



**Department of
Education &
Workforce**

IDEA Monitoring Office Hours

Supports and Monitoring Team

February 7, 2024



EARLY LEARNING OFFICE HOURS

Please join the Department of Children and Youth office hours for preschool age questions and concerns.

[Join Us for ELSR Open Office Hours | Ohio Department of Education and Workforce](#)

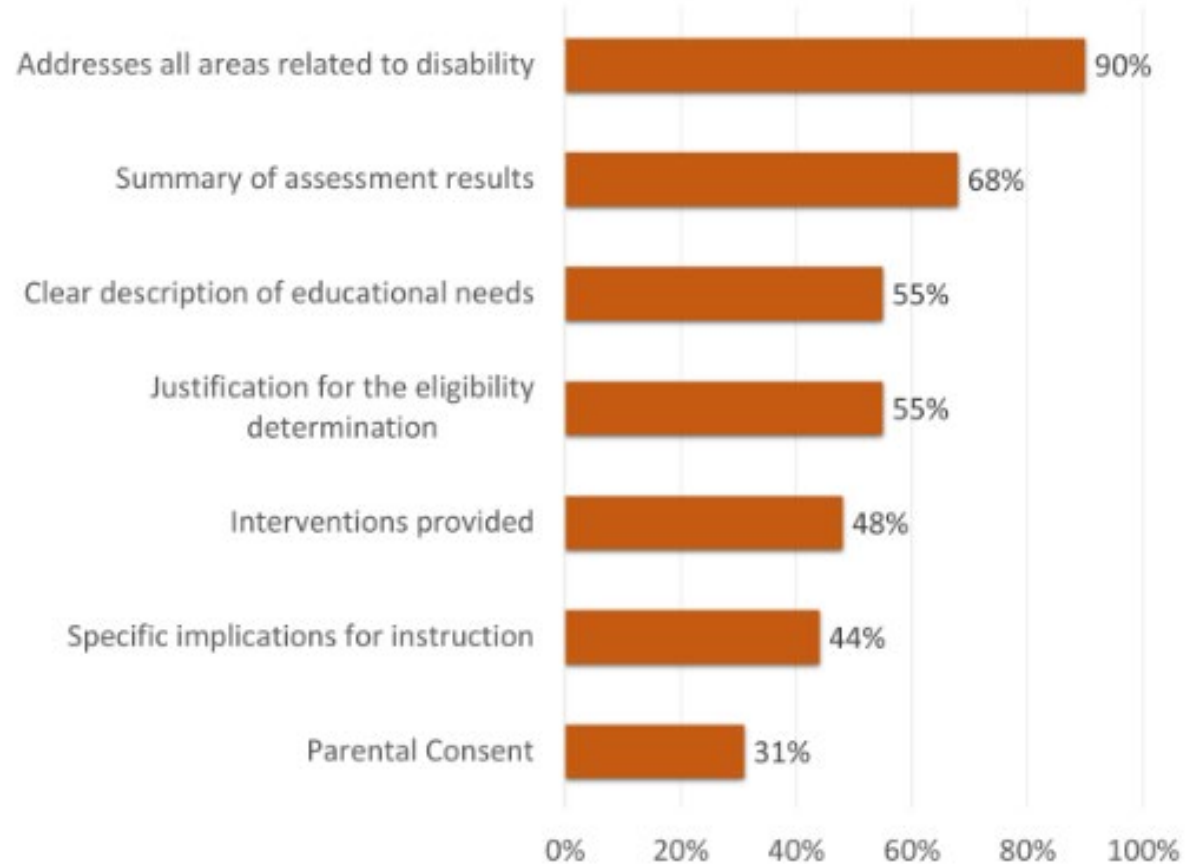


SCHOOL AGE ETR TOPICS



WHAT ARE THE TRENDING ETR COMPLIANCE ISSUES?

Evaluation Team Report Findings



PLANNING FORM – ETR QUESTIONS

How do you document on the Evaluation Planning Form for an assessment that measures multiple skills?

1 Lists the assessment areas related to the suspected disabilities.

2 Indicates all of the data, not just tests, but all data and documentation that the team currently has or needs to have that addresses the first column.

3 Documents the title of the person responsible for gathering the data and documentation.

Signatures and Dates

| Child Find | | | | | |
|--------------------|---|---|-----------|--|--|
| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
| CF-5 | 300.304(c)(4) [Other evaluation procedures]; 300.305 [Additional requirements for evaluations and reevaluations]; 300.307-311 [Additional Procedures for Identifying Children with Specific Learning Disabilities] | Is there evidence that the evaluation addresses all areas related to the suspected disability including: <ul style="list-style-type: none"> • Health • Vision and hearing • Social and emotional status • General intelligence • Academic performance • Communicative status • Motor abilities <p>Note: Anything listed on the planning form for inclusion in the evaluation must be reported in Part 1 (Individual Evaluator's Assessment).</p> | YES | <p>There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form, including, if appropriate:</p> <ul style="list-style-type: none"> • Health • Vision and hearing • Social and emotional status • General intelligence • Academic performance • Communicative status • Motor abilities <p>There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Deafness or Hearing Impairment and preschool-age children.</p> <p>Multiple sources of information are required to determine eligibility.</p> <p>For preschool, these sources include, but are not limited to, information from Part C when children transition from early intervention, structured observations in more than one setting and in multiple activities, information provided by the parent or caregiver <u>and</u> criteria and norm-referenced evaluations. All developmental areas, not just those related to the disability, must be assessed with at least one source of information.</p> | <ul style="list-style-type: none"> • Evaluation Planning Form • PR-04 Referral Form • PR-01 Prior Written Notice • Preschool evaluation form • OP-4 Agreement to Waive Reevaluation |
| | | | NO | The evaluation report did not address all areas related to the suspected disability; OR the evaluation report did not address all areas noted on the planning form in a Part 1; OR there is no Planning Form (unless tested for everything); OR not all required components of a Part 1 were completed. | |
| | | | NA | The parent and the educational agency agreed that a reevaluation is not necessary. | |

- Located in Universal Supports ETR Part 1: Referral and Planning Slide 6

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

Located in IDEA Monitoring Record Review Guide CF-5 on pg. 4

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



PLANNING FORM CONTINUED – ETR QUESTIONS

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: _____

Located in Evaluation Team Report (ETR) PR-06 Form (revised 2018) on pg. 4

[Ohio Required and Optional Forms | Ohio Department of Education](#)

OP-05 PARENT CONSENT FOR EVALUATION FORM - ETR QUESTIONS

- Can teachers sign the bottom of "Parent Consent for Evaluation" forms?
- Please defer to the policies and practices in your district on who is the “school district representative”.

INTERVENTIONS - ETR QUESTIONS

- How do we document data from interventions in an Initial ETR vs a Reevaluation ETR?

- Located in IDEA Monitoring Record Review Guide CF-2 on pg. 2

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

| Child Find | | | | | |
|--------------------|---|---|-----------|---|--|
| Record Review Item | Regulation 34 CFR 300 or OAC 3301-51 | Record Review Question | Compliant | Evidence | Potential Source(s) of Documentation |
| CF-2 | 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? Preschool Note: The summary of interventions provided is required for preschool children only if the preschool child previously received services under Part C and/or Part B of IDEA or is being evaluated under the suspected disability category of specific learning disability. | YES | 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. For initial evaluations , the summary of interventions provided must include: 1. A description of the research-based intervention(s) used; 2. How long the intervention was provided (how many weeks); 3. The intensity of the intervention – how often, and for how many minutes; 4. A description of the results compared to the baseline data; 5. The decision as a result of the intervention(s). For reevaluations , the summary of interventions provided would include: 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; 2. If no additional 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 required in the IEP.; 3. This area cannot be left blank and must refer to actual interventions, if provided, and not simply accommodations or modifications. | <ul style="list-style-type: none"> • Data from interventions • PR-06 ETR – Part 2 • PR-04 Referral Form • PR-01 Prior Written Notice |
| | | | NO | The student record contains no evidence that interventions were provided to the child; OR For a reevaluation, there is no statement that the student was making adequate progress with current special education supports and services. | |
| | | | NA | Transfer ETR from previous educational agency; OR The preschool child did not previously receive services under Part C and/or Part B of IDEA. | |

INTERVENTIONS –ETR QUESTIONS

- If you identify a child eligible under SLD- reading fluency, reading comprehension. Two years later, the IEP team feels they struggle in math calculation also. How do we document and address this in the ETR/IEP?
- ODE-OEC memo #2015-1 [*Adding and Removing a Related Service to an IEP*](#)

EDUCATIONAL NEEDS - ETR QUESTIONS

- How specific does the description for Education Needs need to be?

- Located in IDEA Monitoring Record Review Guide CF-6 on pg. 5

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

| | | | | | |
|------|---|---|-----|--|-----------------------------|
| CF-7 | 300.306 (c) [Procedures for determining eligibility and educational need] | Does the ETR contain a clear and succinct description of educational needs? | YES | The description of educational needs contains specific and adequate information about the child that will allow the IEP team to develop an effective and actionable IEP based on educational needs synthesized from all Part 1s of the ETR. This includes the need for special education, related services and other supports. | • PR-06 ETR – Parts 1 and 2 |
| | | | NO | The ETR does not contain a description of educational needs for the child or contains generic information that is not individualized to the child's needs; OR The ETR does not address educational needs described in Part 1s, or educational needs described in Part 1 were omitted in Part 2 without explanation. | |
| | | | NA | The parent and the educational agency agreed that a reevaluation is not necessary; OR This ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA. | |

SIGNATURES – ETR QUESTIONS

- When collecting signatures, can a team member participate and sign virtually while the parent/other staff may be meeting in person?

- Located in IDEA Monitoring Record Review Guide CF-9 on pg. 7 and 8. [Record-Review-Guide-1.pdf.aspx](https://www.ohio.gov/Record-Review-Guide-1.pdf.aspx) (ohio.gov)

| | | | |
|---------------|--|---|--|
| CF-9 | 300.306(a)(1) [Determination of eligibility] 300.303(a) [Reevaluations] | Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability? Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team. | Initial Evaluations A group of qualified professionals determines eligibility: 1. Parent 2. A group of qualified professionals that includes: <ul style="list-style-type: none"> The child's general education teacher; Person qualified to conduct individual assessments and interpret the results of those assessments such as a School Psychologist; and Educational agency representative. 3. Additional group members for determining a specific learning disability (SLD) would include: <ul style="list-style-type: none"> The child's general education teacher; or If the child does not have a general education teacher, a general education classroom teacher qualified to teach a child of his or her age; or For a child of less than school age, an individual qualified by the State Educational Agency (SEA) to teach a child of his or her age; and At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher. 4. When appropriate, the child. |
| CF-9 (Con't.) | 300.306(a)(1) [Determination of eligibility] 300.303(a) [Reevaluations] | Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability? Note: The OP-5 Parent/Guardian Excusal form is not applicable for the evaluation team. | Reevaluations A group of qualified professionals determines eligibility. IEP Team Members: <ol style="list-style-type: none"> Parent General education teacher Special education provider Educational agency representative An individual who can interpret the instructional implications of evaluation results At the discretion of the parent or the school educational agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate Whenever appropriate, the child with a disability |

TRANSFER ETRS FROM OTHER EDUCATIONAL ENTITIES

- When transferring in an ETR, what exactly are you looking for in order for it to be considered compliant?
- IDEA Monitoring Record Review Guide:
[Record-Review-Guide-1.pdf.aspx \(ohio.gov\)](https://www.ohio.gov/record-review-guide-1.pdf.aspx)



SURVEY REMINDER

Questions will be collected through the survey link that is available to you after this session.

Please utilize the survey to record your questions, so that the Supports and Monitoring Team can provide you with the most up to date information.

A PDF of the slides will be provided to you.

Thank you !

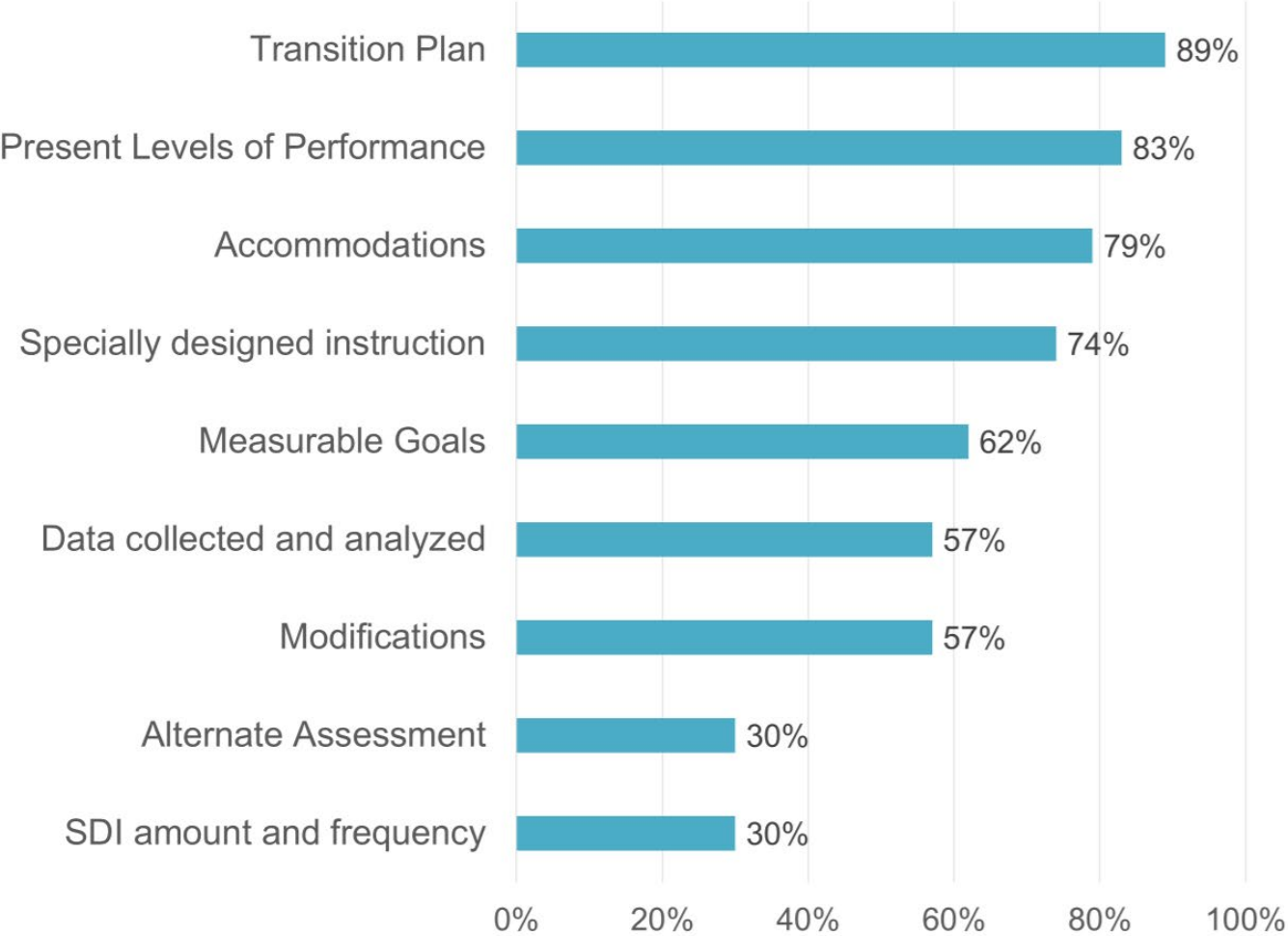


**Department of
Education &
Workforce**

SCHOOL AGE IEP TOPICS

WHAT ARE THE TRENDING IEP COMPLIANCE ISSUES?

IEP Findings



PROFILE – IEP QUESTIONS

- Where does a team document the prioritized the identified needs of the student?

| | | | | | |
|------|---|---|-----|--|-------------------------|
| DS-4 | 300.320 (a)(2)(i) [Definition of individualized education program] | Do annual goals address the child's academic area(s) of need? | YES | There is alignment between the academic 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. | • PR-07 IEP – Section 6 |
| | | | NO | Annual goals fail to address the child's academic needs identified in the ETR and/or IEP. | |
| | | | NA | Academic needs were not identified at this time. | |

- Located in IDEA Monitoring Record Review Guide DS-4 on pg. 12 and DS-5 on pg. 13.

Record-Review-Guide-1.pdf.aspx
(ohio.gov)

| | | | | | |
|------|--|---|-----|---|-------------------------|
| 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. | |

PROFILE – IEP QUESTIONS

- Do medications need to be specifically named in the Medical Info on the profile page or will a statement that the child takes medication suffice?
- There is no requirement for medication to be specifically named or stated in the profile.



FOSTER PARENT/GROUP HOME CONTACT INFO

- Should Foster parents/group homes be listed anywhere in the IEP?
- Located in Individualized Education Program (IEP) PR-07 Form (revised 2018) on pg. 1.
- PR-07-IEP-Form-1.pdf.aspx (ohio.gov)

IEP Individualized Education Program

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN SECTION 4 EXTENDED SCHOOL YEAR SERVICES

DISTRICT: _____

CHILD'S INFORMATION

NAME: _____ ID NUMBER: _____

STREET: _____ GENDER: _____ GRADE: _____

CITY: _____ STATE: OH ZIP: _____

DATE OF BIRTH: _____

DISTRICT OF RESIDENCE: _____ COUNTY OF RESIDENCE: _____ DISTRICT OF SERVICE: _____

Is the child in preschool? YES NO

Will the child be 14 years old before the end of this IEP? YES NO

Is the child younger than 14 years of age but has transition and postsecondary goal information? YES NO

Is the child a ward of the state? YES NO

If yes, provide the name of the surrogate parent: _____

IEP by third birthday? (If transitioning from Part C services) YES NO

PARENT/GUARDIAN INFORMATION

NAME: _____

STREET: _____

CITY: _____ STATE: OH ZIP: _____

HOME PHONE: _____ WORK PHONE: _____

CELL PHONE: _____ EMAIL: _____

NAME: _____

STREET: _____

CITY: _____ STATE: OH ZIP: _____

HOME PHONE: _____ WORK PHONE: _____

CELL PHONE: _____ EMAIL: _____

OTHER INFORMATION

MEETING INFORMATION

MEETING DATE: _____

MEETING TYPE:

- INITIAL IEP
- ANNUAL REVIEW
- REVIEW OTHER THAN ANNUAL REVIEW

AMENDMENT

OTHER: _____

IEP TIMELINES

ETR COMPLETION DATE: _____

NEXT ETR DUE DATE: _____

IEP EFFECTIVE DATES:

START: _____

END: _____

NEXT IEP REVIEW: _____

IEP FORM STATUS

(Check when complete)

- 1. FUTURE PLANNING
- 2. SPECIAL INSTRUCTIONAL FACTORS
- 3. PROFILE
- 4. EXTENDED SCHOOL YEAR SERVICES
- 5. POSTSECONDARY TRANSITION SERVICES
- 6. MEASURABLE ANNUAL GOALS
- 7. SPECIALLY DESIGNED SERVICES
- 8. TRANSPORTATION AS A RELATED SERVICE
- 9. NONACADEMIC AND EXTRA CURRICULAR
- 10. GENERAL FACTORS
- 11. LEAST RESTRICTIVE ENVIRONMENT
- 12. STATEWIDE AND DISTRICT TESTING
- 13. EXEMPTIONS
- 14. MEETING PARTICIPANTS
- 15. SIGNATURES

AMENDMENTS: (Complete only if amending the IEP)

| IEP SECTION AMENDED | THE SCHOOL DISTRICT AND PARENTS HAVE AGREED TO MAKE THE FOLLOWING CHANGES TO THE IEP | DATE OF AMENDMENT | PARTICIPANT & ROLE | INITIALS |
|---------------------|--|-------------------|--------------------|----------|
| | | | | |



PLOP - IEP QUESTIONS

- What is acceptable as baseline data for the present levels of performance in section 6 of the IEP? Does it need to match the number of trials in the goal?
 - 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

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)



SECTION 7 RELATED SERVICE – IEP QUESTIONS

- More information on Related services within section seven was requested.
- Please see our newly published LMS module on related service to learn more.



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

SECTION 7 MODIFICATIONS – IEP QUESTIONS

Reference materials

- **Assessment – Ohio DEW**
 - [Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities \(AASCD\) Webpage](#)
 - [Accessibility for Ohio's State Tests Webpage](#)
- **Instruction - OCALI**
 - [Access to the General Education Curriculum for ALL Learners](#)
 - [Ohio's Learning Standards – Extended with Learning Progressions](#)
- **More Information – TIES Center**
 - [Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities \(TIES Brief #4\) \(tiescenter.org\)](#)
 - [The General Education Curriculum—Not an Alternate Curriculum! \(TIES Brief #5\) \(tiescenter.org\)](#)
 - [Taking the Alternate Assessment Does NOT Mean Education in a Separate Setting! \(TIES Brief #2\) \(tiescenter.org\)](#)
 - [TIES Center YouTube Channel: Video Examples](#)

- Can we review the use of extended standards and modified curriculum in the different LREs?

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



SECTION 11 – LRE – IEP QUESTIONS

- How do we document the LRE for students who are placed in alternative locations?
- 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/))

| | | | | | |
|-------|---|---|-----|--|---|
| 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? | | <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 |
| | | | YES | | |
| | | | 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 | <p>The student receives all special education services with nondisabled peers.</p> | |

PROGRESS NOTES – IEP QUESTIONS

- What are the definitions of On-track and Not on Track?
- Please defer to the policies and practices in your district.

HOMESCHOOLING AND SPECIAL EDUCATION – IEP QUESTIONS

Are we required to write IEPs for students who are homeschooling and not utilizing a scholarship option?

In accordance with Ohio Operating Standards:

[Rule 3301-51-03 - Ohio Administrative Code | Ohio Laws](#)

Please contact the scholarship office
peterston.scholarship@education.ohio.gov
614-728-3480 or 877-644-6338



HAVE AUTISM EDUCATION PLAN QUESTIONS?

Please contact the Office of Nonpublic Educational
Options

autismscholarship@education.ohio.gov

614-728-3480 or 877-644-6338



HAVE ED STEPS QUESTIONS?

Please contact

EDSTEPS@education.ohio.gov

The logo for EDSTEPS features a blue graphic of three ascending steps on the left, followed by the text "EDSTEPS" in a bold, black, sans-serif font. A thin blue horizontal line is positioned below the text.

EDSTEPS

END OF COURSE EXAMS AND GRADUATION

Do we need to exempt students from EOC exams?

- [Section 3313.618 - Ohio Revised Code | Ohio Laws](#)
- [Demonstrating Competency | Ohio Department of Education and Workforce](#)
- [Ohio Revised Code 3313.61](#)
- [Students with IEPs and Graduation | Ohio Department of Education and Workforce.](#)

END OF COURSE EXAMS AND GRADUATION

GRADUATION OFFICE HOURS

- Graduation Open Office Hours will be held biweekly on **Fridays from 9:30-10:30am starting on September 1st.**

[Graduation Requirements Open Office Hours](#)

GRADUATION GENERAL CONTACT

gradrequirements@education.ohio.gov

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](#)

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
- Internal Monitoring Process
- General Educator's Role in Special Education

Special Education: Beyond Essentials

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



**Department of
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Workforce**

SURVEY QR CODE

Please utilize the survey to record your questions, so that the Supports and Monitoring Team can provide you with the most up to date information.

Thank you for attending!

<https://forms.office.com/g/XXeEADRQCW>



**Department of
Education &
Workforce**

JOIN US IN MAY!

Supports and Monitoring Office Hours

May 1, 2024 at 1:00 PM



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THANK YOU

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