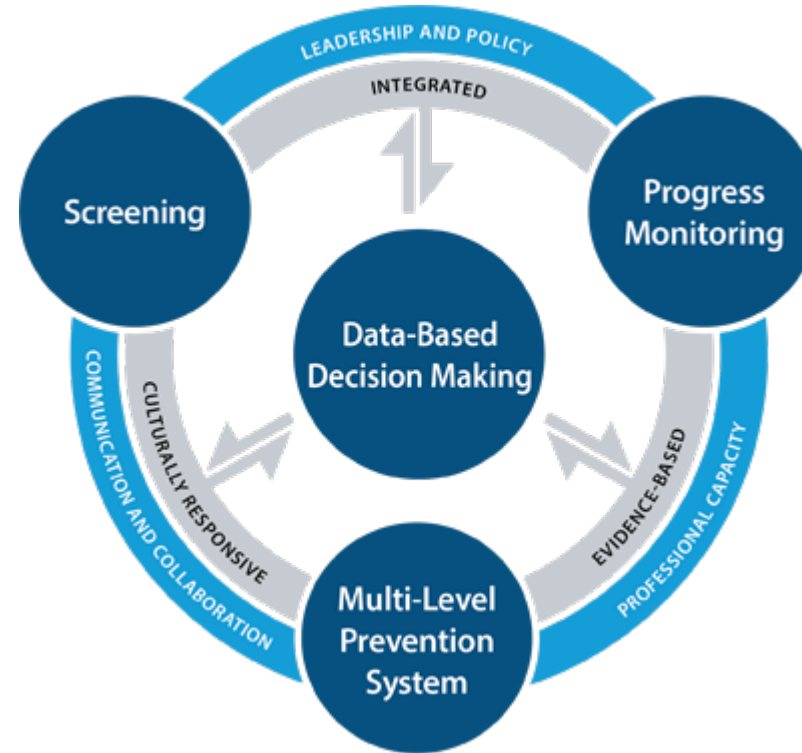
Note: Due to different preschool requirements, preschool monitoring will not be part of this process. If preschool monitoring is necessary, it will happen through the Office of Early Learning and School Readiness.

For each educational agency that serves multiple associate educational agencies, the associate educational agencies will identify their own internal monitoring team that will be trained by Department and SST staff along with the primary educational agency team.

Note: Some staff will be on both the cross-functional and internal monitoring teams by the nature of their job responsibilities.

MULTI TIERED SYSTEM OF SUPPORTS

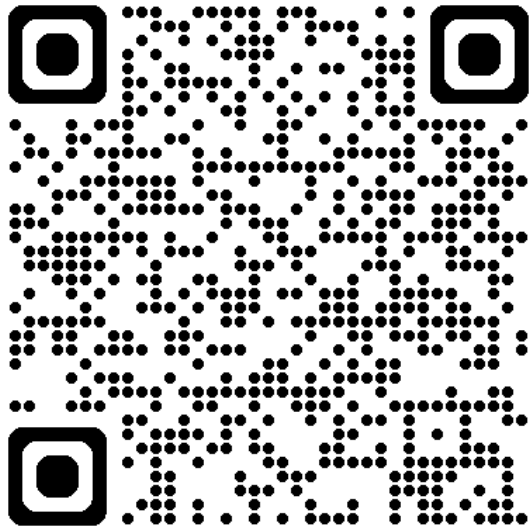
- A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective.
- MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students.



[Essential Components of MTSS | MTSS Center
\(mtss4success.org\)](https://mtss4success.org)

POSITIVE BEHAVIOR INTERVENTION SYSTEM

[Ohio Positive Behavioral Interventions & Supports | Ohio Department of Education and Workforce](#)



- PBIS directly dismantles barriers and creates a consistent, safe and positive school climate. PBIS is a framework that provides support to students, families and educators. The framework helps students by focusing on their strengths and building on their confidence to succeed.
- PBIS is a research-based system that utilizes a positive approach to discipline, which leads to a reduction in office referrals, in-school suspensions and out-of-school suspensions that decrease instructional time for students.

PbisOhio@education.ohio.gov

CONTINUUM OF SERVICES

- A continuum of services ranges from instruction in general education, special education, special schools, home instruction, instruction in hospitals and institutions.

[Universal Support Materials | Ohio Department of Education and Workforce](#)

IEP Revisions

IEP Individualized Education Program CHILD NAME: _____

15 SIGNATURES

INITIAL IEP

I give consent to initiate special education and related services specified in this IEP.*

I give consent to initiate special education and related services specified in this IEP except for **

AREA: _____

I do not give consent for special education and related services at this time.**

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

IEP ANNUAL REVIEW (Not a Change of Placement)

I agree with the implementation of this IEP.*

I am signing to show my attendance/participation at the IEP team meeting but I do not agree with the following special education and related services specified in this IEP.**

AREA: _____

Note: A Change of Placement does NOT require a parent's signature to implement the IEP.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

IEP REVIEW (Change of Placement)

I give consent for the change of placement as identified in this IEP.*

I do not give consent for the change of placement as identified in this IEP.**

I neither consent nor refuse consent for all special education and related services.**

PARENT/GUARDIAN SIGNATURE: Donna P Horn DATE: 9/6/2020

IEP

- Good for 364 days from the date signed
- Is a living document
- Any member of the team may request a meeting
- Can be done through the amendment process
- Does NOT have to be a face-to-face meeting

Change of Program/Placement

- Team requirement
- Needs to determine if this is a change in the continuum of services
- Parent must give consent, in writing, if this change of placement changes the student's placement on the continuum of services

A continuum of services ranges from instruction in general education, special education, special schools, home instruction, instruction in hospitals and institutions.



LEARNING MANAGEMENT SYSTEM FOR OH|ID HOLDERS



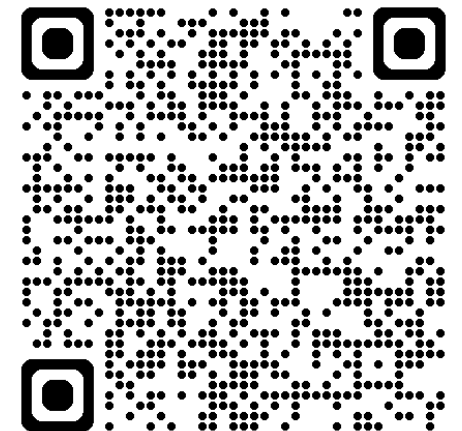
[Learning Management System for Ohio Education | Ohio Department of Education and Workforce](#)

Special Education Essentials

- Evaluation Team Report (ETR)
- Individualized Education Program (IEP)
- Secondary Transition
- Internal Monitoring Process
- General Educator's Role in Special Education

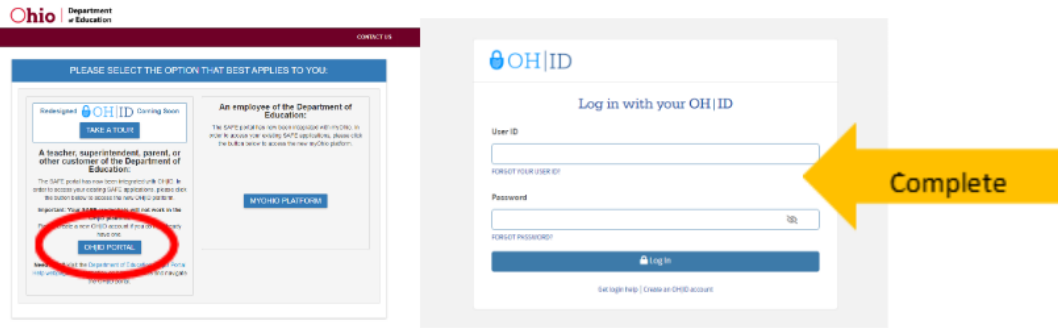
Special Education: Beyond Essentials

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

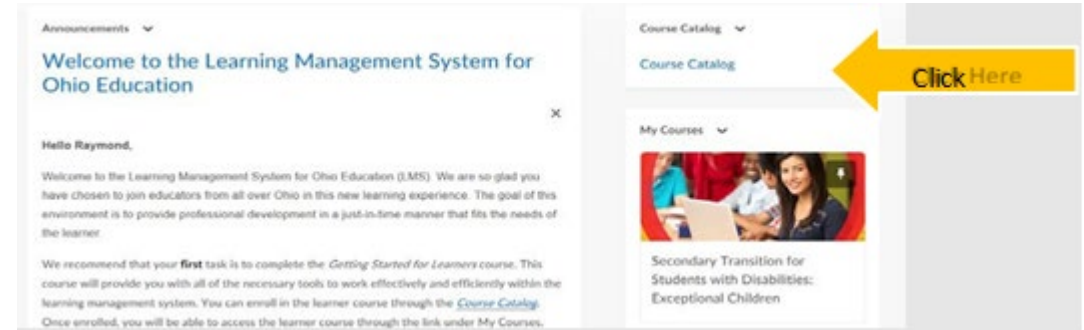


How to log into LMS

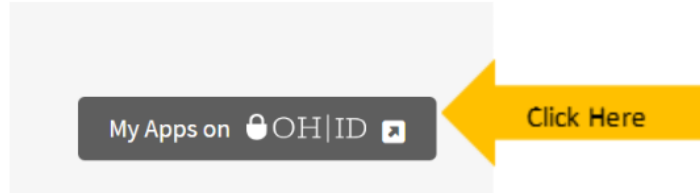
Step 1: Log into your OH|ID Portal



Step 4: Choose Course Catalog



Step 2: Click on My Apps on OH|ID

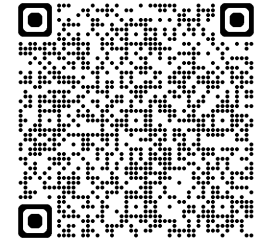


Step 3: Find the Learning Management System (LMS) App and click Open App



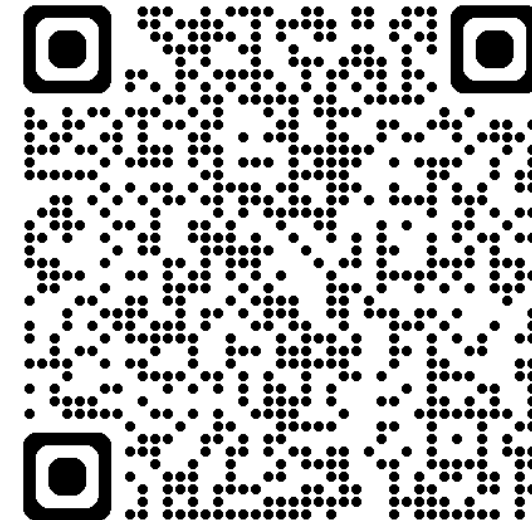
PROFESSIONAL LEARNING COMMUNITY EVENT

- On Sept. 10, 2024, 10am to 12pm, the Office for Exceptional Children will host a Professional Learning Community Event.
- To sign up for this event, please complete this registration [form](#).
- The meeting will provide participants with information regarding the IDEA Monitoring Review process and what other districts are doing to improve their special education program.



SPECIAL EDUCATION PROCEDURAL SAFEGUARDS

- Special education procedural safeguards are available in PDF forms in a variety of languages.
- [A Guide to Parent Rights in Special Education | Ohio Department of Education and Workforce](#)



SPECIAL EDUCATION PROFILES

- Developed annually for each district and community school
- Display performance over time on key indicators for students with disabilities
- Notify the district or community school of any required activities for each indicator

Essential Question	Relevant Measures
Are young children with disabilities entering kindergarten ready to learn?	<ul style="list-style-type: none"> • Indicator 6: Preschool Educational Environments • Indicator 7: Preschool Outcomes • Indicator 12: Early Childhood Transition
Are children with disabilities achieving at high levels?	<ul style="list-style-type: none"> • Alternate Assessment Participation • Indicator 3: Assessment Participation and Performance
To what extent do students with disabilities have access to the general education environment?	<ul style="list-style-type: none"> • Indicator 4: Suspension/Expulsion • Indicator 5: School-age Educational Environments
Are youth with disabilities prepared for life, work, and postsecondary education?	<ul style="list-style-type: none"> • Indicator 1: Graduation Rate • Indicator 2: Dropout Rate • Indicator 13: Secondary Transition • Indicator 14: Postsecondary Outcomes
Does the district implement IDEA to improve services and results for children with disabilities?	<ul style="list-style-type: none"> • Indicator 8: Facilitated Parent Involvement • Indicator 11: Initial Evaluation Timelines • Indicator 18: General Supervision (Timely Correction of Noncompliance)
Are children receiving equitable services and supports?	<ul style="list-style-type: none"> • Indicators 9 & 10: Disproportionate Representation • Significant Disproportionality in Identification • Significant Disproportionality in Placement • Significant Disproportionality in Discipline

Expected 2024 Special Education Rating Actions

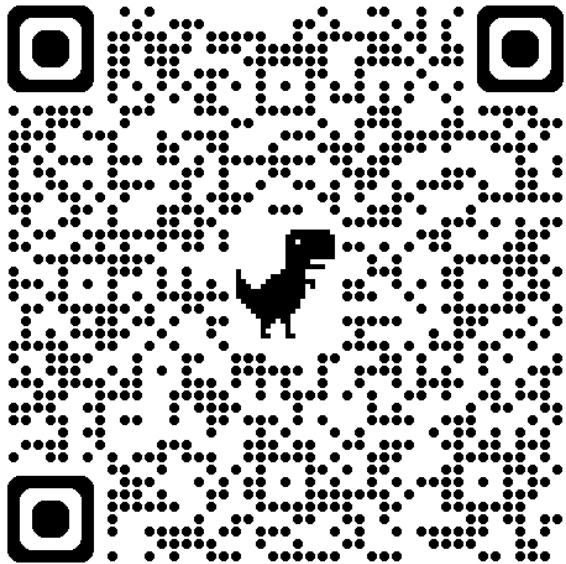
2024 Special Education Rating	Enforcement Actions
Meets Requirements	<ul style="list-style-type: none"> Refer to the 2024-2025 Special Education Profile to review indicator data. Inform districts of technical assistance available from State Support Teams (SSTs) and other resources.
Needs Assistance	<ul style="list-style-type: none"> Refer to the 2024-2025 Special Education Profile to review indicator data. Inform districts of technical assistance available from State Support Teams (SSTs) and other resources. Require a district indicator analysis and improvement plan to address compliance and student results indicator(s) with lower scores.
Needs Intervention	<ul style="list-style-type: none"> Refer to the 2024-2025 Special Education Profile to review indicator data. Inform districts of technical assistance available from State Support Teams (SSTs) and other resources. Require a district indicator analysis and improvement plan to address compliance and student results indicator(s) with lower scores. Refer to the Office for Exceptional Children’s Supports & Monitoring team for an IDEA Desk or Monitoring Review if one is not already ongoing.
Needs Substantial Intervention	<ul style="list-style-type: none"> Refer to the 2024-2025 Special Education Profile to review indicator data. Inform districts of technical assistance available from State Support Teams (SSTs) and other resources. Refer to the Office for Exceptional Children’s Supports & Monitoring team for an IDEA Desk or Monitoring Review if one is not already ongoing. Withhold, in whole or in part, any Part B funds and require completion of specific corrective actions before release of funds in alignment with the Department’s System of Progressive Sanctions, Ohio Revised Code (ORC §3317.01), the Individuals with Disabilities Education Act (IDEA 2004), and federal regulations at 34 C.F.R. Part 300. Require intensive SST support.



Individual Correction for Profiles

- Records determined to be noncompliant during the Investigation of Records process must be corrected.
 - Record Review Tools are provided with comments specific to the noncompliance.
- ETRs cannot be amended. Reevaluation is required.
 - All compliance procedures must be followed.
- Reviewers will ensure that areas of noncompliance have been addressed.

FOR MORE INFORMATION



[Ohio's Special Education Profiles | Ohio Department of Education and Workforce](#)

If you have direct questions about the Profile, please reach out to the team at:

OEC.Profile@education.ohio.gov

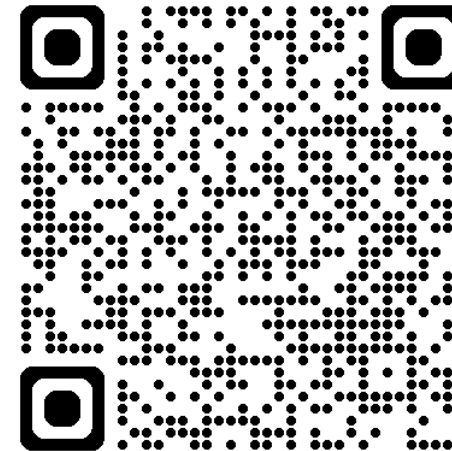
OHIO'S SPECIAL EDUCATION RESOURCES



Resources

- » [11 District Plan](#) 
- » [Assistive Technology & Accessible Educational Materials Center \(ATAEMC\)](#)
- » [Disability Specific Resources](#)
- » [Family Educational Rights and Privacy Act](#)
- » [Federal Resources](#)
- » [Highly Qualified Teacher Toolkit](#)
- » [Ohio Center for Autism and Low Incidence](#)
- » [Ohio Positive Behavioral Interventions & Supports](#)
- » [Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities](#)
- » [OSSB Outreach](#)
- » [Outreach Center for Deafness and Blindness](#)
- » [Parent Resources](#)
- » [Required and Optional Forms](#)
- » [Students with Disabilities and the Third Grade Reading Guarantee](#)
- » [State Support Teams](#)
- » [Surrogate Parent Training](#)
- » [The Basics of Special Education Video Series](#)
- » [Universal Supports](#)
- » [Discipline Process for Children with Disabilities](#) 

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



OFFICE FOR EXCEPTIONAL CHILDREN

- The Office for Exceptional Children provides leadership, assistance and oversight to school districts and other entities that provide differentiated instruction for students with disabilities.
- Among its responsibilities, the office administers state and federal funds; coordinates and administers programs to improve outcomes for students with disabilities; implements a statewide monitoring and complaint-resolution system designed to assess district/educational agency compliance with applicable federal and state laws and regulations; and provides technical assistance to districts and educational agencies around issues of compliance with the Individuals with Disabilities Education Improvement Act (IDEA).
- Email: Exceptionalchildren@education.ohio.gov



WHO IS IN THE OFFICE FOR EXCEPTIONAL CHILDREN?



- Supports and Monitoring
- Dispute Resolution
- Diverse Learners
- Urban Support

DISPUTE RESOLUTION TEAM

- Our Dispute Resolution Team investigates situations where a parent or other family member believes a school or educational agency has violated federal or state law.
- The team follows the Dispute Resolution process to ensure that families and schools are working together to resolve their differences.
- [Dispute Resolution | Ohio Department of Education and Workforce](#)

Ohio's Dispute Resolution Processes Information Chart



	EARLY COMPLAINT RESOLUTION	FACILITATION	MEDIATION	FORMAL WRITTEN COMPLAINT	DUE PROCESS COMPLAINT (HEARING)	EXPEDITED DUE PROCESS (HEARING)
Who can Initiate the Process	Parent or public agency contacts the Ohio Department of Education, Office for Exceptional Children, for assistance	Parent or public agency, but must be voluntary for both	Parent or public agency, but must be voluntary for both	Any individual or organization	Parent or district/school or student who has reached the age of majority	Parent or district/school or student who has reached the age of majority
Time Limits	None	None	None	One year from date of alleged violation	Two years from when the party knew or should have known of the alleged problem	Two years from when the party knew or should have known of the alleged problem
Purpose	In most cases, to deal with issues related to Individuals with Disabilities Education Act (IDEA), communication or complaint resolution processes	Any meeting related to an evaluation or Individual Education Plan (IEP)	Any matter under IDEA including matters arising from a formal written complaint or due process (with some exceptions)	Alleged violations of IDEA or the Operating Standards for Ohio schools	Any matter relating to the identification, evaluation or educational placement or provision of a free appropriate public education (with some exceptions)	Only for disagreement about disciplinary placement or disagreement with manifestation determination
Timeline to Resolve Issues	None	None, but must meet IEP or evaluation deadlines	None	60 days from when the Office for Exceptional Children receives the complaint unless extension granted or parties resolve earlier	No more 45 days from the end of the resolution (maximum of 30 days). Public agency must convene a resolution meeting within 15 days of receipt of the complaint, unless parties agree to waive it, or agree to mediate (other factors may affect timeline)	No more than 30 school days (20 school days for the hearing and 10 school days to write the decision) from the end of the resolution period (maximum 15 calendar days). No extensions of time permitted.
Who Oversees Process	Education Program Specialist	Coordinator from the Ohio Department of Education	Coordinator from the Ohio Department of Education	Coordinator from the Ohio Department of Education	Due Process Coordinator assigns Hearing Officer	Due Process Coordinator assigns Hearing Officer
Decision Makers	Parties involved	IEP or Evaluation Team	Parties involved	Education Program Specialist or Attorney Complaint Consultant	Hearing Officer	Hearing Officer

DISPUTE RESOLUTION TEAM LINKS

- **EARLY RESOLUTION INFORMATION SHEET**

[Early Resolution Information Sheet \(ohio.gov\)](#)

- **MEDIATION INFORMATION SHEET**

[Mediation Handout Information Sheet \(ohio.gov\)](#)

- **FACILITATION INFORMATION SHEET**

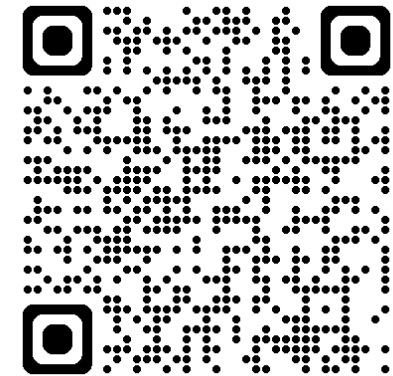
[Facilitation Handout Information Sheet \(ohio.gov\)](#)

- **COMPLAINTS INFORMATION SHEET**

[Complaint Information Sheet \(ohio.gov\)](#)

- **DUE PROCESS INFORMATION SHEET**

[DueProcessInfoSheet_2024.pdf.aspx \(ohio.gov\)](#)



DIVERSE LEARNERS TEAM



- Provides technical assistance to ensure compliance to educational agencies regarding literacy, students with low incidence and sensory disabilities, related services, alternate assessment, and secondary transition services to improve the achievement, transitional, and post-school outcomes of students with disabilities.
- Diverse.Learners@education.ohio.gov

DIVERSE LEARNERS TEAM

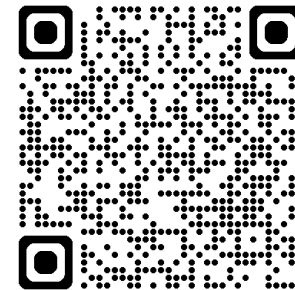
- With a focus on Multi-Tiered System of Support and Specially Designed Instruction, the team provides data analyses, professional learning resources, connections with associations and supports for all educational agencies including our state support teams and educational service centers.



Teaching Students with Disabilities

- » [Alternate Assessments](#)
- » [Academic Content Standards - Extended](#)
- » [Early Literacy](#)
- » [On Track for Graduation](#)
- » [Related Services](#)
- » [Preschool Special Education](#)
- » [Ohio's Learning Standards](#)
- » [Rules, Regulations, and Guidance](#)
- » [Secondary Transition and Workforce Development](#)
- » [Testing Accommodations](#)
- » [Work-Based Learning](#)

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



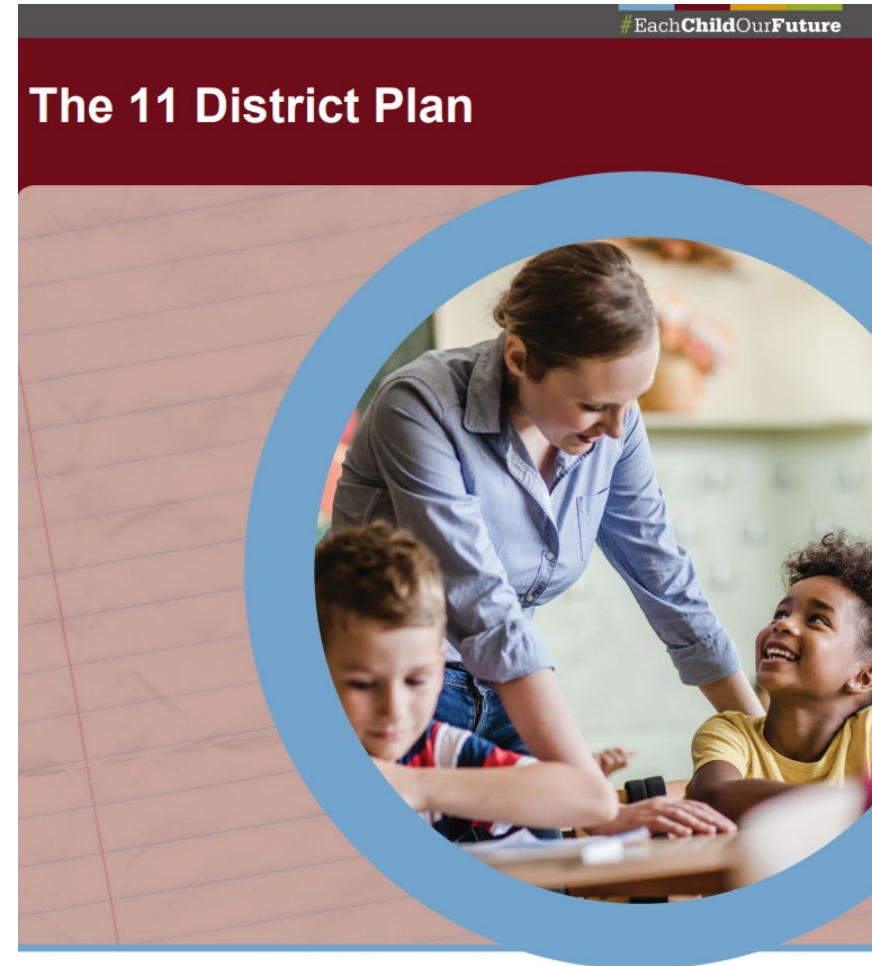
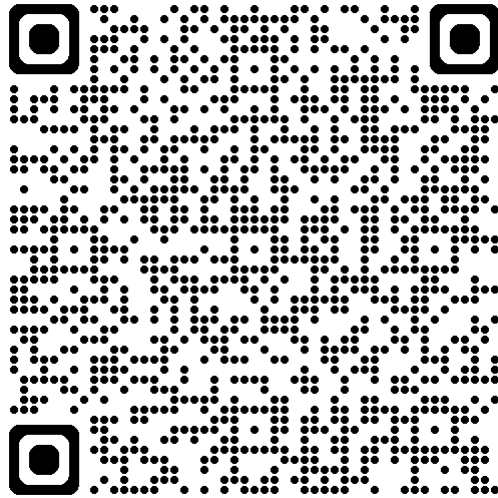
URBAN SUPPORT TEAM

- Our Urban Support Team leads the work of the 11 District Plan which includes urban districts in Cincinnati, Dayton, Columbus, Lima, Toledo, Cleveland, East Cleveland, Akron, Youngstown, Canton, and Zanesville.
- They work collaboratively with regional state support teams to provide support towards implementation of the 11 District Plan.



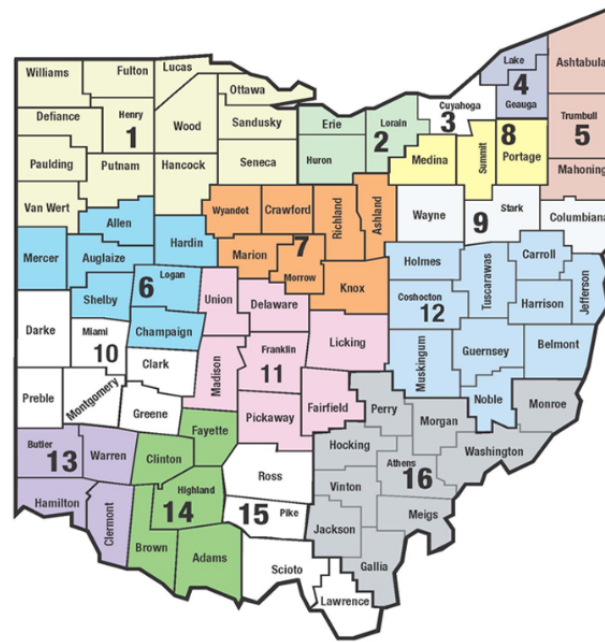
URBAN SUPPORT TEAM LINKS

- [11-District-Plan-final.pdf.aspx
\(ohio.gov\)](https://11-District-Plan-final.pdf.aspx(ohio.gov))



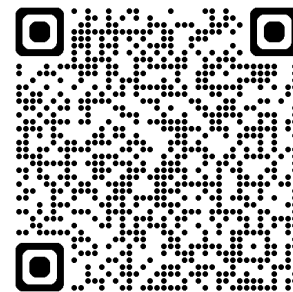
SST

- State Support Teams provide guidance to build capacity in district personnel to support students with disabilities. Direct supports include but are not limited to Universal Design for Learning, co-planning to co-serve and the requirements of the Individuals with Disabilities Education Act (IDEA).



State Support Team Regions

- SST 1** serves 13 counties in northwest Ohio.
- SST 2** serves the counties of Erie, Lorain and Huron.
- SST 3** serves Cuyahoga County.
- SST 4** serves the counties of Lake and Geauga.
- SST 5** serves the counties of Ashtabula, Mahoning, Trumbull and Columbiana.
- SST 6** serves the counties of Auglaize, Champaign, Hardin, Logan, Mercer and Shelby.
- SST 7** serves the counties of Ashland, Crawford, Huron, Knox, Marion, Morrow, Richland, Seneca and Wyandot.
- SST 8** serves the counties of Medina, Summit and Portage.
- SST 9** serves the counties of Holmes, Stark and Wayne.
- SST 10** serves the counties of Clark, Darke, Greene, Miami, Montgomery and Preble.
- SST 11** serves the counties of Delaware, Fairfield, Franklin, Licking, Madison, Pickaway, Union and Chillicothe City Schools located in Ross County.
- SST 12** serves the counties of Guernsey, Muskingum, Belmont, Perry, Monroe, Morgan, Holmes, Coshocton, Harrison, Jefferson, Noble, Tuscarawas and Carroll.
- SST 13** serves the counties of Butler, Clermont, Hamilton and Warren.
- SST 14** serves the counties of Adams, Brown, Clinton, Fayette and Highland.
- SST 15** serves the counties of Ross, Pike, Scioto and Lawrence.
- SST 16** serves the counties of Athens, Gallia, Hocking, Jackson, Meigs, Perry, Vinton and Washington.



State Support Team



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

SCHOLARSHIP QUESTIONS

Office of Nonpublic Educational Options

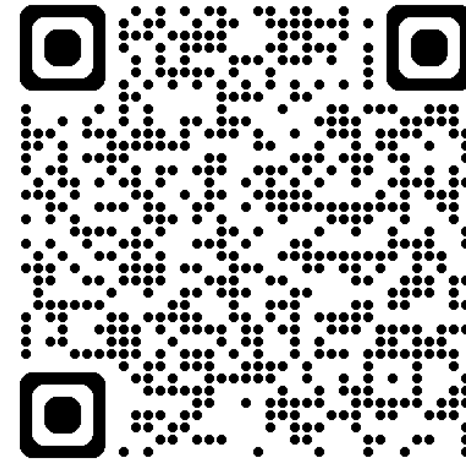
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autismscholarship@education.ohio.gov

EdChoice@education.ohio.gov

Cleveland.scholarship@education.ohio.gov

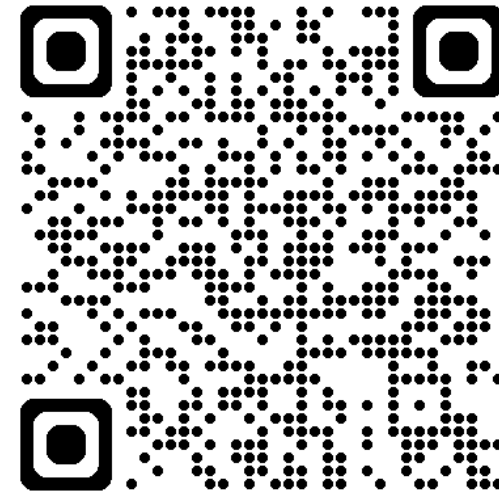
Scholarships Homepage



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

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.dcy.ohio.gov)
- info@childrenandyouth.ohio.gov



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 !



**Department of
Education &
Workforce**

QUESTIONS FROM THE FIELD

OHIO.ORG



SCHOOL AGE ETR TOPICS



FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR

INTERVENTION PLANS

- When a special education student begins to exhibit behaviors and the IEP team wants to conduct an FBA, we should use the planning form and PR-05 (consent) form?
- If we are just doing an FBA, do we need to conduct another full ETR or do we just add the new testing to the current ETR, then conduct an IEP meeting to either write goals or complete a BIP?

POLICY LETTER: February 9, 2007 to Washoe County, Nevada Assistant Superintendent Dr. Kris Christiansen

AAA

[Home](#) » [Policy Documents](#) » POLICY LETTER: February 9, 2007 to Washoe County, Nevada Assistant Superintendent Dr. Kris Christiansen

POLICY LETTER: February 9, 2007 to Washoe County, Nevada Assistant Superintendent Dr. Kris Christiansen MS Word
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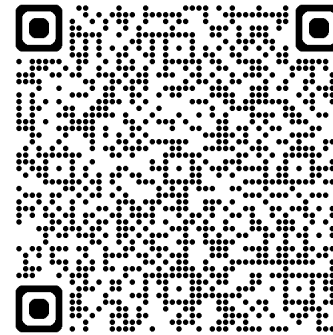
POLICY LETTER: February 9, 2007 to Washoe County, Nevada Assistant Superintendent Dr. Kris Christiansen PDF
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TOPIC ADDRESSED: Discipline Procedures

SECTION OF IDEA: Part B—Assistance for Education of All Children With Disabilities
Section 615—Procedural Safeguards

SHARE:    

Last modified on April 26, 2017



<https://sites.ed.gov/idea/idea-files/policy-letter-february-9-2007-to-washoe-county-nevada-assistant-superintendent-dr-kris-christiansen/>

CAN AN ETR BE AMENDED?

- Recently an option to amend appeared on our Samegoal system. I realized that this does not dictate whether or not we can amend an ETR. However, it has come up during some SST meetings and the answer was never made clear. Can an ETR be amended? For example: If the team wants to add a related services or if one area of the ETR is contradictory to current data, could we make changes? We have never done so in the past. In both cases we've rewritten the document entirely.

- There is no amendment process for the ETR.

HOWEVER

- A related service could be added, as described in this memo:
[OEC 2015 Memo](#)
- If a district is adding a related service to ETRs frequently, they may want to review their practices, policies, and procedures to ensure proper identification regarding eligibility categories.

EDUCATIONAL NEEDS

- Could you provide some guidance or insight as to whether every educational need and every implication should be listed in the Team Summary or is it acceptable practice for the ETR to discuss a prioritization of those educational needs and implications listed in all the Part 1 reports?



[IDEA-Monitoring-Review-Guide-Tiers-2-and-3.pdf.aspx](https://www.ohio.gov/IDEA-Monitoring-Review-Guide-Tiers-2-and-3.pdf.aspx)
(ohio.gov)

All educational needs and implications should include specific skills that will allow the IEP team to develop an effective and actionable IEP for the student.

Typically, the IEP Team is the team who creates a priority ranking system of the needs. In the very rare occurrence that a need from a Part 1 is omitted, there must be an explanation for the omission in the Part 2.

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Supports and Monitoring
Informational Sessions
October 3, 2024



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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/dqX0JaaZQa>

Thank you for attending!

OEC Informational Session Survey
- IDEA Monitoring - September 5,
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