



**Department of
Education &
Workforce**

IDEA Monitoring Office Hours

Supports and Monitoring Team

December 13, 2023



ETR TOPICS



PLANNING MEETING – ETR QUESTIONS

Can a psychologist meet with different team members at different times or does it have to be in one common meeting?

ETR Planning

- Required component of the evaluation process
- No face-to-face meeting required
- Must include the parent
- Results of planning are documented
- Select school age or preschool planning form

Please Note:

If SLD is one of the suspected disabilities and later decided it is not the eligibility determination, Section 3 still must be completed and attached to the ETR.

Child Find					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CF-3	300.9 [Consent] 300.305 [Additional requirements for evaluations and reevaluations]	Were the parents/guardians provided the opportunity to be involved in the ETR planning process to establish informed parental consent?	YES	There is evidence of parental involvement ; OR Evidence the parent was provided the opportunity to participate in the ETR planning process. This also applies to in-state transfer-in ETRs adopted by the educational agency. Note: A new evaluation for a child who transfers into Ohio from another state is considered to be an initial evaluation in Ohio.	<ul style="list-style-type: none"> Evaluation Planning Form PR-01 Prior Written Notice PR-02 Parent Invitation PR-04 Referral Form Other Documentation: Phone logs, parent contact logs, e-mails, conference calls Documentation of educational agency and parent agreement (must be verified by consultant for compliance) If transfer ETR, adopting educational agency documentation of parent involvement in the ETR planning
			NO	No evidence of parental involvement; OR No evidence the parent was provided the opportunity to participate in the ETR planning process.	
			NA	The parent and the educational agency agreed that a reevaluation was unnecessary.	

- Located in Universal Supports ETR Part 1: Referral and Planning Slide 3

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

Located in IDEA Monitoring Record Review Guide CF-3 on pg. 3

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



PLANNING FORM – ETR QUESTIONS

- Does an observation need its own part 1 (including educational needs and implications for instruction) if it is listed on the planning form?
- Please remember the 2018 observation memo:
[Observation Memorandum: November 2018 \(ohio.gov\)](https://www.ohio.gov/observations)



PART 1 INDIVIDUAL ASSESSORS - ETR QUESTIONS

- When writing a part 1, what is considered “parent friendly language”?
- Do background part 1s need to have educational needs and implications?

PART 1 INDIVIDUAL ASSESSORS - ETR QUESTIONS

- Is there a list of additional procedures for suspected disability categories?
 - Definitions as based on OAC Located in Universal Supports Materials ETR Part 1: Referral and Planning -Slide 12.
 - For SLD, please see ETR Part 3: Determining SLD Eligibility
 - [Universal Support Materials | Ohio Department of Education](#)

Required Components - Evaluation

For reevaluation of students who are in the category of SLD, it is not necessary to redo the intervention process. However, there should be documentation that current observations and assessments in the specific areas of weakness were completed. Updated classroom observations must be completed. 3301-51-06 (H)(4)and (5)

Specific Learning Disability (SLD):	OAC 3301-51-06(H)
Intellectual Disability (ID):	OAC 3301-51-01(B)(10)(d)(ii)
Multiple Disabilities (MD):	OAC 3301-51-06(I); and 3301-51-01(B)(10)(d)(vii)
Visual Impairments (VI):	OAC 3301-51-01(B)(10)(d)(xiii)
Hearing Impairments (HI):	OAC 3301-51-01(B)(10)(d)(vi)

PART 2 SUMMARY- ETR QUESTIONS

- If a student is getting an initial speech evaluation, is it safe to assume the documentation of interventions is required for the initial?

- Located in Universal Supports ETR Part 2: Summaries of Assessments and Determining Eligibility-Slide 11

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

Data from Interventions

- Must be noted for every Evaluation
- Any student being assessed for an initial should be receiving interventions

Additional interventions should be put into place and monitored. These new interventions need to be noted in the ETR

Should note what interventions are working and not working

Helps guide what Specially Designed Instruction or Accommodations to continue or discontinue

"No Additional interventions are needed at this time beyond the current IEP services since the student continues to make adequate progress in the curriculum given these interventions"

PART 2 SUMMARY - ETR QUESTIONS

- What goes into Child Find 7 (Summary of Educational Needs) and Child Find 8 (Summary of Implications for instruction)?
 - Located in Universal Supports ETR Part 2: Summaries of Assessments and Determining Eligibility- Slides 13 and 14
 - [Universal Support Materials | Ohio Department of Education](#)

Description of Educational Needs

DESCRIPTION OF EDUCATIONAL NEEDS:

- How the child qualifies for special education services and/or related services
- Ties directly to implications for instruction
- This description should:
 - Include relevant strengths and weaknesses from all Part 1s completed
 - Be clear and concise
 - Include current skills and functional levels
 - Explain difficulty in accessing or making progress in general education curriculum
 - Be in understandable language to all team members
 - Provide direction for access to the general education curriculum
 - Consider results of interventions

These are **suggested** educational needs.
Be careful not to predetermine services.

Implications for Instruction and Progress Monitoring

IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:

- Proposed supports and services
- Address educational and functional needs
- NOT a list of accommodations or modifications
- Suggestions for progress monitoring and data collection procedures



Consider using words like “may benefit”, “might”, and “might need” when suggesting Implications for Instruction



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.

Thank you !

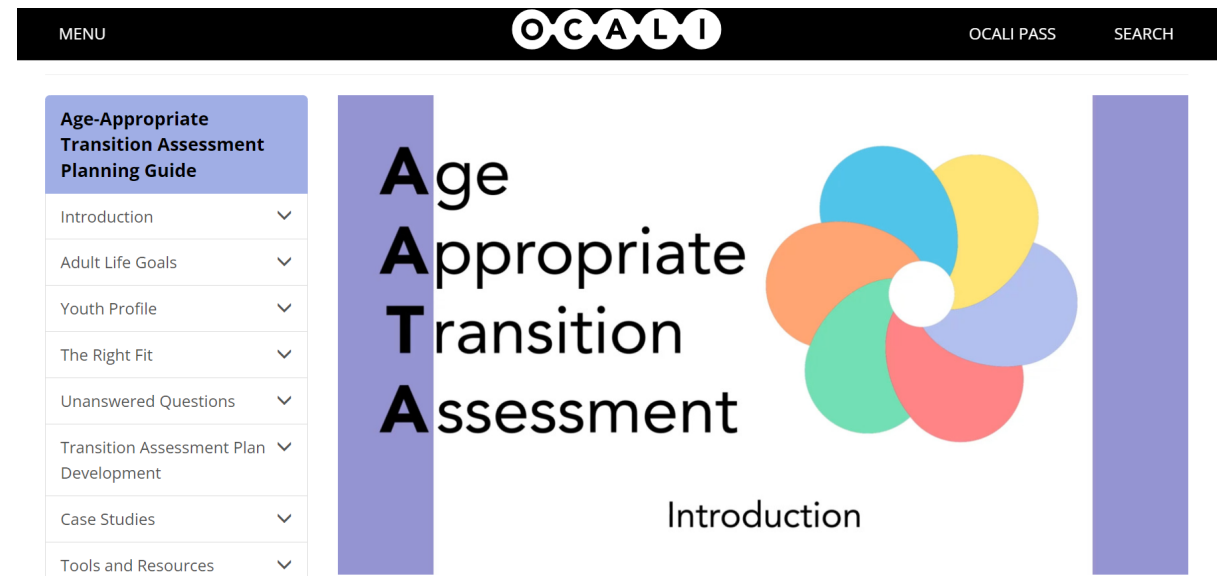


**Department of
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IEP TOPICS

TRANSITION – IEP QUESTIONS

- Is there a list of what OEC considers to be Formal Assessments for the AATA part of the Transition section?
- Is it acceptable to use observations as AATA?
- For optional reference, please consider viewing OCALI's AATA Planning Guide: [OCALI | Age-Appropriate Transition Assessment Planning Guide](#)



The screenshot displays the OCALI website interface. At the top, there is a navigation bar with 'MENU', the OCALI logo, 'OCALI PASS', and 'SEARCH'. Below the navigation bar, a sidebar menu is visible on the left, listing various sections: 'Age-Appropriate Transition Assessment Planning Guide', 'Introduction', 'Adult Life Goals', 'Youth Profile', 'The Right Fit', 'Unanswered Questions', 'Transition Assessment Plan Development', 'Case Studies', and 'Tools and Resources'. The main content area features a large graphic with the text 'Age Appropriate Transition Assessment' in a large, bold font, and 'Introduction' below it. To the right of the text is a colorful graphic consisting of five overlapping circles in blue, yellow, orange, green, and red, arranged in a circular pattern.

TRANSITION – IEP QUESTIONS

- Do the AATAs/PINS need to be included for independent living when there is no independent living needs OR would it be sufficient to indicate the student is not identified as a child with a disability that adversely affects their independent living skills?

- Located in IDEA Monitoring Record Review Guide DS-1 on pg. 10
[Record-Review-Guide-1.pdf.aspx](https://www.ohio.gov/Record-Review-Guide-1.pdf.aspx)
[\(ohio.gov\)](https://www.ohio.gov/)

Delivery of Service					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-1	SPP Indicator 13 300.320 (b) [Transition Services] 3301-51-07(H) (2) [Transition Services]	Does the transition plan in the current IEP meet all 8 required elements for IDEA? 1. There are appropriate measurable postsecondary goal(s). 2. The postsecondary goals are updated annually. 3. The postsecondary goals were based on age-appropriate transition assessment (AATA). 4. There are transition services that will reasonably enable the student to meet the postsecondary goal(s). 5. The transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s). 6. The annual goal(s) are related to the student's transition service needs. 7. There is evidence the student was invited to the IEP team meeting where transition services were discussed. 8. When appropriate, there is evidence that a representative of any participating agency was invited to the IEP Team Meeting.	YES	The transition plan in the IEP is compliant with all eight required federal elements outlined on the National Technical Assistance Center on Transition (NTACT) Indicator 13 Checklist.	• PR-07 IEP – Sections 4 and 5
			NO	The transition plan in the IEP is noncompliant with one or more of the 8 required federal elements outlined on the checklist.	
			NA	The child is not 14 or older within the current IEP year.	



TRANSITION – IEP QUESTIONS

Independent Living Postsecondary Goals

- Must be considered if AATA data, IEP profile or ETR support a need.
- May not be needed if the following two criteria are BOTH met:
 - ✓ Data-based documentation demonstrates no need;
AND
 - ✓ IEP team agrees there is no need.

- Is adding assessment data to Independent Living best practice or required for compliance?
- Located in Universal Supports
Secondary Transition: Part 2 - Slide 7
- [Universal Support Materials | Ohio Department of Education](#)

TRANSITION – IEP QUESTIONS

Delivery of Service					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-1	SPP Indicator 13 300.320 (b) [Transition Services] 3301-51-07(H) (2) [Transition Services]	Does the transition plan in the current IEP meet all 8 required elements for IDEA? 1. There are appropriate measurable postsecondary goal(s). 2. The postsecondary goals are updated annually. 3. The postsecondary goals were based on age-appropriate transition assessment (AATA). 4. There are transition services that will reasonably enable the student to meet the postsecondary goal(s). 5. The transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s). 6. The annual goal(s) are related to the student's transition service needs. 7. There is evidence the student was invited to the IEP team meeting where transition services were discussed. 8. When appropriate, there is evidence that a representative of any participating agency was invited to the IEP Team Meeting.	YES	The transition plan in the IEP is compliant with all eight required federal elements outlined on the National Technical Assistance Center on Transition (NTACT) Indicator 13 Checklist.	• PR-07 IEP – Sections 4 and 5
			NO	The transition plan in the IEP is noncompliant with one or more of the 8 required federal elements outlined on the checklist.	
			NA	The child is not 14 or older within the current IEP year.	

- When reviewing the IEP goals that are listed as related to the transition goal, should we make sure there is a relevant goal area related to the student's transition service?

- Located in IDEA Monitoring Record Review Guide DS-1 on pg. 10

[Record-Review-Guide-1.pdf.aspx](https://www.ohio.gov/Record-Review-Guide-1.pdf.aspx)
(ohio.gov)



TRANSITION – IEP QUESTIONS

- Is parental consent needed to complete AATA for IEP reviews if a new ETR was not completed in this cycle?
- Please refer to OSEP letter to Olex 2.29.19 :
[OSEP letter to Olex 2.29.19 \(PDF\) \(ed.gov\)](#)

PLOP - IEP QUESTIONS

- What is required vs. what is best practice when writing the components of a PLOP?
 - Located in Universal Supports IEP Part 1: Development of the IEP Slide 12 and 13
 - [Universal Support Materials | Ohio Department of Education](#)

Present Levels of Academic Achievement and Functional Performance (PLOP)

IEP Individualized Education Program CHILD'S NAME:

6 MEASURABLE ANNUAL GOALS

NUMBER: 1 AREA:

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

CUT & PASTE

Current

Annual Goal must relate to the Present Levels of Performance

Contain sufficient information to establish a baseline from which each annual goal is developed. It must indicate the child's current academic and functional levels compared to expected grade level standards in order to provide a frame of reference. OAC Rule 3301-51-07(H)(1)(b)

PLOP AND ANNUAL GOAL- IEP QUESTIONS

- What is the difference of a PLOP having a grade level standard vs. age-appropriate performance level?
- When writing a goal, do we need to have what grade level the student is at and / or the instructional level?
- Ohio Learning Standards: [Ohio's Learning Standards | Ohio Department of Education](#)
- Ohio Learning Standards – Extended: [Ohio's Learning Standards Extended | Ohio Department of Education](#)

SECTION 7 - IEP QUESTIONS FUNCTIONAL NEEDS

- Can you clarify the evidence you are looking for to ensure functional needs are reflected in the IEP?
- Located in IDEA Monitoring Record Review Guide DS-5 on pg. 13
[Record-Review-Guide-1.pdf.aspx \(ohio.gov\)](https://www.ohio.gov/Record-Review-Guide-1.pdf.aspx)

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-5	300.320(a)(2)(i) [Definition of individualized education program]	Do annual goals address the child's functional area(s) of need?	YES	There is alignment between the functional needs identified in the ETR and the annual goals; OR there is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize certain needs above others; OR there is a statement that the IEP team has determined there is no longer a need for a specific goal. Functional means nonacademic, as in "routine activities of everyday living."	• PR-07 IEP – Section 6
			NO	The annual goals fail to reasonably address functional area(s) of need identified in the ETR and/or IEP.	
			NA	Functional needs were not identified at this time.	

SECTION 7 - IEP QUESTIONS MINUTES

- How exactly do you want the number of minutes in section 7 for compliance?
- Located in IDEA Monitoring Record Review Guide DS-8 on pg. 14
[Record-Review-Guide-1.pdf.aspx \(ohio.gov\)](https://www.ohio.gov/Record-Review-Guide-1.pdf.aspx)

DS-8	300.320(a)(7) [Definition of individualized education program]	Does the statement of specially designed instruction, including related services, indicate the amount of time and frequency?	YES	The statement of specially designed instruction and/or related services specifically identifies the amount of time and frequency of services the child will receive AND it is clear and understandable to parents.	<ul style="list-style-type: none"> • PR-07 IEP – Section 7 Description(s) of Specially Designed Services (Amount of Time and Frequency)
			NO	The specially designed instruction statement does not specify the amount of time and frequency of services received; OR more than one goal or provider is specified in the amount of time; OR Amounts of time and frequency are not clear and understandable to parents regarding when services are being provided.	



SECTION 7 - IEP QUESTIONS ACCOMMODATIONS

- When writing accommodations in Section 7, are we required to include "who" will provide the accommodation?
- What is a clear “reduction of work” in accommodations?
- Located in IDEA Monitoring Record Review Guide DS-10 on pg. 16
[Record-Review-Guide-1.pdf.aspx \(ohio.gov\)](#)

Delivery of Service					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-10	300.320(a)(6)(i) [Definition of individualized education program]	Does the IEP identify accommodations provided to enable the child to be involved and make progress in the general education curriculum?	YES	The IEP describes accommodations provided to the child and explains the conditions for and the extent of each accommodation. Accommodations provide access to course content but do not alter the scope or complexity of the information taught to the child.	• PR-07 IEP – Section 7 Description(s) of Specially Designed Services – Accommodations
			NO	Accommodations are noted in the Profile or Present Levels of Performance or in the ETR only and not listed in Section 7, OR Accommodations were identified by the IEP team but not included on the IEP, OR Accommodations are listed as needed, at the discretion of the teacher, as requested; OR The conditions and/or extent of each accommodation were not explained.	
			NA	Based on the needs of the child, accommodations were not identified at this time.	



SECTION 10 – IEP QUESTIONS THIRD GRADE READING GUARANTEE

- The question wording asks if the student is on track or not, but we have been told that is not what we are answering. Instead, we are only suppose to answer yes/no if we have considered their on track or off track status. Which is correct?
- [Third Grade Reading Guarantee | Ohio Department of Education](#)

SECTION 11 LRE JUSTIFICATION- IEP QUESTIONS

- Does the wording "the team gave adequate consideration to meet the student's needs in the gen ed classroom with supplemental aids and services" need to be in there to be compliant?

- Located in IDEA Monitoring Record Review Guide LRE-1 on pg. 20

[Record-Review-Guide-1.pdf.aspx](https://www.ohio.gov/Record-Review-Guide-1.pdf.aspx)

[\(ohio.gov\)](https://www.ohio.gov/)

Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
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 justification for why the child was removed from the general education classroom, AND</p> <ul style="list-style-type: none"> It is based on the individual needs of the child, not the child's disability, and aligns with SDI or related services location; It reflects that the team has given adequate consideration to meeting the student's needs in the general classroom with supplementary aids and services; There is documentation 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; It describes potential harmful effects to the child or others, if applicable. 	<ul style="list-style-type: none"> PR-07 IEP - Section 11 (LRE) PR-07 - Section 3 (Profile) PR-07 - Section 6 Present levels of academic achievement and functional performance
			NO	<p>A rationale is not given; OR the rationale given:</p> <ul style="list-style-type: none"> Is NOT based on the student's individual needs or does not align with SDI or related service location; Does NOT reflect consideration for provision of supplementary aids and services in the general education classroom; Does NOT describe potential harmful effects to the child or others, if applicable. 	
			NA	The student receives all special education services with nondisabled peers.	



PROGRESS MONITORING

- Could you clarify if you are looking for compliance in monitoring progress on goals only or goals AND objectives?
- Located in IDEA Monitoring Record Review Guide DS-14 on pg. 18
[Record-Review-Guide-1.pdf.aspx \(ohio.gov\)](https://www.ohio.gov/Record-Review-Guide-1.pdf.aspx)

Delivery of Service					
Record Review Item	Regulation 34 CFR 300 or OAC 3301-51	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-14	300.320(a)(3) [Description of individualized education program]	Was progress reporting data collected and analyzed to monitor performance on each goal? This refers to progress reporting data used to inform instruction.	YES	There are instructional data collected for each measurable annual goal AND there is evidence that the progress data reported align to measurement(s) used in the annual goal statement.	<ul style="list-style-type: none"> • Progress Reports • Progress toward last year's goals • Concerns of parents • Input from related service providers • Use of objective/measurable terms in present levels of performance and goals/objectives
			NO	There is no evidence of data collection on each annual goal, progress reports/analysis; OR there is no evidence that the progress data for each annual goal were reported; OR Progress reported does not align to measurement(s) used in the annual goal statement.	

PR-01 PRIOR WRITTEN NOTICE QUESTION

- PR-01 wording is very confusing for some of the questions and seem repetitive. What is being looked for or checked specifically for compliance?

IEP QUESTIONS

- Is there an update on parents' rights guide?
- Contacting IEP software vendors about modification of forms concerns?
- In School Suspension vs Out of School Suspension?

IEP QUESTIONS

- Private school processes?

[Private Schools | Ohio Department of Education](#)

- Who to contact with AU Scholarship questions?

[Scholarships | Ohio Department of Education](#)

- Is there more info on the Autism Education Plan from HB 33?

[Scholarships | Ohio Department of Education](#)

GRADUATION IEP QUESTIONS

- We have students/families who take advantage of remaining in school up to the age of 22. Is there any way for a district to not get dinged on the graduation rate for helping student's when remaining in school is the best option?
- Steps to correctly document in the IEP an exemption from graduation requirements for student with more significant cognitive disability when the requirements have been attempted and are unable to be fulfilled.

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](#)

PROCESS QUESTIONS

- How does this work connect to Ed Steps?
- Please refer to our Tier 2 monitoring guide located here beginning on pg 16:

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

OEC 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 \(ohio.gov\)](#)

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

Special Education: Beyond Essentials

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



COMING SOON:

General Education Teacher Role in Special Education Process



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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.

Thank you for attending!



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JOIN US IN FEBRUARY!

Supports and Monitoring Office Hours

February 7th 2024

10:00 AM



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THANK YOU

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