

# **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

November 7, 2024



# 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.



# MOST COMMON NONCOMPLIANCE ERRORS



# REFERENCE MATERIALS

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Please access the 2024 IDEA Record Review Guide to follow along with all Child Find and Delivery of Service issues we will be talking about in today's presentation.

Link to the IDEA Record Review Guide:  
[Record-Review-Guide-2024.pdf.aspx](https://www.ohio.gov/record-review-guide-2024.pdf.aspx)



**Department of  
Education &  
Workforce**

# CHANGES TO CHILD FIND IN THE IDEA RECORD REVIEW GUIDE

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Contents of Implications for Instruction will not be reviewed for compliance purposes, but this is still a required component of the form.

Changed "parent friendly language" to "language understandable to the parent."

All references to preschool have been removed. Please refer to the [Preschool IDEA Monitoring Process Guide](#).

Removed the word "generic" from the guide.



Department of  
Education &  
Workforce

# EVALUATION TEAM REPORT FINDINGS



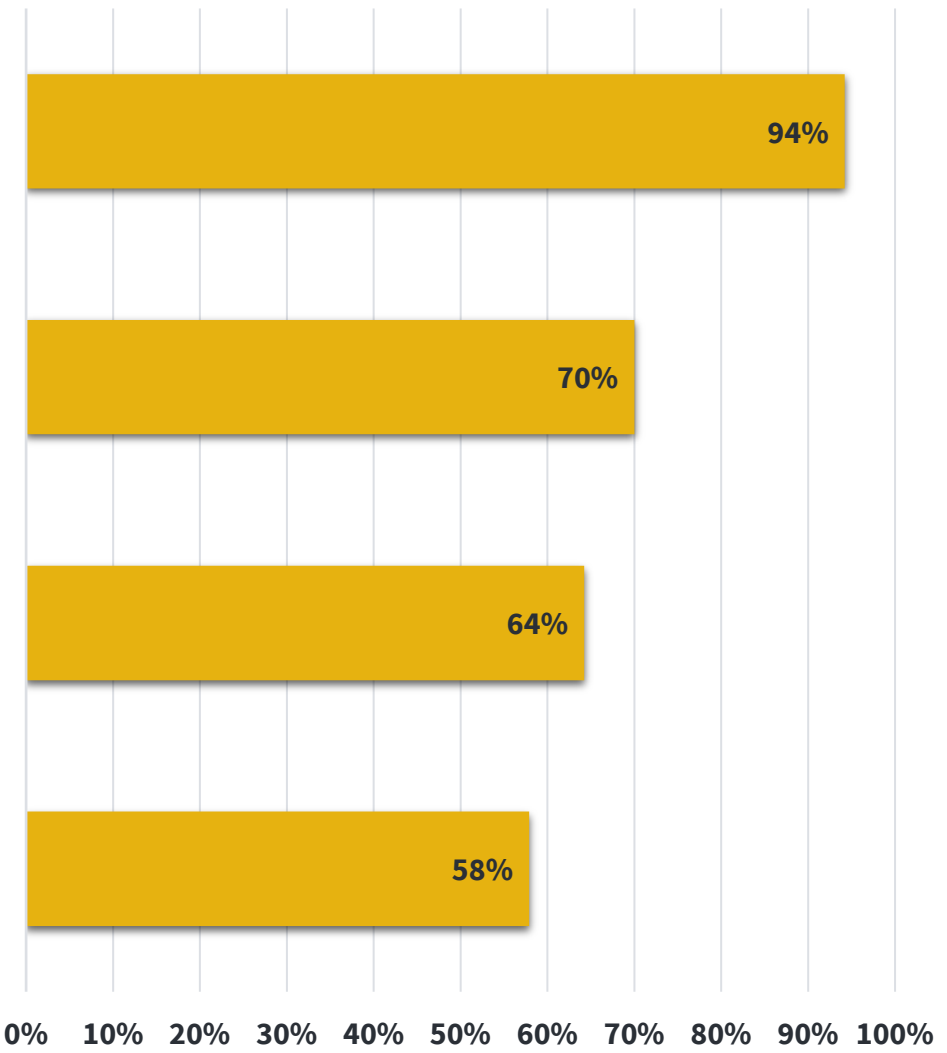
ETR addresses all areas related to disability

## ETR Findings

ETR clearly states summary of assessment results

Justification for the eligibility determination decision

ETR-Interventions provided





# ETR CF-4

- Is there evidence that the evaluation addresses all areas related to the suspected disability?
- Note: Anything listed on the planning form for inclusion in the evaluation must be reported in a Part 1 (Individual Evaluator’s Assessment).

<p><b>300.304(c)(4)</b> [Other evaluation procedures];</p> <p><b>300.305</b> [Additional requirements for evaluations and reevaluations];</p> <p><b>300.307-311</b> [Additional Procedures for Identifying Children with Specific Learning Disabilities]</p>	<p>Is there evidence that the evaluation addresses all areas related to the suspected disability?</p> <p><b>Note: Anything listed on the planning form for inclusion in the evaluation must be reported in Part 1 (Individual Evaluator’s Assessment).</b></p>	YES	<p>There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form.</p> <p>There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Blind/Visual Impairment, Deafness or Hearing Impairment and preschool-age children.</p> <p>Multiple sources of information are required to determine eligibility.</p>	<ul style="list-style-type: none"> <li>• Evaluation Planning Form</li> <li>• PR-04 Referral Form</li> <li>• PR-01 Prior Written Notice</li> <li>• Preschool evaluation form</li> <li>• OP-4 Agreement to Waive Reevaluation</li> </ul>
		NO	<p>The evaluation report did not address all areas related to the suspected disability; <b>OR</b> The evaluation report did not address all areas noted on the planning form in a Part 1; <b>OR</b> <u>There</u> is no Planning Form (unless tested for everything); <b>OR</b> <u>Not</u> all required components of a Part 1 were completed.</p>	
		NA	<p>The parent and the educational agency agreed that a reevaluation is not necessary.</p>	



# TIPS FOR CF-4

## **A compliant Part 1 must have:**

Summary of information

Needs and Implications listed

If there are no needs or implications, a statement must be provided

Date of the assessment

Signature and date

If multiple persons are listed as responsible for Additional Testing/Data Needed, EACH person must complete their own Part 1.

If there is sufficient data available, there can be a Part 1 combination if the other person is referenced, and BOTH sign the combined Part 1. In the Needs and Implication sections, there must be information from BOTH providers.

Parents should NOT be indicated on the Planning form as “Person Responsible.”

# CF-4 REQUIRED FORM PARTS

Part 1s are on an Ohio Required Form.

All sections within the Part 1 must be present:

- Summary of Assessment Results
- Educational Needs
- Implications for Instruction

If using checklists, questionnaires, rating scales or any other modified format...

Those three sections MUST be included.

They cannot be left blank.

**If there are NO Educational Needs, *a statement is still required for Implications for Instruction.***

**1 INDIVIDUAL EVALUATOR'S ASSESSMENT**  
Part 1 to be completed by each individual evaluator

EVALUATOR NAME: \_\_\_\_\_  
POSITION: \_\_\_\_\_

**AREAS OF ASSESSMENT:** \_\_\_\_\_  
Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan.

**EVALUATION METHODS AND STRATEGIES**  
Indicate the types of assessment strategies used to gather information about the child's performance

<input type="checkbox"/> OBSERVATIONS	<input type="checkbox"/> SCIENTIFIC, RESEARCH-BASED INTERVENTIONS	<input type="checkbox"/> NORM-REFERENCED ASSESSMENTS
<input type="checkbox"/> INTERVIEWS	<input type="checkbox"/> CURRICULUM-BASED ASSESSMENTS	<input type="checkbox"/> CLASSROOM-BASED ASSESSMENTS
<input type="checkbox"/> REVIEW OF RECORDS AND RELEVANT TREND DATA (SCHOOL RECORDS, WORK SAMPLES, EDUCATIONAL HISTORY)	<input type="checkbox"/> OTHER (Specify) _____	

**ASSESSMENT INFORMATION**  
Provide a summary of the information obtained from the assessment results per the evaluation plan, including the child's strengths, areas of need and baseline data

**SUMMARY OF ASSESSMENT RESULTS:** \_\_\_\_\_

**DESCRIPTION OF EDUCATIONAL NEEDS:** \_\_\_\_\_

**IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# 2018 OBSERVATION MEMO

## Please Remember

- Observations must be conducted for any evaluations and for all disability categories.
- If the District has **current observational data**, that data can be used instead of conducting a NEW observation.
- You would mark observation as “sufficient data available” on the planning form.

*Additional Testing Needed for an Observation must include the date and time of the observation and it needs to be conducted in the student’s area of need.*

[Observation Memorandum: November 2018](#)

**To:** Special Education Directors  
**CC:** Superintendents  
**From:** Kim Monachino, Ed.D., Director of the Office for Exceptional Children  
**Date:** November 2, 2018  
**Subject:** Memo 2018-1: Observations as part of a three-year reevaluation for a student with a disability

The Ohio Department of Education has received several questions concerning the legal requirements of the evaluation team to conduct an observation during a reevaluation. These questions seem to be a result of incorrect language in Office for Exceptional Children Universal Support Materials and the online modules in the Learning Management System. These resources have been removed from the website and will be updated by the end of November.

To clarify, a new observation is not necessarily required for every reevaluation. According to the governing federal regulation on reevaluation, it is stated that,  
“...as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must (1) review any existing evaluation data on the child including – (iii) observations by teachers and related services providers.”

Based on this language, the IEP team and qualified professionals are only required to consider data that already exists at the time of the reevaluation, including observations. As such, observations must be included on every planning form, either identified as “Sufficient Data Available” or “Additional Testing/Data Needed.”

New, formal observations continue to be required for the initial identification or reevaluation of a student with a suspected specific learning disability per 34 C.F.R. 300.310 or any preschool student per OAC 3301-51-11. For any reevaluation, any observational data that is available for the reevaluation must be current, relevant and aligned with the suspected disability. If it is not, a new observation is required.

Federal regulation 34 C.F.R. 300.305(a)(2) states there could be additional data necessary for the reevaluation: “On the basis of the review [of the factors in (a)(1)] and input from the child’s parents,” the IEP team and qualified professionals can determine what additional data, if any, are needed to determine whether that child remains a “child with a disability” per the definition in 34 C.F.R. 300.8 (see also OAC 3301-51-01). Therefore, there could be a situation in which a new observation would occur, but all factors outlined in 300.305 (stated above) must be met. The planning team should determine what data is to be collected and/or reviewed during the reevaluation process to determine if the child still qualifies for special education and/or related services.

If you have further questions or concerns, please contact the Office for Exceptional Children at [exceptionalchildren@education.ohio.gov](mailto:exceptionalchildren@education.ohio.gov).

# TIPS FOR CF-4 CONTINUED

Using the exact title of the assessment provided on the Planning Form on a Part 1 will help the Internal Monitoring Team to correctly identify which exact assessment each Part 1 is representing.

The position of the Evaluator must align with who is indicated on the Planning Form as responsible for the assessment and report.

## SCHOOL-AGE EVALUATION PLANNING FORM

DATE OF PLAN: 10-10-2024  INITIAL EVALUATION  REEVALUATION  
CHILD'S NAME: Example Student ID NUMBER: ##### DATE OF BIRTH: Example Date  
TEAM CHAIRPERSON: School Psychologist Lesa P  
TEAM MEMBERS: School Psychologist, Intervention Specialist, Speech Language Pathologist, General Education Teacher, Parent  
SUSPECTED DISABILITY(IES): Specific Learning Disability

Communicative Status | Additional Testing/Data Needed | Speech Language Pathologist



1

### INDIVIDUAL EVALUATOR'S ASSESSMENT

Part 1 to be completed by each individual evaluator

EVALUATOR NAME: Shellby Davis

POSITION: Speech Language Pathologist

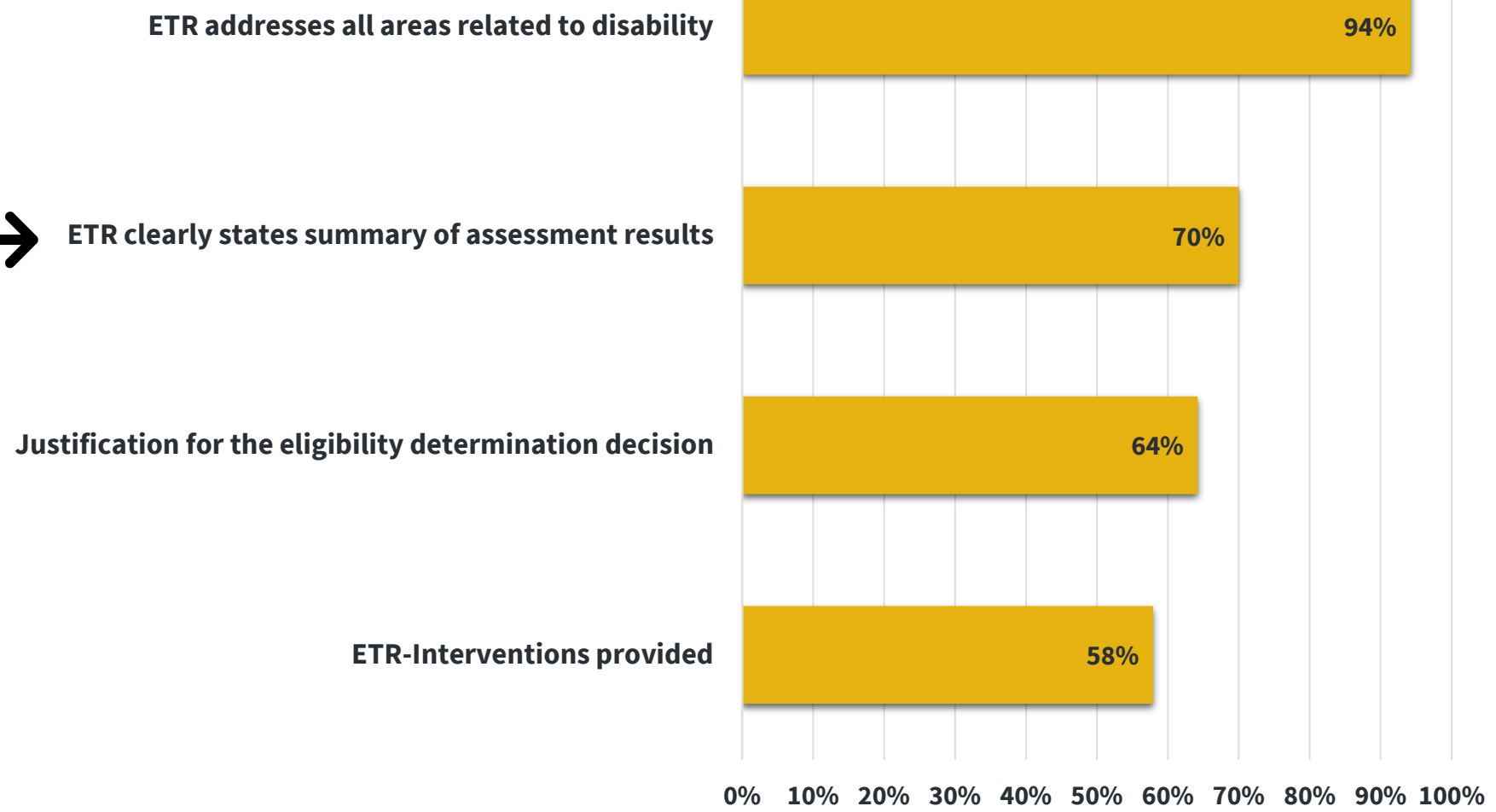
AREAS OF ASSESSMENT: Communcative Status

Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan.

# EVALUATION TEAM REPORT FINDINGS



## ETR Findings



# ETR CF-5

- Does the ETR clearly state the summary of assessment results?
- Note: All information from all Part 1s (Individual Evaluator’s Assessment) must be summarized in Part 2.

300.304 [Evaluation procedures] ([	Does the ETR summarize all assessment results in language understandable to the parent?  <b>Note: All information in Part 1s (Individual Evaluator’s Assessment) must be summarized in Part 2.</b>	YES	All Part 1 sections of the ETR are summarized in language understandable to the parent.	• PR-06 ETR – Part 2
		NO	There is a re-statement of all the assessments conducted without a summarization in language understandable to the parent.	
		NA	The parent and the educational agency agreed that a reevaluation is not necessary.	



# EXAMPLE OF A WELL-ORGANIZED PART 2

REMINDER: IT DOES NOT HAVE TO BE IN THIS FORMAT TO BE COMPLIANT

## SUMMARY OF ASSESSMENT RESULTS:

### General Intelligence

Summarize the General Intelligence assessments in a clear and concise manner that is in parent friendly language.

### Academic Skills

Summarize the Academic Skills assessments in a clear and concise manner that is in parent friendly language.

### Classroom-Based Evaluations and Progress in the General Curriculum

Summarize the Classroom-Based Evaluation and Progress in the General Curriculum assessments in a clear and concise manner that is in parent friendly language.

### Vision/Hearing

A statement that Vision/Hearing was completed, and the student did not have any issues/needs.

### Fine and Gross Motor

Summarize the Fine and Gross Motor assessments in a clear and concise manner that is in parent friendly language.

### Vocational/Transition

Summarize the Vocational/Transition assessments in a clear and concise manner that is in parent friendly language.

## 2 TEAM SUMMARY

Combine all Part 1's Individual Evaluator's Assessment from all evaluators into team summary

### INTERVENTIONS SUMMARY

Provide a summary of all interventions done prior to the child's referral for an evaluation or done as part of the initial evaluation. For all reevaluations, provide a summary of interventions routinely provided to this child.

Initial Evaluation:

Reevaluation:

If no additional interventions were provided, a statement that it was determined by the ETR team that the IEP special education supports and services were appropriate to meet the child's needs

**Statement EXAMPLE:** The ETR team determined that the special education supports and services currently being provided were appropriate to meet his/her needs and therefore no new interventions were necessary at this time.

REASON(S) FOR EVALUATION:

### SUMMARY OF INFORMATION PROVIDED BY PARENTS OF THE CHILD:

Summarize the parent information here.

If the information was gathered through a questionnaire, make sure you summarize those answers in this section as well in the Part 1.

### SUMMARY OF OBSERVATIONS:

Summarize the Observation here

Most schools will just transfer the entire observation from the Part 1 in this section and not summarize it. That is a compliant way to do it.

### MEDICAL INFORMATION:

Summarize the Medical information here.

Also, some schools place Vision and Hearing results in this section as well.

### SUMMARY OF ASSESSMENT RESULTS:

#### General Intelligence

Summarize the General Intelligence assessments in a clear and concise manner that is in parent friendly language.

#### Academic Skills

Summarize the Academic Skills assessments in a clear and concise manner that is in parent friendly language.

#### Classroom-Based Evaluations and Progress in the General Curriculum

Summarize the Classroom-Based Evaluation and Progress in the General Curriculum assessments in a clear and concise manner that is in parent friendly language.

#### Vision/Hearing

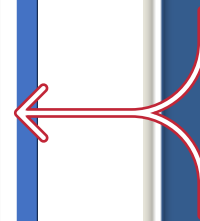
A statement that Vision/Hearing was completed, and the student did not have any issues/needs.

#### Fine and Gross Motor

Summarize the Fine and Gross Motor assessments in a clear and concise manner that is in parent friendly language.

#### Vocational/Transition

Summarize the Vocational/Transition assessments in a clear and concise manner that is in parent friendly language.

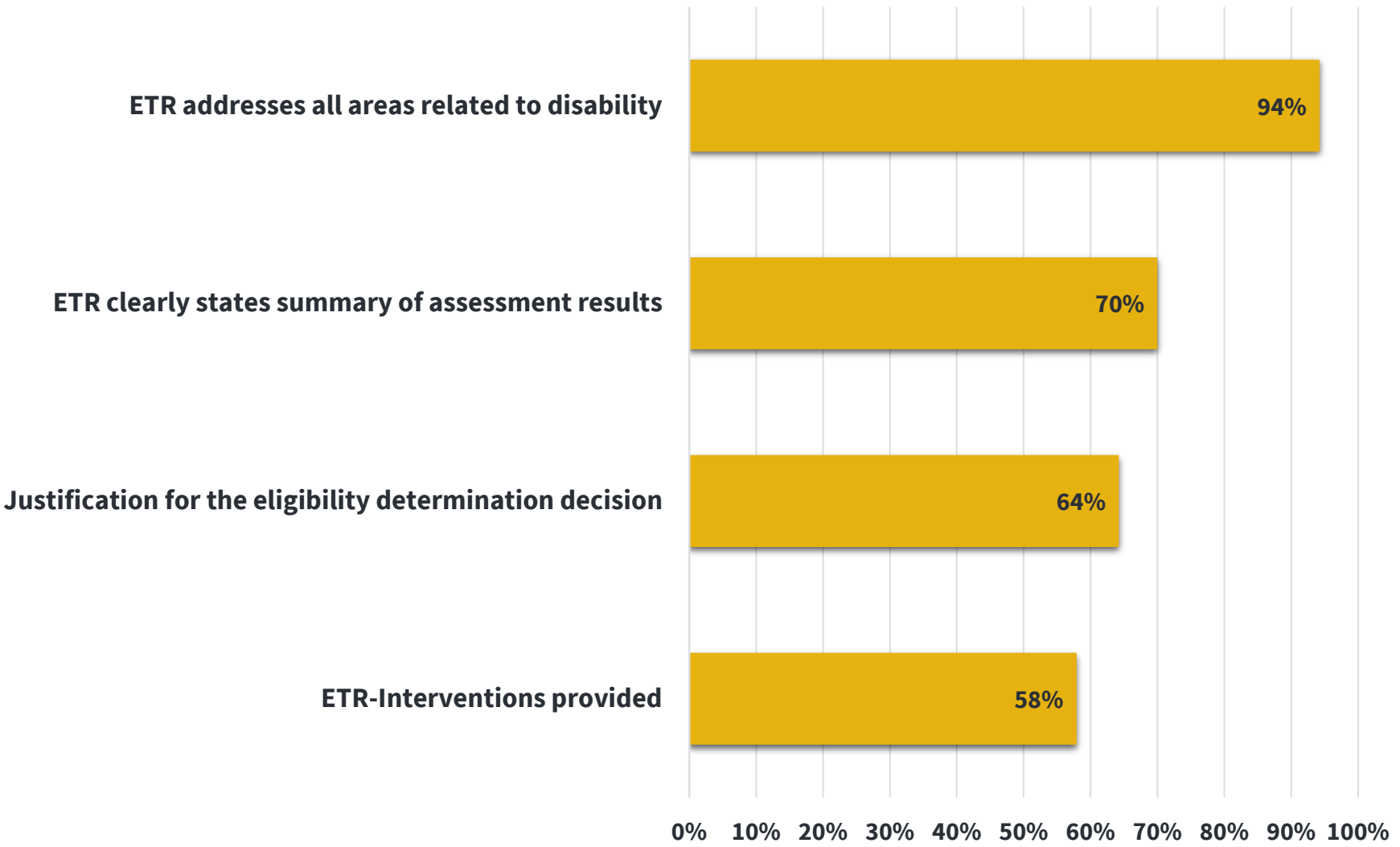




# EVALUATION TEAM REPORT FINDINGS



## ETR Findings



# ETR CF-8

- Did the ETR team provide a justification for the eligibility determination decision?

<b>3301-51-01 (B)</b> <b>(10)</b> [Definitions] <b>3301-51-06</b> (Evaluations)	Did the ETR team provide a justification for the eligibility determination decision?	YES	The statement provides a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria of all suspected disability categories listed on the planning form; <b>AND</b> The justification statement includes how the disability affects the child's progress in the general education curriculum.	• PR-06 ETR – Part 4
		NO	The statement does not provide a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria of all suspected disability categories listed on the planning <u>form</u> ; <b>OR</b> The justification statement does not include how the disability affects the child's progress in the general education curriculum; <b>OR</b> SLD was suspected but Part 3 was not completed.	

# FORMULA FOR ELIGIBILITY

## **BASIS FOR ELIGIBILITY DETERMINATION (or Continued Eligibility):**

Provide a justification for the eligibility determination decision, describing how the student meets or does not meet the eligibility criteria as defined in [OAC Rule 3301-51-01 \(B\)\(10\)](#) (Definitions) and [OAC Rule 3301-51-06](#) (Evaluations). Include how the disability affects the child's progress in the general education curriculum.

\_\_\_\_\_ meets the eligibility criteria as a student with \_\_\_\_\_. Based on performance and assessment data over time as well as standardized academic assessment data, \_\_\_\_\_ shows deficits in \_\_\_\_\_.

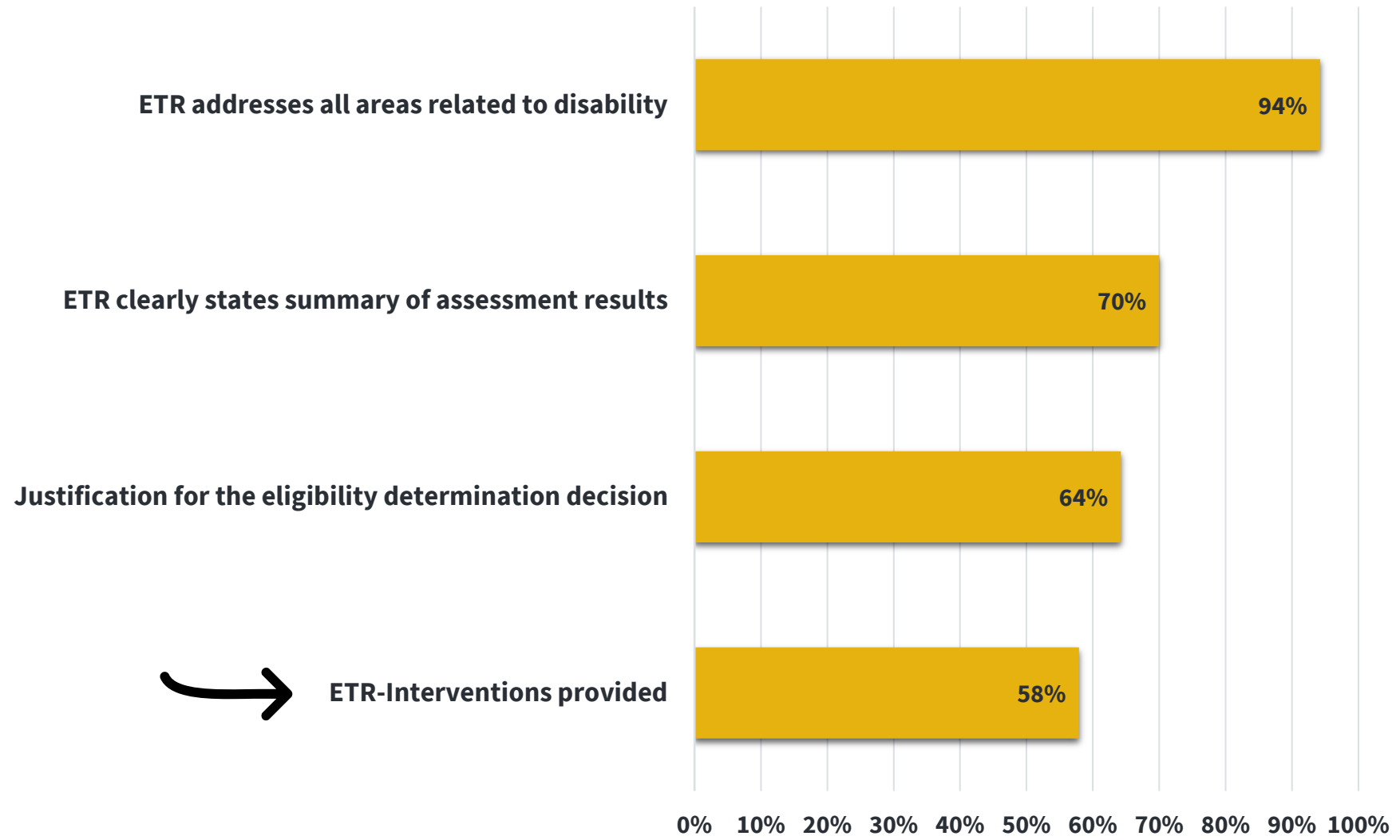
These deficits impact her ability to \_\_\_\_\_, which impacts her ability to access the general education curriculum. The team agreed that without access to specialized instruction and accommodations, \_\_\_\_\_ would struggle to \_\_\_\_\_.



If the Planning Form has 2 or more suspected disabilities listed, the Eligibility Determination Statement **MUST** indicate how the student meets the selected disability category **AND** how the student does not meet the ineligible disability category.

# EVALUATION TEAM REPORT FINDINGS

## ETR Findings



# 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 For</b> 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> ;	

# COMPONENTS OF CF-1: INTERVENTIONS PROVIDED

## 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.

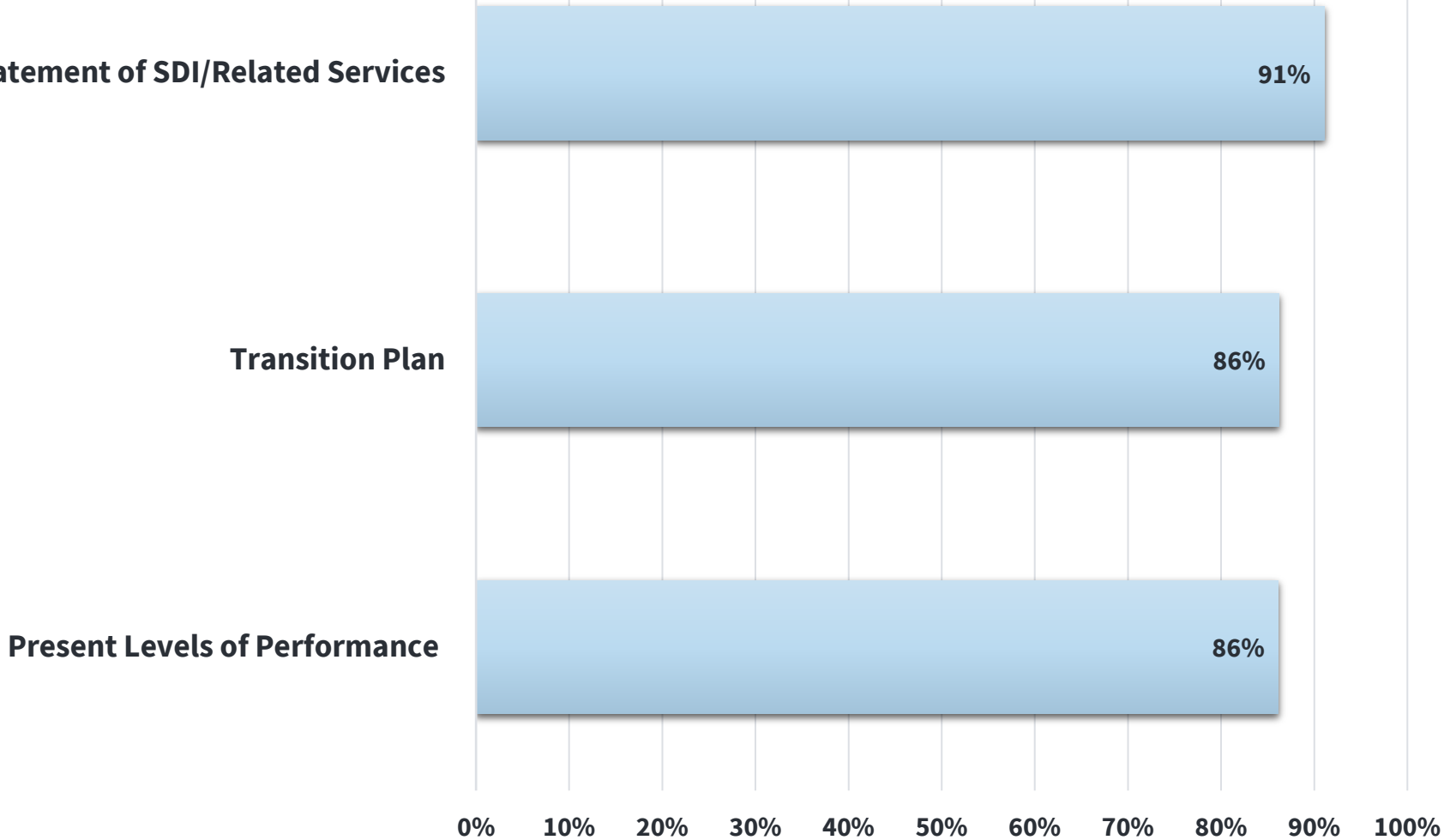
# TIP FOR DATA FROM INTERVENTIONS AND THE PLANNING FORM

If, during the life of the student's ETR and IEP, there were no NEW interventions provided to the student other than their IEP services, the Data from Interventions assessment line on the Planning Form can be marked as "Not Applicable" in the Data for Review Column.

# IEP FINDINGS

Statement of SDI/Related Services

## IEP Findings





# DS-6 STATEMENT OF SDI

Does the IEP contain a statement of specially designed instruction, including related services, that addresses the needs of the child and supports annual goals?

DS-6	<b>300.320(a)(4)</b> [Definition of individualized education program]  <b>3301-51-01 (B) (54)</b> [Definition of Related Services]  <b>3301-51-01(B) (60) (b) (iii)</b> [Definition of Specially Designed Instruction]	Does the IEP contain a statement of specially designed instruction, including related services, that addresses the needs of the child and supports annual goals?	YES	The IEP specifically identifies the provision of specially designed instruction (SDI) and related services: <ul style="list-style-type: none"> <li>• Describes the nature of the instruction that aligns with the needs of the child (delivery); <b>AND</b></li> <li>• Supports achievement of annual goals by describing skills (content) and methods used for instruction specific to the goal (methodology).</li> </ul>
			NO	The IEP does not specifically identify the provision of specially designed instruction, including related services; <b>AND/OR</b> Does not describe the nature of the instruction that aligns with the needs of the child; <b>AND/OR</b> Does not describe skills (content) and methods used for instruction specific to the goal (methodology).

# SDI STATEMENT TIPS




Must state either small group, individual or one on one.

Cannot have one on one and small group together for one SDI.

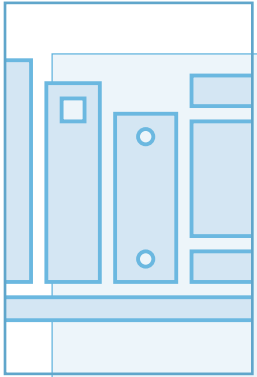
SDI must mention the actual skill they will be working on.

Only one provider can be listed for each SDI.

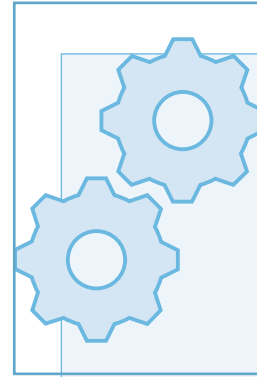
# SDI IS NOT...

-  A list of accommodations, but teaching the student how to use specific accommodations may be SDI
-  A specific intervention program, but an intervention program may be used as a part of the design of SDI
-  Differentiated instruction or Universal Design for Learning (UDL), but SDI may draw upon these practices to address the unique needs of the student

# COMPONENTS OF SDI



Content: **What** is taught to allow the student to access the general education curriculum.



Methodology: **How** the instruction is delivered or the practices and approach the teacher uses to teach.



Delivery of Instruction: **Where** the instruction will occur (instructional grouping).

# IEP FINDINGS

## IEP Findings

Statement of SDI/Related Services

91%



Transition Plan

86%

Present Levels of Performance

86%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



# DS-1 TRANSITION

Does the transition plan in the current IEP meet all 8 required elements for IDEA?

DS-1	<b>SPP Indicator 13 300.320 (b)</b> [Transition Services] <b>3301-51-07(H) (2)</b> [Transition Services]	<p>Does the transition plan in the current IEP meet all 8 required elements for IDEA?</p> <ol style="list-style-type: none"> <li>1. There are appropriate measurable postsecondary goal(s).</li> <li>2. The postsecondary goals are updated annually.</li> <li>3. The postsecondary goals were based on age-appropriate transition assessment (AATA).</li> <li>4. There are transition services that will reasonably enable the student to meet the postsecondary goal(s).</li> <li>5. The transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s).</li> <li>6. The annual goal(s) are related to the student's transition service needs.</li> <li>7. There is evidence the student was invited to the IEP team meeting where transition services were discussed.</li> <li>8. When appropriate, there is evidence that a representative of any participating agency was invited to the IEP team meeting.</li> </ol>	YES	The transition plan in the IEP is compliant with all eight required elements outlined on the National Technical Assistance Center on Transition (NTACT) Indicator 13 Checklist.	<ul style="list-style-type: none"> <li>• PR-07 IEP – Sections 4 and 5</li> </ul>
			NO	The transition plan is not compliant with one or more of the eight required elements outlined on the checklist.	
			NA	The child is not 14 or older within the current IEP year.	

# TIPS FOR POSTSECONDARY GOALS

There must be evidence within the PINS that the goal is appropriate for the student.

“Would like to” and “plans to” are noncompliant statements because they cannot be measured.

Independent Living goal section cannot be left blank.

If no Independent Living goal is necessary, then a statement that the IEP team decided there is no need for an independent living goal is sufficient.

# TIPS FOR TRANSITION SERVICES

“Will provide the opportunity” is noncompliant.

“Will assist” and “will help” are compliant.

Attending a career fair or touring a CTC are compliant only when they are specifically written for that student.

Services need to be specific to the goal and to the student’s unique needs.

Consider the individual student’s transition services to see if the number of sessions/time allotted will reasonably enable the student to meet the postsecondary goal.



While the postsecondary goals can be the same as in the previous IEP, the transition services should not remain the same.



# IEP FINDINGS

## IEP Findings

Statement of SDI/Related Services

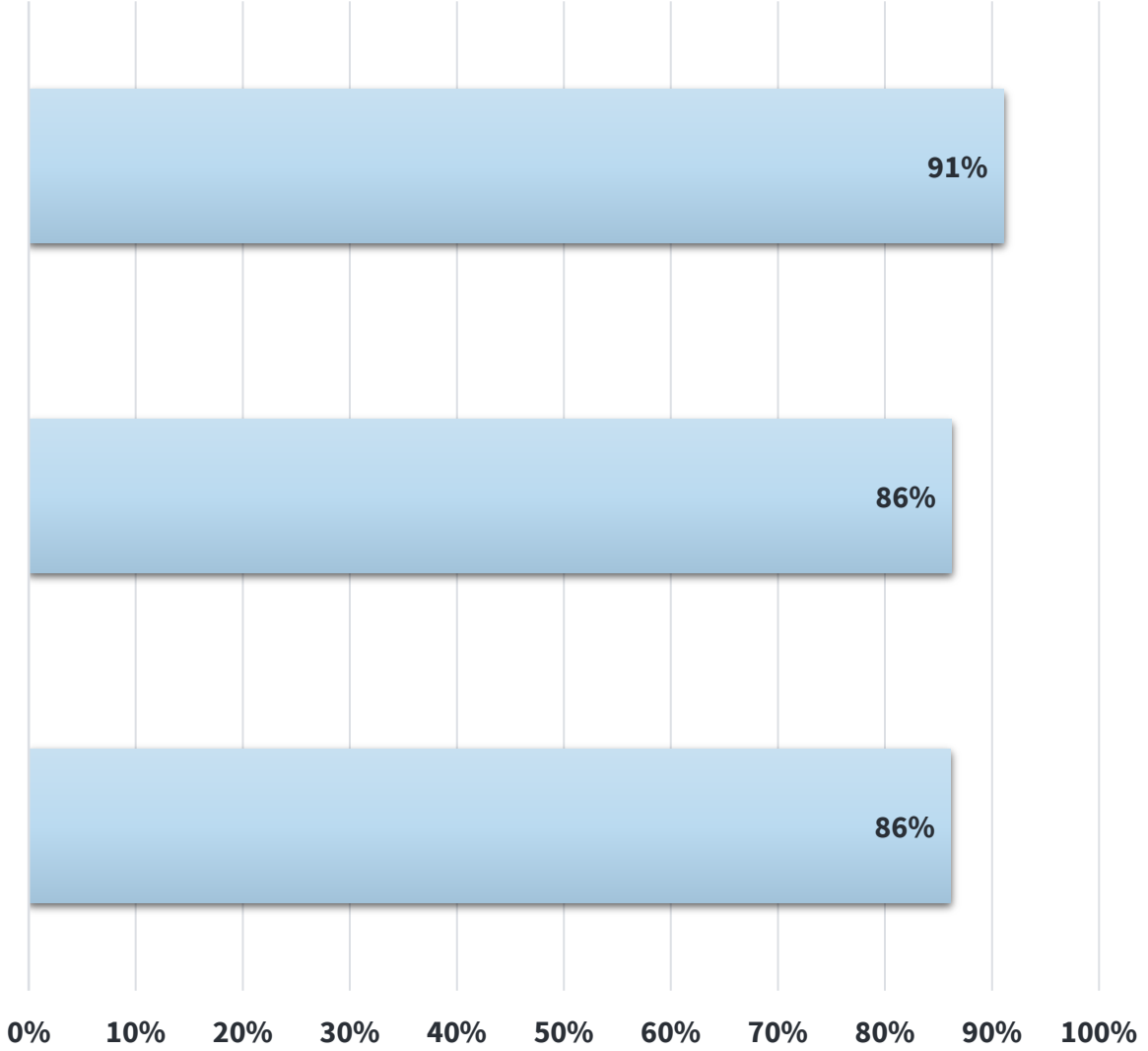
91%

Transition Plan

86%

Present Levels of Performance

86%




# DS-2 PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLOP)

- Does the IEP include Present Levels of Academic Achievement and Functional Performance that address the needs of the student?

DS-2	300.320(a)(1) [Definition of individualized education program]	Does the IEP include Present Levels of Academic Achievement and Functional Performance that address the needs of the student?	YES	<p>Present Levels of Performance must include the following information as it relates to each goal:</p> <ul style="list-style-type: none"> <li>Summary of current daily academic/behavior and/or functional performance compared to expected <b>grade-level</b> 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;</li> <li>Current baseline data provided in alignment with the skill and measurement of the annual goal.</li> </ul>	<ul style="list-style-type: none"> <li>PR-07 IEP – Section 6 (Present Level of Academic Achievement and Functional Performance)</li> </ul>
			NO	<p>Present levels of performance <b>do not</b> provide a detailed and targeted summary of current daily academic/behavior and /or functional performance related to the development of measurable goals; <b>OR</b> There is no comparison to grade-level standards or to age-appropriate performance expectations.</p>	

# TIPS FOR PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLOP)



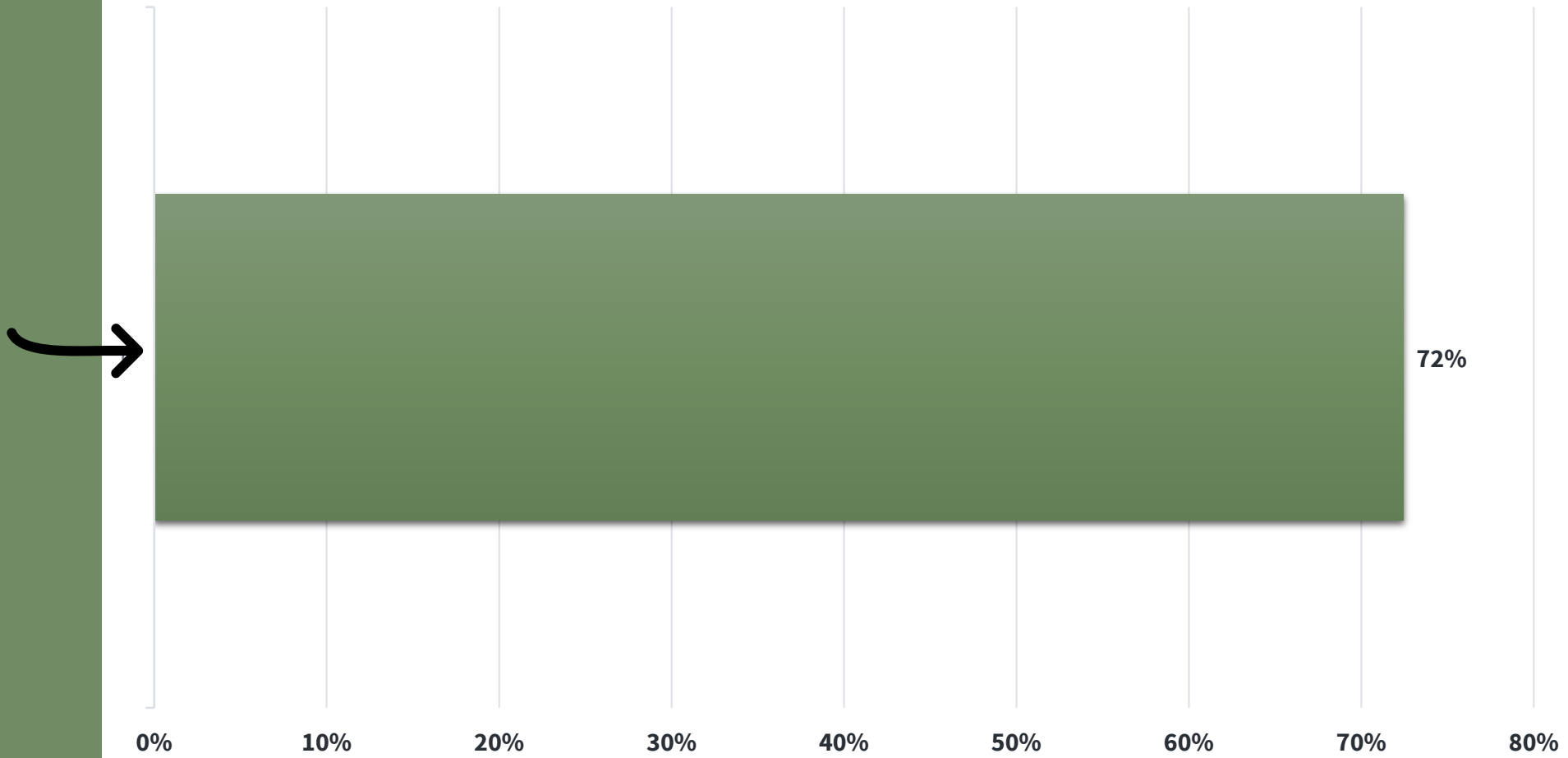
There must be a direct relationship between the annual goal and the present levels of academic achievement and functional performance.

It must state the child's current academic and functional levels compared to grade-level standards or to expected or age-appropriate performance.

The statement of present levels of performance should be written in language understandable to all, including the parent, and contain sufficient baseline performance level data to develop each annual goal.

# 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.ohio.gov/department-of-children-and-youth)

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



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

Thank you !



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# QUESTIONS FROM THE FIELD

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# AUTISM EDUCATION PLAN



Can a student have an AEP without applying for the Autism Scholarship?

No, the Autism Education Plan is only found in ORC 3310.41. It only applies to the Autism Scholarship program as a method of eligibility.

# PROGRESS IN THE OBJECTIVES

When completing progress reports, do only goals need to be filled in for the report that goes home or do objectives also need to be completed?

We do not monitor objectives for minimal compliance.

However, keep in mind that explaining a student's progress on individual benchmarks and objectives ensures the parent fully understands their student's progress towards the annual goal.

# MINUTES IN SDI

I have seen in IEPs that schools are writing “according to school calendar “ in the Section 7 SDI.

Does this mean, for example, if SDI is written monthly , let’s say 300 minutes a month, and it’s a short month due to winter break .

Is the school required to meet all 300 minutes even though the month the school is in session is only 2 weeks long or are they able to essentially prorate those minutes and not provide all 300 minutes listed in Section 7?

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All goals, including academic/related service goals may be written as monthly as long as the language is clear regarding frequency and duration of services.

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Example: 4 times per month, 30 min per session (additionally you can add per the school calendar)

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The frequency and duration of services should be explicitly stated in terms based on the student's educational needs in which they will have the opportunity to progress.

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Explain what this language means to the parent verbally during the IEP meeting.

# JOIN US!

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Supports and Monitoring  
Informational Sessions  
December 5, 2024



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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.

Thank you for attending!

<https://forms.office.com/g/cHwN36pcnc>  
[OEC.Monitoring@education.ohio.gov](mailto:OEC.Monitoring@education.ohio.gov)

OEC Informational Session Survey  
- IDEA Monitoring - November 7,  
2024



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# THANK YOU

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