SPECIAL EDUCATION

Office for Exceptional Children

Jo Hannah Ward, Administrator

Ohio Department of Education & Workforce

DIRECTOR DACKIN

- Stephen Dackin was officially sworn in as Director of the Ohio Department of Education and Workforce on December 6.

OHIO DEPARTMENT OF EDUCATION AND WORKFORCE

- Director [Stephen D. Dackin](#)
- Department will have 2 Deputy Directors
    - Primary and Secondary Education (K-12)-Vacant
    - Workforce Readiness - Jeremy Varner
- DEW responsibilities include setting minimum operating standards for schools; developing academic standards and model curricula; administering state assessments; publishing the state report cards; administering state scholarship programs; overseeing community schools; enforcing special education laws; and distributing state funding to districts and schools.

STATE BOARD OF EDUCATION OF OHIO

- Superintendent Paul Craft

- The work of the State Board will focus on establishing the requirements and qualifications for educator licensure and monitoring professional conduct. The State Board also oversees teacher and school counselor evaluations, the Ohio Teacher of the Year recognition and the Educator Standards Board.

- Visit the new State Board of Education's website at www.SBOE.Ohio.gov.

GOVERNOR'S VISION FOR HEALTHY, SUPPORTED FAMILIES

In October 2022 Governor DeWine announced Ohio's Bold Beginning Plan to ensure we had Healthy, Supported Families. The new agency (DCY) supports this focus on Ohio's families, serving children and youth through the mission and priorities outlined by the Governor.

"Our goal for each Ohioan is for them to be to live up to their full potential and for each one to have the opportunity to live up to their version of the American dream."

- Governor Mike DeWine

DCY'S PROGRAM AND SUPPORTING AREAS

Maternal & Infant Wellness

The Maternal & Infant Wellness programs focus on eliminating health disparities, improving birth outcomes, and improving the health status of women, infants, and children in Ohio to ensure moms and babies celebrate the child's first birthday.

Early Childhood Development

These programs aim to provide technical assistance, education and referrals for families and youth with evaluations regarding special needs and disabilities.

Early Care & Education

Early Care and Education initiatives work to connect educators, families, and youth to education services and supports.

Family Support & Stabilization

Family Support & Stabilization focuses on enhancing the resources and supports available to parents and families.

These programs provide foster, kinship, and adoption caregivers with support via resources for their individualized needs.
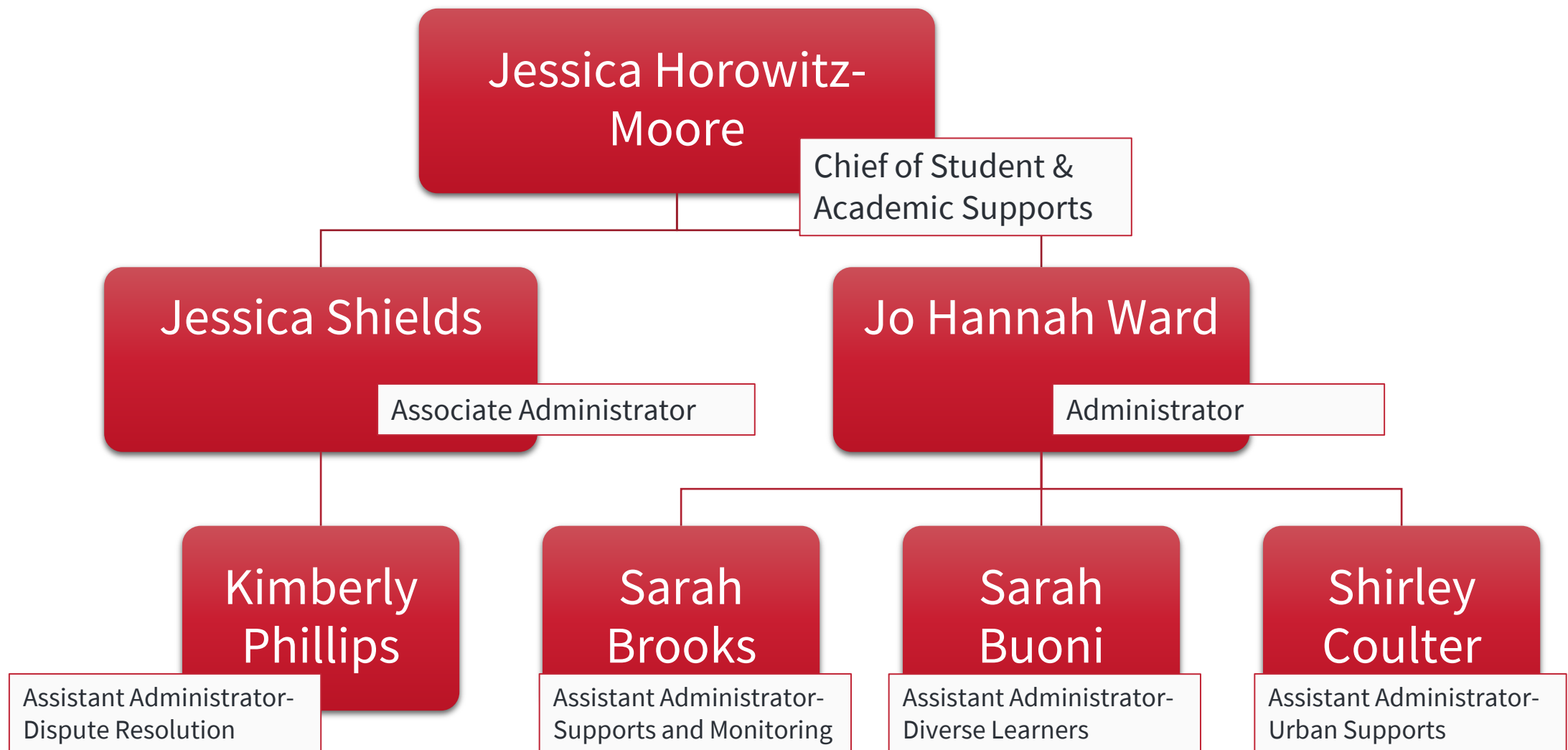
Young Adult Supports

Young Adult Supports were designed for teens and young adults who either are in foster care or have aged out of the foster care system and are in need of support.

Supporting Areas Include: Fiscal, Communications, Legal, Legislative and External Affairs, Human Resources, Information Technology, Regulatory Compliance, and Data & Monitoring

OFFICE FOR EXCEPTIONAL CHILDREN LEADERSHIP

Jessica Horowitz-Moore
Chief of Student & Academic Supports

Jessica Shields
Associate Administrator

Jo Hannah Ward
Administrator

Kimberly Phillips
Assistant Administrator-Dispute Resolution

Sarah Brooks
Assistant Administrator-Supports and Monitoring

Sarah Buoni
Assistant Administrator-Diverse Learners

Shirley Coulter
Assistant Administrator-Urban Supports

OEC SECTIONS

| Dispute Resolution | Diverse Learner | Urban Support | Supports and Monitoring |

CONNECTIONS

Office for Exceptional Children

IDEA DATA
Lindsay Popa
Assistant Administrator

Office of Academic Success

Office of Accountability

GIFTED/Twice Exceptional
Maria Lohr
Assistant Administrator

Office of Fiscal Services

IDEA RESOURCE MANAGEMENT
Sarah James
Assistant Administrator

OHIO PRIORITIES

Literacy

Accelerating Learning

Workforce Readiness
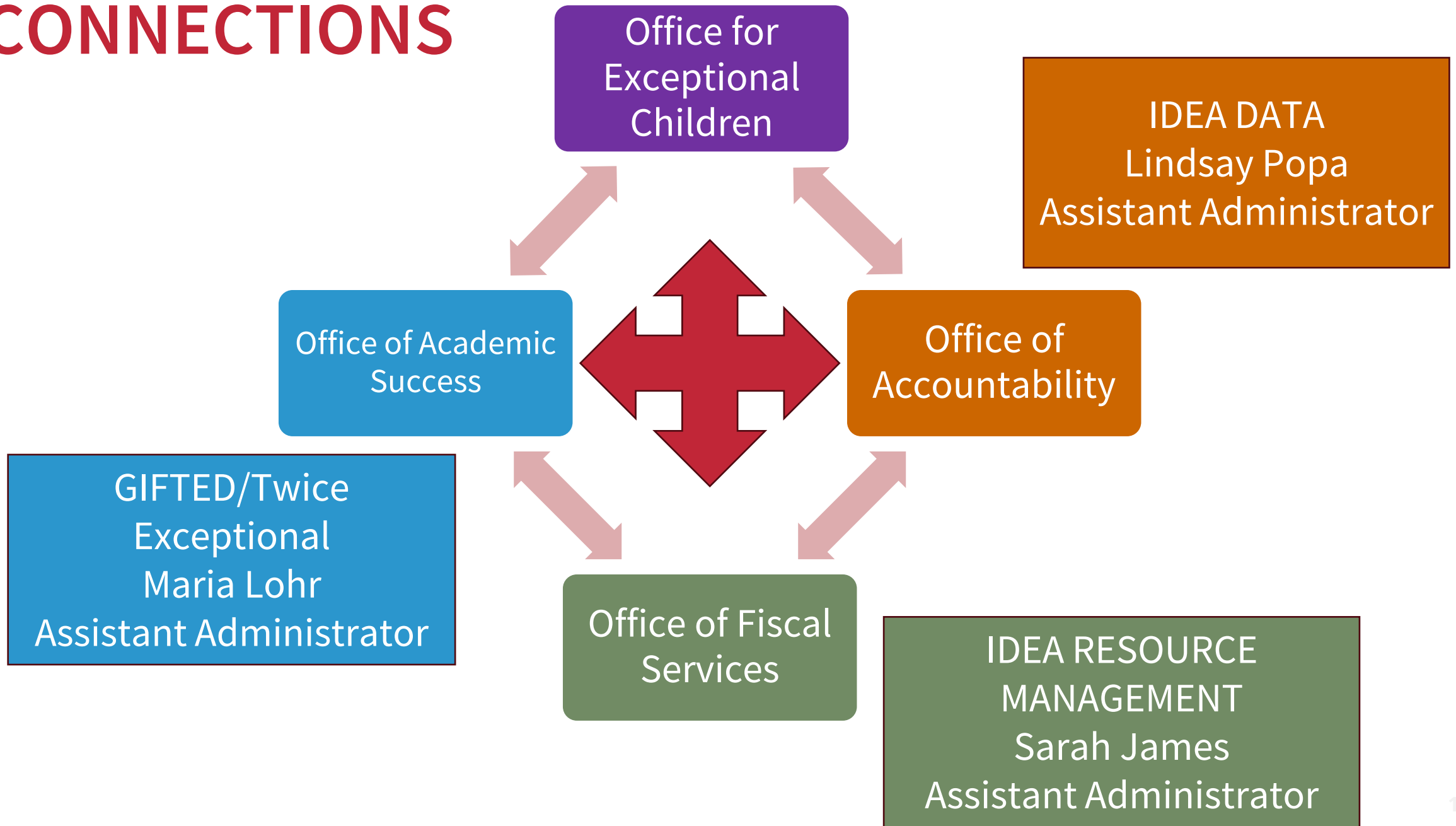
Student Wellness
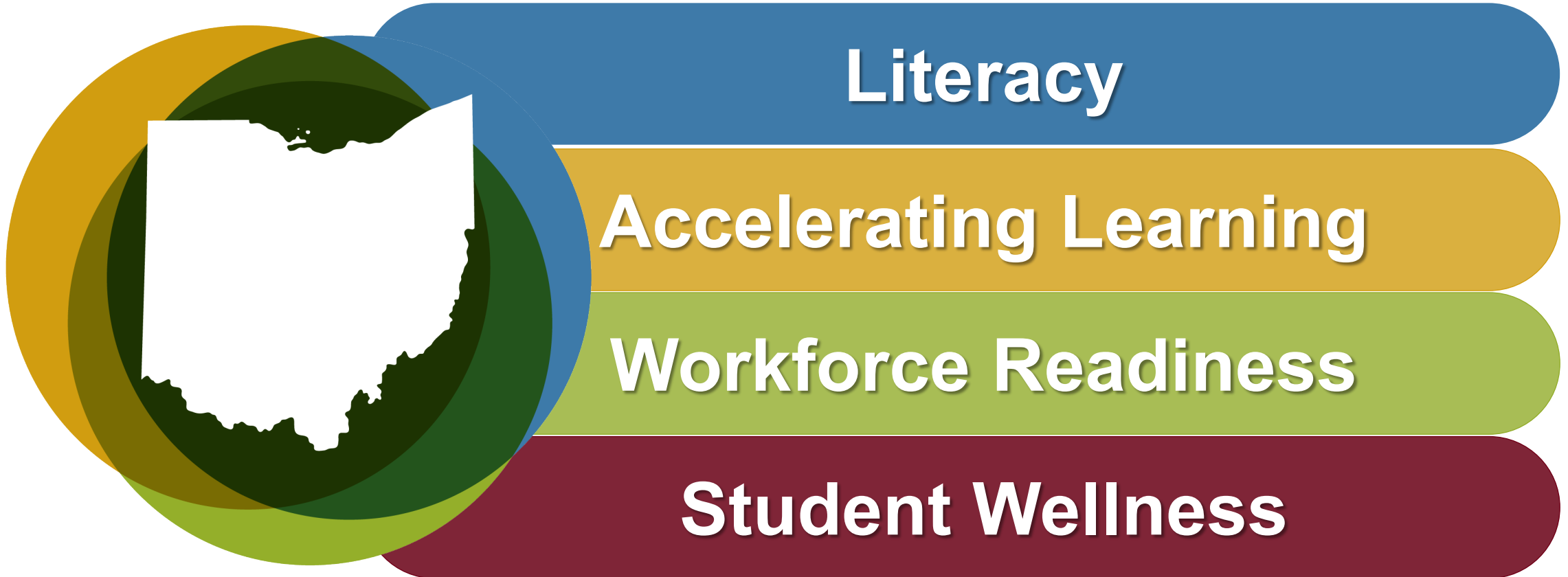
UPDATE

Operating Standards for children with disabilities

Model Policy and Procedures

Parents Notice Document

OHIO'S STUDENT ENROLLMENT

Ohio's Student Enrollment
2022-2023
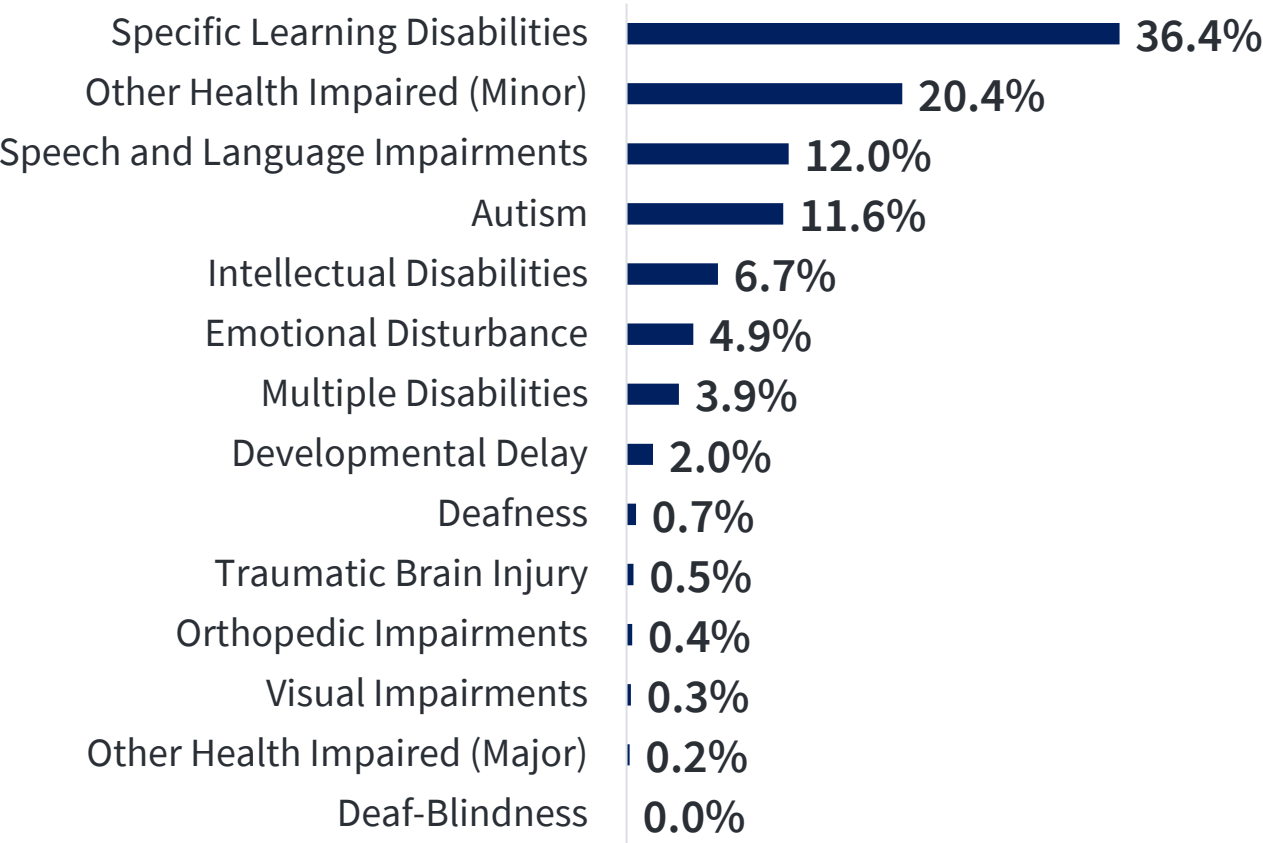
Students with Disabilities
264,398
16%

Students without Disabilities
1,347,543
84%
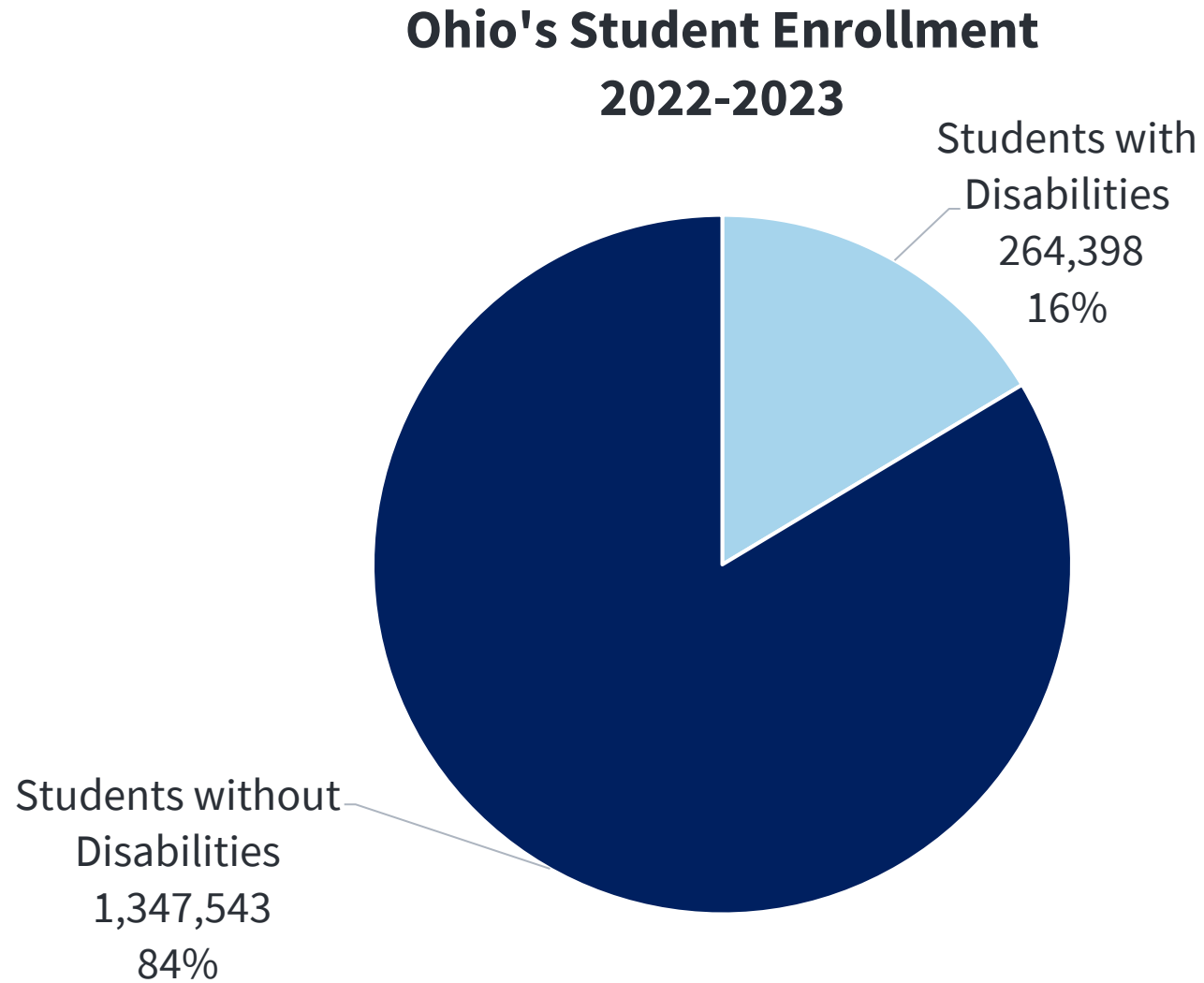
TOTAL NUMBER OF STUDENTS WITH IEPS

OHIO'S STUDENTS WITH DISABILITIES

Ohio's Student Enrollment by Disability Category
2022-2023

Category	Percentage
Specific Learning Disabilities	36.4%
Other Health Impaired (Minor)	20.4%
Speech and Language Impairments	12.0%
Autism	11.6%
Intellectual Disabilities	6.7%
Emotional Disturbance	4.9%
Multiple Disabilities	3.9%
Developmental Delay	2.0%
Deafness	0.7%
Traumatic Brain Injury	0.5%
Orthopedic Impairments	0.4%
Visual Impairments	0.3%
Other Health Impaired (Major)	0.2%
Deaf-Blindness	0.0%

HOW DO THE PROFILE AND RATING DIFFER?

Special Education Profile

Winter '24 – '25

Special Education Profile
Sent in Winter
Displays longitudinal data in graphical format
Includes results and compliance indicators
Notifies districts of any required actions for the year
Compliance rates below 100% have required actions

Special Education Rating

Fall '25

Special Education Rating
Sent the following Fall
Based on data from the previous school year
Includes results and compliance indicators, as well as audit findings
Indicators with lower scores have already been/are being addressed
Credit given for substantial compliance (at or above 95%)

Ohio

Ohio's 2024 State Determination

- Each state receives an annual determination from the Office of Special Education Programs (OSEP) based on the Annual Performance Report (APR) states annually submit in February

- Rates the implementation of the Individuals with Disabilities Education Act (IDEA)

- Includes both procedural compliance and student results data

- One of 7 states and territories in Needs Assistance

Needs Assistance

U.S. Department of Education, Office of Special Education Programs (2024, June 21). *2024 Determination Letters on State Implementation of IDEA.* https://sites.ed.gov/idea/idea-files/2024-determination-letters-on-state-implementation-of-idea/

Ohio's Overall Score

Percentage (%)	Determination
75.00%	Needs Assistance

Overall Scoring	Total Points Available	Points Earned	Score (%)
Results	20	11	55%
Compliance	20	19	95%

SUPPORTS AND MONITORING DATA AND UPDATES

SUPPORTS AND MONITORING- UPDATES

Goal: To improve outcomes for students with disabilities

Assist in leveraging areas of strength

Connect this work to existing structures or create new structures where needed

Tiers of Monitoring

1 — Required Actions for Special Education Profiles → All districts are annually monitored through the Special Education Profile.

2 — IDEA Desk Review → The Supports and Monitoring Team is currently creating an IDEA Desk Review to start in the 2025-2026 school year.

3 — IDEA Onsite Monitoring Review → Districts with a special education rating of **Need Intervention** or **Needs Substantial Intervention** will be selected for an IDEA Onsite Monitoring Review

DISTRICT LIST FOR 24-25 SCHOOL YEAR

IDEA Onsite Monitoring Reviews

Lordstown Local – SST 5, Dec. 9, 2024

Maysville Local – SST 12, Jan. 13, 2025

Summit Academy Secondary School – Middleton – SST 13, Jan. 27, 2025

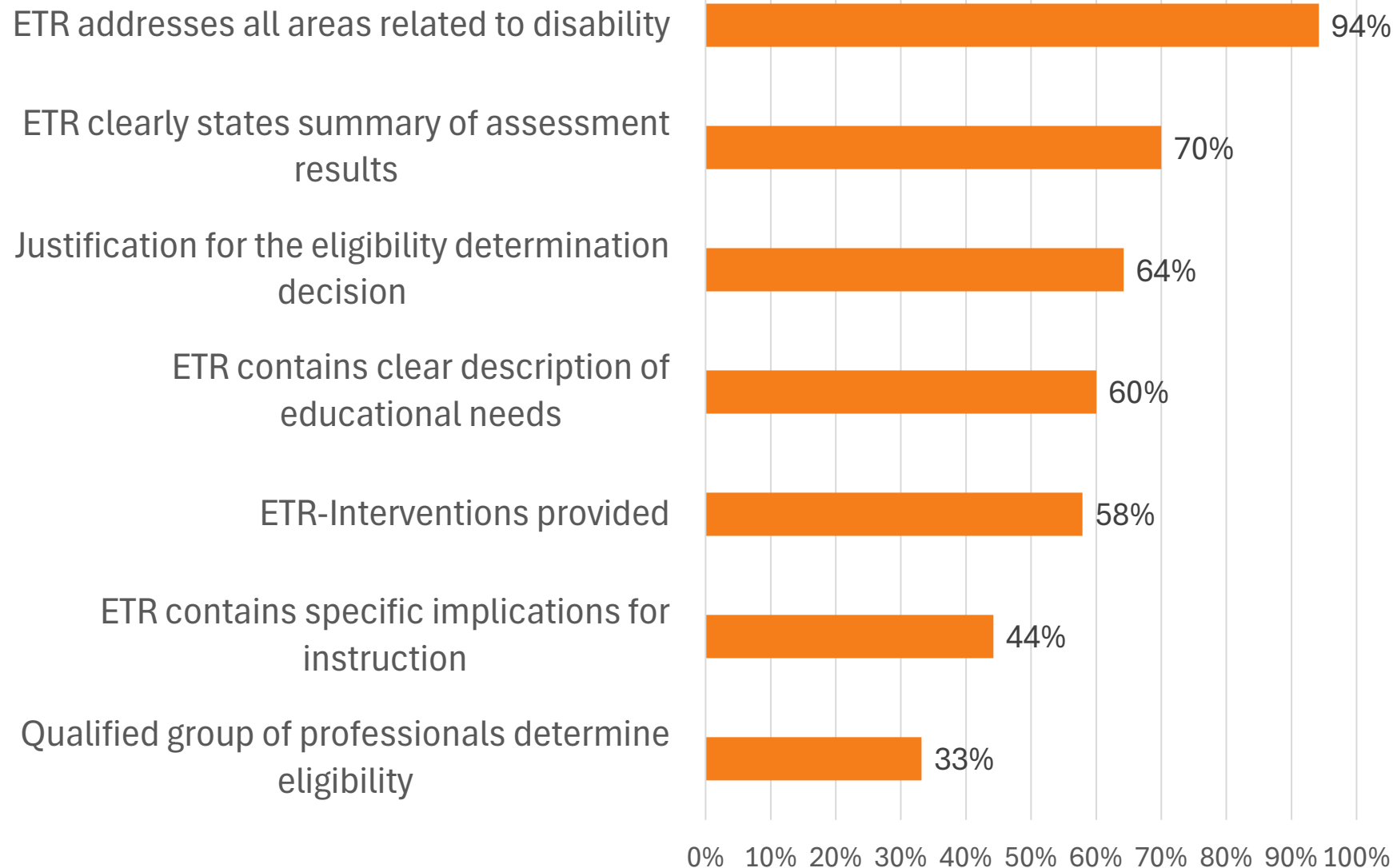YB Columbus Community School – SST 11, February 3, 2025

Mayfield City – SST 3, March 10, 2025

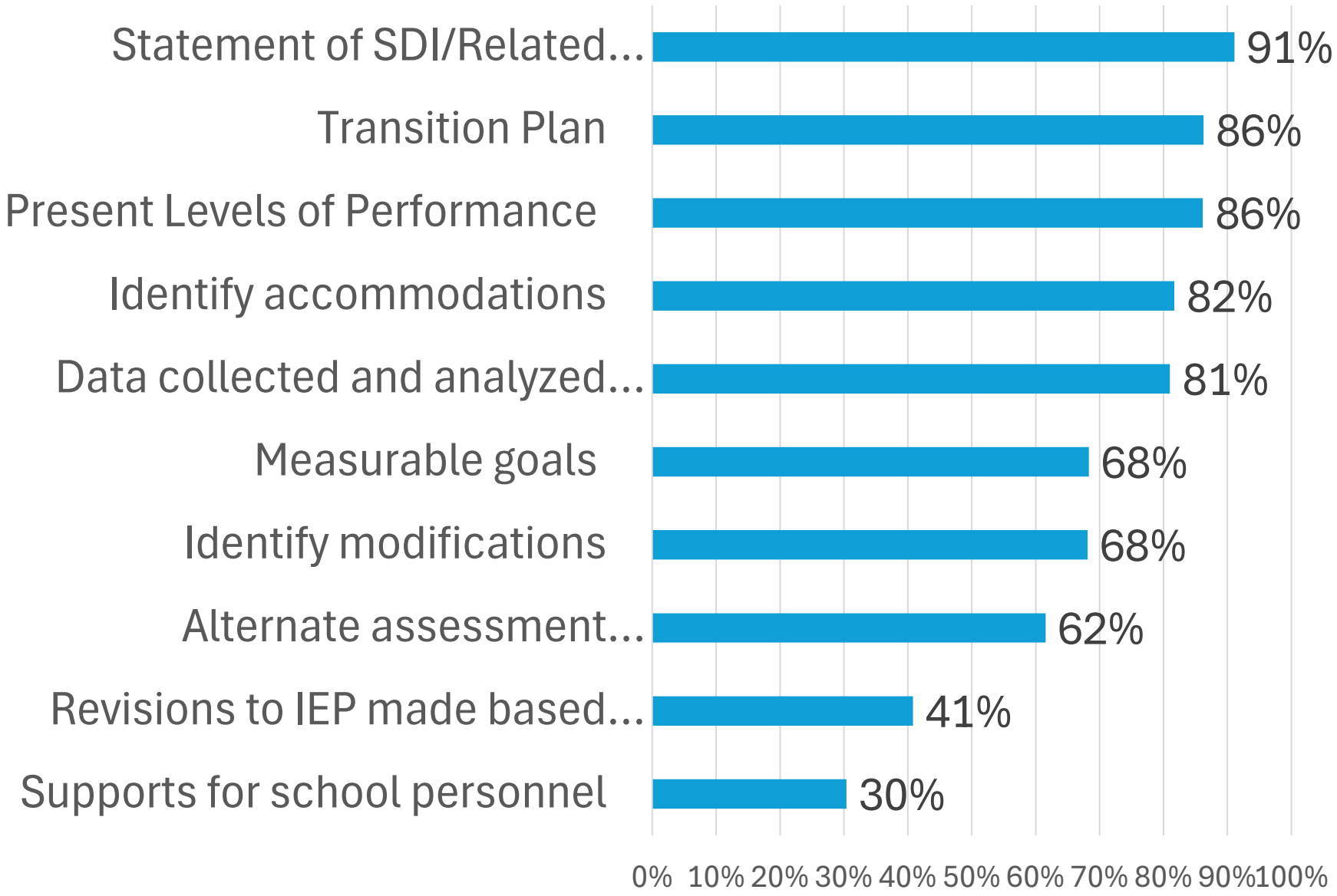Explorers Academy of Science and Technology, SST 1, March 17, 2025

Common Noncompliance Findings
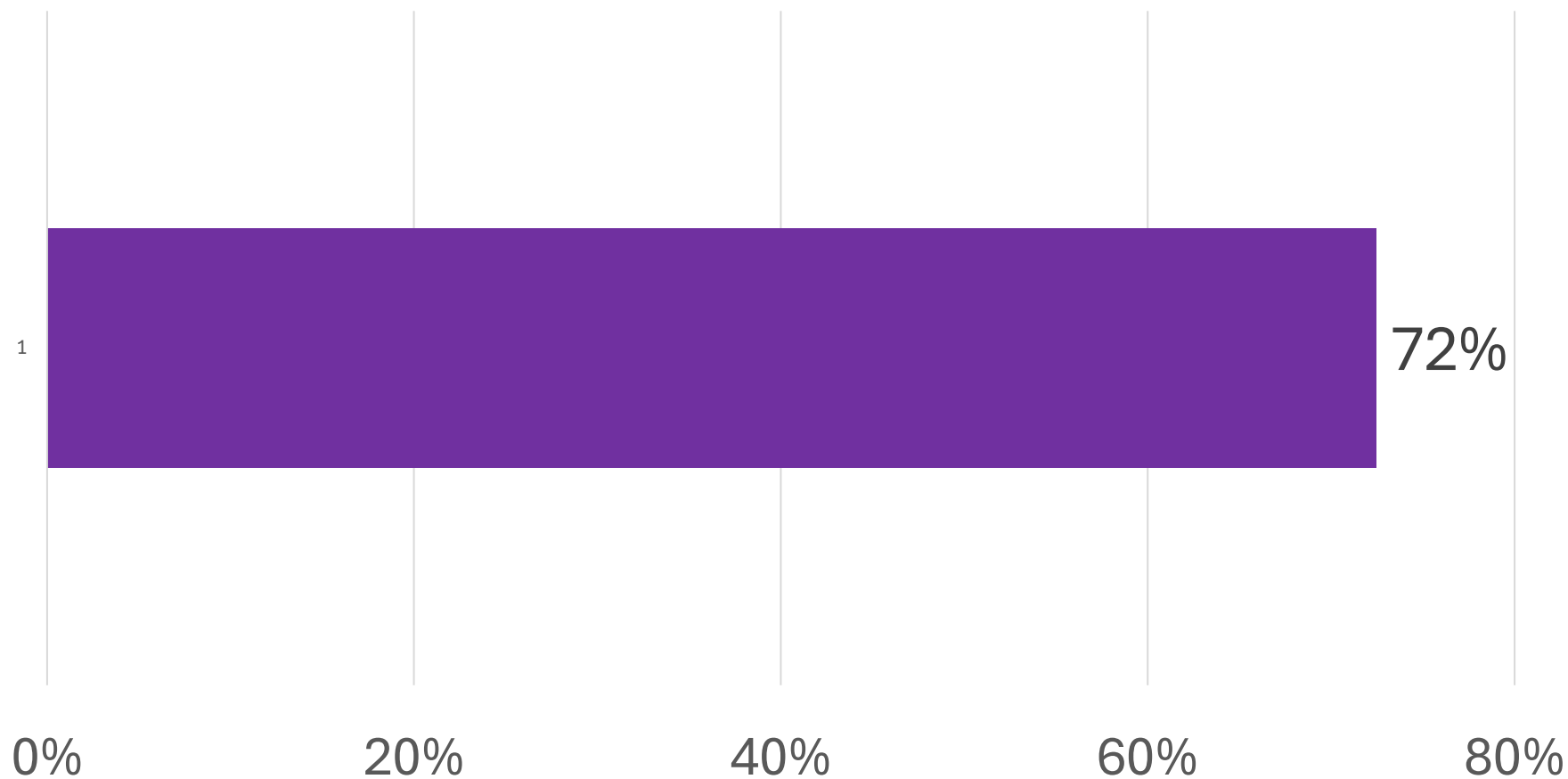
EVALUATION TEAM REPORT FINDINGS

Category	Percentage
ETR addresses all areas related to disability	94%
ETR clearly states summary of assessment results	70%
Justification for the eligibility determination decision	64%
ETR contains clear description of educational needs	60%
ETR-Interventions provided	58%
ETR contains specific implications for instruction	44%
Qualified group of professionals determine eligibility	33%

IEP FINDINGS

Category	Percentage
Statement of SDI/Related...	91%
Transition Plan	86%
Present Levels of Performance	86%
Identify accommodations	82%
Data collected and analyzed...	81%
Measurable goals	68%
Identify modifications	68%
Alternate assessment...	62%
Revisions to IEP made based...	41%
Supports for school personnel	30%

LRE FINDINGS

Justification for removal from general education classroom

72%

IDEA Monitoring Resources and Tools

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

IDEA Monitoring Resources and Tools

➡ Special Education | Ohio Department of Education

➡ Access to LMS Modules (OH|ID)

➡ Universal Support Materials

Note: The Universal Support Materials on our website are the same ETR, IEP and transition plan information that are in the LMS system without the quizzes

Support material

DISPUTE RESOLUTION – DATA AND UPDATES

FORMAL DISPUTE RESOLUTION OPTIONS IF PARENTS CANNOT RESOLVE ISSUES WITH THE DISTRICT

Due Process

State Complaint

Mediation

Facilitation

SO MANY OPTIONS TO HELP FAMILIES!

Early Dispute
Resolution

Formal Written
Complaints

IEP
Facilitation
and

Mediation

Due Process
Complaints
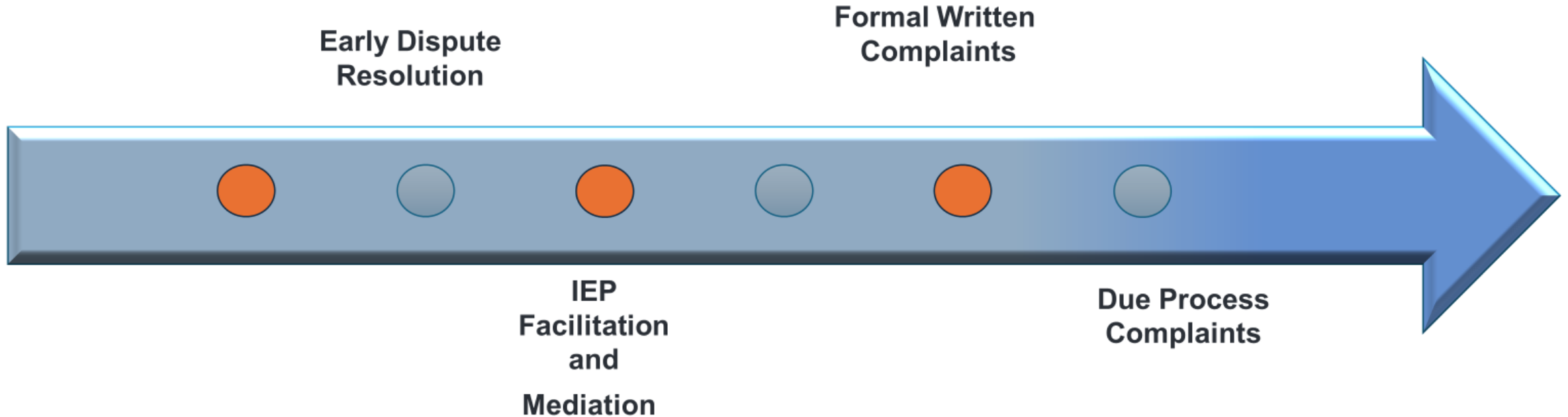
Top 5 Findings 2021-2023

1. Individualized Education Program (IEP) Implementation

2. Development, Review, and Revision of the IEP

3. Free Appropriate Public Education (FAPE)

4. Prior Written Notice

5. Evaluation Issues

IEP Implementation

- 34 CFR 300.323 [When IEP's must be in effect] and OAC 3301-51-07(K)

- Implementing the IEP when a child has moved from another school district or state

- Failure to monitor a Student's progress as written in the IEP or failure to issue progress reports as required in the IEP

- Failure to implement the IEP as written such as the SDI, related services, or accommodations

Ohio

Development, Review, and Revision of the IEP
34 CFR 300.324 AND OAC 3301-51-07(I)

Development
- When developing the IEP, did the team look at the most recent Evaluation and use that to write the IEP. Were the child's needs in the evaluation team report (ETR) incorporated into the IEP appropriately?
- Did the team look at the strengths of the child and their needs-academic, developmental, and functional needs?
- Did the team listen and document the parent's concerns?

Review, and Revision of the IEP
- If a new ETR or FBA is completed but the District does not review the current IEP to see if it needs revision
- Failure to review a Student's IEP when new information is brought to the District such as a medical diagnosis
- Failure to review an IEP when a child is not progressing
- Failure to review an IEP when something changes or may change and the IEP would need to be revised or amended

Ohio

FAPE
34 CFR 300.17 and OAC 3301-51-02(B)

- Free appropriate public education is special education and related services that are provided at **public expense**, **meet state standards**, are **appropriate**, and are provided in **conformity of the child's IEP**.

- "To meet its **substantive** obligation under the IDEA, a school must offer an IEP [individualized education program] that is **reasonably calculated** to enable a child **to make progress** appropriate in light of the child's circumstances." Endrew F. v. Douglas County School District Re-1, 137 S. Ct. 98 (2017)

- FAPE is a catch all for many special education complaints, but we often look to Endrew F. for the standards of the obligation under IDEA.

- F – free (At no cost to the parent)

- A - appropriate (Outlines a program to meet a student's unique needs)

- P – public (SWD have the same rights to attend public school as their nondisabled peers in their least restrictive environment)

- E – education (Entitled to a quality education that is appropriately challenging)

Prior Written Notice
34 CFR 300.503 and OAC 3301-51-05

- A school district will fail to issue a prior written notice after an IEP team meeting
- A District will change something or initiate an action without having issued a prior written notice
- A prior written notice will not properly record what occurred or what was decided at a meeting.

- Written notice must be given to the parents of a child with a disability a reasonable time before the public agency proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.
- The notice must include a description of the action proposed or refused by the district and a description of other options that the IEP team considered and the reasons why those options were rejected.

Ohio

Evaluation Issues

34 CFR 300.303 [Reevaluations], 34 CFR 300.304 [Evaluation procedures], 34 CFR 300.306 [Determination of Eligibility], 34 CFR 300.502 [Independent Education Evaluation], and OAC 3301-51-06 [Evaluations]

Determination of Eligibility

- Draws upon a variety of sources (parents, teachers, assessments), physical condition, social or cultural background, and adaptive behavior- and is all documented and considered

- Parents are often upset that a child was not deemed eligible if they have a medical diagnosis of autism or ADHD

- Child with a disability AND needs special education

Reevaluations

- A reevaluation was not completed within the required time frame
- A reevaluation was not completed even though it was warranted due to changes- such as new behaviors
- A parent or teacher has requested a re evaluation and the school refuses to re evaluate.

Independent Education Evaluation (IEE)

- Requested IEE was not approved by the District
- The IEE was not considered

Ohio

STATE LEVEL SUPPORT AND RESOURCES

CHARTING THE LIFECOURSE IN OHIO SCHOOLS

"All People have the right to live, love, work, learn, play, and pursue their life aspirations in their community"

CHARTING THE LIFECOURSE IN OHIO SCHOOLS AMBASSADOR INITIATIVE

Ambassador Training

Partnership with the Ohio State University Family Resource Network of Ohio (Nisonger Center)

Community of Practice
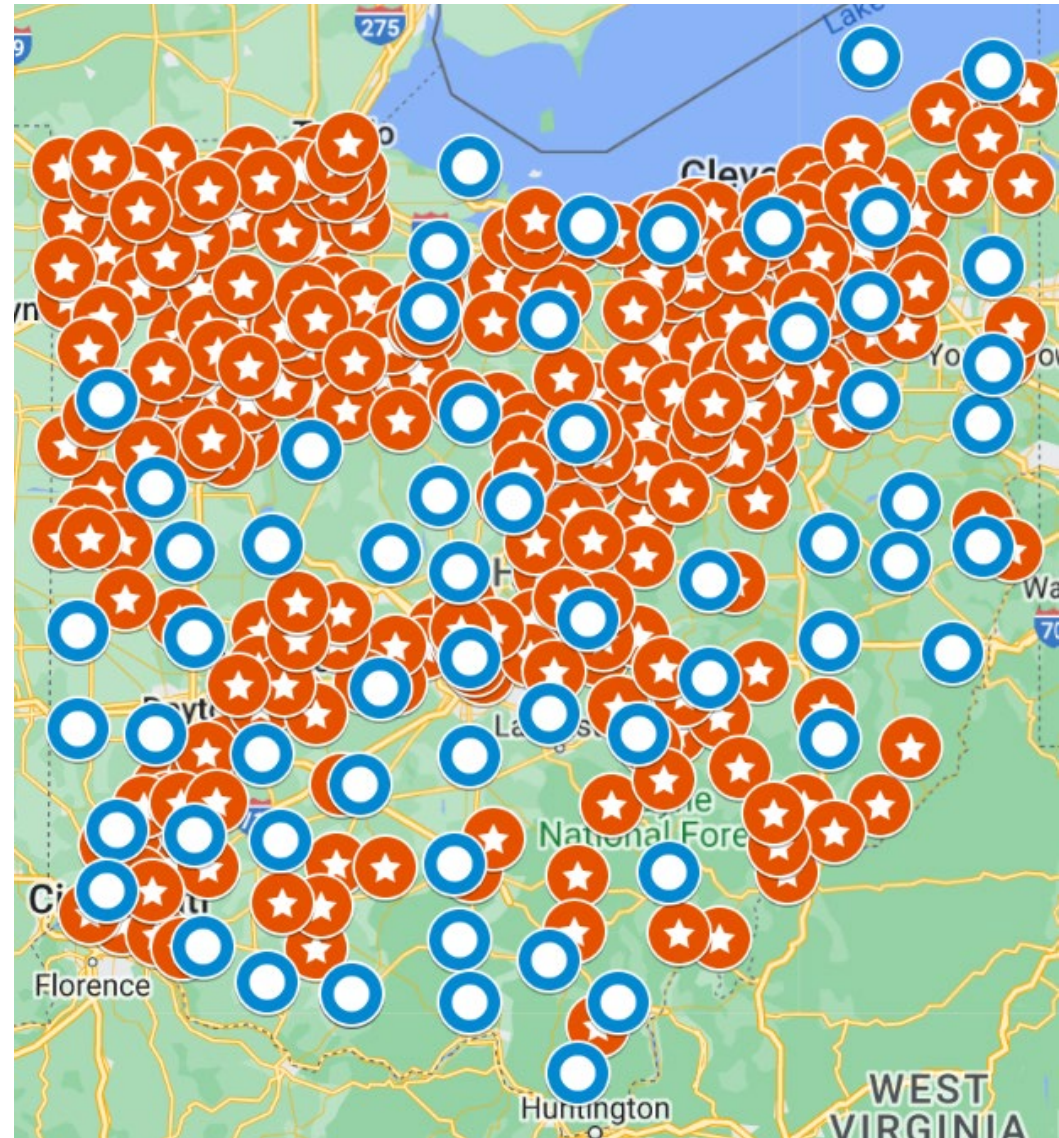
Charting the LifeCourse Education webpage

OHIO'S PARENT MENTOR PROJECT

- Parent-to-Parent support
- Connections to resources
- Supporting schools, too
- **NOT** advocates

FINDING A PARENT MENTOR

FAMILIES OF STUDENTS WITH DISABILITIES

Evaluation Roadmap
FOR FAMILIES WITH CHILDREN AGES 3 - 21

1 You have concerns about your child's learning ℹ️
Speak to your child's teacher or the special education director for the district.

2 Interventions vs. Evaluation Request ℹ️
School districts are required to adjust instruction to help all struggling students. Evaluation requests are NOT the same as interventions.

Parent Rights

SECONDARY TRANSITION Roadmap
FOR FAMILIES WITH CHILDREN WITH DISABILITIES, AGES 3-21
PREPARING FOR YOUR ROAD TRIP

need for your trip.

Link coming soon!

1 Grades PK-5 ℹ️
It's never too early to think about the hopes and dreams you have for your child; view the early childhood roadmap for more information.

2 Grades 6-8 ℹ️
School districts are required to develop a success plan for students who are at risk for dropping out, based on the school's career advising policy.

3 Turning 14 Years Old ℹ️
School districts are required to create a Transition Plan in the IEP that takes effect when the student

Ohio

ALLOHIOLITERACY.ORG

ALL OHIO LITERACY

Multilingual Learners | Learning Modules

The **Multilingual Learner (ML) Series** presents 10 online, self-paced modules that are geared towards educators and other interested stakeholders who seek to further their knowledge on how to best serve MLs, the fastest-growing student population nationwide. In this Series, educators will discover evidence-based practices for supporting MLs' literacy development and language learning with opportunities to reflect on their teaching practices and explore ways to incorporate evidence-based practices into their teaching.

University of Cincinnati Course: LSLS 7075

Resources for ALLOhio Multilingual Learner Series & Coaching

LEADERSHIP AND OTHER INITIATIVES

OHIO INCLUSIVE INSTRUCTIONAL LEADERSHIP
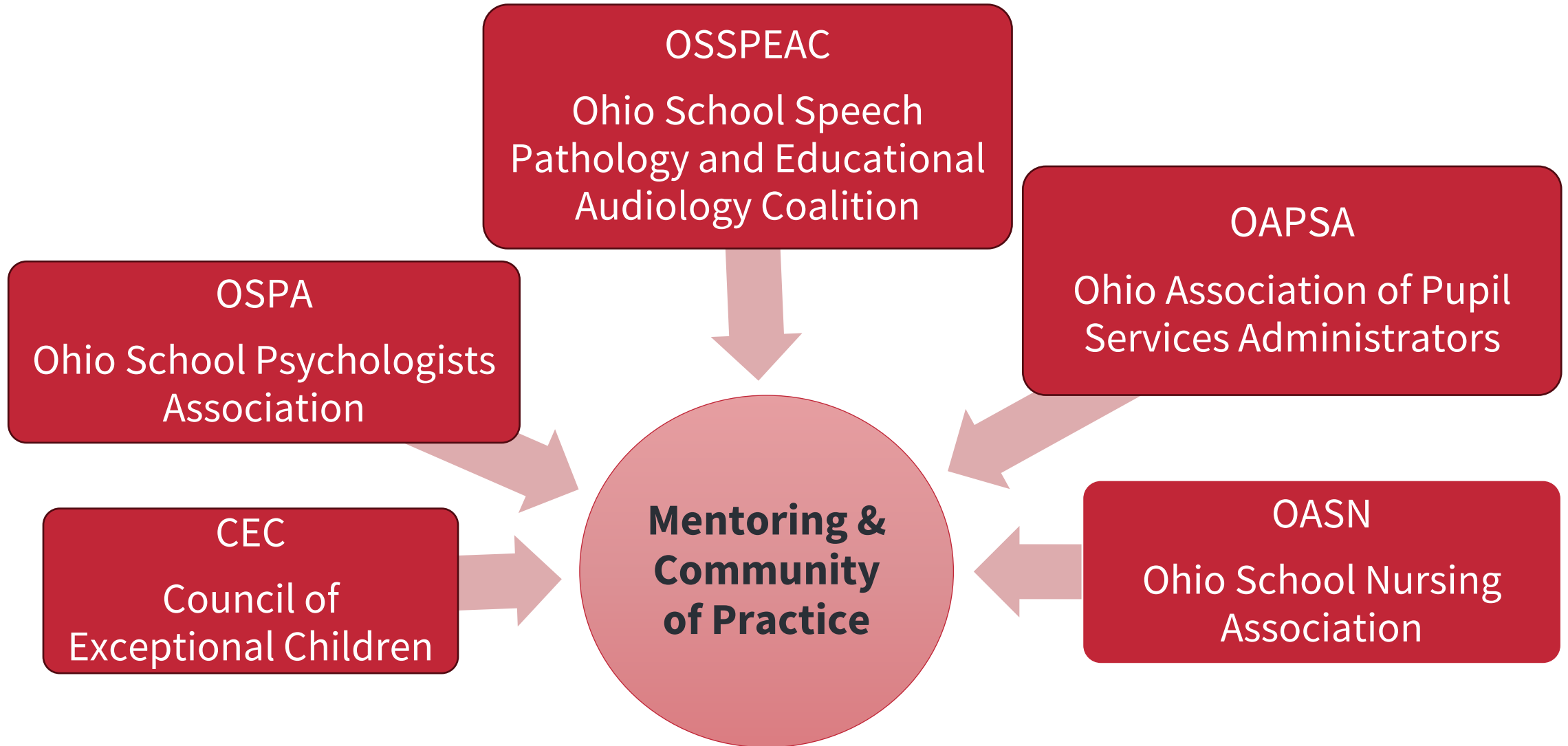
2025 SHOWCASE FOR ACCELERATED LEADERSHIP AND LEARNING
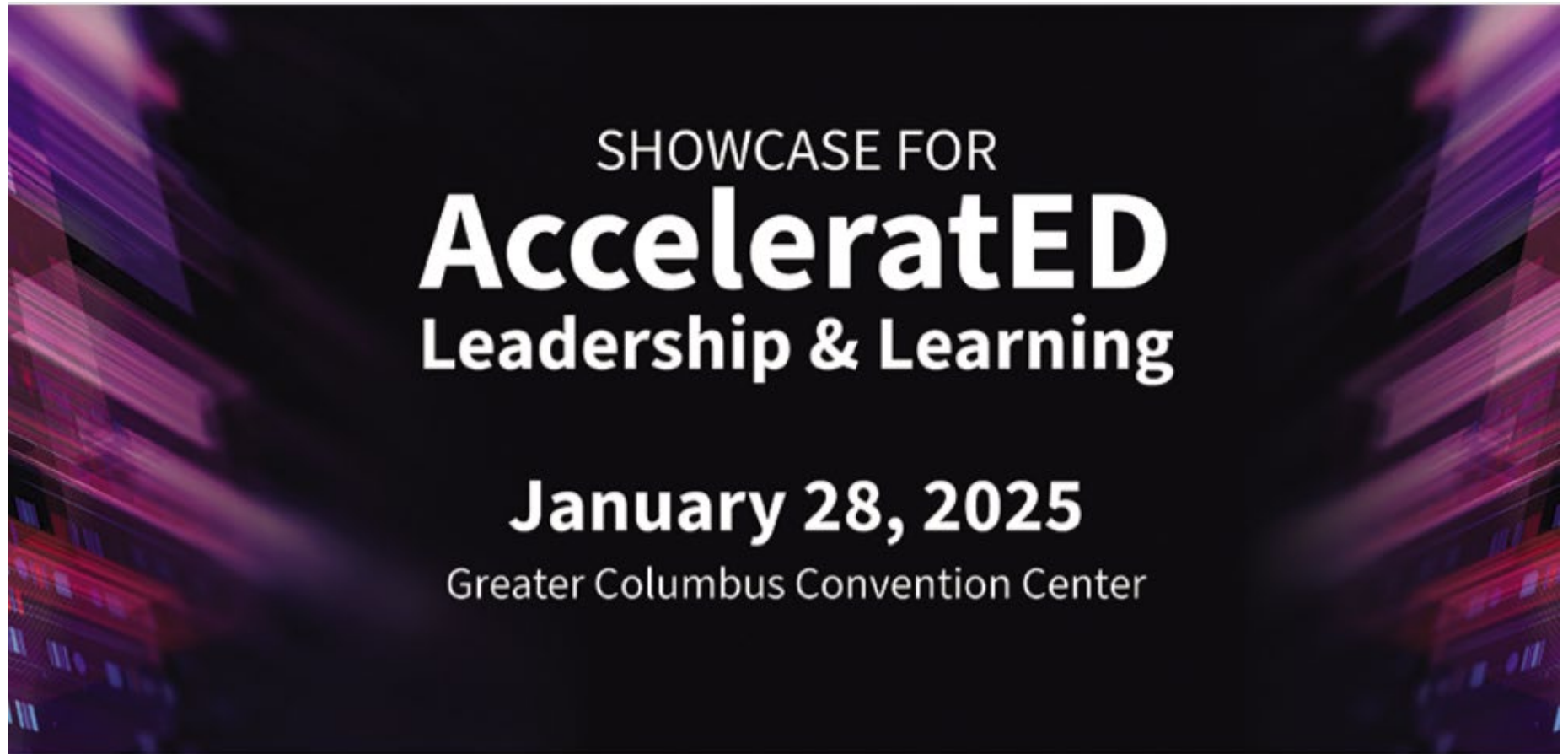
Access to the General Curriculum for ALL Learners

A free, video-based learning series

TEACHER RECRUITMENT AND RETENTION

PROFESSIONAL ORGANIZATION COMMUNITY OF PRACTICES

OSSPEAC

Ohio School Speech Pathology and Educational Audiology Coalition

OSPA

Ohio School Psychologists Association

OAPSA

Ohio Association of Pupil Services Administrators

CEC

Council of Exceptional Children

Mentoring & Community of Practice

OASN

Ohio School Nursing Association

OHIO ASSOCIATION OF PUPIL SERVICES ADMINISTRATORS (OAPSA)

Mentorship Program Growth and Outcomes

Year 2023: 9   **Year 2024:** 25

Membership and Engagement

- Strengthening retention through a welcoming, supportive association that provides essential guidance and fosters professional growth.

- Mentoring to empowering new administrators connection with experienced administrators and learn to use OAPSA resources

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

Mentorship Program Growth and Outcomes

Year 2022: **17**

Year 2023: **36**

Year 2024: **43**

Membership and Engagement

- 96 total memberships
- 53 New teachers engaged
- 5 second- year participants continuing from 2023
- **77% of provider retention = 74 IS staying in the field**

Ongoing Engagement and Improvement

- Regular monthly virtual meetings for the whole group
- Notable improvement in communication was observed
- Hosted in person meet up/focus group on 6/6/24 in Columbus which proved to be extremely productive and provided valuable additional feedback.

OHIO SCHOOL PSYCHOLOGY ASSOCIATION (OSPA)

- **Expanded Mentorship Program:**

2019: 18

2020: 47

2021: 47

2022: 63

2023: 117

2024: 93

Total: 338

- **Valuable Feedback from Retention Survey:**
  - A robust response from 748 participants in a retention survey has highlighted specific areas for further enhancement of the mentorship initiatives planned for 2025.

- **Strengthening Regional Networks:**
  - Support extended to 8 regional school psychologist associations, fostering stronger community ties and professional support networks.

OHIO SCHOOL SPEECH-PATHOLOGY AND EDUCATIONAL AUDIOLOGY COALITION (OSSPEAC)

- **Mentor Participation:**

2022: 31   **2023: 27**   **2024: 28 Total: 86**

- **Innovative Structure for Enhanced Support**:

    A new framework featuring Area Mentor Leaders who provide targeted support   to groups of audiologists (AUDs) and speech-language pathologists (SLPs) across   various regions.

- **Growing Diversity in Professional Development:**

    An increase in enrollment from both first-year professionals and those in their first five years in the school setting, demonstrating improved outreach and support for those new to the field.

COMMUNITIES OF PRACTICE CONVENING

Ohio Communities of Practice: Integrating Insights and Innovations 2025

- All Communities of Practice supported by OEC will convene in Columbus in June 2025 for a joint event.
- This event is to share ideas, solutions, and reinforce the team concept at the core of IDEA.
- We will work across boundaries to enhance support for students with disabilities

SCHOOL PSYCHOLOGIST/SPEECH-LANGUAGE PATHOLOGIST CONSULTANT REGIONS

- Northeast Region: ESC Eastern Ohio

- Southeast (East) Region: East Central Ohio ESC

- South Region: South Central Ohio ESC

- Central Region: Mid-Ohio ESC

- Northwest Region: North Central Ohio ESC

- Southwest (West) Region: Madison-Champaign ESC
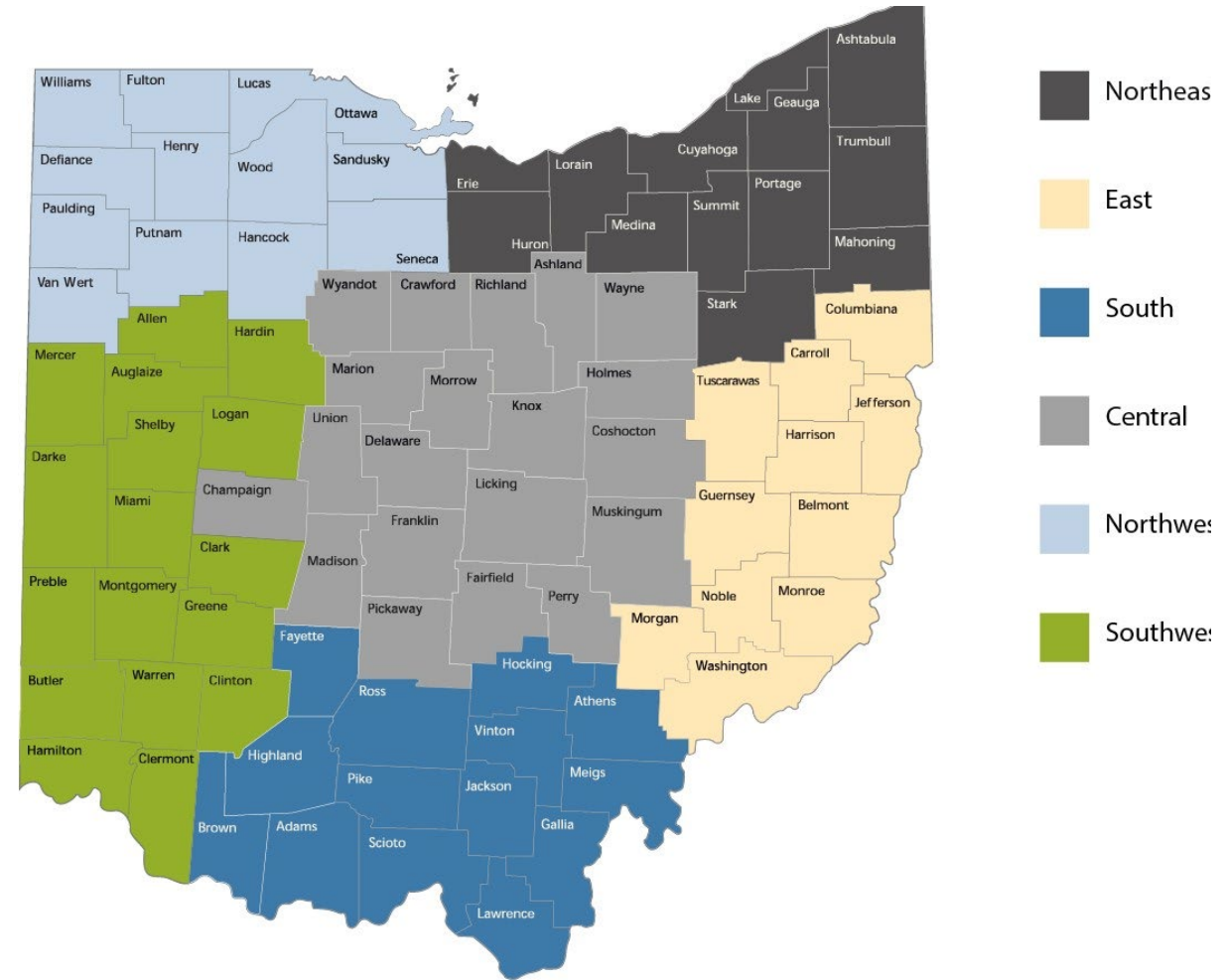
GOALS FOR THE REGIONAL CONSULTANTS

Short term

- Ensuring that strong intervention programs are in place.
- Ensure that special education evaluations are conducted in a compliant manner.

Long term

- Disproportionality due to overidentification of students identified with a Speech Language Impairment decreases

ASSISTIVE TECHNOLOGY DECISION MAKING TOOL

Purpose: To support educational teams in considering assistive technology needs for students with disabilities.

- Includes assistance in determining potential assistive technology devices and services as well as accessible educational materials

Draft tool is currently being piloted.

- Feedback from pilot districts is due to the Office for Exceptional Children (OEC) on October 31, 2024.

Next Steps

- Assistive Technology and Accessible Educational Materials Network with OCALI will revise tool
- Tool will go through a final agency review
- Tool will be made available for districts to use (the tool is meant to be a support tool and is not required)
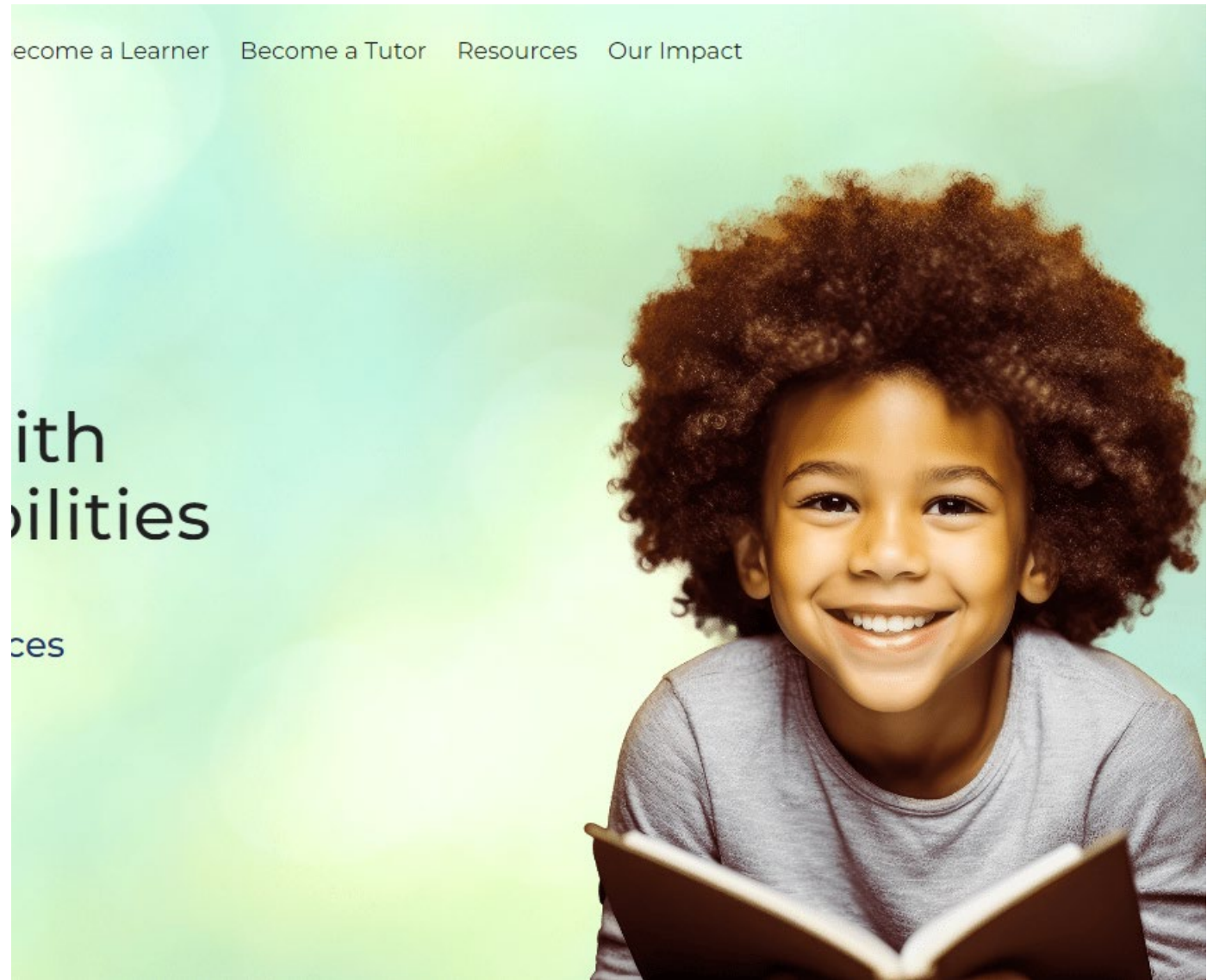
LEARNING AID OHIO
TUTORING OPTIONS/PARENTS AND FAMILIES

Parents and families are often equipped to identify the best educational options for their children.

Learning Aid Ohio provides students learning on IEP funding for in-person, supplemental learning support including tutoring.

ElevateDD

Learning Aid Ohio

"My daughter was scoring 6% in her subject area, which was just above failing. Thanks to our Learning Provider, she went from hating her subject to loving it [and] became more confident. She jumped to 58th percentile in math!

–Parent of a Learning Aid Ohio participant

79 counties served

142,036 hours of tutoring

7.5 million dollars invested in tutoring

4,256 Ohio students served

STUDENT QUALIFICATIONS

- Be learning on an Individualized Education Program (IEP)

- Be an Ohio *resident*

- Be a member of a family with a household income less than **400% of the Federal Poverty Level**

FEDERAL POVERTY LEVEL

Federal Poverty Levels*

Family Size	100% of the Federal Poverty Level	400% of the Federal Poverty Level
For individuals	$15,060	$60,240
For a family of 2	$20,440	$81,760
For a family of 3	$25,820	$103,280
For a family of 4	$31,200	$124,800
For a family of 5	$36,580	$146,320
For a family of 6	$41,960	$167,840
For a family of 7	$47,340	$189,360
For a family of 8	$52,720	$210,880
For a family of 9+	Add $5,380 for each extra person	Add $21,520 for each extra person

*Poverty levels as posted on aspe.hhs.gov.

DEAFBLIND –
OHIO CENTER FOR DEAFBLIND EDUCATION

THE OHIO CENTER FOR
DEAFBLIND EDUCATION

Project ECHO™

- An inter-professional practice network where education and related services professionals learn together through short, informational presentations on meeting the needs of students with complex needs, including sensory disabilities, and case-specific presentations.

- Case presentations allow participants to support a colleague through real-time problem solving, and the identification of possible strategies and solutions to support the individuals they serve.

Fall 2024 Dates

- **Monday, November 18** – Early Language and Communication through Play

2023-2024 OHIO SECONDARY TRANSITION PLAN

Professional learning experiences that focuses on the identified critical topics as the foundation for improving family engagement for transition-aged youth include:

Universal Design for Family Engagement

Valuing Families

Evolution of Disability/Implicit Bias

Cultural and Linguistic Diversity

Authentic and Necessary Conversations

REGIONAL LEARNING EXPERIENCES - JOIN US!

January-February 2024

Establishing Families as Partners in the

Secondary Transition Planning Process

For more information or to express interest, contact

ItStartsWithFamilies@dodd.ohio.gov

OHIO'S STATE SYSTEMIC IMPROVEMENT PLAN

Each Child On Track

SCAN ME

EARLY WARNING SYSTEM OVERVIEW

Early Warning System uses 2 models (eventually 3) to look at a student's risk of not graduating

Developed with department early warning expert

First model- **ABC**'s- looks at indicators that student has risk based on **A**ttendance rate, **B**ehavior issues, and **C**ourse grades

Second model- **Basic risk** score, similar data: *Low, Medium, High, Ultra*

Third model- to be developed- machine learning using a wide variety of data on Ohio graduates and non-graduates, including PTG data

SERVING STUDENTS

Creating caseloads:

1. Workload calculation
2. Caseload numbers

School Psychologist

- 125 school-age children

  or

- 75 preschool children

  or

- Combination proportionate to the above ratios

DEW RELATED SERVICES INFORMATION

OT, PT SPEECH, SCHOOL PSYCHOLOGIST

- Related services workgroup resources

- Ohio Related Service Personnel Network (ORSPN) Collaboration

BERNADETTE LAUGHLIN

RELATED SERVICES CONSULTANT

BERNADETTE.LAUGHLIN@EDUCATION.OHIO.GOV

OCECD RESOURCES

- Informal removals

- Informal Removals Tip Sheet Family information on AT

- Info graphic for youth, social interaction

- Partnership with center to help Multi culture families and use of CTLC

OCECD tip sheets

CONTACT INFORMATION

Sarah Buoni – Diverse Learners team – Sarah.Buoni@education.ohio.gov

Sarah Brooks – Supports and Monitoring team- Sarah.Brooks@education.ohio.gov

Jo Hannah Ward- Administrator Johannah.ward@education.ohio.gov

Jessica Shields – Associate Administrator- Jessica.shields@education.ohio.gov

QUESTIONS?

OHIO.ORG