

State Support Team Grant Agreement



Fiscal Year 2027



**Department of
Education &
Workforce**

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This Agreement for Services (“Agreement”) is made and entered by and between the **State of Ohio, Department of Education and Workforce** (“the Department”), located at 25 S. Front Street, Columbus, Ohio 43215, and **<Fiscal Agent> Educational Service Center (“Fiscal Agent”)**, an educational service center organized and in good standing under the laws of the State of Ohio, for **State Support Team (“SST”) Region X**.

I. Nature of the Agreement

- a. The Fiscal Agent shall ensure that the terms of this Agreement are fulfilled and required services are provided per the direction of the Department.
- b. By entering into this Agreement, the Fiscal Agent assures that it possesses the necessary expertise and experience to provide all services in accordance with the requirements spelled out in this Agreement.
- c. By entering into this Agreement, the Fiscal Agent understands and agrees that no contracts for goods or services related to this Agreement can be entered into without the express permission of the Department.
- d. Both parties to this Agreement agree that none of the rights, duties, and obligations herein shall be binding on either party if award of this Agreement would be contrary to the terms of Ohio Revised Code (“R.C.”) §§ 3517.13, 127.16, or R.C. Chapter 102.
- e. Both parties to this Agreement will comply with Section 508 of the Rehabilitation Act 1973 and the Americans with Disabilities Act. All documents, training materials and presentations created by the State Support Teams (“SSTs”) will be produced in an accessible format to ensure all stakeholders are able to access these materials.
- f. Notwithstanding other provisions of this Agreement, the Department reserves the right to add services to this Agreement after award if the Department determines doing so is for the purpose of meeting obligations under state or federal law.

II. Term of the Agreement

- a. The term of this Agreement is July 1, 2026, through June 30, 2027, unless this Agreement is terminated earlier as provided in Article IV, Termination of the Agreement.

III. Fiscal Agent Administrative Responsibilities

- a. The Fiscal Agent shall not use any of the funds allocated under this Agreement to compensate its employees for performing work that is outside the scope of this Agreement. All personnel funded through this Agreement are employed by the Fiscal Agent;
- b. The policies and practices of the Fiscal Agent shall also apply to all personnel funded by this Agreement unless otherwise outlined in or contrary to this Agreement;
- c. The Fiscal Agent shall take all reasonable steps necessary to require that personnel funded by this Agreement maintain confidentiality and comply with all Family Educational Rights and Privacy Act (“FERPA”) requirements.
- d. **Staffing Oversight:** The Fiscal Agent shall employ and manage qualified SST staff, including the SST Director and consultants. The Fiscal Agent shall ensure that all SST

staff meet minimum qualifications (See Appendix B) and successfully complete all training requirements designated as mandatory by the Department. The Fiscal Agent shall monitor the completion, quality, and impact of all deliverables using Department-defined performance measures and address deficiencies identified through Department feedback. The Department reserves the right to verify the qualifications of any or all personnel employed by the SST.

- i. The SST Director shall oversee the development (Regional Service Plan and Service Delivery Agreements) and implementation (Direct Service Entry and Progress Reports) of all SST deliverables and ensure alignment with Department guidance. The SST Director shall supervise SST Consultants and monitor service quality, compliance, efficient utilization of human resources, and progress toward meaningful outcomes.
- ii. SST Consultants shall deliver services to identified local educational agencies (“LEAs”), schools, Career Technical Planning Districts (“CTPDs”), and other relevant organizations as set forth in the Implementation Guide found in Appendix C. The services that SST Consultants will deliver shall be outlined in the annual Regional Service Plan (“RSP”) and Service Delivery Agreements (“SDAs”). SST Consultants shall document all direct services in the approved data system (Direct Service Entry) and reflect on progress within Department established timelines by completing Periodic Progress Reports.
- iii. The Fiscal Agent shall ensure that all personnel funded by this Agreement who are employed on less than a 12-month contract are available to implement initiatives year-round and attend meetings, workshops, and trainings that have been planned and scheduled in advance by the Department.
- iv. For the purposes of this Agreement, full-time personnel whose employment with the Fiscal Agent is for a minimum of 180 days. Benefits for personnel whose Fiscal Agent contract is less than 180 days may be prorated based on 180 days being equivalent to a 1.0 Full Time Equivalent.
- v. Contracts with employees of the Fiscal Agent employed pursuant to this Agreement shall not exceed the term of this Agreement. Individuals employed by the Fiscal Agent and assigned to the SST (“SST staff”) shall devote not less than .3 FTE (54 days) of their time to working for the SST providing services outlined in this Agreement. The Fiscal Agent shall ensure SST staff participate in meetings required by the Department and collaborate with the Department when requested.
- vi. The Fiscal Agent shall provide the SST Director and designated SST staff ongoing access to fiscal reports.
- vii. The Fiscal Agent shall ensure that SST staff utilize required strategies and tools detailed in this Agreement when providing services to schools, Districts, and CTPDs.
- e. If required, the Fiscal Agent shall agree to implement a corrective action plan approved by the Department for work within this Agreement deemed unsatisfactory by the Department.
- f. The Fiscal Agent and SST Director shall both ensure that SST resources are allocated in alignment with the RSP and SDAs with individual schools and districts.

- g. The Fiscal Agent shall submit to the Department the FY 2027 Final Annual Report (“FAR”) for their region by July 15, 2027, in the form or format required by the Department. The FAR shall include, at a minimum, all of the following:
 - i. Summary of SST Director’s Annual Regional Report (“ARR”) – A high-level summary of the aligned ARR, to include assessment of strategies and degree of effectiveness. This shall include descriptions of how the Fiscal Agent partnered with the SST Director to design, implement, and adjust the RSP throughout the year.
 - ii. Monthly Meeting Summary – Overview of monthly meetings with the SST Director.
 - iii. Self-Assessment – Evaluation of the Fiscal Agent’s own performance in recruiting and maintaining qualified personnel, submitting reports and invoices within specified timelines, and monitoring performance of the SST in completion of all core deliverables.
 - iv. Website Maintenance and Accessibility Compliance – Description of actions taken to ensure required communication was uploaded to the SST website and measures used to maintain 508 compliance.
 - v. Equipment Inventory List– Inventory of all equipment purchased with Individuals with Disabilities Education Act (“IDEA”) Part B funds valued at over \$5,000, in accordance with federal and state reporting requirements.

IV. Termination of the Agreement

- a. **Termination for Convenience.** The Department may terminate this Agreement, at any time and for any reason, with or without cause, by providing 60 days written notice to the Fiscal Agent. All work under this Agreement shall cease no later than the 60th day after notice is provided. Expenditures made after the 60th day following notice of termination are not covered by this Agreement and will not be reimbursed.
- b. **Termination for Fiscal Agent Default.** The Fiscal Agent shall be in default of this Agreement if it fails to perform any of its obligations under this Agreement and such failure to perform continues uncured for more than 30 days after written notice (“Default Notice”) from the Department. During the 30-day cure period, the Fiscal Agent shall incur only those obligations or expenditures pre-approved by the Department that are necessary to enable the Fiscal Agent to continue its operations and achieve compliance with the terms and conditions of this Agreement.
 - i. Following a default by the Fiscal Agent, the Department may exercise one or more of the following remedies.
 - I. If the Grant Funds have not been fully disbursed, the Department may terminate all the Fiscal Agent’s obligations under this Agreement, including the obligation to make further disbursements of Grant Funds.
 - II. The Department may require repayment of Grant Funds improperly expended. The Fiscal Agent shall not be required to refund funds in an amount that exceeds the total Grant Funds awarded.
 - III. Pursue any other legal or equitable remedies the Grantee may have under this Agreement or applicable law.
- c. The Department may also terminate this Agreement if the Fiscal Agent (i) defaults under another agreement between the Department and Fiscal Agent, (ii) admits its

inability to pay its debts as such debts become due, (iii) commences a voluntary bankruptcy, (iv) has an involuntary bankruptcy action that occurs against the Fiscal Agent which remains undismissed or unstayed for 60 days, or (v) fails to meet the minimum funding requirements under the Employee Retirement Income Security Act or other such employee benefits plan. The events permitting early termination by the Department shall be considered a default by the Fiscal Agent and subject to the remedies available under this Agreement.

- d. No remedy provided to the Department under this Agreement or otherwise by law or in equity is exclusive of any other available remedy. No delay or omission by the Department in exercising any right or power accruing upon any default shall impair any such right or power or be construed as a waiver, and each such right or power may be exercised from time to time as often as may be deemed by the Department to be expedient.
- e. In the event this Agreement is terminated prior to the expiration of this Agreement, the Fiscal Agent shall deliver to the Department all work products and documents which have been prepared in the course of performing the work. All such products and documents shall become and remain the property of the Department, to be used in such manner and for such purpose as the Department may choose.
- f. The Fiscal Agent may terminate this Agreement in the event of any default of the Department during the term of this Agreement, or if the Department fails to comply with any of the terms and conditions of this Agreement, provided both of the following apply:
 - i. The Fiscal Agent provides 30 days' written notice to the Department of such default or failure to comply, and the specific action required to cure such default or failure to comply;
 - ii. The Department shall have 30 days from the receipt of such notice to cure such default or failure to comply prior to the exercise of the Fiscal Agent's termination.
- g. Within 60 days after termination of this Agreement, whether with or without cause, the Fiscal Agent shall provide the Department with a final report setting forth the programmatic information required by the Department, the total expenditure of the Grant Funds by the Fiscal Agent, and the status of this Agreement's required strategies at the time of termination. This reporting obligation shall survive the termination of this Agreement.
- h. **Excusable Delay.** If the Fiscal Agent or the SST is delayed in the commencement or progress of the work specified for any grant activity for a district or school to which the SST has been assigned by the Department, and such delay arises from causes beyond its control and without its negligence or fault, the Fiscal Agent shall promptly notify the Department in writing within 48 hours of the Fiscal Agent becoming aware of the delay. Written notice shall be provided via email to regional.support@education.ohio.gov. The Fiscal Agent shall also describe the cause of the delay and what steps it has or is taking to mitigate or avoid the delay. Causes beyond the control of the Fiscal Agent or SST shall be limited to a dispute or refusal of a district or school to which the SST has been assigned regarding the provision of services covered by this Agreement to that district or school by the Fiscal Agent or the SST. In the event of any such delay, the Department

may, without limitation, extend the date of performance or of completion of the work for a period determined by the Department, redirect the work of the SST to better satisfy priorities, and/or excuse the SST and Fiscal Agent from services to a specific school or LEA without a reduction in funding, provided the SST provides written notice of what services will be provided to another school or LEA.

- i. The Fiscal Agent agrees to waive any right to, and shall make no claim for, additional compensation against the Department by reason of termination of this Agreement.

V. Scope of Work

- a. The Scope of Work establishes the interconnected processes and responsibilities that form the State Support Team (“SST”) system. The Scope of Work establishes the interconnected processes and services that constitute the work of the SST system. All services provided are guided by the Regional Needs Assessment (“RNA”) and Regional Service Plan (“RSP”), specified in individual Service Delivery Agreements (“SDAs”) with schools and districts. Data detailing all direct services to schools and districts is captured through Direct Service Entry (“DSE”) platform. DSE entries are used to develop Periodic Progress Reports (“PPR”) and the Annual Regional Report (“ARR”).
- b. The Fiscal Agent and SST Director shall collaborate to ensure that SST resources are allocated in alignment with Department requirements.
- c. Not less than 95% of each SST human and fiscal region’s resources shall be used to provide direct services to local educational agencies (“LEAs”), and schools identified by the Department in this Agreement.
- d. Direct services provided to identified districts and schools, as described in the Implementation Guide found in Appendix C, shall primarily be of an intensive or targeted nature based on the district and school needs implementing required strategies outlined in this Agreement.
- e. Direct services to LEAs, schools, and CTPDs identified by the Department shall be provided under an SDA using the template required by the Department. All SDAs shall be submitted to and approved by the Department.
- f. Not more than 5% of each SST region’s human and fiscal resources shall be used to provide Universal (Tier I) support for special education to all LEAs, CTPDs and schools, and other organizations in the region not identified by the Department as needing intensive or targeted support.
- g. **Direct Services to Identified Schools and Districts:** The Scope of Work for SSTs is informed by the RNA dashboard, which is updated annually and managed by the Department in collaboration with a vendor. The RNA identifies and prioritizes schools and districts for intensive support using statewide data and informs the rest of the

system. The RNA identifies which schools and districts are required to be supported through SDAs using these criteria:

- i. Any LEA that is or contains a Comprehensive Support and Improvement (“CSI”) school;
 - ii. Any LEA that is named within the 11 District Plan;
 - iii. Any LEA with an Academic Distress Commission;
 - iv. Any LEA with an assigned Case Manager from the Department;
 - v. Any LEA with special education ratings of “Needs Substantial Intervention,” “Needs Intervention year 1 and year 2,”
 - vi. Any LEA with dispute resolution findings and/or Corrective Action Plans (partner with Office for Exceptional Children);
 - vii. Any LEA or joint vocational school district identified for OEC IDEA Comprehensive Review
 - viii. Any LEA that has a ReadOhio Coach (that is an SST Consultant, which includes Urban Literacy Specialists and the Regional Literacy Specialists).
 - ix. Services planned for identified schools and districts are detailed in the SST Region’s RSP.
- h. **Additional Capacity:** If the Department determines that the SST region has the capacity to serve additional schools and districts, SST Regions may receive approval to provide services to additional schools and districts through an SDA. The RNA identifies the additional schools and districts that may be supported through SDAs if approved by the Department. The additional criteria used to identify these additional schools and districts include all of the following:
- i. Any LEA that has three or more consecutive years of required actions within the same indicator of the Special Education Profile;
 - ii. Any LEA that is or contains an ATSI school;
 - iii. Any LEA that is or contains a TSI school;
 - iv. Any LEA that is required to write a RAP that is not otherwise identified;
 - v. Any district or school that has a Student Group Accountability (Watch) status for students with disabilities;
 - vi. Any LEA that is a subgrantee of the Comprehensive Literacy State Development (CLSD) Grant that is not otherwise identified.
 - vii. Services planned for additional schools and districts approved by the Department are detailed in the SST Region’s Regional Service Plan (RSP).
- i. **Regional Service Plan (RSP)** shall be developed annually by the SST Director, in collaboration with the Fiscal Agent, in the form and manner specified by the Department. The RSP shall detail which SST consultants are assigned to identified schools and districts and what direct services will be provided to improve student outcomes in literacy, mathematics, and student outcomes in alignment with Key Performance Indicators included in Section VI. The RSP shall integrate all SDAs into a unified regional plan, ensuring alignment with Department decision rules reflected in the RNA dashboard. The RSP shall be submitted to the Department no

later than **September 15** each year using the Department-provided template and include all of the following:

- i. Data Analysis – Regional trend data and clear use of the RNA dashboard to identify and prioritize LEAs and schools for intensive services;
 - ii. Staffing Descriptions – Detailed information on all SST staffing resources for the year, including contract lengths, specialized assignments (e.g., Regional Math Specialists), and relevant staff skillsets;
 - iii. Staffing Assignments and Services – For each identified school and district, include staffing assignments, types of services, and priority areas. Services shall be designed to improve student outcomes in literacy, mathematics, and chronic absenteeism. The RSP is built from all SDAs;
 - iv. Service Hour Allocations – Approximate number of direct service hours allocated per month for identified schools and districts, broken down by consultant to ensure caseloads are adequate to support quality services detailed in SDAs;
 - v. Regional Special Education Professional Learning Opportunities – Description of the professional learning planned, which shall be limited to special education topics, particularly the Special Education Profile. These opportunities cannot exceed 5% of consultants’ contracted time and shall align with Department priorities and address the needs of students ages 3–21 with disabilities served in public districts, community schools, and public service agencies.
 - vi. Self-Evaluation Plan – A description of the plan for how the SST Director will evaluate the impact of SST services provided in their region that year. The plan shall include the core deliverables as well as a way to gather feedback from key stakeholders.
- j. **Service Delivery Agreements (SDA)** are co-developed by SST Consultants in partnership with the identified school and district. SDAs detail the partnership’s theory of action, evidence-based strategies, and goals for each fiscal year. For community schools, the collaboration created in each year’s SDA shall also include consultation with the school’s sponsor to ensure coherence across all improvement supports. If a district has been assigned a case manager by the Department, the case manager shall participate in the development of the district SDA and review the completed plan with the district prior to submission to the Department for approval. SDAs shall be completed using the Department-provided template, signed by all required parties, and submitted to the Department no later than **September 15** each year. Before submission, SDAs must be reviewed and signed by the SST Director, an authorized official for the LEA, and the community school sponsor (where applicable). SDAs reviewed by the Department may be returned for revision if found insufficient. Each SDA shall include, at a minimum, all of the following:

- i. Data Analysis – Clear and valuable analysis of all available data to establish the foundation for the SDA and demonstrates strong, clear alignment between data, identified priorities, and the SDAs theory of action;
 - ii. SMART Goals – Defined adult implementation outcomes and student performance outcomes that meet SMART criteria, with aligned metrics and progress indicators;
 - iii. Action Steps – Jointly developed, specific, and measurable actions to be carried out by assigned personnel and the partnering school/district. Actions shall reflect direct services designed to improve literacy and mathematics achievement and align to the school or district’s approved One Plan;
 - iv. Timelines – Established timelines for action steps and overall SDA implementation, including milestones and checkpoints for assessing progress and adjusting supports.
- k. **Direct Service Entry (DSE)** is the data system which serves as the primary tool for documenting services delivered under each SDA. The DSE functions as a critical feedback loop that supports implementation of high-quality SDAs, enables data-informed coaching, and provides transparency across the statewide system.
 - i. Fiscal Agents and SST Directors shall ensure that all direct services are recorded in the DSE **within two weeks of date of service**. Entries shall be accurate and include sufficient detail to document the nature of the service, the recipient, any barriers, any next steps, and alignment to SDA commitments. Accurate and timely data entry is essential for monitoring fidelity, identifying trends, and adjusting support in real time.
- l. **Periodic Progress Reports (PPR)** shall be within the DSE and shall be entered into the DSE on or before **October 15, February 15, and June 15** using the method and process identified by the Department. PPRs will include, at a minimum, all of the following:
 - i. Adult Implementation Progress – Descriptions, including data, of the progress on adult implementation SMART goals from the SDA;
 - ii. Student Outcome Progress – Descriptions, including data, of the progress on student outcome SMART goals from the SDA;
 - iii. Barriers and Next Steps – Identification of challenges and the planned actions to remove those barriers for both the SST and LEA;
- m. **Annual Regional Reports (ARR)** shall be completed by the SST Director and submitted to the Department at the end of each fiscal year to summarize the implementation of the RSP and associated SDAs. This report serves as a comprehensive account of the region’s work, highlighting progress toward regional goals, outcomes achieved, lessons learned, and planned adjustments for the following year. Reports shall be submitted in the format required by the Department by **June 30, 2027**. Each ARR shall include, at a minimum, all of the following:

- i. Implementation Overview – Description of how the SST implemented the strategies and activities outlined in their approved RSP, including any adjustments made in response to emerging needs or data;
- ii. Self-Evaluation Plan – A completed self-evaluation plan as it was described in the year’s RSP;
- iii. SDA Trends and Analysis – Synthesis of trends across SDAs, including common focus areas, types of services delivered, and observed changes in adult practice and student outcomes. This section shall include DSE data, Progress Reports, and feedback from local partners;
- iv. Systemic Barriers and Promising Practices – Identification of barriers that impacted implementation, how barriers were addressed, and promising practices or innovations that contributed to success.

n. Failure to satisfactorily complete any part of this Agreement’s Scope of Work may result in corrective action.

VI. Key Performance Indicators

Each year, the Department evaluates Key Performance Indicators (“KPI”) at the state and regional level. These KPIs are measured using Ohio report card data. Services provided by SST Regions and district implementation activities will result in an improvement in the following measures:

- a. Increase in **grade three ELA proficiency** rate for schools served through an SDA of 3 percent as measured by data from the 2026-27 school year.
- b. Increase in overall **ELA** achievement by 3 percent as measured by the overall ELA performance index as measured by data from the 2026-27 report card.
- c. Increase in overall **mathematics** achievement by 3 percent as measured by the overall mathematics performance index as measured by data from the 2026-27 report card.
- d. Increase **ELA** achievement by 3 percent as measured by the overall ELA performance index for students with disabilities using data from the 2026-27 report card.
- e. Increase **mathematics** achievement by 3 percent as measured by the overall mathematics performance index for students with disabilities using data from the 2026-27 report card.
- f. Decrease in the **chronic absence rate** for schools and districts served through an SDA by 10 percent as measured by results from data from the 2026-27 school year
- g. 100% of districts served through the **11 District Plan** will have successfully implemented all plan requirements by January 1, 2027.
- h. 100% of schools served through an SDA will demonstrate use of **high-quality instruction materials aligned to the requirements outlined ORC 3313.6028** as measured by Department adopted observation tools.

VII. Allocation of Funds

- a. The Department hereby grants to the Fiscal Agent funds detailed in Appendix E **for the sole and express purpose** of providing services to identified schools and districts that are described in the Implementation Guide found in Appendix C. Funding levels for the following revenue streams, Early Literacy ELSR- REL, and SPDG, are preliminary and may be subject to change.

Source	CCIP Line	Purpose
General Revenue Fund (GRF) School Improvement ALI 200550	SST	School Improvement – funding for instructional improvement and family engagement match
Individuals with Disabilities Education Act (IDEA) Part B Section 611 CFDA 84.027	IDEA-B	Special education ages 3-21
IDEA Part B Section 611 CFDA 84.027	Early Literacy State Systemic Improvement Plan (SSIP) IDEA	Regional Literacy Specialists (RELS)
IDEA Part B Section 611 CFDA 84.027	Urban Regional Literacy IDEA	Urban Literacy Specialist
IDEA Part D CFDA 84.323	State Personnel Development Grant (SPDG)	State Personnel Development Grants Program
GRF Special Education Enhancements ALI 200540	State Support Team - Transition	Secondary Transition work as directed by (OEC) staff
GRF Literacy ALI 200566	Ohio Literacy Leads	Statewide literacy lead

b. **Payment of Grant Funds**

- i. The state fiscal year runs from July 1 to June 30. All grant funds shall be obligated and liquidated by the end of the project period, which is June 30, 2027. Any funds not properly obligated and expended within the term of this Agreement will lapse and revert to the Department. All requests for payment under this Agreement shall be submitted no later than August 1, 2027.
- ii. The Fiscal Agent shall submit its proposed budget in CCIP or successor system by July 1, 2026, and the Department will notify the Fiscal Agent of any changes to the proposed budget by July 30, 2026.

- iii. Funds allocated to each Fiscal Agent will be released quarterly upon completion of Agreement deliverables included within the Scope of Work found in Section V of this Agreement.
- iv. The total Fiscal Fees for this Agreement, including any fees charged to the Fiscal Agent by a third party that has performed services on behalf of the Fiscal Agent in furtherance of its responsibilities under this Agreement, may not be more than 5% of the total project allocation.
- v. The indirect cost for this Agreement shall not exceed the Fiscal Agent's indirect cost rate as annually approved by the Department.
- vi. Funds provided through this Agreement shall only be used to provide the scope of work grant activities outlined in this Agreement. **XXXXXX of the total funds available under this Agreement are federal IDEA Part B funds, all of which shall be used to support work described services that address the learning of students with disabilities and students suspected of having a disability, as well as other IDEA requirements.** IDEA Part B funds and General Revenue Funds ("GRF") shall be used as follows:
 - I. Up to 15 percent of the original or "base" **XXXXXX** IDEA Part B Section 611 allocation may be used to provide school services to identified schools and districts that is directed at the implementation of work at the district, building, and teacher-level described in this Agreement. IDEA Part B 15% flexibility, available to serve other at-risk student populations and districts and community schools identified for improvement, is obligated for each SST for instructional support for literacy and mathematics.
 - II. IDEA Part B Section 611 funds and GRF shall be used to proportionately fund the SST Director position. However, GRF may not exceed 35% of the cost of the SST Director's salary and benefits;
 - III. Up to 15% of IDEA Part B Section 611 funds and GRF allocation may be used to support operational costs;
 - IV. SST personnel funded for multiple roles using federal funds and GRF funds to support SST work shall complete Time and Effort logs;
 - V. IDEA Part B 15% flexibility, available to serve other at-risk student populations and districts and community schools identified for improvement, is obligated for each SST in the areas of literacy and mathematics instructional support. 15% of your base amount is **XXXXXX**.
- vii. All equipment purchases shall meet all of the following conditions:
 - I. GRF – Items shall be purchased for use by only the SST. No equipment shall be purchased with these funds for the Fiscal Agent, other entities, school districts, or school buildings;
 - II. IDEA Part B (Section 611 and 619) Funds – Refer to the IDEA Use of Funds document in the CCIP Document Library. All equipment purchased with IDEA Part B funds valued over \$5,000 shall be documented annually. The equipment inventory listing will be monitored by the Department;

- III. All equipment purchased with funds provided through this Agreement are considered the property of the Department. A current inventory of equipment purchased with these funds shall be maintained by the Fiscal Agent. If there is a change of Fiscal Agents, the equipment inventory will be checked, and the equipment shall be distributed accordingly.
- viii. Expenditures for in-state travel to provide services to schools and districts shall be reasonable and customary and comply with rates established by the federal General Service Administration (GSA). Funds shall not be expended for out-of-state travel without prior written approval from the Department.
- ix. The Fiscal Agent acknowledges that all federal and state funds allocated to it are conditioned upon the availability and appropriation of such funds by the U.S. Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the U.S. Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise noted by law, the Department will not be liable to the Fiscal Agent for any reductions or elimination of federal or state funds granted to it. In the event of non-appropriation and notice, the Fiscal Agent shall immediately cease further expenditures under any federal or state project.

VIII. SST Staffing Requirements

- a. The Fiscal Agent shall be responsible for employing SST staff that meet the qualifications stipulated by this Agreement and detailed in Appendix B.
- b. The SST Director shall provide the name of the employee, number of days included in the contract, and the employee's current resume or CV to the Department no later than July 15, 2026.
- c. The SST Director shall provide notice of changes in SST staffing made after July 15, 2026, to the Department within 10 business days. The notice shall also include the number of contract days and a copy of the employee's resume or CV.
- d. The Department reserves the right to deny the filling of a position funded by this Agreement with any individual who does not meet the minimum qualifications prescribed in this Agreement. Should any staffing changes occur after the date of execution of this Agreement, all employees shall meet the level of qualifications held by the staffer who fulfilled the grant administration responsibility at the time the grant was awarded.
- e. All terms of employment are the responsibility of the Fiscal Agent (e.g., retirement, severance allowances, health insurance, vacation time, personal time, and sick leave).
- f. SST Director
 - i. The Fiscal Agent shall employ and evaluate an SST Director at one full-time equivalent for not less than 230 days per fiscal year. The SST Director shall not be employed in any other position by the Fiscal Agent or any other organization.
 - ii. The Fiscal Agent shall evaluate the SST Director at least annually and at a minimum include an assessment of the quality of services identified in the scope of work of

- this Agreement. The Fiscal Agent shall submit a copy of the completed by the Fiscal Agent to the Department no later than June 15, 2027.
- iii. The SST Director shall meet the minimum qualifications as specified in Appendix B.
 - iv. The Fiscal Agent shall provide the name of the individual intended to serve as the SST Director to the Department no later than July 1, 2026.
 - v. The Director for each SST region shall be approved by the Department.
- g. SST Consultants
- i. The Fiscal Agent shall ensure that all SST Consultants meet the minimum qualifications (See Appendix B).
- h. Designated Staff Positions
- i. Each SST region shall employ consultants to fill the following positions:
 - I. At least one (1.0 FTE) **Regional Literacy Specialist Consultant** shall be employed by each SST region. See Appendix B for qualifications, roles and responsibilities. This position cannot be split between multiple consultants.
 - II. At least one (1.0 FTE) **Urban Literacy Specialist Consultant** shall be employed and assigned to each of the LEAs identified in the 11 District Plan. See Appendix B for qualifications, roles and responsibilities. This position cannot be split between multiple consultants.
 - III. At least one (1.0 FTE) **Regional Mathematics Specialist Consultant** shall be employed by each SST region. Based on the scope of work in each region, the Department may determine that a second Mathematics Specialist be employed under the same requirements. See Appendix B for qualifications, roles and responsibilities. This position cannot be split between multiple consultants.
 - IV. At least one (1.0 FTE) **Urban Mathematics Specialist** consultant will be employed and assigned to each LEA identified in the 11 District Plan. See Appendix B for qualifications, roles, and responsibilities. This position cannot be split between multiple consultants.
 - V. Each SST region shall employ among its consultants one or more individuals holding the following Regional Data Lead (RDL) credentials: Data to Serve Exceptional Children, Early Warning System, Progress toward Graduation, Attendance Data, and Gauging Student Readiness. If selected as one of four regional leads, the selected SST shall employ at least one (1.0 FTE) Regional PBIS Specialist Consultant. See Appendix B for qualifications, roles, and responsibilities. This position cannot be split between multiple consultants.

IX. Third Parties

- a. All subsidy and flow-through agreements and services contracted by the Fiscal Agent to perform services on behalf of the Fiscal Agent to meet the required services set forth in this Agreement shall include all of the following:
 - i. Specific deliverables to be produced or provided by the third party;
 - ii. Specific performance measures and goals that will be used to evaluate the work;
 - iii. Documentation of all completed work using the tracking system identified by the Department;

- iv. Evidence of the impact of the work as measured by established performance measures and goals;
- v. Detailed report on all expenditures;
- vi. An accounting of indirect costs under this Agreement that refers to an administrative fee.
- b. Third-party contracts are subject to review and approval by the Department. Copies of these contracts shall be retained and made available upon request.
- c. There are no third-party beneficiaries to this Agreement.

X. Terms and Conditions

- a. **Confidentiality:** The Fiscal Agent, and its employees funded through this Agreement, shall not use any information, systems or records made available to it for any purpose other than to fulfill the obligations specified herein, unless otherwise required by the Ohio Public Records Act, R.C. [149.43](#). The terms of this section shall be included in any subcontracts executed by the Fiscal Agent for work under this Agreement. The Fiscal Agent specifically agrees to comply with state and federal confidentiality laws and regulations applicable to the programs under which this Agreement is funded. The Fiscal Agent is responsible for obtaining copies of all applicable rules governing confidentiality and for assuring compliance with the rules by its employees and the Fiscal Agents. In all respects, the Fiscal Agent shall comply with all applicable provisions of Ohio and federal laws including the Family Educational Rights and Privacy Act (FERPA) and R.C. [3319.321](#). For purposes of this Agreement, “FERPA” includes any amendments or other relevant provisions of federal law, as well as all requirements of Part 99 of Title 34 of the Federal Regulations. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by state or federal law or regulation. If the Fiscal Agent experiences any breach of data security that exposes confidential information, that Fiscal Agent shall bear all costs to notify every individual whose confidential information may have been compromised.
- b. **Relationship of Parties:**
 - i. It is expressly understood that the Fiscal Agent and the Department are contractors independent of one another, and that neither has the authority to bind the other to any third person or otherwise to act in any way as the representative of the other.
 - ii. It is further understood that neither the Fiscal Agent nor its employees or agents are “employees” of the Department as the term is used in division (F) of section [124.01](#) of the Ohio Revised Code and, therefore, are not eligible for vacation, medical insurance, sick leave, parental leave, leave of absence, tenure, bumping rights, retirement, including, but not limited to, application of the Fair Labor Standards Act, the Social Security Act, the Federal Unemployment Tax Act, the Federal Insurance Contribution Act, the provisions of the Internal Revenue the Department, Ohio tax law, workers’ compensation law and unemployment insurance law. The Fiscal Agent is responsible for compliance with any labor laws and contracts as it pertains to any union employees under its employment.

- iii. The personnel funded through this Agreement are not entitled to workers' compensation or other employee benefits offered by the Department. It is strongly advised that the Fiscal Agent obtain independent workers' compensation coverage. The Department will not be held liable for injuries received by personnel.
- c. **Records Maintenance and Access:**
 - i. The Fiscal Agent shall establish and maintain for at least three years after the last day of the Term of this Agreement, or earlier termination of this Agreement, its records regarding this Agreement, including, but not limited to, financial reports and all other information pertaining to the Fiscal Agent's performance of its obligations under this Agreement. The Fiscal Agent also agrees that any records required by the Department with respect to any questioned costs, audit disallowances, litigation or dispute between the Department and the Fiscal Agent shall be maintained for the time needed for the resolution of such question or dispute.
 - ii. At any time during normal business hours and upon not less than 24 hours prior written notice, the Fiscal Agent shall make available to the Department, its agents or other appropriate state agencies or officials all books and records regarding this Agreement which are in the possession or control of the Fiscal Agent, including, but not limited to, financial reports and all other information pertaining to the Fiscal Agent's performance of its obligations under this Agreement. The Department, its agents and other appropriate state agencies and officials may review, audit, and make copies of such books and records. Any such inspection of books and records will be undertaken in such a manner as not to interfere unreasonably with the Fiscal Agent's normal business operations.
 - iii. If the Fiscal Agent creates documents that will be posted to external or internet websites, it shall comply with Section 508 Law (<http://criterion508.com/WebAccessibility>), which requires that disabled employees and members of the public be provided access to information that is comparable to access available to others.
 - iv. Documents, products, and software developed with IDEA Part B 611 Grant funds shall include the following disclaimer somewhere within the body of said documents, product and/or software:

There are no copyright restrictions on this document, product and/or software; however, please cite and credit the source when copying all or part of this document, product and/or software.

This document/product/software was supported in whole or in part by the U.S. Department of Education, Office of Special Education Programs, (Award H027A210111 CFDA 84.027A, awarded to the Ohio Department of Education). The opinions expressed herein do not necessarily reflect the policy or position of the U.S. Department of Education, Office of Special Education Programs, and no official endorsement by the Department should be inferred.

Documents, products, and software developed with IDEA Part B Section 619 Grant funds shall include the following disclaimer somewhere within the body of said documents, product and/or software:

There are no copyright restrictions on this document, product and/or software; however, please cite and credit the source when copying all or part of this document, product and/or software.

This document/product/software was supported in whole or in part by the U.S. Department of Education, Office of Special Education Programs, (Award H173A210119 - 21A CFDA 84.173A, awarded to the Ohio Department of Education). The opinions expressed herein do not necessarily reflect the policy or position of the U.S. Department of Education, Office of Special Education Programs, and no official endorsement by the Department should be inferred.

Documents, products, and software developed with State Personnel Development Grant (SPDG) funds shall include the following disclaimer somewhere within the body of said documents, products and/or software:

There are no copyright restrictions on this document/product/software, however, please cite and credit the source when copying all or part of this document, product and/or software.

The contents of this (insert type of publication: e.g., report, presentation, brief) were developed under a grant from the U.S. Department of Education. The opinions expressed herein do not necessarily reflect the policy or position of the U.S. Department of Education, Office of Special Education Programs, and no official endorsement by the Department should be inferred.

d. Representations and Warranties:

- i. Unresolved Findings: The Fiscal Agent represents and warrants that it is not subject to an unresolved finding for recovery under section [9.24](#) of the Ohio Revised Code.
- ii. Outstanding Judgments: The Fiscal Agent represents and warrants that it has no outstanding final judgments against it by the State of Ohio, including tax liabilities, and agrees that any payments incurred by the state in this Agreement may be applied against such liabilities currently owing or incurred in the future.
- iii. Unfair Labor Practice: The Fiscal Agent represents and warrants that it is not listed with the Ohio Secretary of State for unfair labor practices, pursuant to section [121.23](#) of the Ohio Revised Code.
- iv. Suspension and Debarment: The Fiscal Agent represents and warrants that it is not subject to any state or federal suspension or debarment.
- v. Boycott: Pursuant to section [9.76\(B\)](#) of the Ohio Revised Code, the Fiscal Agent warrants and represents that it is not boycotting any jurisdiction with whom the State of Ohio can enjoy open trade, including Israel, and will not do so during the term of this Agreement.
- vi. Acknowledgment: The Fiscal Agent agrees that if any of the representations and warranties set forth within this Section is deemed to be false, this Agreement shall

be void *ab initio*, and Grant Funds paid by the Department hereunder shall be immediately repaid to the Department.

e. **Liability:**

- i. Audit Exceptions: The Fiscal Agent shall be liable for any audit exception that results solely from its acts or omissions, or its personnel's acts or omissions in the performance of this Agreement. The Department shall be liable for any audit exception that results solely from its acts or omissions in the performance of this Agreement. If the audit exception results from the acts or omissions of both parties, the financial liability for the audit exception shall be shared by the parties in proportion to their relative fault.

f. **Adherence to Laws and Regulations:**

- i. General: The Fiscal Agent shall comply with all applicable federal, state, and local laws related to its performance and obligations under this Agreement.
- ii. Governing Law: This Agreement shall be governed by the laws of the State of Ohio as to all matters, including but not limited to matters of validity, construction, effect, and performance.
- iii. Forum and Venue: All actions regarding this Agreement shall be filed in a court of competent subject matter jurisdiction in Franklin County, Ohio.
- iv. Ohio Ethics Laws: By its signature on this document, the Fiscal Agent certifies: (1) it has reviewed and understands the Ohio ethics and conflict of interest laws including, without limitation, ORC §§ [102.01](#) et seq., §§ [2921.42](#), [2921.421](#), [2921.43](#), and §§ [3517.13](#) (I) and (J); and (2) will take no action inconsistent with those laws, as any of them may be amended or supplemented from time to time. The Fiscal Agent understands that failure to comply with the Ohio ethics and conflict of interest laws is, in and of itself, grounds for termination of this Agreement and the grant of funds made pursuant to this Agreement.
- v. Ohio Elections Law: The Fiscal Agent affirms that, as applicable to the Department, no party listed in Division (I) or (J) of Section [3517.13](#) of the ORC or spouse of such party has made, as an individual, within the two previous calendar years, one or more contributions totaling in excess of \$1,000.00 to the Governor or to his campaign committees.

- g. **Equal Employment Opportunity:** In carrying out this Agreement, the Fiscal Agent shall not discriminate against any employee or applicant for employment because of race, religion, national origin, ancestry, color, gender, sexual orientation, age, disability, or veteran status. The Fiscal Agent shall ensure that applicants are hired, and that employees are treated during employment without regard to their race, religion, national origin, ancestry, color, gender, sexual orientation, age, disability or veteran status. Such action shall include but not be limited to the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training including apprenticeships.

- h. **Drug-Free Workplace Compliance:** The Fiscal Agent agrees to comply with all applicable state and federal laws regarding drug-free and smoke-free workplace laws.

i. **Miscellaneous:**

- i. Entirety of Agreement: All terms and conditions of this Agreement are embodied herein. No other terms and conditions will be considered a part of this Agreement unless expressly agreed upon in writing and signed by both parties.
- ii. Amendments: This Agreement may be modified or amended, provided that any such modification or amendment is in writing and agreed to by the parties to this Agreement. It is agreed, however, that any amendments to laws, rules or regulations cited herein will result in the correlative modification of this Agreement, without the necessity for executing a written amendment.
- iii. Headings: Section headings contained in this Agreement are inserted for convenience only and shall not be deemed to be a part of this Agreement.
- iv. Assignment: Neither this Agreement nor any rights, duties, or obligations described herein shall be assigned or subcontracted by the Fiscal Agent without the prior express written consent of the Department.
- v. Electronic Signatures: Copies of signatures sent by facsimile transmission or provided electronically in portable document format (“PDF”) shall be deemed to be originals for purposes of execution and proof of this Agreement.

NOW WHEREFORE, the parties have caused this Agreement to be executed by its authorized representatives on the last day set forth below.

GRANTEE,

By: _____

Date: _____

Print Name: _____

STATE OF OHIO,
Ohio Department of Education and Workforce

By: _____

Date: _____

Stephen D. Dackin
Director

Appendix A: Definitions

Term	Description
Academic Distress Commission (ADC)	Districts that meet the criteria included in RC 3302.10 are designated as an ‘Academic Distress’ district.
Additional Targeted Support and Improvement (ATSI) Schools	Identification of ATSI Schools will be: • Based upon student group performance. • Identified every three years, and exclude schools already identified as CSI. • Schools that have one or more federally identifiable student groups performing at the same level as CSI schools (lowest 5%) based on ESSA Report Card data and the cut-score established by the CSI identification process.
Building Leadership Team	A collaborative multidisciplinary team of leaders working within a specific school building.
Career Technical Planning District (CTPD)	A school district or group of districts authorized by the Ohio Department of Education and Workforce to plan, provide, and manage career-technical education (CTE) services
Coaching	Service that involves teaching and reinforcing knowledge and specific skills. Coaching may take place on an individual basis or in a small group setting.
Comprehensive Support and Improvement (CSI) Schools (formerly Priority Schools)	The identification of CSI Schools is based on performance criteria detailed in Ohio’s State ESSA (Every Student Succeeds Act) Plan: • CSI schools are Title I schools identified based upon performance in the lowest 5% based on Ohio’s federal accountability report card. The lowest 5% will be identified for comprehensive support. • CSI schools also include any public school with a federal four-year cohort graduation rate equal to or less than 67%. • ATSI schools that have not exited their ATSI status within three years will be identified as CSI schools.
Compliance	The act or process of adhering to a desire, demand, proposal, or regimen in Federal law rules and regulations in addition to state law rules and regulations.
Direct Services	Direct services are actions or activities that are supplied to a specific school or district that are designed to achieve one or more specific outcomes. Direct services do not include preparation time, administrative activities and reporting, professional learning opportunities, or communications (e.g., newsletters, a notice of professional learning opportunities, or scheduling calls).

District Leadership Team	A collaborative, multidisciplinary team of district leaders that draws members from all levels of the district.
Facilitation	Service that assists people in completing a process, reaching an agreement, or identifying a solution without being directly involved in the process or discussion.
Family Engagement	Activities designed and implemented to communicate with and encourage families, schools, and community partners to work together to help children and youth learn, grow, and prepare for their future.
Fiscal Agent	The educational service center receiving grant funds under this Agreement, is responsible for the employment of staff, and ensuring compliance with the terms of this Agreement.
High Leverage Practices (HLP)	In education, "high-leverage practices" refer to a set of fundamental, evidence-based practices that are crucial for effective teaching and learning, particularly for students with disabilities, but also beneficial for all students across all grade levels and subjects. These practices are considered "high leverage" because they can significantly impact student outcomes when implemented effectively.
Human Capital Management	Includes practices related to recruiting, developing, and retaining talent and performance management and evaluation.
Implementation Chain	An implementation chain is a systematic, multi-level framework designed to move from adoption of new educational strategies and achieving actual, sustained improvements in student outcomes. The chain identified all relevant stakeholders—state, district, school, and classroom—to ensure that strategies are implemented with fidelity and supported by necessary resources.
Integrated Multi-Tiered System of Support (I-MTSS)	A comprehensive framework adopted by the Department that is used to provide necessary academic and non-academic supports for all learners based on individual student needs.
Least Restrictive Environment	A federal requirement that mandates students ages 3 through 21 with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers while ensuring special education students are not removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily.
Levels of Evidence as Defined by ESSA	Evidence-based interventions are practices or programs for which there is evidence that demonstrates the practices and programs produce positive results and improve outcomes when implemented with fidelity. Evidence described in ESSA has been produced through formal studies and research. ESSA defines four tiers, or levels, of evidence. [ESSA (Section 8002) and Section 8101(21)(A) of the ESEA]:

	• Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. • Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. • Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). • Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency (SEA), Local Education Agency (LEA), or outside research organization to determine their effectiveness. NOTE: Tier 4 strategies are not an acceptable use of Title I Noncompetitive school improvement funds. CSI-identified schools may be required to utilize Tier 1 strategies.
Ohio Literacy Lead	The Office of Literacy Achievement funds two Ohio Literacy Leads. The leads are responsible for the development of professional learning opportunities aligned to the science of reading and evidence-based practices and supporting statewide implementation of Ohio's Plan to Raise Literacy Achievement , birth to grade 12.
Positive Behavioral Interventions and Supports (PBIS)	PBIS is a framework that guides school teams in the selection, integration, and implementation of tiered evidence-based practices. The PBIS framework emphasizes four integrated elements: data for decision-making, evidence-based interventions and practices that support varying student needs (multi-tiered), systems that efficiently and effectively support implementation of these practices, and continual progress monitoring to ensure outcomes are met.
Professional Learning	Planned activities designed to transfer specific knowledge and skills to participants.
Regional Literacy Specialists (RLS)	RLS are funded through the IDEA. The RLS are responsible for supporting districts in implementing evidence-based practices in kindergarten through grade 12 as outlined in Ohio's Plan to Raise Literacy Achievement. The literacy specialist also supports literacy improvement efforts within each region, including the Third Grade Reading Guarantee, dyslexia support laws, and ReadOhio initiatives. Specific legislative requirements include Reading Achievement Plan provision , Reading Improvement and Monitoring Plans and literacy coaching under HB 33 .

State Personnel Development Grant (SPDG)	The Office for Exceptional Children, in collaboration with the Office for Literacy Achievement and Academic Success, has been awarded a State Personnel Development Grant (SPDG) for the project titled <i>“Improving Instruction and Student Learning for Students with Disabilities and Other At-Risk Learners.”</i> The grant aims to support the implementation of an integrated Department-adopted Multi-Tiered System of Supports (I-MTSS), with a focus on enhancing adolescent literacy outcomes.
State Systemic Improvement Plan (SSIP)	The Office for Exceptional Children and the Office for Literacy Achievement and Academic Success and the Department of Children and Youth oversee the implementation of a five-year comprehensive State Systemic Improvement Plan to improve the educational outcomes of Ohio students (preschool-grade 3) including students with disabilities. The plan focuses on the area of early literacy and the inclusion of evidence-based practices based on the science of reading.
Strategy	A school improvement strategy is a data-driven, strategic roadmap for enhancing student learning and overall school performance by setting clear goals, outlining specific actions, assigning responsibilities, and defining how progress will be measured and monitored.
Support	Providing one or more targeted services that are designed to assist individuals or groups to complete a specific task or produce a specific product.
Targeted Support and Improvement (TSI) Schools (formerly Focus Schools)	Identification of TSI schools will be: • Based upon student group performance. • Identified annually from all public schools (excluding CSI and ATSI schools). • Schools that have one or more student groups performing in the lowest 2% of schools for a particular student group. • Have a 2.5 star or less overall rating in the student group category for which they are identified.
Teacher-Based Teams	Teacher-based Teams include building-level staff grouped by grades or content areas.
Technical Assistance	Services provided to address a deficiency or to increase knowledge and skills necessary to comply with law, rules, or program requirements.
The 11 District Plan	Case of <i>John Doe vs. State of Ohio</i> resulted in a settlement agreement. This agreement requires the state of Ohio to provide additional supports to the public school districts in Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, East Cleveland, Lima, Toledo, Youngstown and Zanesville (the “11 Districts”). The identified areas of need outlined in this plan will

	be addressed in a targeted, comprehensive manner. The settlement requires that the 11 District Plan includes 14 specific areas of content and objectives.
Urban Literacy Specialists (ULS)	The ULS, funded through IDEA, are assigned to assist each of the 11 districts, identified in the Doe vs. Ohio settlement agreement. ULSs work in partnership with the Regional Early Literacy Specialists in supporting all literacy improvement activities, with a special focus on meeting goals set within the special education indicators.
Watch (Student Group Accountability) Districts and Schools (ORC 3317.40)	Districts or schools that receive state funding for any of the following groups of students that fail to meet established achievement or progress in English language arts or mathematics: students with disabilities, English learners, economically disadvantaged students, and identified gifted students.

Appendix B: Roles and Responsibilities

SST Consultant and Director Minimum Qualifications

- A bachelor's degree, master's degree preferred, aligned to the area for which an employee has primary responsibility (i.e., instructional improvement, special education, reading and literacy, data analysis, or appropriate related field or evidence of equivalency);
- A minimum of three to five years of classroom teaching experience, instructional improvement planning and implementation, special education administration, or related experience and a license appropriate to the individual's profession (special education administration, general education, intervention specialist);
- SST Directors shall have a minimum of ten years supervisory, human capital management, and project management experience.
- Candidates will demonstrate:
 - Knowledge of improvement planning processes, including use of strategic problem-solving;
 - Effective coaching using the Department's coaching model and consultation skills in a school or district setting;
 - Ability to implement and monitor improvement strategies;
 - Ability to deliver high-quality professional learning and technical assistance;
- Candidates shall demonstrate knowledge in the following areas:
 - Understanding of the main provisions of the Individuals with Disabilities Education Act ("IDEA") and the Every Student Succeeds Act ("ESSA");
 - Basic analysis skills, including data-based decision-making and an understanding of Ohio's accountability (report card) system;
 - Effective evidence-based processes and instructional practices, including components of Ohio's Integrated Multi-Tiered System of Support;
 - Universal design for learning and differentiated instruction;
 - Understanding of Positive Behavioral Interventions and Supports ("PBIS")
 - Specially designed instruction and provision of free appropriate public education ("FAPE") in the least restrictive environment (special education);
 - Understanding of the contents of Ohio's Plan for K-12 Mathematics
 - Language and literacy instruction grounded in the Science of Reading and structured literacy implementation including having successfully completed the following professional learning modules offered by the Department Ohio's Introduction to the Science of Reading Courses, K-5, Ohio's Introduction to the Science of Reading Courses 6-12, Ohio's Introduction to Literacy Coaching Course, and Department provided professional learning in mathematics.
- SST Directors shall ensure the timely and accurate submission of required and/or requested data and reports for all services provided and funded through this Agreement. SST Directors shall attend the Department-required and sponsored

meetings and trainings and ensure SST personnel attend the Department-sponsored meetings, workgroups and trainings, as required. SST Directors are required to fully participate in all monthly meetings with the Department.

- SST Directors shall ensure the region's SST website is up to date and meets minimum accessibility standards for individuals with disabilities and non-English speaking constituents. The Department will periodically issue updates and guidelines for SST website standards.
- SST Directors shall, as required by the Department, regularly work with other educational partners including, but not limited to, those outlined in Ohio's Plan to Raise Literacy Achievement, Ohio's Whole Child Framework, Ohio's Plan to Improve Educational Experiences and Outcomes for Students with Disabilities, Doe vs. Ohio settlement agreement, Ohio's Consolidated ESSA Plan with the Ohio Center for Autism and Low Incidence ("OCALI"), and Ohio Center for Sensory Disabilities.

Regional Literacy Specialist and Urban Literacy Specialist Qualifications

OVERVIEW

- The SST shall employ the regional literacy specialist(s) for literacy-specific work. The SST shall hire (1) full-time staff person for the work.
- SSTs supporting the 11 urban districts shall employ the urban literacy specialist for literacy-specific work. The SST shall hire at least one (1) full-time staff person for the work for each urban district in their region.
- Any additional SST Consultant performing primarily literacy-specific work should also meet the minimum qualifications outlined below.

The following are the minimum qualifications of the personnel:

- A master's degree in reading or literacy education, or a master's degree in a related area with either reading or literacy endorsements on a state license.
- Expertise in how to improve student learning through the implementation of high-quality evidence-based reading/literacy strategies.
- Completion of a professional development program accredited by the [International Dyslexia Association](#) (accreditation or accreditation plus level).
- Three to five years of successful classroom teaching that includes reading/literacy instruction in kindergarten through grade twelve.
- Experience as a provider of professional development and technical assistance specific to evidence-based language and literacy development.
- Evidence of previous development of professional development materials specific to language and literacy development.
- Experience with coaching and consulting educators or leaders.
- Experience designing and implementing district-wide or school-wide integrated multi-tiered system of supports.
- Knowledge of how to analyze and use student data and adult implementation data.
- Experience working with administrators.
- Experience facilitating or participating in the collaborative problem-solving model .

The following are the preferred qualifications of the personnel:

- Experience providing instruction in special education, with a master's degree in special education and/or an intervention specialist license. (*Urban Literacy Specialists*).
- Experience providing instruction to individuals with dyslexia or individuals with risk factors for dyslexia.
- Experience providing and coaching structured literacy instruction.
- Experience facilitating and interpreting screening measures for identifying students at risk for reading failure.

PROFESSIONAL DEVELOPMENT EXPECTATIONS

Regional Literacy Specialists shall submit a professional development plan to the Department

each year to ensure training is completed. The specialist will also be invited to any statewide training offered to members of the ReadOhio Network and should expect to set aside 5-7 days of their development as a literacy content expert each year for these opportunities.

YEARS 1 AND 2

All Regional Literacy Specialists and Urban Literacy Specialists are expected to complete the following foundational training in the **first two years in the role**. If a specialist has already completed a training, they will not repeat this training unless required by the SST Director, Department staff, or requested by the specialist.

Training	Provided By	Special Notes
Ohio's Introduction to Dyslexia Course, K-3 and 4-12	Office of Literacy Achievement	Courses are available on the Department's Learning Management System. Sign up for a facilitator cohort in year 2.
Ohio's Science of Reading K-5 and 6-12 Course	Office of Literacy Achievement	Courses are available on DEW's Learning Management System. Sign up for a facilitator cohort in year 2.
Ohio's Science of Reading Pathway G: Cox Campus Coursework Sequence	Cox Campus	Courses are available online through Cox Campus (http://coxcampus.org).
Literacy Improvement Pathway	Office of Literacy Achievement	Contact Megan Crook to sign up for a Literacy Improvement Pathway cohort
Reading Tiered Fidelity Inventory	Michigan MTSS Technical Assistance Center/Office of Literacy Achievement	R-TFI facilitator training can be completed online (EduPaths). Additional training opportunities for analyzing RTFI data and providing support to districts using the RTFI will be offered by the Department.
Instructional Coaching and Coaching Service Delivery Plans	Office of Literacy Achievement	Course is available on the Department's Learning Management System. Additional professional learning provided through ReadOhio Network.
Literacy Access for ALL Series	State Partner	Course is available online through - https://literacyaccessforall.org .
ReadOhio Network Onboarding	Office of Literacy Achievement	Two-year sequence of professional learning focused on building knowledge and skills in supporting literacy implementation in districts and schools through Ohio's Plan to Raise Literacy Achievement and Ohio's Coaching Model.
Emergent Literacy Series	Office of Literacy Achievement	Contact Kim Davis to register. Not required of ULS.

All Students Can Read Series	Office of Literacy Achievement	Contact Carolyn Turner to register.
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Regional Literacy Specialist Responsibilities

REQUIRED ACTIVITY

PROVIDE INTENSIVE COACHING SUPPORTS TO A READOHIO COACHING DISTRICT (AS ASSIGNED BY THE DEPARTMENT) ALIGNED WITH OHIO'S COACHING MODEL

50% (100 days + additional contract days beyond 200, as needed)

DETAILS

Provide intensive support, aligned with Ohio's Coaching Model for targeted building(s) through the development of an integrated multi-tiered system of support:

- Provide services to assist and facilitate analysis of available data for a comprehensive needs analysis (may include Reading Tiered Fidelity Inventory, district profile reports from current literacy grants such as the State Personnel Development Grant, Special Education Profile, State Report Card, and building level data in addition to non-academic barriers such as attendance and behavioral needs).
- Provide services to develop and monitor implementation of a coaching service delivery plan with defined strategies and action steps, with the targeted building(s) with ongoing measurement of progress using the Reading Tiered Fidelity Inventory (as represented in school(s) I-MTSS guide) and student-level data.
- Provide services to facilitate collaborative problem-solving model at all levels of the system including but not limited to; district leadership teams, building leadership teams, teacher-based teams, and multidisciplinary teams. Integrated action planning should occur as a result within building leadership, general educators, special educators, and literacy coach(es) to implement evidence-based language and literacy instructional practices to meet student needs.
- Provide services to assist in identification of building-level professional learning needs and assist in planning or facilitating professional learning, including coaching, as part of the overall improvement plan (One Plan and literacy improvement plan, such as a Reading Achievement Plan or Local Literacy Plan).
- Provide services to assist in the development and implementation of decision rules, using the I-MTSS implementation guide.
- Provide services to assist in the analysis of universal screening and summative data with building coaches and staff using the collaborative problem-solving model.
- Provide services to assist in the selection, implementation, and monitoring of high-quality instructional materials for literacy and the deselection and materials that are not aligned with the science of reading, using Department-disseminated tools.
- Provide classroom-level coaching services to facilitate educator involvement in the student-focused coaching process and support the implementation of evidence-based strategies grounded in the science of reading.

- Engage educators and administrators in the student-focused coaching process, utilizing the leveled coaching model (universal, self-guided, small group, one-on-one) to provide support and respond to the needs of educators.

Collaborate with district leaders to provide systems-level support around literacy improvement, including:

- Provide services to assist and facilitate analysis of available data for a comprehensive needs analysis (may include Reading Tiered Fidelity Inventory, district profile reports from current literacy grants such as the State Personnel Development Grant, Special Education Profile, State Report Card, and building level data in addition to non-academic barriers such as attendance and behavioral needs).
- Support in identifying professional learning needs and assisting in planning professional learning, including coaching, as part of the overall district improvement plan (One Plan).
- Provide services to assist schools to align and integrate literacy improvement efforts into the overall district improvement plan, including alignment of the Local Literacy Plan or Reading Achievement Plan with One Plan.
- Provide services to assist in the selection, implementation, and monitoring of high-quality instructional materials for literacy and the deselection of materials that are not aligned with the science of reading, using Department-disseminated tools.
- Provide systems-level coaching and consultation services to district leadership on the coaching of building leadership teams to develop, or bolster building-wide reading plans aligned to the district plan and differentiated to meet building-specific needs. Consultation may include initiative inventories or alignment strategies, such as cross walking existing plans to ensure consistency in support, in addition to ensuring literacy is a standing meeting agenda item.

REQUIRED ACTIVITY

LITERACY COACHING SUPPORTS AND TECHNICAL ASSISTANCE TO SUPPORT THE IMPLEMENTATION OF A MULTI-TIERED SYSTEM OF SUPPORTS FOR LITERACY

20% (40 days + additional contract days beyond 200, as needed)

DETAILS

- If qualified and approved by the Department, provide services that facilitate online courses and professional learning series available from the Department as part of targeted service to the LEA and provide guidance on integration and application (The Department will collect PD plans quarterly).
- Support the implementation of a comprehensive needs analysis for multi-tiered systems of support for literacy, including facilitating a literacy-specific needs assessment (Reading-Tiered Fidelity Inventory).
- Provide guidance, TA or targeted support in the development of I-MTSS processes, including problem-solving models, multidisciplinary teams, and high-quality and aligned instruction and intervention across all three tiers.

- Provide targeted or intensive systems coaching to support instruction for subgroups of students, including inclusive plans, goals and action steps, teaming structures, access to high-quality instruction across the continuum of learning environment and implementation at the classroom, building and district level.
- Provide guidance, TA, or targeted support in systems coaching (building and district level) including support for implementing both instructional and inclusive classroom coaching structures.
- Provide TA, including consulting or professional learning in writing a literacy plan, for districts required to submit Reading Achievement Plans or receive literacy supports through their service delivery agreement with the SST.

REQUIRED ACTIVITY

REGIONAL LITERACY NETWORKING THROUGH COMMUNITIES OF PRACTICE

7.5% (15 days + additional contract days beyond 200, as needed)

DETAILS

- Provide services that facilitate regular (minimum of three annually) regional literacy networking opportunities for CLSD sites and non-CLSD sites, following an approved implementation plan and scope and sequence determined by data and regional needs, that focuses on problem-solving around a common problem of practice through the implementation of communities of practice with a focus on one of the Department's three priority areas to support implementation of the science of reading and a structured literacy approach:
 - Integrated-multi-tiered system of supports for literacy
 - High-quality instructional materials and/or evidence-based reading intervention programs
 - High-quality professional learning.
- Facilitate CLSD district and/or building involvement in regional literacy networking opportunities.

REQUIRED ACTIVITY

SUPPORTING IMPLEMENTATION OF OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT

7.5% (15 days + additional contract days beyond 200, as needed)

DETAILS

- ReadOhio Network (approx. 8-10 days)
 - Engage in collaborative models for identifying needs, problem-solving, and removing barriers to local implementation of literacy practices.

- Engage in inquiry cycles, including testing, data collection, and analysis to inform the development and implementation of statewide resources, including coaching playbooks.
- Support the development and implementation of sustainable statewide systems for literacy through collaborative network participation and leadership.
- Regional Support Teams for Literacy (approx. 4-7 days)
 - Attend monthly professional learning and networking sessions alongside the regional support team for literacy members.
 - Lead discussions and collaboration to support building collective knowledge and capacity across the region to support literacy.
 - Build relationships and collaborative partnerships around literacy with members of the regional support team for literacy.
- Work collaboratively with educational service centers and Department staff providing literacy support to districts receiving literacy support through their service delivery agreement with the SST to ensure support is aligned with Ohio's Plan to Raise Literacy Achievement.

REQUIRED ACTIVITY

DIRECT DEVELOPMENT OF RLS AS LITERACY CONTENT EXPERTS

7.5% (15 days) Additional days may be required for the training of a new RLS

DETAILS

- Any required professional development for onboarding of Ohio's Coaching Model.
- Participating in ongoing professional learning and facilitator training offered by the Department.
- Implementing the individualized professional development plan.
- Support from national literacy experts.
- Attending external training/workshops (e.g. Plain Talk or The Reading League).

REQUIRED ACTIVITY

COMMUNICATION FEEDBACK LOOP TO SST DIRECTOR AND SST COLLEAGUES

7.5% (15 days + additional beyond 200 contract days, as needed)

DETAILS

- Regularly communicate regional work with the SST Director, SST Colleagues, and the Department's Team.
- Plan regional literacy-related support with SST Director, SST Colleagues, the Department's Literacy Team, and DCY to build the capacity of SST and ESC (if applicable) colleagues.

Urban Literacy Specialist Responsibilities

REQUIRED ACTIVITY

PROVIDE STUDENT-FOCUSED COACHING ALIGNED WITH OHIO'S COACHING MODEL FOR IDENTIFIED URBAN DISTRICT AND BUILDING(S)

72.5% (145 days + additional contract days beyond 200, if needed). The amount of time and defined top priorities will be determined in collaboration with the Department and the identified district.

DETAILS

- **Collaborate with district leaders to develop and provide intensive system level support in the implementation of a literacy support plan based on a comprehensive needs analysis and aligned with the Objective, including one or more priority areas below:**
 - Provide services to assist with the implementation of a comprehensive needs analysis for multi-tiered systems of support for literacy, including facilitating a literacy-specific needs assessment (Reading-Tiered Fidelity Inventory or Ready Schools Guide for Language and Literacy) and identifying and analyzing available data specific for literacy supports for students with disabilities.
 - Support the district in developing action steps and measurable adult indicators for the identified literacy improvements with partners from the district, the State Support Team, Department, and state partners.
 - Provide targeted or intensive systems coaching services that are specific to instruction for student groups, including the creation and support of inclusive plans, goals, and action steps, teaming structures and feedback loops between teams; access to high-quality instruction across the continuum of learning environments; and implementation at the classroom, building, and district level.
 - Provide services to assist in the development of I-MTSS processes, including problem-solving models, multidisciplinary teams, and high-quality and aligned instruction and intervention across all three tiers, including the implementation and use of high-quality instructional materials and reading intervention programs.
 - If qualified and approved by the Department, provide services that facilitate the online courses and professional learning series developed by the Department and provide guidance on integration and application.
 - Support the integration of literacy improvement efforts into overall district improvement plan, including alignment of Local Literacy Plan or Reading Achievement Plan with One Plan.
 - Consult with district leadership on the coaching of building leadership teams to develop or bolster building-wide reading plans aligned to the district plan and differentiated to meet building specific needs with a focus on students with disabilities.
- **Provide intensive support, aligned with Ohio's Coaching Model for targeted building(s) through the development of an integrated multi-tiered system of support:**

- Provide services to assist and facilitate analysis of available data for a comprehensive needs analysis (may include Reading Tiered Fidelity Inventory, district profile reports from current literacy grants such as the State Personnel Development Grant, Special Education Profile, State Report Card, and building level data in addition to non-academic barriers such as attendance and behavioral needs).
- Provide services to develop and monitor implementation of a coaching service delivery plan with defined strategies and action steps, with the targeted building(s) with ongoing measurement of progress using the Reading Tiered Fidelity Inventory (as represented in school(s) I-MTSS guide) and student-level data.
- Provide services to facilitate collaborative problem-solving model at all levels of the system, including but not limited to; district leadership teams, building leadership teams, teacher-based teams, and multidisciplinary teams. Integrated action planning should occur as a result within building leadership, general educators, special educators, and literacy coach(es) to implement evidence-based language and literacy instructional practices to meet student needs.
- Provide services to assist in identification of building-level professional learning needs and assist in planning or facilitating professional learning, including coaching, as part of the overall improvement plan (One Plan and literacy improvement plan, such as a Reading Achievement Plan or Local Literacy Plan).
- Provide services to assist in the development and implementation of decision rules, using the I-MTSS implementation guide.
- Provide services to assist in the analysis of universal screening and summative data with building coaches and staff using the collaborative problem-solving model.
- Provide services to assist in the selection, implementation, and monitoring of high-quality instructional materials for literacy and the deselection of materials that are not aligned with the science of reading, using Department-disseminated tools.
- Provide classroom-level coaching services to facilitate educator involvement in the data driven coaching process and support the implementation of evidence-based strategies grounded in the science of reading.
- Engage educators and administrators in the student-focused coaching process, utilizing the leveled coaching model (universal, self-guided, small group, one-on-one) to provide support and respond to the needs of educators.

REQUIRED ACTIVITY

REGIONAL AND/OR DISTRICT NETWORKING THROUGH COMMUNITIES OF PRACTICE

5% (10 days)

DETAILS

- Support the facilitation of regional networking opportunities through communities of practice and the integration of the district and identified building(s) in ongoing network opportunities.

- Facilitate networking opportunities around literacy within the district and among district and building leaders to increase alignment and coherence of literacy improvement efforts.

REQUIRED ACTIVITY

SUPPORTING IMPLEMENTATION OF OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT

7.5% (15 days)

DETAILS

- ReadOhio Network (approx. 8-10 days)
 - Engage in collaborative models for identifying needs, problem-solving, and removing barriers to local implementation of literacy practices.
 - Engage in inquiry cycles, including testing, data collection, and analysis to inform development and implementation of statewide resources, including coaching playbooks.
 - Support the development and implementation of sustainable statewide systems for literacy through collaborative network participation and leadership.
- Regional Support Teams for Literacy (approx. 4-7 days)
 - Attend monthly professional learning and networking sessions alongside regional support team for literacy members.
 - Lead discussions and collaboration to support building collective knowledge and capacity across the region to support literacy.
 - Build relationships and collaborative partnerships around literacy to members of the regional support team for literacy.
 - Work collaboratively with educational service centers and Department staff providing literacy supports to districts receiving literacy supports through their service delivery agreement with the SST to ensure support is aligned to Ohio's Plan to Raise Literacy Achievement.

REQUIRED ACTIVITY

DIRECT DEVELOPMENT OF ULS AS LITERACY CONTENT EXPERTS

7.5% (15 days) Additional days may be required for training of new ULS.

DETAILS

- Any required professional development for onboarding.
- Participating in ongoing professional learning and facilitator training offered by the Department.
- Implementing the individualized professional development plan.
- Support from national literacy experts.
- Attending external training/workshops (e.g. Plain Talk or The Reading League Conferences).

REQUIRED ACTIVITY

COMMUNICATION FEEDBACK LOOP TO SST DIRECTOR AND SST COLLEAGUES

7.5% (15 days + additional contract days beyond 200, as needed)

DETAILS

- Regularly communicate literacy work with SST Director, SST Colleagues, the Department's Urban Support Team Contacts and the Department's Team
- Plan regional literacy-related support with SST Director, SST Colleagues, the Department's Literacy Team, the Department's Urban Support Team and the Department's Early Learning and School Readiness to build capacity of SST and ESC (if applicable) colleagues.

Regional PBIS Consultant Roles and Responsibilities

PURPOSE OF THE ROLE

The Department has restructured the PBIS consultant position for FY 2027. Instead of assigning a PBIS consultant to each of the districts included in the 11 District Plan, four PBIS consultants assigned to SST 1, 3, 11, and 13, are designated to serve as regional leads. Each consultant will support a “quad” of four SST regions to provide targeted expertise and technical assistance. These consultants will collaborate with SST Directors, SST Consultants, and LEA leadership within their assigned quad to build capacity for high-fidelity PBIS implementation, align practices with Ohio’s Integrated MTSS framework, and ensure that behavior, wellness, and attendance initiatives are leveraged to improve literacy and mathematics outcomes.

ROLES AND RESPONSIBILITIES

Using Ohio’s Integrated Multi-Tiered System of Support Framework, the Regional PBIS Consultant’s primary role is to support identified LEAs and SST Consultants to implement nonacademic supports to boost attendance and engagement, and to ultimately improve literacy and mathematics outcomes.

INSTRUCTIONAL: CONTINUUM OF SUPPORTS

- Guide PBIS teams in understanding how PBIS aligns, integrates and supports district and school initiatives designed to improve academic achievement of all students.
- Provide services to assist teams in selecting, implementing, and monitoring effective and efficient non-academic support to assist all students in accessing and engaging with core instruction.
- Provide assistance for IDEA “related services” that support students with disabilities.

INSTRUCTIONAL: DATA-BASED DECISION MAKING

- Provide services to support the use of discipline, school climate, attendance, implementation, and other data to inform improvement planning.
- Assist with developing integrated data analysis routines that combine literacy and mathematics, attendance, and behavior data to inform instructional planning.
- Work with schools and districts on using their PBIS data to select evidence-based practices to address identified needs.

COMPLIANCE AND PLANNING:

- 11 District Plan: Support the 11 districts with PBIS implementation, support the district’s timeline tasks, and support PBIS priority areas within district building work.
- Assist PBIS teams in the development of a Schoolwide Scale Up Action Plan for implementation and sustainability, through the use of the Tiered Fidelity Inventory, PBIS Implementation Blueprint, and Districts Systems Fidelity Inventory.

PROFESSIONAL LEARNING AND TRAINING:

- Support PBIS team trainings via ohiopbis.org modules for regional, district and/or building teams.
- Assist teams with organizing personnel and resources to facilitate, assist, maintain, and adapt school training implementation efforts.
- Complete the PBIS post-training survey following completed training sessions and complete quarterly reports for trainings delivered as requested by the Department.
- Provide professional development and coaching in all areas of need, including but not limited to: needs assessments, District Systems Fidelity Inventory, Tiered Fidelity Inventory, data collection, implementation tracking, implementation science, fidelity checks, and sustainability, staff capacity assessments and deliver additional Positive Behavior Interventions and Supports training(s) for teams that demonstrate readiness: Tier I, Tier II, Tier III, Positive Behavior Interventions and Supports in the Classroom and evidence-based tiered intervention.
- Host coaching sessions for internal coaches, or PBIS teams as outlined in coaching plan.

COMMUNICATION:

- Establish a consistent schedule for communicating with SST Directors in all assigned 4 regions and the Department.
- Communicate state and federal updates, opportunities and resources to SST Consultants, SST Directors and regional partners.

CONSULTANT SERVICES

- Using Ohio's Integrated Multi-Tiered System of Support Framework, provide services to effectively utilize discipline, school climate, attendance, implementation, and other data to inform district and school improvement planning.
- Assist PBIS teams in the development of a Schoolwide Scale Up Action Plan for implementation and sustainability, through the Tiered Fidelity Inventory, PBIS Implementation Blueprint and Districts Systems Fidelity Inventory.
- Using Ohio's Integrated Multi-Tiered System of Support Framework, provide services designed to identify and successfully implement evidence-based instruction and non-academic interventions to support student wellness needs across the age 3 – 21 student population.
- Provide assistance for IDEA “related services” that address the mental health needs of students with disabilities across the 3 – 21 student population.
- May attend in-state conferences and PBIS-related events with prior approval by the Department's Office of School and District Improvement
- Attend mandatory PBIS Network meetings and required professional learning opportunities.
- May be requested to participate in activities hosted by the Department and/or the *Stay in the Game!* Network.

PROFESSIONAL LEARNING AND TRAINING

- Provide coaching and professional learning opportunities to improve knowledge and implementation of PBIS leading to improvements in school climate and reductions in disciplinary removals (Pre-K-12).
- Assist LEA leadership teams with organizing personnel and resources to facilitate, assist, maintain, and adapt school training implementation efforts.
- Support PBIS team trainings via ohiopbis.org modules for districts and/or building teams.
- Complete the PBIS post-training survey following completed training sessions and complete quarterly reports for trainings delivered as requested.

PBIS COACHING

- Provide coaching sessions for SST Consultants, or LEA PBIS teams as outlined in coaching plan.
- Guide PBIS teams and SST Consultants in understanding how PBIS aligns, integrates and supports district and school initiatives designed to improve academic achievement of students.
- Provide professional development and coaching in areas of need, including but not limited to: District Systems Fidelity Inventory, Tiered Fidelity Inventory, data collection and analysis, implementation tracking, fidelity checks, and sustainability, and deliver PBIS training(s) for teams that demonstrate readiness: Tier I, Tier II, Tier III, PBIS in the Classroom and evidence-Based tiered intervention.
 - Support district and buildings with integration and alignment I-MTSS, family engagement and attendance strategies and student outcome data (attendance, academics and behavior) within the One Plan
 - Assist PBIS Teams in conducting a comprehensive needs assessment that explores current PBIS or behavior support practices.
 - Assist with analysis of data to determine best supports (e.g., school climate survey, OHYES!)

PBIS NETWORK

- Participate in State PBIS Network monthly meetings and workgroups as needed.
- Communicate information shared from the PBIS Network meetings with SST staff within the assigned quadrant and LEAs.
- As requested, assist in the development and implementation of state and regional PBIS training and coaching initiatives.
- Stay informed and up to date on information and updates regarding state and federal rules and regulations, professional learning opportunities, and PBIS resources to LEAs.
- Build capacity of State Support Team regarding [11 District Plan](#) PBIS objectives, support the 11 District Plan Timeline tasks, update and implement Regional 11 District Plan Timeline tasks, and support PBIS priority areas within building work.

The Regional PBIS specialist will communicate, plan, and coordinate LEA work regularly with SST Directors, SST Colleagues and the Department's Urban Support Team and Case Managers including:

- SST Director: Weekly check-ins on progress of activities.
- SST Colleagues: Collaborate with SST colleagues supporting the district and ensure that PBIS is utilized as a lever for overall school climate improvement.
- Implementing 11 District communications protocol.
- Monthly reporting in collaboration with Office for Exceptional Children PBIS Objective Lead.
- Collaborate with the Department for effective implementation of any settlement requirements including:
 - Office for Exceptional Children
 - Office of Whole Child Supports

PBIS Teams can be at the district or building level. This is intentionally open to allow PBIS Consultants the flexibility to provide the appropriate level of training and support as determined by regional and district/building need.

Regional Mathematics Specialist and Urban Mathematics Specialists

POSITION QUALIFICATIONS

The SST will employ one Regional Mathematics Specialist and one Urban Mathematics Specialists for each district that are part of the 11 District Plan. These Mathematics Specialist positions shall be one (1.0 FTE). The following are the minimum qualifications of the personnel:

- Tier 1 core instruction and Tier 2 & 3 interventions with data-based individualization.

The following are the preferred qualifications of the personnel:

- A master's degree in mathematics, mathematics education, or a related field (curriculum, administration, etc.).
- Experience providing instruction in special education, with a master's degree in special education/intervention specialist license.
- Experience providing instruction to individuals with dyscalculia or individuals experiencing mathematics difficulties.
- Experience providing and coaching for mathematics instruction.
- Experience facilitating and interpreting screening measures for identifying students at risk for mathematics failure.
- Familiarity with Ohio Materials Matter and its role in supporting high-quality instructional resources.

- Experience facilitating or participating in plan-do-study-act cycles (i.e., collaborative problem-solving model, etc.)

KNOWLEDGE

A thorough understanding of the following is essential:

- Mathematics acquisition, assessment, and instruction.
- Effective strategies for mathematic instruction, aligned with the research on the most effective teaching strategies.
- Explicit mathematics instruction.
- Ohio's Learning Standards in Mathematics.
- Standards for Mathematical Practice.
- Effective Mathematics Teaching Practices.
- Instructional coaching practices and strategies for supporting adult learners.
- Data-driven decision-making to support all learners through a multi- tiered system of support.
- Universal Design for Learning educational framework.

SKILLS

A thorough understanding of the following is essential:

- Delivering effective mathematics instruction in grades K-5 as well as intervention K-12.
- Administering assessments and measures of essential mathematics skills, interpreting results, and using data to drive instruction.
- Ability to rapidly acquire and apply new skills and information.
- Ability to provide and receive effective instructional feedback.
- Ability to prioritize, schedule, manage, and organize multiple daily tasks to achieve goals.
- Ability to identify problems and develop appropriate solutions.
- Use effective written and oral communication skills, including the ability to engage in difficult and candid conversations with a variety of stakeholders.

DISPOSITIONS

A thorough understanding of the following is essential:

- Sense of urgency for mathematics achievement.
- Believing all teachers are mathematics teachers and all students are mathematics students.
- Motivating others to perform at high standards.
- High degree of professionalism to ensure and protect the confidentiality of educators and students.
- Strong work ethic, self-directed, and reliable, and the ability to work both independently and collaboratively.
- High-quality interpersonal skills and the ability to relate to and interact with peers and colleagues.

- Persistent despite obstacles.
- Ability to orchestrate change.
- Valuing lifelong learning.
- Belief that a coach can make a difference, despite the nature of the challenges.
- Desire to grow professionally.
- Belief that all students can become proficient in mathematics.

Appendix C: Implementation Guide

IMPLEMENTATION GUIDE OUTLINE

1. SST Responsibilities: Helping Schools Create Integrated MTSS

- A. How This Implementation Guide Supports Your Work in Integrated MTSS
- B. Statewide Non-Negotiables for All SST Consultants

2. SST's Required Services to Support Integrated MTSS

- A. Instructional Services – Continuum of Supports
- B. Instructional Services – Data-Based Decision Making
- C. Improvement Planning - ED STEPS
- D. Local Literacy Planning (LLP/RAP/RIP)
- E. Special Education Technical Assistance and Compliance

3. Specialized SST Services

- A. Literacy/ReadOhio Coaching
- B. Math/Regional Math Specialists

Section 1. SST Responsibilities: Helping Schools Create Integrated MTSS

Ohio's State Support Teams ("SST") are regional extensions of the work of the Department of Education and Workforce ("the Department") that were established under Ohio Revised Code Chapter 3312. SSTs partner with prioritized schools and districts identified through decision rules grounded in IDEA, ESSA, and Ohio law. SST Consultants support these schools and districts in establishing the foundations of their own Integrated Multi-Tiered Systems of Support (Integrated MTSS), aligned to Ohio's framework. This means building coherent systems that strengthen instruction, improve adult practices, and ensure compliance with federal and state requirements. While sustaining a particular emphasis on students with disabilities in alignment with IDEA, consultants help advance statewide priorities (e.g., Science of Reading and the K-12 Math Plan), integrate academic and non-academic systems, and ensure that services for both compliance and high-quality instruction reinforce one another to improve student outcomes in literacy, math, and chronic absenteeism.

Ohio's Integrated MTSS framework includes five student learning components. This guide focuses primarily on two foundational components (Continuum of Supports and Data-Based Decision Making) because they are critical for prioritized schools and districts beginning to build an integrated MTSS framework. The additional three components, Universal Screening, Progress Monitoring, and Team-Based Problem Solving are integrated across the Guide and included within the content of the other components. This guide defines specific services SST Consultants will provide to establish foundational practices and lay the groundwork for systems that enable effective teaching and learning in every classroom.

1.A. HOW THIS IMPLEMENTATION GUIDE SUPPORTS YOUR WORK IN INTEGRATED MTSS

This Implementation Guide is part of the SST grant agreement, and it outlines clear expectations for the day-to-day work of SSTs. It defines roles, required deliverables, and provides guidance for using Ohio's Integrated MTSS as the foundation for improving student outcomes in literacy, mathematics, and chronic absenteeism. The Guide also supports alignment across the implementation chain (state, regional, district, and school) so that SST efforts lead to sustainable systems and measurable results, with a particular focus on meeting the needs of students with disabilities.

SST consultants will need to utilize resources in the Department's Integrated MTSS Toolkit to support implementation and ensure alignment with statewide guidance.

Additionally, a set of resources has been created to scaffold the use of this Implementation Guide in co-creating meaningful Service Delivery Agreements ("SDAs") with LEA and school leaders. These resources are designed to help consultants translate the Guide into practical, collaborative planning tools.

1.B. STATEWIDE NON-NEGOTIABLES FOR ALL SST CONSULTANTS

This section outlines the statewide expectations in order to ensure consistency, alignment with Department priorities, and high-quality support for schools and districts. They serve as guardrails for daily practice.

INTEGRATED MTSS AS THE ORGANIZING FRAMEWORK AND FOCUS

- Organize and deliver all services in alignment with [Ohio's Integrated MTSS](#) and include academic (literacy and math) and non-academic (student engagement, behavior, attendance) supports.

SERVICE DELIVERY AND ALIGNMENT

- Prioritize time and resources for schools and districts identified through the Regional Needs Assessment ("RNA").
- Anchor all direct services in Regional Service Plans ("RSPs") and Service Delivery Agreements ("SDAs").
- Provide direct, embedded services mostly at the classroom and building level.

DATA-DRIVEN PRACTICE AND CONTINUOUS IMPROVEMENT

- Use academic, behavioral, attendance, and special education data to guide decisions and refine supports. Data should be analyzed for all students and for student groups.
- Commit to using all relevant deliverables (including RSP, SDA, PPR, DSE) and feedback from educational partners to self-evaluate and adjust practices.

COLLABORATION AND PROFESSIONAL STANDARDS

- Build and maintain collaborative relationships with school/district colleagues, SST peers, Department staff, and Department-assigned Case Managers to ensure aligned practices and shared problem-solving.
- Follow Case Manager and Urban Support Team guidance on priorities while actively listening, seeking clarification, and working together to implement agreed-upon strategies.
- Communicate clearly and meet timelines for all deliverables (e.g., SDAs, DSE, etc.)
- Ensure alignment with Department priorities; accurately and professionally represent its work.
- Consistently apply agency guidance, use Department-created resources, and participate in required state-led meetings and professional learning.
- Ground all recommendations in evidence-based practices, maintain confidentiality, and uphold professional ethics in every interaction.

For comprehensive roles and responsibilities, refer to the Roles and Responsibilities document in Appendix B.

For comprehensive descriptions of the deliverables that form the operational backbone of SST work (e.g., RSP, SDA, DSE, etc.), refer to the Scope of Work within the Grant Agreement.

Section 2. SST's Required Services to Support Integrated MTSS

This section explains the day-to-day responsibilities of SST Consultants in supporting school and district improvement. These responsibilities are organized into **Instructional, Planning, and Compliance Services**.

Instructional Services focus on high-quality teaching and learning, as the foundation of an effective Integrated MTSS and the starting point for sustainable improvement and meaningful student outcomes. These services ensure that all students, particularly students with disabilities and those at risk for poor outcomes, have consistent access to grade-level, evidence-based instruction.

Planning and Compliance Services are provided concurrently to reinforce and sustain instructional work. These services focus on building strong systems, aligning resources, and reducing barriers. They emphasize planning for sustainability and integrating compliance requirements with instructional priorities. Planning and Compliance Services help schools and districts maintain momentum, embed services for students with disabilities, and transform legal requirements into levers for improvement.

Instructional, Planning, and Compliance Services are designed to work together and occur concurrently, not sequentially. SST Consultants integrate each of these types of support so that strong instruction is reinforced by strong systems. *These services should be intentionally planned and documented in a co-created SDA that clearly articulates the theory of action connecting adult implementation to measurable student outcomes, with all services grounded in the day-to-day work of teaching and learning.*

Instructional Services are organized into two buckets (**Continuum of Supports** and **Data-Based Decision Making**) which directly align to Ohio's Integrated MTSS Framework. Planning Services include those related to **Improvement Planning – ED STEPS** and **Local Literacy Planning (LLP, RAP, RIP)**. Compliance services are organized collectively and cover all services related to IDEA technical assistance and compliance. Each bucket is detailed in the following pages, including its definition, the “Foundational Practices” that describe essential school and district practices, and the “SST responsibilities” for establishing those foundations.

REQUIRED SST SERVICES	
Instructional	
<i>Continuum of Supports –</i> Delivering effective, evidence-based instruction for all learners.	<i>Data-Based Decision Making –</i> Building and using comprehensive assessment systems for instructional improvement.
Planning	Compliance
<i>Improvement Planning</i> – ED STEPS and Local Literacy Plans	<i>Special Education Technical Assistance and Compliance</i> – Special Education Profile, dispute resolution, IDEA monitoring reviews

2.A. INSTRUCTIONAL SERVICES - CONTINUUM OF SUPPORTS

Most Instructional Services that SST Consultants provide to schools and districts are connected to the Continuum of Supports within an Integrated MTSS. These services help strengthen instructional systems through coaching, collaborative planning, and capacity building in daily practice. Services in this area focus on the effective use of high-quality instructional materials (“HQIM”), evidence-based practices (“EBP”), and specially designed instruction (“SDI”). By supporting educators in delivering instruction that meets the needs of all learners and ensuring coherence across tiers, SSTs help schools create a unified system where every student has access to grade-level, evidence-based instruction.

FOUNDATIONAL PRACTICES

SST Consultants ensure districts and schools implement HQIM with fidelity in at least literacy and mathematics. Foundational practices of success for schools and districts include:

- District and schools adopt HQIM in literacy and mathematics.
- Districts and schools adopt evidence-based programs and practices in literacy, mathematics, and non-academic areas.
- Adopted HQIM are embedded within SDI and instructional planning routines to maintain coherence with Tier 1 instruction and meet the needs of students with disabilities.
- Districts and schools provide qualified professional learning to train school leaders and teachers on HQIM.
- All teachers deliver instruction using HQIM with fidelity, supported by job-embedded coaching.
- Collaborative planning structures (ex. grade-level teams, PLCs, TBTs, etc.) are in place for lesson internalization and unit planning, including planning for students with disabilities and alignment with IEP goals.
- Leaders and coaches use common Department-created Implementation Tools (e.g. school visit checklists, classroom observation tools, and short surveys) to monitor instructional routines and provide meaningful and actionable feedback.
- Districts and schools track fidelity of implementation and outcomes to inform decisions and refine support.

- SDI is integrated into planning routines for students with disabilities, ensuring access to core instruction as well as provision of scaffolded and specialized supports.
- Family/caregivers are provided with information about HQIM, and evidence-based practices and programs are used to support their children in academic and non-academic areas, including SDI.

SST RESPONSIBILITIES

To meet the foundational practices of success above for prioritized schools and districts in implementing HQIM, SST Consultants shall do the following:

- Provide support to school leadership in using the Department’s HQIM adoption process and tools to support HQIM adoption across literacy and mathematics; non-aligned materials are deselected.
- Co-develop a training plan and calendar to ensure all staff are trained in the implementation of the materials.
- Support the development and implementation of collaborative team processes to systematically monitor and evaluate whether HQIM and evidence-based programs and practices are delivered as designed.
- Provide services to develop an implementation plan for lesson and unit internalization, collaborative planning, observation cycles, Department meetings, and student work analysis.
- Conduct and model learning walks, using Department provided tools, to evaluate HQIM implementation, provide actionable feedback to teachers, and build leaders’ capacity to lead these cycles independently.
- Provide support to school leadership for implementation of evidence-based programs and practices for student engagement, behavior, and attendance for all learners.
- Model and coach all teachers in using evidence-based practices to support all teachers in delivering high quality instruction, including specially designed instruction for students with disabilities.
- Model and coach educational leaders to monitor the learning environment ensuring students with disabilities are educated in the least restrictive environment and meaningfully participate in core instruction in literacy and mathematics.
- Provide direct coaching to intervention specialists to build their skill and capacity in writing IDEA-compliant IEP reading goals aligned to the Science of Reading, and support alignment between those goals, core instructional routines, and progress monitoring practices.
- Provide services to assist teams in selecting, implementing, and monitoring effective and efficient non-academic supports to assist all students in accessing and engaging with core instruction.
- Help schools embed family engagement strategies into Integrated MTSS routines, such as communicating the HQIM and evidence-based practices being used to support students, sharing progress monitoring data, and communicating at-home strategies aligned with academic and non-academic instruction.

2.B. INSTRUCTIONAL SERVICES - DATA-BASED DECISION MAKING

Instructional Services related to Data-Based Decision Making (“DBDM”) help schools and districts use timely, meaningful data to guide instruction and intervention. SST support in this area focuses on building systems for universal screening, progress monitoring, diagnostic assessments, and fidelity checks. These services embed data use into collaborative routines, so instructional decisions are proactive, responsive, and aligned to student needs. By strengthening data practices within an Integrated MTSS, SSTs help educators identify needs early, organize supports effectively, and monitor progress toward improved outcomes for all learners.

FOUNDATIONAL PRACTICES

SST Consultants ensure districts and schools implement universal screening with fidelity and use the data to guide decisions. Indicators of success for schools and districts include the following foundational practices:

- Universal screening systems are in place for literacy and mathematics, administered with fidelity and administration of assessments and data collection is consistent, accurate, and timely.
- An integrated data system is in place and used to document and access student-level academic and non-academic data, and protocols for management of the data system are in place.
- Academic and non-academic data thresholds are defined and consistently used to trigger targeted and intensive supports for students at-risk of not meeting benchmarks.
- Collaborative data routines (e.g. TBTs, PLCs, etc.) use integrated data dashboards to analyze academic, non-academic, and relevant special education data together to inform instructional decisions.
- Leaders and coaches apply structured data protocols to guide decisions and ensure alignment across instructional supports.
- Academic and non-academic data includes disaggregation by student group, including students with disabilities, to guide instructional decisions.

SST RESPONSIBILITIES

To establish these foundational practices for prioritized LEAs and schools, SST consultants shall do the following:

- Support selecting and adopting valid, reliable universal screeners in literacy and mathematics.
- Assist schools in planning and scheduling screening windows and ensuring fidelity of administration.
- Guide development of screening administration and data collection processes, including developing and using clear administration protocols and routines, to ensure they are consistent, accurate, and timely.

- Support districts in designing or refining integrated data systems, including defining data elements, aligning data sources, and developing usable dashboards or data views that combine academic, attendance, and behavior data.
- Assist with developing reoccurring integrated data analysis routines using meeting structures, common protocols and combined data views (literacy, mathematics, attendance, behavior) and support teams in jointly analyzing these data sets to guide root cause analysis and inform instructional decision-making.
- Guide teams in developing, documenting, and routinely applying clear data-based decision rules for literacy, mathematics, behavior, and attendance, including defining thresholds, actions, and review timelines.
- Support intervention specialists in embedding universal screening, diagnostic, and progress monitoring data, into SDI planning routines, including progress toward IEP goals.
- Provide services to assist the use of universal screening data in literacy and mathematics to identify needs and evaluate instructional effectiveness, particularly within HQIM implementation, SDI, and tier 1 instruction.
- Guide teams' use of student group data, including data for students with disabilities and their progress toward IEP goals, by embedding these data into all instructional planning and decision-making routines.
- Support team structures and routines for collecting and reviewing student engagement, attendance and behavior data for use in integrated data analysis and instructional decision-making routines.

2.C. IMPROVEMENT PLANNING - ED STEPS

In Ohio, improvement planning is structured through Ohio's Education Department's System of Tiered E-Plans and Supports ("ED STEPS") system. ED STEPS enables educational entities to efficiently and effectively assess needs, plan, and leverage funds to prepare students for a successful future. Effective planning ensures that instructional supports are not fragmented but embedded within a system that connects adult implementation to measurable results.

SST's provide Improvement Planning Services to support ED STEPS planning for prioritized schools and districts. Because ED STEPS operates on a three-year planning cycle, SST Consultant responsibilities vary depending on whether a prioritized school or district is in a planning year or in an implementation year.

FOUNDATIONAL PRACTICES (PLANNING YEAR)

- The ONA is completed and selects priority areas that have strong root causes.
- One Plan goals are SMART and connect adult implementation measures to student outcomes. When directed by the Department, prioritized schools and districts will select SMART goals from the Department's preferred menu to ensure alignment with statewide priorities.
- One Plan strategies are evidence-based and aligned to integrated MTSS. When directed by the Department, prioritized schools and districts will select evidence-based strategies from the Department's preferred menu.

- LEA-level One Plan has funding sources clearly linked to relevant, prioritized action steps.
- SDA priorities explicitly connect to One Plan goals/strategies.
- When relevant, align One Plan with other required plans (e.g., LLP, IDEA Corrective Action Plans, etc.)

SST RESPONSIBILITIES (PLANNING YEAR)

- Guide leadership teams through the ONA process.
- Support development of SMART goals for adult and student measures, and when directed by the Department, assist schools and districts in selecting SMART goals from the Department's preferred menu to ensure alignment with statewide priorities.
- Ensure One Plans includes clear indicators for monitoring changes in adult implementation.
- Assist in selecting evidence-based strategies aligned to Integrated MTSS, and when directed by the Department, assist schools and districts in selecting strategies from the Department's preferred menu to ensure alignment with statewide priorities.
- Provide technical assistance to connect funding sources to strategies and action steps within the LEA-level One Plan.
- Connect SDA priorities to One Plan strategies.
- Assist in the alignment of any additional district plans, when relevant (e.g., LLP, IDEA CAP, etc.)
- Leverage the [ED STEPS Quality Plan Rubric](#) to support plan creation.

FOUNDATIONAL PRACTICES (IMPLEMENTATION YEARS)

- Adult implementation and student outcome data are reviewed and inform mid-cycle decisions. This includes completion of the Support Schools Tool reflection in the accurate year.
- SDA documentation explicitly references One Plan strategies and goals, demonstrating coherence between SST support and district priorities.
- Districts begin embedding effective practices into their systems for long-term sustainability.
- Systems exist for onboarding new staff into instructional priorities and practices.

SST RESPONSIBILITIES (IMPLEMENTATION YEARS)

- Guide leadership teams through the Support Schools Tool process to review implementation progress, identify barriers, and recommend adjustments that strengthen instructional systems.
- Help leadership teams examine adult implementation measures and student outcome data to determine whether strategies are producing intended results.
- Ensure SDA activities remain connected to One Plan strategies and goals, reinforcing instructional priorities rather than creating parallel efforts.
- Assist districts in making data-informed changes to strategies or action steps that sustain momentum toward student outcome goals.

- Support districts in embedding successful practices into regular routines and structures to ensure improvements last beyond the current cycle.
- Support districts in development of onboarding practices and procedures aligned to One Plan priorities.
- Use the [ED STEPS Quality Plan Rubric](#) to guide and strengthen plan implementation.

2.D. LOCAL LITERACY PLANNING (LLP/RAP/RIP)

Ohio's longstanding commitment to literacy improvements (supported by legislative investment and statewide initiatives) relies on effective literacy planning to build sustainable systems that help all students become proficient readers and writers. SSTs provide Planning Services to support prioritized schools and districts by partnering with leadership teams to analyze data, identify root causes, and develop evidence-based plans aligned with Ohio's literacy priorities. Consultants also ensure coherence by aligning Local Literacy Plans ("LLPs") with One Plans.

FOUNDATIONAL PRACTICES

- The LLP includes clear, measurable goals and strategies aligned to district literacy data and Ohio's Plan to Raise Literacy Achievement.
- Action steps address instructional support for all students and include roles for administrators, teachers, and coaches.
- The LLP details administrative and teaching staff activities to provide instructional support to all students and may also include action items for coaches.
- The plan is documented annually and monitored by the District Leadership Team at least three times per year using student achievement and fidelity data.
- Strategies reflect evidence-based practices aligned to the science of reading and connect to statewide literacy priorities, including dyslexia supports and the Third Grade Reading Guarantee.
- Literacy plans demonstrate coherence with the district's One Plan and SDA priorities.

SST RESPONSIBILITIES

- Provide technical assistance to ensure literacy plans align with district data and include clear, measurable goals and strategies.
- Guide leadership teams in using Ohio's Plan to Raise Literacy Achievement and related resources (e.g., Third Grade Reading Guarantee, Dyslexia Supports) to inform plan development.
- Leverage the [Literacy Plans Tip Sheet](#) to support creation and implementation.
- Assist districts in embedding progress monitoring routines into literacy plan implementation.
- Ensure literacy plans connect to SDA priorities and reinforce instructional coherence across tiers.

2.E. SPECIAL EDUCATION TECHNICAL ASSISTANCE AND COMPLIANCE

Special education technical assistance, professional learning, coaching, and compliance services support educational agencies and associate educational agencies in meeting federal Individuals with Disabilities Education Act (“IDEA”) requirements while ensuring students with disabilities are educated in the least restrictive environment, receive meaningful educational benefit, and make progress in the general education curriculum through coherent instructional systems and high-quality instruction. When intentionally partnered with Instructional Services, these supports embed IDEA-aligned practices led by agency leadership and sustained through instructional routines and internal monitoring systems.

When directed by the Department, prioritized educational agencies and associate educational agencies will follow Department guidance, tools, and timelines for IDEA monitoring activities and corrective actions. SST Consultants shall support implementation accordingly, and all SST services will be delivered using Department-approved guidance, forms, resources, data sources, and tools.

When regional or agency-specific needs extend beyond SST scope, consultants may connect educational agencies with appropriate statewide partners or services to address identified system-level needs (e.g., family engagement or leadership infrastructure related to special education).

FOUNDATIONAL PRACTICES

Prioritized agencies shall demonstrate the following foundational practices, as these serve as benchmarks for verifying compliance with IDEA requirements and sustaining instructional priorities. Foundational practices include the following:

- Internal IDEA monitoring systems are established and used in prioritized educational agencies.
- Leadership teams and special education personnel address IDEA general supervision requirements and corrective action items.
- Required actions from IDEA monitoring, Special Education Profile reviews, Supported Technical Assistance (STAR) reviews, IDEA Comprehensive reviews, and dispute resolution findings are completed accurately, on time, and reflected in updated procedures, guidance documents, or protocols for sustainability.
- IDEA-related goals, strategies, and actions are embedded in the One Needs Assessment (ONA) and One Plan and reviewed through existing leadership and instructional processes. (See 3.C. for ED STEPS alignment and process expectations.)

SST RESPONSIBILITIES

SST Consultants provide services to identified educational agencies and associate educational agencies to ensure IDEA-aligned practices are implemented with fidelity and directly connected to services for students with disabilities. These services include the following, and should be provided to educational agencies as directed by the Department:

- Establish and sustain internal IDEA monitoring systems.

- Define structures, roles, and procedures for internal monitoring with district personnel.
- Work with district leadership to review existing evaluation records and Individualized Education Plans (“IEP”) to examine compliance evidence and complete required corrections accurately and within timelines.
- Coach teams to use monitoring findings to identify significant or systemic priority areas for improvement.
- Verify that internal monitoring practices are implemented consistently and sustained over time, not limited to a single review cycle.
- Use Department approved IDEA Monitoring Process Guides and Ohio-required IEP and evaluation forms.
- Ensure IDEA general supervision requirements are implemented.
 - Clarify expectations for required practices (e.g., Child Find, Evaluation Team Reports and IEP processes, transition planning, behavior supports {Functional Behavior Assessment, Behavior Intervention Plans, Manifestation Determinations}, alternate assessment, progress reporting, prior written notice, parent participation).
 - Examine how requirements are currently carried out in practice; identify misaligned, incomplete, or inconsistent practices; and assist in developing actionable plans and processes to address identified gaps.
 - Reinforce expectations, follow up to confirm required corrections, and verify consistent implementation over time.
 - Use Department-approved general supervision resources and LMS modules (e.g., Special Education Essentials and Beyond the Essentials).
- Ensure required actions resulting from IDEA monitoring and dispute resolution findings are completed and sustained.
 - Work side-by-side with district leadership to review expectations, prepare for and respond to Special Education Profile reviews, STAR Reviews, IDEA Comprehensive reviews, and dispute resolution findings.
 - Actively assist in organization, preparing, and submitting all required tasks and documentation using established processes and timelines.
 - Partner in planning, executing, and tracking corrective actions: verify completion and sustainment to prevent recurrence.
 - Deliver targeted implementation support for indicators 1, 2, 13, and 14 by partnering with teams to review graduation, dropout, secondary transition and postschool outcomes data, alongside academic data, to inform instructional decision-making.
 - Guide identification of priority areas for improvement based on indicator data; and clarify expectations for IEP development and instructional planning connected to indicator outcomes.
 - Use Department-approved indicator tools, data sources, professional learning resources (IDEA STAR and Comprehensive Monitoring Process Guides, Indicator 13 checklists, graduation and transition tools, and approved partner resources).

- Ensure integration of Special Education work within ONA, One Plan, and SDA.
 - Work with leadership to confirm IDEA-related goals, strategies, and actions are explicitly included in the One Needs Assessment and One Plan.
 - Guide the use of monitoring findings and compliance data to inform planning discussions and guide adjustments to goals, strategies, and actions.
 - Ensure SDA priorities and activities reflect special education compliance supports, align with ED STEPS plans, and meaningfully connect to Instructional Supports.
 - Use Department ED STEPS resources, monitoring findings, compliance data sources including the Special Education Profile data, and Ohio District Data Exchange tools.
- Ensure districts participating in the 11-District Plan implement and complete required plan actions across all objective areas to improve outcomes for students with disabilities.
 - Partner closely with the Urban Support Team (“UST”) to clarify plan requirements, align messaging, and ensure districts receive consistent guidance.
 - Review district-provided evidence to assess progress toward required plan actions across objective areas.
 - Support translation of plan requirements into instructional and system-level practices across schools and sustainability structures.
 - Plan for and support timely completion of required tasks within established timelines.
- Provide universal/regional Technical Assistance ($\leq 5\%$ SST time)
 - Deliver short-term services to educational agencies that do not receive SDA-level support (generally one to three touchpoints).
 - Address and meet clearly defined needs without establishing ongoing engagement.
 - Identify when needs extend beyond SST scope and connect districts to appropriate statewide partners.
 - Use only Department-approved guidance, forms, data sources, and tools when delivering short-term technical assistance and universal services and do not introduce unapproved or locally developed materials.

Section 3. Specialized SST Services

All SST Consultants operate under the same foundational expectations, meet the statewide non-negotiables, and provide common required services as defined above, but some roles provide highly specialized support in partnership with the Department and prioritized local education agencies (“LEAs”). These roles (Regional Literacy Specialists, Urban Literacy Specialists, Regional Math Specialists, and Urban Math Specialists) bring deep expertise in Ohio’s statewide initiatives, including the ReadOhio framework and the K–12 Math Plan.

Specialists are strategically placed by the Department in collaboration with prioritized LEAs to deliver the most intensive level of service. Unlike general SST Consultants who support multiple districts, specialists typically work with one or two schools, allowing for sustained, embedded coaching and capacity building. Their work reinforces the same Integrated MTSS priorities while advancing targeted initiatives in literacy and mathematics.

This section outlines the expectations for specialized roles and provides guidance for how these consultants collaborate within the SST system to ensure coherence, alignment, and measurable impact.

3.A. LITERACY/READOHIO COACHING (SCIENCE OF READING AND STATE LITERACY PRIORITIES)

Specialized literacy consultants—Regional Literacy Specialists (“RLS”) and Urban Literacy Specialists (“ULS”)—provide intensive, embedded coaching aligned to ReadOhio and the Science of Reading. As described above, specialized SST Consultants are strategically placed by the Department, typically serving one or two schools, to build capacity and deliver sustained support that advances the same Integrated MTSS priorities described throughout this Guide.

For both RLS and ULS placements, the process of co-creating SDAs (aligned to Coaching Service Delivery Plan) should still start with collaboratively assessing the Foundational Practices in Continuum of Supports and Data-Based Decision Making to determine if SST services are warranted in these areas to ensure these foundations are firmly established before building upon them.

Specialized literacy consultants should also work with the Department’s Literacy, Instructional Coherence and Impact, and School Improvement teams to ensure their services align to state priorities and requirements outlined in ORC 3313.608 (TGTG), ORC 3323.251, ORC 3319.077 (dyslexia), Ohio’s Rule for Phonics OAC 3301-33-01, and Section 265.330(A)(2) of House Bill 33 (Science of Reading).

Specialists use Department-approved guidance, tools, and resources, including the following:

- Ohio’s Coaching Model (PreK–12)
- The Literacy Coaching Implementation Playbook 1
- Advancing Literacy Coaching Implementation: Playbook 2
- ReadOhio Network resources and other Department-approved tools

ESSENTIAL PRACTICES – PLAYBOOK 1

Because RLS and ULS are intentionally placed in schools and districts with many Foundational Practices established, these Specialists may support deeper implementation of additional Integrated MTSS practices, particularly focused on core

instruction in Tier 1 (“Essential”). This includes practices named below, but more are described in Playbook 1:

- Master schedules prioritize effective use of instructional time.
- Evidence-based practices are evident in every classroom and address the needs of all learners (SWD, EL, gifted, students living in poverty) through core instruction.
- Collaborative teaming structures use data to connect adult implementation to student outcomes.
- Comprehensive assessment systems (including at least screening, diagnostics, progress monitoring, and decision rules) are established and used.
- HQIM from the Department’s approved list are adopted, implemented, and monitored across all instructional tiers; non-aligned materials are deselected.

SST RESPONSIBILITIES – ESSENTIAL PRACTICES – PLAYBOOK 1

Specialized literacy SST Consultants provide direct services aligned to Ohio’s 4-level Coaching Model. **All Specialists’ responsibilities in this area are listed in Playbook 1, and some are listed below:**

- Partner with school leaders to examine and adjust master schedules to prioritize instructional time.
- Use Department-provided Learning Walk tools with school leaders to monitor implementation of HQIM and evidence-based literacy practices and provide aligned coaching.
- Facilitate use of the collaborative problem-solving model across teams (e.g., DLT, BLT, TBT).
- Support development and use of comprehensive assessment systems, including decision rules.
- Provide guidance and technical assistance for HQIM selection, implementation, and monitoring, including de-selection of non-aligned materials.
- Facilitate regional networks and communities of practice to support literacy implementation, including ReadOhio Networks, using Department-approved tools.

ADVANCED PRACTICES – PLAYBOOK 2

Some of the districts and schools partnering with RLS and ULS may also be ready for support focused on the development of the advanced tiers of an Integrated MTSS. **Please note - advanced practices are mandatory for Urban Literacy Specialists under the 11 District Plan, whereas Regional Specialists should work with the department to determine placement readiness.** When implementing advanced practices, there is an assumption that the school or district has already demonstrated readiness in the literacy essential practices. Advanced practices include the following:

- Addressing the needs of all learners (SWD, EL, gifted, students living in poverty) using decision rules and aligned continuums of support.
- Using comprehensive assessment system to inform instructional planning and intervention decisions for all learners across all supports.
- Integrating Tier 2 and Tier 3 supports into a coordinated continuum.

- Developing intervention platforms informed by learner profiles and implementing DBI.
- Establishing multidisciplinary team with consistent routines for problem-solving and action planning.

SST RESPONSIBILITIES – ADVANCED PRACTICES – PLAYBOOK 2

Specialized literacy SST Consultants provide direct services aligned to Ohio’s 4-level Coaching Model. **All Specialists’ responsibilities in this area are listed in Playbook 2, and some are listed below:**

- Provide intensive coaching aligned with Ohio’s Coaching Model to develop integrated MTSS with advanced tiers.
- Facilitate collaborative problem-solving within multidisciplinary teams and guide integrated action planning.
- Collect and analyze screening, diagnostic assessment and progress monitoring data to inform instruction and intervention.
- Support integration of Tier 2 and Tier 3 supports through intentional planning and coaching. This may include the creation and support of an intervention platform as informed through learner profiles.
- Assist in creating and implementing learner profiles and intervention platforms aligned to DBI or provide Department-approved models.

URBAN LITERACY SPECIALISTS- ADDITIONAL RESPONSIBILITIES

As required due to the 11 District Plan and associated Doe Settlement, ULS consultants also shall do the following:

- Provide services to assist with the implementation of a comprehensive needs analysis for multi-tiered systems of support for literacy, including analyzing available data specific for literacy supports for students with disabilities. Action planning should include measurable adult indicators for the identified literacy improvements, with collaborating partners from the district, the State Support Team, Department, and state partners.
- Provide targeted or intensive systems coaching services that are specific to instruction for subgroups of students, including the creation and support of inclusive plans, goals and action steps, teaming structures and feedback loops between teams, access to high-quality instruction across the continuum of learning environments, and implementation at the classroom, building, and district level.
- Provide services to assist in the development of Integrated MTSS processes, including problem-solving models, multidisciplinary teams, and high-quality and aligned instruction and intervention across all three tiers, including the implementation and use of high-quality instructional materials and reading intervention programs.
- Partner closely with the Urban Support Team (“UST”) to clarify plan requirements, align messaging, and ensure districts receive consistent guidance.

3.B. MATHEMATICS/REGIONAL AND URBAN MATH SPECIALISTS (ALIGNED TO OHIO'S PLAN FOR K-12 MATHEMATICS)

Specialized math consultants—Regional Math Specialists (“RMS”) and Urban Math Specialists (“UMS”)—provide intensive, embedded coaching aligned to Ohio’s Plan for K-12 Mathematics. As described above, specialized SST Consultants are strategically placed by the Department to build capacity and deliver sustained support that advances the same Integrated MTSS priorities described throughout this Guide.

For both RMS and UMS placements, the process of co-creating SDAs (aligned to Coaching Service Delivery Plan) should still start with collaboratively assessing the Foundational Practices in Continuum of Supports and Data-Based Decision Making to determine if SST services are warranted in these areas to ensure these foundations are firmly established before building upon them.

Specialized math consultants should also work with the Department’s Literacy, Instructional Coherence and Impact, and School Improvement teams to ensure their services align to state priorities and requirements. Specialists use Department-approved guidance, tools, and resources.

Mathematics professional learning focusing on K-5 Foundational Skills will be required for Math Specialists. The practices and strategies identified through that professional learning will serve as the model for high quality math instruction. As the work develops, expectations for deeper and more specialized mathematics support will be further defined by the Department.

SST MATH SPECIALIST RESPONSIBILITIES

The primary focus is to intensify and deepen implementation of the Instructional Improvement and Data-Based Decision-Making Responsibilities described in section 2.A and 2.B, specifically as they apply to mathematics instruction. In practice, this means providing more frequent, more sustained, and more content-specific coaching and support to schools and teachers to strengthen core instruction, improve use of high-quality instructional materials, and build strong data-informed instructional routines in mathematics.

ADDITIONAL SST MATH SPECIALIST RESPONSIBILITIES

As the foundational practices are implemented and sustained, Math Specialists may provide additional direct services aligned to Ohio’s 4-level Coaching Model.

INSTRUCTIONAL SERVICES – CONTINUUM OF SUPPORTS

- Provide systems-level coaching and consultation services to district and building leadership on the coaching of building leadership teams to develop or bolster building-wide mathematics goals and plans.
- Provide intensive coaching aligned with Ohio’s Coaching Model to develop integrated MTSS with advanced tiers.

- Partner with school leaders to examine and adjust master schedules to prioritize instructional time.
- Use Department-provided Learning Walk tools with school leaders to monitor implementation of HQIM and evidence-based mathematics practices and provide aligned coaching.
- Build schools leaders' knowledge and understanding on how to use HQIM and HQIM-embedded supports to accelerate student learning in math instruction and intervention.
- Support integration of Tier 2 and Tier 3 supports through intentional planning, data analysis, and coaching.

INSTRUCTIONAL SERVICES – DATA-BASED DECISION-MAKING

- Support leaders in collecting and analyzing screening, diagnostic assessment and progress monitoring data to inform instruction and intervention.
- Facilitate use of the collaborative problem-solving model across teams (e.g., DLT, BLT, TBT) and guide action planning.
- Support development, documentation, and use of a comprehensive assessment system, including decision rules for mathematics.

Appendix D: Resource List

Below includes a list of resources for literacy, math, Integrated MTSS, special education, attendance, family engagement, and ED STEPS. Any resource marked with an asterisk is required to be utilized. SSTs are required to utilize the resources, guidance, and professional learning materials approved by the Department and shall not develop or substitute their own materials.

Literacy Resources

IMPLEMENTATION OF OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT

- Cox Campus Emergent Literacy Sequence
- [Literacy Assessment Selection Tool, K-6 and 6-12](#) *
- [Local Literacy Plan Guidance and Templates](#) *
- [Ohio Curriculum Support Guide](#)
- [Ohio Materials Matter and High-Quality Instructional Materials in ELA resources for educators to review and select high-quality instructional materials](#)
- [Ohio's Dyslexia Guidebook](#) *
- Ohio's Introduction to Dyslexia Courses, K-3 and 4-12
- Ohio's Introduction to Literacy Coaching Course
- Ohio's Introduction to the Science of Reading Course 6-12
- Ohio's Introduction to the Science of Reading Course K-5
- [Ohio's Plan to Raise Literacy Achievement and Implementing Ohio's Plan to Raise Literacy Achievement: Guides for School Leaders \(Birth-K Entry, Kindergarten-Grade 5, Grades 6-12\)](#) *
- [Reading Achievement Plans Guidance and Templates](#) *
- [Reading Improvement Plans Guidance and Templates](#) *
- [ReadOhio Tip Sheets](#)
- [Ready Schools Guide for Language and Literacy \(Birth-K Entry\)](#)
- [Regional Literacy Support Resource Guide](#) *
- [Science of Reading Professional Development](#)
- [Shifting to the Science of Reading Discussion Guide](#)
- [Structured Literacy Certification Planning and Auditing Tool](#)
- [Third Grade Reading Guarantee Guidance Manual and Resources](#) *

INTENSIVE COACHING SUPPORTS

- [Coaching Service Delivery Plan](#) *
- CORE Reading Sourcebook and Assessment Multiple Measures
- [Multidisciplinary Team Implementation Support Tool](#) *
- [Ohio's Coaching Model for Literacy](#) *
- [Reading-Tiered Fidelity Inventory \(Kindergarten-Grade 12\)](#)
- [ReadOhio Literacy Coaching Playbooks](#) *

TECHNICAL ASSISTANCE IN IMTSS

- [ELA Core Curriculum Initial Implementation Planning Tool](#) *
- [Emergent Literacy Series](#)

- External tools listed on the Department’s website and in the ReadOhio Network Regional Implementation Guide
- [Literacy Academy on Demand](#)
- [Literacy Improvement Pathway](#)
- Ohio’s Literacy Improvement Pathway
- [Special Education indicators and targets](#)

Math Resources

- [Associations Between Reading and Mathematics Achievement in Ohio](#)
- [Instructional Practice Guide](#)*
- [Mathematics HQIM Rubric](#) *
- [Model Curriculum for Mathematics](#)
- [Ohio Materials Matter](#)
- [Ohio's Learning Standards for Mathematics](#) *
- [Ohio's Plan for K-12 Mathematics](#)*
- [Professional Learning for Mathematics](#)
- [Standards for Mathematical Practices](#) *

IMTSS Resources

ENGLISH LEARNERS

- [English Learner Landing Page](#)
- [English Learner Programs](#)
- [Identifying English Learners](#)
- [Monitoring English Learners](#)

GIFTED

- [Assessments Approved for Gifted Identification and Prescreening](#)
- [Rules, Regulations and Policies for Gifted Education](#)
- [Written Education Plans \(WEPs\) for Gifted Students](#)

ADDITIONAL RESOURCES FROM THE DEPARTMENT

- [Communication and Collaboration](#)
- [Ohio's Integrated Multi-Tiered System of Supports](#)*
- [Professional Capacity](#)
- [Student Learning Component: Team-Based Problem Solving](#)
- [Student Learning Component: Universal Screening](#)
- [Shared Leadership](#)
- [Student Learning Component: Continuum of Supports](#)
- [Student Learning Component: Data-Based Decision-Making](#)
- [Student Learning Component: Progress Monitoring](#)

Special Education

GENERAL SUPERVISION

- [Alternate Assessment Participation Decision-Making Tool for Students with the Most Significant Cognitive Disabilities](#) *
- [Assistive Technology Decision Making Tool](#) *
- [Beyond the Essentials LMS course](#) *
- Facilitated Self-Review for Serving Students with Disabilities in Career-Technical Education Pathways Tool *
- [National Technical Assistance Center on Transition Indicator 13 Checklist and Planning Tool](#) *
- [OCECD](#) *
- [Ohio Indicator 13 checklist](#) *
- [Ohio Required and Optional Individualized Education Program and Evaluation Team Report Forms: Ohio Operating Standards for the Education of Children with Disabilities](#) *
- [Related services](#)
- [Special Education Waivers](#)
- [The Special Education Essentials LMS course](#) *
- [Universal Support Materials](#)

IDEA MONITORING

- [IDEA Comprehensive Monitoring Review Guide](#) *
- [Special Education Desk Review webpage](#)
- [Special Education Indicators](#) *
- [Special Education Profile Indicators and Targets](#) *
- [Supportive Technical Assistance Review \(STAR\) webpage](#) *

TRANSITION

- [Age-Appropriate Transition Planning Guide](#) *
- [Families of Students with Disabilities page \(includes Evaluation and Secondary Transition Roadmaps, Indicator 8 Family Survey summary briefs\)](#)
- Ohio District Data Exchange *
- Ohio Early Warning Intervention and Monitoring System Implementation Guide - Post Secondary transition and early warning data
- [Predictor Implementation School/District Self-Assessment NTACT tool](#) *
- [Predictors of Postschool Success for Students with Disabilities](#) *
- [Secondary Transition for Students with Disabilities LMS Modules](#) *
- [Students with IEPs Graduation Decision Making Tool](#) *
- [Taxonomy for Transition Programming 2.0](#) *

OTHER

- SPDG Tools and Resources *
- 11 District Plan *

Attendance and Family Engagement

- [Attendance Data Tools: Data Reflection Worksheet, LMS for Data Professionals on Attendance](#)
- [Attendance Support webpage resources](#)
- [Attendance Tools: Activities Calendar, Conversation Guides, Training for School Leaders to Use with Teachers](#)
- [Family Engagement Resources](#)
- [Parent Mentors](#)
- [PBIS Resources and Modules](#)
- [Ohio Attendance Law FAQs*](#)
- Ohio Coalition for the Education of Children with Disabilities
- [Ohio Statewide Family Engagement Center Networks \(includes SST network, National Network of Partnership Schools\)](#)
- [Ohio's Attendance Guide*](#)

EDSTEPS

- Continuous Improvement Toolkit Defining ESSA Levels of Evidence
- [DEW's ED STEPS Website](#)
- [ED STEPS Comprehensive User Manual](#)
- ED STEPS Newsletters from the Department
- [ED STEPS Quality Plan Rubric](#)

Appendix E: Funding