

Tab 1



Handbook

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Introduction

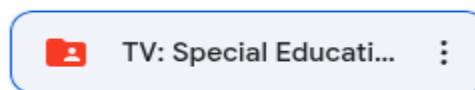
This handbook is intended to be used as a general guide for the role of an Intervention Specialist, General Education Teacher, and/or Administrator at Tusky Valley Local Schools. Additionally, these procedures are intended to provide guidance for parents and stakeholders outlining valuable information regarding the identification and service of students with disabilities at Tuscarawas Valley Local Schools.

Quality documentation is at the center of our work with students. The data we keep informs our instruction and guides our delivery of instruction. The ETR, IEP, 504 and other related forms exist to ensure that students with disabilities navigate educational transitions successfully. They assist in leveling the playing field while providing a continuum of service delivery options based on the student's Least Restrictive Environment. A well-documented educational plan acts as a guide for the individual student. Parents and students have the right to review student progress in school. All recommendations and decisions are based on documentation of services provided and data collected towards progress. Special Education is not a place but a set of services and supports that allow students to access and make appropriate progress towards their grade level standards. Therefore, all documentation must be thorough, accurate, and directly connected to the agreed upon plan.

Here at Tusky Valley we pride ourselves in remaining compliant and compassionate. We **educate ALL students. ALL that they are and ALL that they will become.**

Please understand this handbook is not all-encompassing and does not supersede the requirements as indicated by [Chapter 3301-51 of the Ohio Revised Code](#) , [Ohio's Operating Standards for the Education of Students with Disabilities \(2024\)](#), [A Guide To Parent's Rights in Special Education \(2024\)](#), and board adopted [Ohio's Special Education Model Policies and Procedures\(2024\)](#) . If you have questions or concerns, please do not hesitate to contact the Director of Special Education, Katy Wells (330)859-8852, katy.wells@tvtrojans.org

[*Training documents and further details for Intervention Specialists can be found in our TV Special Education Google Drive Folder share](#) Folders



FERPA

The Family Educational Rights and Privacy Act (FERPA) protects all students' privacy and educational records from disclosing information to anyone who **does not play a direct role** in the student's education. Before sharing information about students, please consider the following:

Does this person directly work with the student?

Will sharing this information benefit and protect the student?

Is it necessary to disclose the student's name and/or information?

Is it necessary to disclose their disability and/or medical diagnosis in this setting?

Child Find

Each year school districts throughout the state of Ohio participate in an effort to locate, evaluate, and identify all children with disabilities birth through age twenty-one. A disability is a condition such as:

- Autism
- Deaf-blindness
- Deafness
- Developmental Delay (available prior to 10 years of age)
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment (including blindness)

Parents may not be aware that there are programs and services available for these children. If you know of a child who may have one or more of the above suspected disabilities and the child resides within the Tuscarawas Valley Local School District,

please contact the following staff members for further information on services and supports:

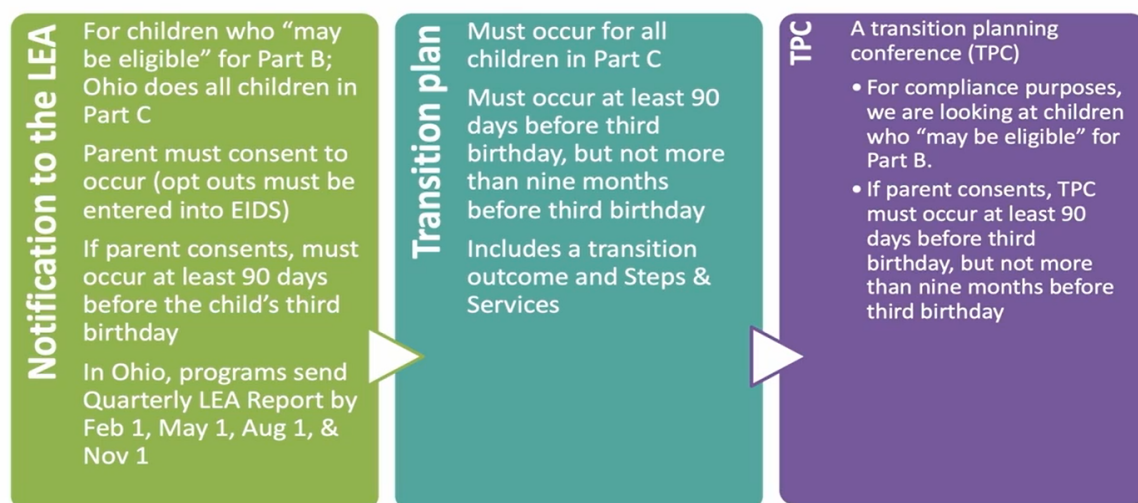
Katy Wells, Special Education Director, at 330-859-8852 or katy.wells@tvtrojans.org (School Aged Children grades K-12) Jackie Triplett Special Education Preschool Coordinator, ECOESC, at 330-308-9939 or jackie.triplett@ecoesc.org (Preschool Aged Children and/or Early Intervention Connections birth-3 years of age)

Transition from Part C to Part B

Note: The Interagency Agreement review is completed annually at the county Superintendent meetings.

Children who are in Early Childhood Interventions (EI may begin at birth) must transition to school districts prior to age 3. Below is that process for these Transition Planning Conference (TPC) meetings:

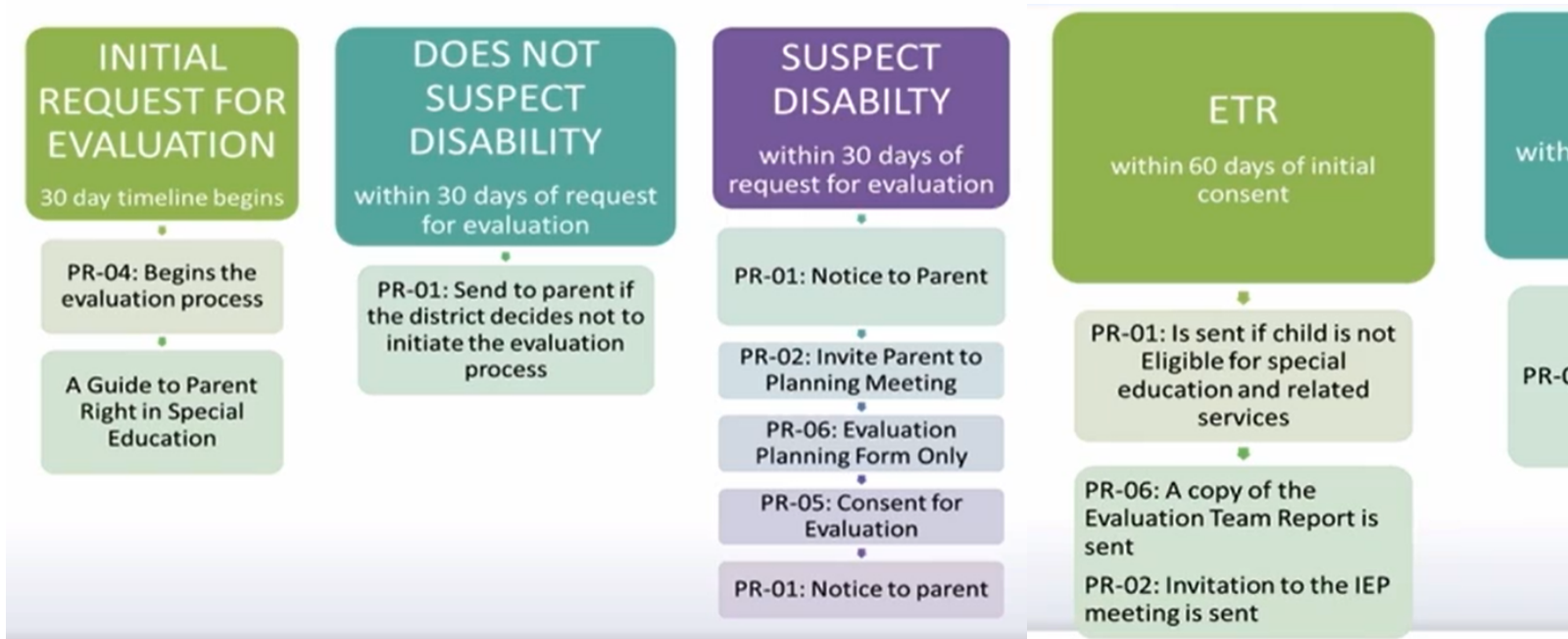
District attendance at Transition Planning Conference (TPC): The Part C service coordinator (Pre-School) schedules the TPC and invites the district. The Preschool Coordinator/School Psychologist attends the TPC as the district representative. The service coordinator, service provider, parent, and district representative are present at the TPC. The service coordinator sends the IFSP and other important documents including draft plans to the district prior to the TPC.



At the TPC Conference: The Part C service coordinator and Pre-School Psychologist along with the team:

- Reviews the IFSP
- Provides basic information on the student
- Updates the progress the child has made
- Creates, reviews, and shares the Referral for Evaluation (PR04) with the parent to begin the evaluation process
- Discusses program options and evaluation process (*Preschool Programming vs. Itinerant, Class Structure LRE, Transportation, Related Services, Toilet Training Requirements, Steps for Evaluation, Schedules for Screening/Planning meetings with parents, and provides the parent with a copy of the procedural safeguards: [A Guide to Parent Rights in Special Education](#)*)

Adherence to the referral timeline:



Prior to the IEP Meeting: the Part C service coordinator will initial and invite the team members to the initial Individualized Education Program (IEP) meeting

At the IEP Meeting: Ensuring the Individualized Education Program (IEP) is in place and implemented by a child's third birthday - **MUST be 100% Compliant!**

- The IEP start date will be the date of the child's 3rd birthday (or before).
- The ONLY way this would not be the date is if the parent's requested a later start date. If so:
 - Indicate parent requested Start Date on Cover Page

- Mark IEP Compliance Code: “05 Parent Choice”
- Include detailed information regarding the parent choice to delay the start date within the Prior Written Notice

Data Reporting for IEP implemented by child’s 3rd birthday:

- All data is reported in SameGoal and “rolls over” EMIS for reporting purposes
- The start date entered into SameGoal is what transfers to EMIS reporting.
- This data is initially reported into SameGoal by the Intervention Specialist.
- The data entered into SameGoal MUST be reviewed and checked for accuracy by the District Representative and then the Preschool Coordinator (if the Preschool Coordinator is not serving as District Representative).

Key Points to Include in the Prior Written Notice:

- Participation of the Part C service coordinator in the IEP Meeting: Indicate if they attended; If did not attend, indicate that they were invited
- Start date by/on 3rd Birthday: If not, indicate WHY.
- Consideration of ESY services and outcome of the discussion (must be based on data of regression that is not recouped in a reasonable amount of time or a significant emerging skills)
- Prioritizing of needs
- Consideration of "support for school personnel services" during each IEP meeting.

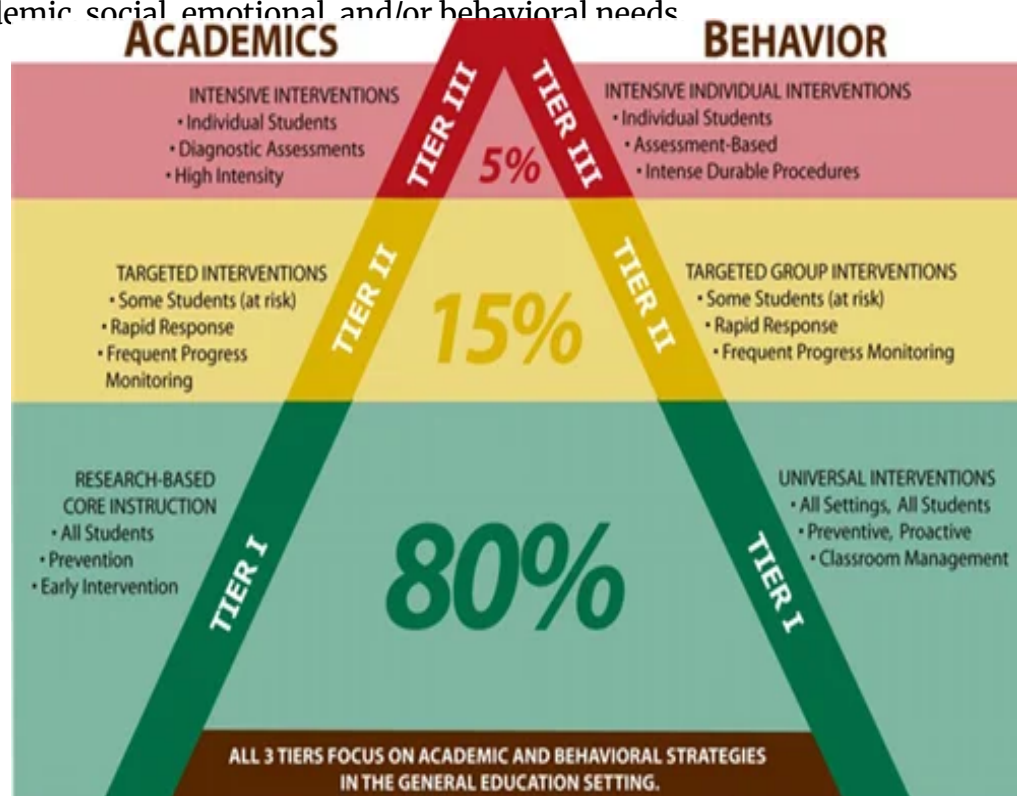
Student Assistance Team (SAT) Multi Tiered Systems of Support (MTSS) or Response to Intervention (RTI) Process

Multi-Tiered Systems of Support (MTSS): A comprehensive framework designed to provide targeted support to all students based on their individual needs through the RTI process. It involves multiple “tiers” of intervention to both remediate and enrich students based on their learning needs. These tiers are intended to support behavior (i.e. attendance, executive functioning, negative behaviors interfering with learning, pragmatic skills), academic, and/or social emotional needs as they relate to the student’s academic progress. Students move between the tiers based on student need and progress. The more intensive the student needs, the higher the tier of support:

- Tier 1: Universal instruction in the general education classroom. All students receive high-quality instruction and support that is delivered through a

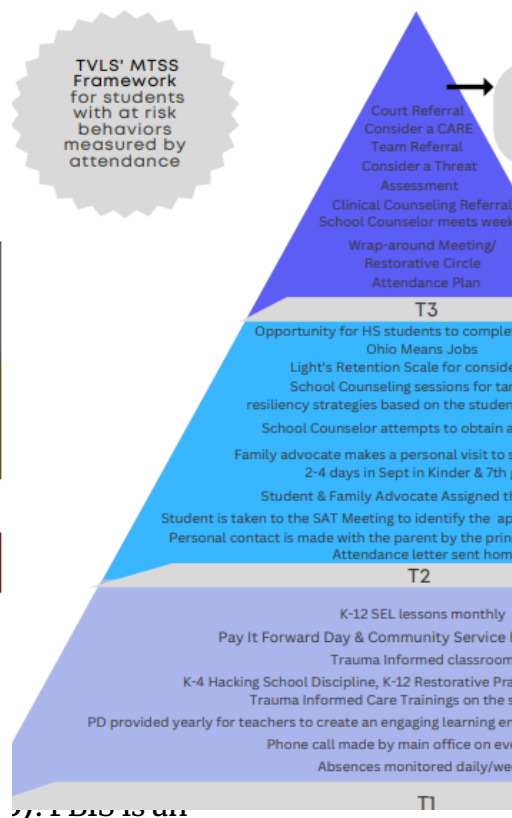
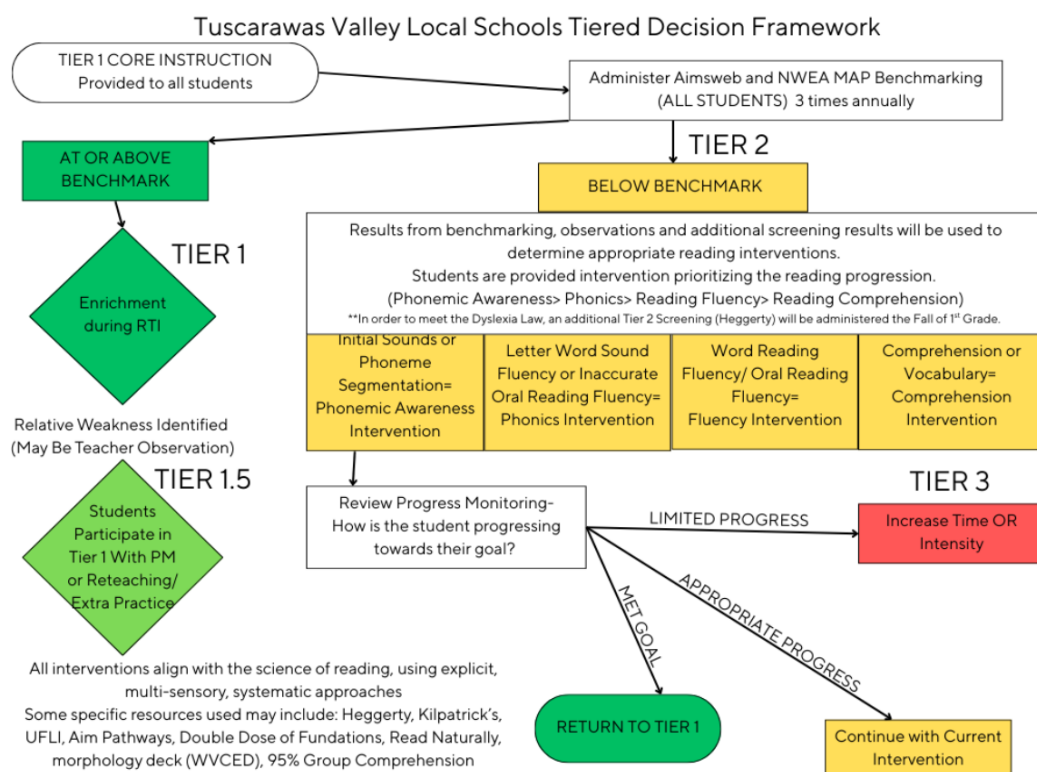
multisensory approach and is differentiated by the classroom teacher based on student learning needs.

- **Tier 2: Targeted interventions** for students who require additional instruction beyond core curriculum. These interventions are more targeted and often delivered in small groups. Students attend Tier 2 instruction during a designated RTI Block, so they do not miss core instruction.
- **Tier 3: Intensive interventions** for students who haven't responded to Tier 1 and Tier 2 interventions. This is the most intensive level of support, providing individualized and frequent interventions for students with persistent academic, social, emotional, and/or behavioral needs.



RTI (Response to Intervention): RTI is a key component of the MTSS framework focusing on academics. It specifically focuses on identifying students who are struggling academically and providing them with interventions before they are referred for special education evaluation. RTI is a scientific process used to increase student skill mastery. It is grounded in the core curriculum and used by the general education teachers. The goal of RTI is to provide effective and appropriate instruction to ensure the success of all students by:

1. Universal Diagnostic/ Benchmark Screening: Regular assessments to identify students at-risk of academic failure. Parents are provided with benchmarking data after each assessment period.
2. Intervention: Implementing evidence-based interventions to support struggling students.
3. Progress Monitoring: Regularly measuring student progress to determine the effectiveness of interventions.
4. Data Analysis: Using collected data to make informed decisions about instruction and interventions.



evidence-based framework that is used to improve student behavior and create a positive learning environment. This framework emphasizes proactive strategies to prevent behavioral issues from occurring, rather than solely reacting to them. PBIS also uses a multi-tiered approach to support students' behavioral, academic, social, emotional, and mental health needs. PBIS is grounded in research and evidence-based practices and is designed to be implemented school-wide, ensuring that all students and staff are aligned in promoting positive behaviors. PBIS aims to improve outcomes for all students, regardless of their individual needs or challenges. The components of PBIS are:

- Clear Expectations for student behavior.
- Positive Reinforcement to encourage desired behaviors.
- Data-Driven Decision Making to inform decisions about interventions and supports.
- Collaboration among school staff, students, families, and the community.
- Social-Emotional Learning (SEL) to help students develop important skills.
- PBIS helps schools establish clear and consistent expectations for student behavior.

Restorative Practices: Tusky Valley utilizes Restorative Practices as a way of addressing conflict and harm that focuses on repairing relationships and addressing the needs of everyone involved, rather than solely focusing on punishment.

Focus on Repair and Healing:

Restorative practices aim to heal the harm caused by conflict or wrongdoing, emphasizing the needs of those affected and the responsibility of those who caused the harm.

Involves All Parties:

These practices often involve direct engagement between the offender and the victim (or those affected), allowing them to express their feelings, understand each other's perspectives, and collaboratively agree on how to repair the harm.

Examples of Restorative Practices:

- Restorative Justice: A system that emphasizes repairing harm and restoring relationships rather than solely punishing offenders.
- Community Conferencing: A process where all parties involved in a conflict, including the victim, offender, and relevant community members, come together to discuss the situation and develop solutions.
- Mediation: A process where a neutral third party helps facilitate communication and negotiation between parties in conflict to reach a mutually agreeable resolution.
- Peer Mediation: A process where trained peers help resolve conflicts between other students.
- Circle Processes: A structured process that allows participants to share their experiences and perspectives in a safe and respectful environment.

Principles of Restorative Practices:

- Relationship: Building and maintaining positive relationships is a core principle.
- Respect: Fostering respect for all individuals involved.
- Responsibility: Encouraging individuals to take responsibility for their actions.
- Repair: Focusing on repairing the harm caused by the conflict.
- Reintegration: Supporting the reintegration of individuals back into the community after a conflict or wrongdoing.

Restorative Practices in our Schools:

We Are Teachers: <https://www.weareteachers.com/restorative-justice/> explains that restorative practices in schools are used to create a positive and supportive learning environment, address conflicts, and promote student well-being.

RESTORATIVE QUESTIONS

WHEN THINGS GO WRONG:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

WHEN SOMEONE HAS BEEN HARMED:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



International Institute
for Restorative Practices
Canada
canada.iirp.edu



SAT (Student Assistance Team): TVES holds SAT meetings three times a year (aligning with our universal benchmarking schedule) and upon request to review student progress and determine the MTSS Tier and supports that best meet each

student's learning needs. During these meetings, all students are discussed to determine any areas in need of assistance. This team includes: Principal, School Psychologist, Classroom Teacher, Title Teacher, Intervention Specialist, and School Counselor when applicable. Though the entire team convenes to review all students three times a year, adjustments and additional meetings can be held on an as needed basis. Parents are notified about the RTI process and if their student is receiving additional support through the MTSS process by letter. Upon request, or when a team is considering an evaluation for a student, the parent is also invited to join the team for a data review. TVMHS conducts these SAT meetings within their teacher team time and on an individual basis based on student need. The Special Education Coordinator will be invited to join the SAT meeting when a student is being considered for Tier3 Interventions.

Internal Forms & Sites:

Tier's Resources for TV Academic Support

[T2 Behavior Referral Form for ELM](#)

[T2 Process Flow Chart for ELM](#)

[Discipline Is logged in Public School Works for all of TVLS](#)

Intervention websites:

<https://www.interventionhero.com/>

<https://www.interventioncentral.org/>

<https://ies.ed.gov/ncee/WWC/>

<https://fcrr.org/>

<https://www.pbisworld.com/>

[UFLI Foundations Toolbox](#)

Qualifying for Special Education

In Ohio, qualifying for special education services involves several steps, which are closely tied to the RTI process:

1. Initial Concerns: Parents, teachers, or providers may express concerns about a student's academic performance or behavior. These concerns should be shared with the student's building principal. The building principal will reconvene the Student Assistance Team (SAT) to review student progress and consider additional interventions.
2. Implementation of RTI: Schools will implement RTI strategies to address these concerns. Students will receive interventions based on their specific needs.
3. Monitoring Progress: The school will monitor and review the student's progress with the Student Assistance Team (SAT meetings) three times per year, at minimum. These review meetings are conducted after benchmark testing in the fall, winter, and spring. If the student does not respond to interventions after a substantial amount of time, further evaluation may be warranted. Should the student respond to the interventions and continue to make progress towards grade level standards, interventions through the RTI process will continue until they meet grade level standards and are exited from the intervention. The student will not be considered a student with a disability when responding and making adequate progress. If the approaches offered through the RTI process are effective, the student will experience educational success within the General Education Program. Progress will be shared with parents with the grade card schedule, at parent/teacher conferences, and upon request.
4. Evaluation for Special Education: If a student continues to struggle despite intense interventions and is not making adequate progress despite being provided the most intensive tier of intervention, the school may conduct a formal evaluation to determine eligibility for special education services. It is important to remember in order for a student to qualify, it must affect the student's education. Evaluations are conducted by our School Psychologist, Dr. Courteney Bayer: 330-859-8848 courteney.bayer@tvtrojans.org

ETR (Evaluation Team Report)

The purpose of an evaluation is to determine if a student has, or continues to have, an educational disability that requires specially-designed instruction, as defined by Ohio's Operating Standards for the Education of Children with Disabilities. A request for an evaluation may be made by a parent/guardian and/or the educational team should the

student not be making adequate progress within the general education curriculum. Upon a request for evaluation, a team of those knowledgeable about the student's education, including the parent, will review relevant information to determine whether or not a disability is suspected. If the team does suspect a disability, within 30 days of the request, the school psychologist and team will conduct a planning meeting and obtain parent consent to evaluate. Parent consent is required to initiate testing. If the team does not suspect a disability and there is evidence to support adequate progress toward grade level standards, the parent is provided with all relevant data and a Prior Written Notice within 30 days of the evaluation request. Once a student is determined eligible as a result of the initial evaluation, a reevaluation will be completed every three years to determine continued eligibility. Initial evaluations require parental consent. Reevaluations require attempts to obtain parent consent but do not require parental consent to deliver service after attempts have failed.

- Prior Written Notice (PR01): A PR01 is legally required to be provided when the district proposes or refuses to take a certain "action," such as initiating an evaluation due to suspecting a disability. A PR01 may also be provided to summarize a meeting and the discussion that took place.
- Planning Form: This form identifies the suspected disability and details the evaluation plan. Informed Consent: Signed consent is required by the child's legal guardian to conduct an initial evaluation or to begin a reevaluation that includes direct assessments.
- Evaluation Team Report (ETR): Within 60 days of consent being signed for an initial evaluation, the team will reconvene to review the evaluation results (as detailed within the ETR) in order to determine if your child meets the definition as a student with a disability.

Disability Categories: Overall, there are 12 educational disability categories. Below are descriptions of some of the most common eligibility categories. To qualify for services under IDEA there MUST be an educational impact that requires specially designed instruction and not just accommodations to make progress within grade level standards.

These are the school-age disability categories available under IDEA:

1. Autism
2. Intellectual disability
3. Deaf-blindness
4. Deafness
5. Emotional disturbance

6. Hearing impairment
7. Multiple disabilities
8. Orthopedic impairment
9. Other health impairment
10. Specific learning disability
11. Speech or language impairment
12. Traumatic brain injury
13. Visual impairment
14. Developmental delay, as defined in the Operating Standards

Autism (AU): A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance. A child who manifests the characteristics of autism after age three could be identified as having autism if the requirements of the first two sentences of this definition are satisfied.

Emotional Disturbance (ED): A condition showing one or more of the following characteristics over a long period of time and to a degree that it affects a child's educational performance, resulting in: An inability to learn that cannot be explained by intellectual, sensory or health factors; An inability to build or maintain satisfactory relationships with peers and teachers; Inappropriate types of behavior or feelings under normal circumstances; A general pervasive mood of unhappiness or depression; or A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.

Intellectual Disability (ID): Significantly below-average general intellectual capability that exists along with deficits in adaptive behavior. It is demonstrated during the child's developmental period and negatively affects a child's educational performance.

Specific Learning Disability (SLD): A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities,

brain injury , minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor abilities, of cognitive disability, of emotional disturbance or of environmental, cultural or economic disabilities. (Note: When determining SLD within the ETR, the SLD categories for disability identification include the following options: Oral Expression, Listening Comprehension, Reading Fluency, Reading Comprehension, Written Expression, Basic Reading Skills, Mathematics Calculation, and Mathematics Problem Solving.)

Speech or Language Impairment (S/L): A communication disorder, such as stuttering, impaired articulation, language impairment or a voice impairment that adversely affects a child's educational performance.

Other Health Impairment (OHI): Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever or sickle cell anemia and Tourette syndrome; and adversely affects a child's educational performance.

Developmental delay (DD): means a child who is experiencing a delay as determined by an evaluation team, IEP team and other qualified professionals in one or more of the following areas of development: • Physical development • Cognitive development • Communication development • Social or emotional development • Adaptive development. This may be used for students 3 years of age until 10 years of age.

ETR Process conducted by the School Psychologist or SLP :

- Schedule meeting/phone conference to develop School-Age Planning Form with parent and team (not all team members need to be present)
- Obtain Consent for Evaluation (PR-05) following development of a plan with parent input.
- Assign surrogate parent if necessary and double check custodial paperwork
- Invite the District of Residence if the student is Open Enrolled or Court Placed
- Establish meeting time for eligibility determination meeting and send PR-02 to parent
- 60 day timeline for completion of evaluation and holding a meeting with the team.

- Notify all team members responsible for gathering and/or reporting of data as outlined in the plan
- Team members complete the Individual Evaluator Assessment page according to the Planning Form (boxes checked on the IEA should match the planning form) 2 weeks prior to scheduled meeting.
- Provide teachers additional needed forms (email, hard copy)-checklists, rating scales
- School Psych or SLP completes Team Summary based on all information provided by team members.

During & After the Meeting:

- Each individual assigned a role on the planning form will review their Individual Evaluators Assessment (IEA) report and complete with signature and date
- Based on the findings the team will determine if the student is eligible for services.
- All members of the ETR team who attend the meeting signs, dates and checks whether they agree or disagree.
- Any member who is not in agreement with the determination, shall submit a statement of disagreement.
- Provide parents with a copy of their Parent Rights and a copy of the completed ETR
- The School Psychologist or SLP completes the PR-01 after the meeting to outline it's outcomes
- The ETR, Attempts to Contact, PR-01, EMIS form, Comprehensive Eye Exam Form, PR-10, and any additional forms used during the ETR meeting are sent to the Special Education Coordinator for EMIS entry
- A copy of these forms are kept in the student's cumulative folder
- The ETR is 'completed' in Samegoal
- Request that a copy of ETR be sent to the district of residence if applicable.

Medical Vs Educational Therapy

MED VS ED THERAPY
My Doctor Wrote a Script For Services. What does that mean?

Children can receive therapeutic support for developmental needs in a number of environments such as inpatient/outpatient clinics, the home, and public schools. The location of the service depends on factors such as a child's age, needs, and the funding source. In some cases, a child may qualify through one or both funding sources in one or more locations. The purpose of this document is to break down the two primary models: (1) Educational/School Based Therapy and (2) Medically Based Therapy. Both models serve a purpose under different funding streams with separate regulations. Let's take a look at each below.

Medically Based Therapy & Services	Educationally Based Therapy & Services
FUNDING SOURCE	FUNDING SOURCE

IEP (Individualized Education Program)

An IEP is a legal document for a student with a disability that outlines educational goals, instruction, and services for your child. The IEP identifies goals, supports, and services for your child that are based on needs identified within your child's most recent Evaluation Team Report (ETR). Within the IEP, you will also find information about your child's future and transition plans (when age appropriate). Current levels of academic, behavior, and/or social-emotional functioning will also be provided. The IEP also indicates how deficits in the identified areas may affect your child's participation and progress in the general education curriculum. While the IEP indicates areas of deficit and need, it is also important that the IEP indicates areas of strength for your child. If you have questions at any point during the drafting, review, or implementation of your child's IEP, please ask! The IEP team may reconvene at any time at your request or the request of another team member.

Goals: IEP goals should be measurable and based on skill deficits that prevent the student from making adequate progress towards grade level standards with their same aged peers.

Specially Designed Instruction (SDI): SDI is delivered above and beyond or in addition to the core curriculum. SDI defines the where, how, and how often instruction will be provided to the student based on each individual IEP goal.

Required IEP Team Members:

Parent(s)

Intervention Specialist

General Education Teacher

District Representative (Superintendent, Building Principal, Special Education Director, or Designee)

*Should a required team member be unable to attend an IEP meeting, the parent must sign the excusal form prior to the meeting.

Additional Team Members that may be present include:

Speech-Language Pathologist

Occupational Therapist

Physical Therapist

Special Education Coordinator

Transition Coordinator

District of Residence

School Counselor

Behavior Specialist

IEP MEETING CHECKLIST:

*The Special Education Coordinator will share a caseload list with the Intervention Specialist at the start of the year. Should students move in throughout the year, documents will be shared with the IS in the same way. It is the Intervention Specialist's responsibility to maintain these records and review the IEP within one day less of the IEP due date. Progress reports should be completed with the grade card schedule and sent home to parents.

BEFORE MEETING:

☐ Coordinate meeting dates with Katy and all other related service specialists (Include SSA if applicable). Be sure to invite Courteney if the student is due for an ETR.

☐ Use IEP training drive & Checklist as a guide/rubric when writing the IEP.

***This ensures that our IEP's contain all necessary information and meet all state requirements.

☐ Send Parent Invitation (PR-02) approximately 10 days before scheduled IEP meeting after confirming with both Katy and parents on the selected date. Send a Google Calendar invite to all members attending the meeting.

☐ If applicable, send invitations District Representative if open enrolled or court placed, if not a resident of TV.

☐ Prepare your meeting packet: Parent's Guide, datanotebook/progress reports, PR-01, PR-10 and a draft copy of the IEP.

☐ Document any/all attempts to contact the parent on the OP-09 Form.

☐ HS***check the EOC google sheet & discuss exemptions/ credits needed with the guidance counselors

☐ If the student has an SSA please invite them and gain parent consent on invite prior.

☐ If the student has a behavior plan, it is updated and prepared for review at the IEP meeting.

DURING MEETING:

- ☐ Review present levels and the last progress report
- ☐ Offer the parent guide
- ☐ Give PR-01 is completed with all details covered in the meeting that were not included in the IEP
- ☐ Review Scholarship options in the 'other information' box on the front of the IEP.
- ☐ Have all related service providers sign IEP before sending over to OSS and have excusal form signed by the parent if a member did not attending
- ☐ If the student is not yet DD eligible, consider having the parent sign the release and give to Katy in OSS
- ☐ Medicaid PR-10 signed and sent to OSS
- ☐ For all 9th&10th graders have the parents sign the ACT Consent form and keep in their folder
- ☐ Review the child's BIP and sign yearly at the IEP meeting if a plan is in place.

AFTER MEETING:

- ☐ Type any handwritten corrections from the IEP meeting to Special Services **within 2 days** of the IEP Meeting.
- ☐ "Completed" the IEP in SameGoal using the drop down tab under action. Do this at the same time you send the completed packet to OSS.
- ☐ Print off "EMIS at a glance" under the print drop down and Attach to the IEP
- ☐ Each part of the EMIS Data Collection Form is filled out appropriately. **This is key in being proactive in reducing the number of EMIS errors. Double check: Event Date, Outcome ID, Start Date, End Date, Secondary Planning Element, Related Service, Testing Accommodation.
- ☐ Print the PR-01 and attach to the IEP
- ☐ Print the PR-10 and attach to the IEP
- ☐ Print the signed IEP with any attachments and make 3 copies of the full packet (office copy, parent copy, your copy for the data notebook and the original send interoffice mail to Katy)
- ☐ Give a copy of the IEP to building secretary to file in school office. (Ensure signatures are on the IEP)
- ☐ Check off and date the sticker on the outside of the cumulative file you put the new copies in
- ☐ If applicable, send a copy of the IEP to the District of Residence. Record date mailed: _____
- ☐ Give a copy of the IEP to parents at the meeting **OR** ☐ Mail a copy of IEP. Date mailed: _____
- ☐ Copy of the BIP is sent to OSS and put in the office: _____
- ☐ Testing Accommodations District Spreadsheet is updated with new agreed upon accommodations
- ☐ The IEP at a glance is shared with all teachers after the meeting **OR** a cheatsheet you create on your own
- ☐ The Original IEP is sent to Katy in OSS

Full Completed Packet Includes:

- ☐ IEP Meeting Checklist (on top)
- ☐ Copy of the Verity EMIS Data Collection Form (2nd)
- ☐ Updated IEP with original signatures and all related services (copy to bus if transport is related)
- ☐ Copy of the PR-01 (Prior Written Notice)
- ☐ Copy of the PR-02 (Parent Invitation)
- ☐ Copy of the OP-09 (Documentation of Attempts)
- ☐ Copy of the PR-10 (Medicaid)
- ☐ Copy of the OP-05 (Excusal Form for Required Members) Include if needed

District Rep IEP Compliance Checklist:

Cover Page

- ___ Child's Information and effective dates/meeting date/ ETR dates – completed and correct
- ___ District of Residence/District of Service correct- Invite DR if not TV and send the IEP after the meeting
- ___ 14 or older – box is checked if applicable and invite the student to participate in the IEP meeting
- ___ check the box for Preschool to generate forms if needed

___ Double check custody paperwork only the custodial parent can sign. If JFS has custody obtain a surrogate parent (see Katy on this)

___ Other Information – include medical diagnosis, related services, LRE, Areas they qualify in, Allergies, medical plan, English as second language, need for interpreter, flight risk and Statement of AU and JP Scholarship

Section 1 Future Planning – Answer the following questions in narrative form – *Elementary*: emphasis of statement should be on school component; *Secondary*: summarize the child’s and parent’s goals for education and employment after high school- From the parent/student view. Looking ahead for one year. This should be parent, student, and teacher input

___ What interests does the child have?

___ How can these interests be supported and incorporated into the child’s education?

___ What skills does the student possess? What does the child want to do after high school?

___ What coursework, job coaching opportunities, and career tech programs will assist the child for post secondary goals?

Section 2 Special Instructional Factors – Check “yes” to all that are applicable. If the behavior box is checked there needs to be a behavior goal or behavior plan updated yearly. Base this on ETR results. All areas addressed later in the IEP

Section 3 Profile – Think “Big Picture”

___ Strengths of the child** MUST INCLUDE

___ Concerns of the parents/student (directly state this) Also must state how the parent feels their disability affects them at home or in the community.

___ Results of the most recent ETR. The student is eligible for special education services in the area(s) of ___ (include both academic and related services). Based on the (date) ETR.

___ Information from past progress reports/ state the end results

___ Ohio State Tests, Stanford, MAP, test results, – not just scores but specific areas of strength/weakness...

___ Needs identified (every need mentioned in the ETR needs to be in the profile clearly) Then prioritize the needs for this IEP. If an area identified in the ETR is no longer needed in the IEP outline why in the Profile

___ Response to classroom based intervention if not provided in the PLOP or do not work for this student

___ Medical and Safety information

___ RIMP- summarize information on the RIMP and progress // If the student is on the Alternative Assessment and/or accessing a functional curriculum and unable to participate in our universal screeners use the following statement:

Ex: Courteney is accessing instruction through the Ohio Learning Standards Extended. At this time, Courteney’s abilities are not accurately captured on the district’s universal screening measures. The IEP goals and progress reports are a more accurate depiction of Courteney’s progress towards her individualized functional reading goals and will be used as their growth measure.

Section 4- ESY Services

___ ESY – See ESY Policy (make sure something is checked ...do not leave blank)

Section 5 Transition – both sections completed if the student turns 14 years of age within this year’s IEP

//MUST INVITE STUDENT To The MEETING and DOCUMENT/SIGN

___ Top Box - “Student name” will complete the required ___ grade course of study: Ohio Learning Standards, Ohio Learning Extended Standards, Curriculum Choice Requirements, & Career Tech Standards may be in combination with 1,2,or3

___ At least 2 AATA noted in each area –. Outline PINS (Performance on the Assessment (name the assessment), Interest, Needs Strengths) You must state how the strengths and weaknesses identified will be addressed in transition services/activities within the life of this IEP.

___ Transition progress reports are to be written with each IEP progress report.

___ Postsecondary Education and Training completed for all students (Goals & Services based on Needs and Strengths from Assessment)

___ Employment completed for all students (Goals & Services based on Needs and Strengths from Assessment)

___ Independent living completed for students as appropriate must have for ID, MD, AU and/or as needed (Goals & Services based on Needs and Strengths from Assessment)

___ We MUST note PINS in Independent Living now and indicate that the team determined Ind Living Goals are not necessary at this time.

___ “Will assist”, “Will help” are compliant // “Will provide opportunity” noncompliant

___ “Will attend career fair or will write a resume”- noncompliant when for all students. Must be unique based off of assessment needs

Section 6 Present Level of Academic Achievement (PLOP)- Must have bold titles below

___ WHAT IS THE EDUCATIONAL NEED? List the student’s strengths and needs// All data to follow is based only on your area of need!

___ PROGRESS MONITORING & **Progress Report Data**: Detailed summary of current daily academic/behavioral and functional performance (skills of the child based on what assessment?) **Must provide evidence of progress report data leading to the annual goal.**

___ ASSESSMENT DATA: (formative, quarterly, MAP, AIMS WEB etc.) that link directly with this goal

___ EFFECT on ACCESS to GENERAL CURRICULUM: Describe how the child’s disability affects their involvement and progress in the general curriculum. A statement of what typically developing students are expected to do. **Note the on the grade level standard you are assessing for that goal within the PLOP.**

EXAMPLE: *Based on 7th grade Ohio Learning Standards, students are expected to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(W.7.4) The ability to produce a clear and coherent writing sample affects Jimmy’s ability to express his thoughts, ideas, and knowledge of the content in written format.*

___ **BASELINE DATA:** Link directly to the goal (ETR, curriculum based, progress monitoring, probes, classroom work samples, Brigance,)

EXAMPLE: *Based on classroom work samples, Jimmy is able to produce 3 on topic sentences with correct punctuation and writing conventions when given a graphic organizer in 2/6 work samples with 33% accuracy. (Your goal would directly link to this with a year and a half worth of growth for mastery).*

___ INTERVENTIONS/ACCOMMODATIONS: They must be listed here for the content area if listed in section 7

___ PARENT CONCERNS: (use the words “parents are concerned about”in relation to this goal)

Additional Example of PLOP: *Currently, when Annie is given 10 instructional level literal comprehension questions, she can answer 4 out of 10 correctly in 4 out of 5 sessions. Annie’s instructional level is currently a 3rd grade reading level. Grade level standards for 8th grade state that students in her grade level can answer both literal and inferential comprehension questions after reading a grade level passage.(RI.7.1)*

Additional Example Goal: *When given 10 literal comprehension questions at her instructional level, Annie will correctly answer 8 out of 10 questions with 80% accuracy in 4 out of 5 assessed trials as measured by a checklist.*

Section 6 Measurable Annual Goals Focus on areas of need stated in PLOP – this is a skill the child needs to demonstrate, not a content standard. Write for a 1.5 year of growth

___ **Who** – always the student

___ **Will do what** – observable behavior – use action verbs (DON’T USE: understand, learn..etc It must be an observable measurable verb)

___ **To what level or degree** – two components: mastery – level of achievement (80%); criteria (# and type of prompts?) AND how many times (4 out of 5 trials)

___ **Under what conditions** – describe the situation, setting, or given material that needs to be in place (with assistance, independently, given grade reading material, given manipulatives, given multi-step word problems, etc.)

___ **In what length of time** – timeframe in which the goal will be completed (on or before the expiration of the IEP or by the end of the IEP quarters)

___ **How it will be measured** – this is not written in the goal but is listed in the methods box – for every method you mark you must keep documentation of these and pass it along to the next IS. Progress must be reported when the student isn’t making progress and when progress is reported for all gen ed students. Checklists and work samples are preferred methods.

___ Must have an adaptive behavior goal/Functional Living Goal for students with executive functioning delays, ID, MD, Autism etc. **Functional means: nonacademic, in routine activities of everyday living that are affecting progress compared to same aged peers.**

Example Goal: *Given a 7th grade writing prompt with a visual descriptor on his desk, Joe will write a complete paragraph with a topic sentence, three supporting evidence and a conclusion with 95% accuracy in 4 out of 5 trials by the end of the IEP as measured by work samples. (Your baseline and progress towards progress notes must be measured in the same exact way)*

Section 7 Description of Specially Designed Services

--- Specially Designed Instruction: Extra instruction above and beyond what ALL students get. describes the content(skill), methodology, and delivery of instruction:

SKILL = the skill a student needs to learn must be listed. Math is not specific but math calculation is. (relate back to goals – basic reading skills, written expression, etc.)

METHODOLOGY = Teaching strategy and specific service you are providing that the gen pop is not getting (modeling, cueing, repeated readings, corrective feedback, reteaching, pre-teaching, front loading, implicit or explicit instruction, choral reading, instruction on the strategic use of a graphic organizer, etc.)

DELIVERY = How instruction is provided and the size of the group (direct instruction, small group, one on one, reinforcement, cooperative learning, co-teaching, pre-teaching, re-teaching, guided practice, step by step directions etc.) Monitoring...must pick one. We may NOT have small group AND one on one)

Example statement –

-Directed instruction in reading fluency to focus on repeated readings and corrective feedback.

-Small group instruction in additional math calculation skills using manipulatives and multiple opportunities for repeated practice

-Individual reading instruction to build fluency using decoding practice with word families, sight word review and repeated reading

-Small group instruction to develop turn taking skills through social modeling, demonstrations, and repeated practice with peers.

- Each goal on the IEP should be listed in a specially designed instruction
- List only ONE location of services for each specially designed instruction (ie. resource room OR general ed.) Classroom – if service is provided in multiple locations it is considered different services and listed separately)
- Note the person tracking the goal. This will be the responsible party reporting progress. You may have more than one provider linked to a goal but each has to track progress towards the goal separately and list their SDI separately. Only list titles not names.
- DO NOT use program names. Ex: Instead of Wilson// State: A multisensory approach to reading with emphasis on decoding and encoding.

--- Amount of time – written in minutes or hours (“as needed” is not acceptable) – refers to the amount of time instruction will be given toward the implementation of the goal listed **NOT** the amount of time you instruct them in your room.

--- Frequency of services – aligned with the amount of time and can be weekly, monthly, quarterly, etc. I would avoid daily.

--- Related services – complete for Speech, OT, PT, etc. if applicable- use drop down boxes so it reports to EMIS

--- Assistive Technology – If this is completed also make sure “yes” is checked in Section 2 Special Factors, this can include visuals, slant boards, pecs program, low and high devices. This is a device or product system that is used to increase, maintain or improve the functional capabilities of a SWD. Assistive Tech Service is any service that directly assists a SWD in the use of the assistive tech device. (FM system, pencil grip, LAMP, eye gaze system, switches, calculator, Ipad etc) A surgically implanted device is NOT Assistive Tech.

--- Accommodations – What an ADULT does or gives to a student to level the playing field and create access for SWD. Extended time (must state how much 2x or 3x peers and for what tests, homework, quizzes?), frequent breaks (must denote how many per period and for how long, where and how those breaks are taken)). May not say ‘as needed’ or ‘when requested’ provided access to the course content but do not alter the amount or complexity. Reduced Choices on assessments: by what percentage? Reduction by 25% of workload or test questions. This section explains conditions for and the extent of each accommodation given. Any state testing accommodations must be noted here and used within the class.

--- Modifications – When we MOVE the content up or down the grade level standards. Altered from grade level curriculum the course content, amount or complexity of materials, or the expectations for performance of the student (specify specifically what is being altered this may use the extended standards of alt assessment) This may be the same content delivered with LESS complexity.

--- Support for School Personnel – support for personnel who need assistance in implementing parts or all of the IEP (if providing consultation to staff keep a log or record of this and it will not be counted in EMIS) - list consult related services here. These are interactions between adults on behalf of the student

--- Services to Support Medical Needs – to be used when medical services are provided at school (Ex: medication given at school, catheterization, feeding tube, and health plans through the nurse)

Section 8 Transportation

___ Only checked “yes” if transportation is required above and beyond what is provided to all students. *You must also state what ‘medically’ requires them to get it.* Ex: Wheelchair lift or additional adult supervision for safety on the bus etc. Give a copy to their driver after the meeting please

Section 9 Nonacademic and Extracurricular Activities

___ Box 1: For most students: “(Student name) will be given the opportunity to participate the same as typical peers per building policy. Participation is not required in order for IEP goals to be addressed.”

___ Box 2: Leave blank if the top box is completed. For specific cases only: “(Student name) will not participate due to individual behavior plan or medical issues.” OR “Parent requests (student name) not participate due to (reason).”

Section 10 General Factors

___ First 5 questions should be marked yes and the information should be found in the Profile or PLOP.

___ Third Grade Reading Guarantee. Be sure to watch this data closely and mark accordingly

Section 11 Least Restrictive Environment

Include justification for why the child was removed from the regular education classroom. Must explain the extent to which the child will NOT participate with nondisabled peers in general education. This must align with section 7 locations. **This is not based on the child’s disability but aligns with SDI and related service locations. It outlines the attempts to include the student in the general curriculum with supplemental aid and services prior to removal. It describes harmful effects to the child or others, if applicable. (LRE is changed when a peer group and a set of services are altered from what is indicated in section 7 and 11)**

___ Box 1: “No” is only checked if the student attends a building other than his/her neighborhood school due to program availability to meet that student’s needs. If “yes” is checked, write “The IEP team has determined due to (student’s name) need for specially designed instruction in the area of (name content area) that cannot be accomplished in his/her neighborhood school even with supports, (student’s name) will attend (school name).”

___ Box 2: “No” is checked if the student is pulled out for any class, tutoring, or related service. Example: “(Student name) requires specially designed instruction by an intervention specialist or (related service area personnel) in the area of (name goal area) through one on one instruction with planned ignoring for negative behaviors that can not be met in the general education classroom even with supplemental supports” (Student) benefits from one on one instruction with planned ignoring in the resources room. BCC and STAR are still with same aged peers.

Section 12 Statewide and District Wide Testing

___ Accommodations – “see Section 7” for classroom accommodations.

___ State Testing accommodations will be the allowable list the is published each year

___ Alternate Assessment AASCD (if applicable) – If “yes” write “(Student name) ‘s curriculum is based on the Ohio Learning Standards Extended” MUST complete the attached form with all team members signatures.

___ Be sure to update the testing accommodation spread set for the year with each IEP & for all 9th/10th graders parents must sign the ACT Consent form at the meeting and we keep this on file.

Section 13 Exemptions

___ Excused from the EOC exams will be looked at senior year and marked accordingly please review EOC scores at the IEP meeting. This can only be considered after they test twice and receive remediation.

___ Third Grade Reading Guarantee only if significantly cognitively disabled or to exempt from the retention provision based on data and guidelines

Section 14 Meeting Participants

___ Verify dates with cover page to sign that date

___ Required participants sign – Parent, General Ed Teacher, Intervention Specialist, District Rep, Student , Student age 14+ must sign, any related service providers.

___ Required members not in attendance must sign IEP and have **written excuse OP-5. for all even related services signed PRIOR to the meeting**

___ Informed written consent for outside agencies to attend the meeting from parents prior to the meeting.

___ If the parent does not attend, you must attach your attempts to contact documentations sheet to the IEP

Section 15 Signatures

___ Parent signs agreement with Initial or Annual Review or change of placement if EMIS codes changed within this IEP from last year

- ___ Parent initials they have received Procedural Safeguards and a copy of the IEP. Parent signs for scholarship Info & Medicaid if needed
- ___ Student and parent sign Transfer of Rights if applicable (is or will be 17 years old during the term of the IEP)
- ___ Make sure PR=01 is given based on the results of the meeting. (Include all information and conversations in the IEP meeting)
- ___ Print verify EMIS, print, & attach...complete IEP in progress book when finished
- ___ Parent signs the PR-10 for Medicaid
- ___ Provide a copy of the IEP and EMIS to the building office and check off on the red folder

Section 16 Children with Visual Impairments

- ___ If the child qualifies under VI the Vision Impairment form must be filled out and attached to the IEP.

Behavior Plan

- ___ If the student has a behavior plan, it must be updated in Samegoal and signed each year with the IEP

IEP TIMELINE

- ☐ 1 Month prior to the IEP due date the meeting is set, invitations with participants sent, calendar invite created. At least 3 attempts are documented to contact parents. Invite the student's SSA from DD to each meeting if they have one and invite the District of Residence if they are Open Enrolled. .
- ☐ 1 Weeks before the IEP meeting, remind the parents of the meeting and have the IEP written as a draft. A draft can be sent home for review
- ☐ The IEP review meeting should be held 1-2 weeks prior to the due date to remain in compliance in case school is canceled or parents are unable to attend at the last minute.
- ☐ After the meeting the signed IEP, **Behavior Plan**, Medicaid form, PR-01, EMIS form, ACT Consent Form and attempts to contact if the parent does not show are sent to OSS and a copy is put in the main office. The IEP is marked as completed in SameGoal.
- ☐ The District Testing Accommodation Spreadsheet is updated to reflect the new IEP
- ☐ The IEP at a glance or a created cheatsheet reflecting the IEP is given to all staff members and shared with transportation if considered a related service.

IEP Resources

[TV IEP Meeting Checklist](#)

[TV IEP Compliance Checklist](#)

The Office for Exceptional Children has directed school districts to use universal support found on the ODE website ([click here](#)) for training purposes. These documents and videos offer guidance on the new forms and compliance. You can also find these resources by going to the Ohio Department of Education website and entering “universal support materials” in the search field. The [dynamic IEP form \(revised July 2018\)](#) can also be downloaded from the ODE website by searching “IEP required forms”. The dynamic form includes popup windows which share important information regarding compliance.

Link to Universal Supports for ETRs and IEPs : [Universal Support Materials | Ohio Department of Education](#)

District Log-in Platforms Utilized:

Samegoal (ETR, IEP, 504, BIP, WEP)

DataMap (Interventions and testing results)

DASL (Central Management System)

Progress Book (Grade Book)

Public School Works (PBIS behavior tracking system & required trainings)

NWEA MAP (Universal Screener)

Amesweb (Diagnostic Assessments)

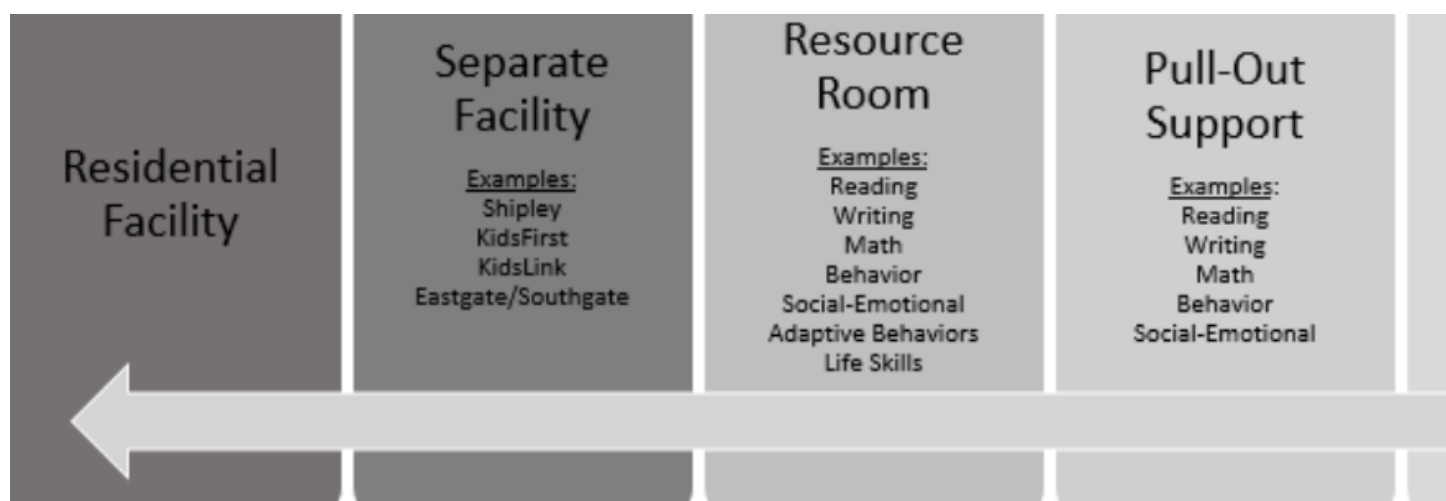
DataNotebooks: Intervention Specialists are required to meet a data notebook for each of the students on their caseload. The purpose of this notebook is to document your delivery of SDI and data collection toward IEP goals.



YEAR: _____

	DATA NOTEBOOK COMPONENTS	☒
1	One notebook per student	☐
2	The IEP at a glance printed and posted in the front of the NB	☐
3	Separated tabs for each goal area which include benchmarks and objectives	☐
4	AT LEAST 3 pieces of evidence for each goal/benchmark	☐
5	MAP & Aimesweb data/ student reports (K-3)	☐
6	FBA & BIP with tracking data if applicable	☐
7	ETR // BE SURE THAT YOUR IEP GOALS LINK TO QUALIFIED AREAS IN THE ETR	☐
7	Age 14+ transition goal tab included	☐
8	Age 14+ transition goals with evidence for each service provided and dated	☐
9	Age 14+ Graduation Checklist	☐
	<i>If you have noted within 3 CONSECUTIVE trials etc, be sure you have EVIDENCE of those CONSECUTIVE trials for mastery</i>	☐
	Notebook Purpose:	☐

LRE: Least Restrictive Environment (LRE) is a legal requirement under the Individuals with Disabilities Education Act (IDEA). It mandates that children with disabilities should be educated alongside their non-disabled peers to the greatest extent possible. The LRE principle supports the idea that inclusion in general education classrooms is preferable unless a student's individual needs cannot be met in that setting. Determining the appropriate environmental setting to meet a student's needs is an IEP team decision. The continuum of service is listed below from least to most restrictive.



IEP Amendment Process

When changes are made to an Individual Education Program (IEP) after an IEP meeting, the amendment(s) can be made as part of a phone conference or face to face meeting. Designated staff (Intervention Specialist/Related Service) will contact the parent by phone or face to face meeting, to discuss proposed changes and ask if the changes can be made. If the parent agrees, the designated staff will make the needed change(s) to the IEP in Samegoal.

- Locate the IEP to be amended in the documents tab for the student.
- Make sure that IEP has been marked complete.
- Locate the lock in the top right hand corner and drop down to amend (this creates the formal amendment of the IEP)
- Change the meeting type to Amendment.
- The meeting date, start and end dates **do not change** in Samegoal.
- Make needed changes in the appropriate sections of the IEP.
- Complete the Amendment Section (table) on the cover of the IEP to reflect the changes including:
 - Add a new row to the Amendment Table on the bottom of the Cover Page.
 - IEP Section Amended: Reference the section number and pages of IEP.
 - The School District and Parents Have Agreed To Make the Following Changes to the IEP: Include a summary describing changes.
 - Date of Amendment: Use the date the parent was called and the meeting was held.
 - Participant and Role: List names and titles of those involved in the amendment including the parent.
 - Obtain signatures of the participants involved in the amendment on the signature page – please add more lines and use the Amendment date for those signatures.
 - All required team members must sign the AIEP
 - Mark the IEP complete.
 - Designated staff (Intervention Specialist/Related Service) will send the parent a Prior Written Notice (PR-01) with a copy of the amended IEP outlining the changes that were made and how the amendments were done (i.e. over the phone, face to face). Under the Relevant Factors section, indicate when (date) other IEP team members (list team members by name and role) were notified of the changes.
- If needed, changes to the Testing Accommodation form and inform classroom teachers of the changes.

- Designated staff (Intervention Specialist/Related Service) will print the completed EMIS At a Glance page and attach to the AMENDED IEP and send it to the Special Services Secretary within 5 days of the meeting.
- A new copy of the IEP will need to be placed in the building folder by the IS or SLP.
- The Special Education Coordinator will report the AIEP to EMIS

Progress Reporting Procedures

Progress Reports for IEP goals will be sent to the parents by the case manager following the grade card schedule. The OEC requires there be instructional data collected for each measurable annual goal AND there is sufficient evidence that the data was ANALYZED TO INFORM FUTURE INSTRUCTION and there is evidence that the progress data reported ALIGNS to measurements used in the annual goal. To ensure this we will produce the following:

- Use the Progress Report (revised 2018) in SameGoal
- Under each Annual goal click 'add chart'
- Enter your target percentage and baseline as it related directly to your IEP present levels of performance
- Include at least three data points for each goal area within that reporting period
- If your goal is measurable then it can be reflected with data points on the chart
- Data reported should be based on IEP goal progress with the method indicated for reporting on the IEP
- Data cannot be grades
- Benchmarks will need to be reported on individually.
- Objectives can be measured by the annual goal
- If a student is at risk of not meeting their annual goal by the end of the IEP or they have mastered their goals early, a mid term report could be sent to the parent outlining this, the team should reconvene, and IEP goals are amended.
- Each reporting period a Progress Report is sent home to the parent and a copy kept in the student's cumulative file by the Intervention Specialist or SLP.
- Please find an example Progress Report located in our shared google training drive
- Progress reports and progress monitoring data should be kept in your Data Notebook and passed to the next IS. This is used to help determine if ESY is necessary.

Students with Behavioral Needs

Students with behavioral concerns should be brought to the Student Assistance Team (SAT) Meetings. This can include students identified as having a disability as well as students who are not identified as having a disability. MTSS support as well as PBIS will be considered, monitored, and shared with the parent. Should the behavior impact the student's educational progress to a marked degree over a substantial amount of time, the team may consider referring the student to the School Psychologist for a Functional Behavior Assessment.

Functional Behavior Assessment (FBA): The SAT or IEP team may determine that the student is exhibiting behavior concerns that may be a manifestation of the child's disability and a Functional Behavior Assessment (FBA) will be completed. If you have never completed an FBA please consult with the Special Education Coordinator for assistance. The FBA form is found in SameGoal. A minimum of three separate observations must be completed, ideally by more than one observer. The district frequently utilizes Tuscarawas Board of Developmental Disabilities Outreach Program for support with FBAs and BIPs if the student qualifies for their services. The School Psychologist also assists in this process, as well as, Intervention Specialists who have created these plans in the past. Data will be used to determine the ABC's (Antecedent, Behavior, and Consequence) and the hypothesized function the behavior (i.e., sensory, escape, attention, or tangible). FBAs should be reviewed only when the function of the behavior may have changed or the team sees value in reevaluating new behaviors.

Behavior Intervention Plan (BIP): Once the FBA is completed, the team will develop a Behavior Intervention Plan (BIP). If the student receives services through an IEP, the BIP may be completed during the IEP Annual Review, or an IEP Amendment meeting. The BIP goal should be included in the IEP for progress monitoring and reporting purposes. A draft BIP should be sent home to the parents with the RIEP draft yearly. The BIP must be reviewed yearly.

Should the student no longer need a formal BIP, the IEP team may consider 'stepping down' to a behavior goal within the IEP. Please note the removal of the BIP in the Profile and PR-01.

Once the FBA and BIP are completed, documents should be kept in the student's cumulative file, shared with all of the student's current teachers, and the original sent to the Special Education Coordinator.

Should a Manifestation Determination Hearing be held and the behavior was determined to be a manifestation of the student's disability, then the team must review the behavior plan and consider additional interventions and accommodations.

Manifestation Determination: When addressing discipline for violations of the student code of conduct, students with disabilities must be held to the same consequences as their same age peers, unless the conduct is a manifestation of their disability. In other words, in determining the consequence for negative behavior of a student with disabilities, the team must determine if the behavior was caused by, or had a direct and substantial relationship to the disability. If the behavior is not caused by, or related to the disability, the student should face the same consequences as his or her non-disabled peers. If the behavior is related to the disability, the IEP team must address the behavior through a Functional Behavior Assessment and Behavior Intervention Plan (see above). The team may also come to an agreement for a change of placement in the best interest of the student. Parents must be in agreement with the change of placement if the behavior was a manifestation of the child's disability.

The "10 Day Rule": Once a disability is identified under the Individuals with Disabilities Education Improvement Act (IDEA) under no circumstances can the student be restricted from receiving their legally guaranteed special education services. This includes suspension and expulsion exceeding 10 days regardless of the manifestation determination. According to the Ohio Revised Code (Paragraph (K)(20)(b)(i)), up to 10 days of suspension are permitted for students with disabilities without addressing a change of placement. If the student may face a long-term suspension or expulsion, or the number of cumulative suspensions for the school year exceeds 10 days, the IEP team must convene to discuss a potential change of placement and obtain parental consent. Agreed upon educational services must resume after the 10th day of removal. Exceptions for removal may occur if the behavior involves drugs, a weapon, or serious bodily harm. Please refer to the Operating Standards for further guidance.

Crisis ICPI (Crisis Prevention Institute): Tusky Valley provides training to Intervention Specialists and Paraprofessionals focused on preventing and de-escalating crises, with physical restraint used as a last resort when all other methods have failed to ensure the safety of the individual and others.

What is CPI?

- CPI is a training program that equips staff with skills to prevent, de-escalate, and manage crisis situations.
- The core philosophy of CPI is to prioritize prevention and de-escalation over physical restraint.
- CPI training is used in various settings, including schools, hospitals, and human services organizations.

When is Restraint Used?

- Physical restraint is only used as a last resort, when an individual poses an immediate threat of harm to themselves or others, and all other non-physical intervention methods have been exhausted.
- CPI teaches staff how to identify the signs of escalating behavior and to use verbal and non-verbal de-escalation techniques.
- Restraint should only be used for as long as necessary to ensure safety and should be discontinued as soon as the individual is no longer a threat.
- Seclusion is not a practice used at Tusky Valley Local Schools

Documentation of ANY restraint or seclusion should be completed on the District's [Fidelity Checklist/Incident Report/Restraint & Seclusion Form](#). This form will be submitted to Katy Wells Special Education Director, the parent, and the principal within 24 hours of the incident.

Manifestation Determination Hearing Procedure: Once it is determined that a student with a disability will be recommended for expulsion, or will be issued a suspension (OSS) greater than 10 days (total for the school year), a PR01 must be sent with an invitation to a manifestation determination hearing, Procedural Safeguards, and the suspension or expulsion notice. Note: The parent may request a different date for the meeting, however, the meeting must be held within 10 days of the notice. (Students may need to return to school during this time). Note: If the incident involved serious bodily injury, drugs, or weapons, they may be suspended up to 45 days with services provided through home instruction.

The Superintendent will hear the MD meeting and invite the building administrator, parent, and Special Education Coordinator to the meeting. Additional staff members may be invited to attend depending on the incident under review.

Items to bring to the meeting:

Compliant IEP and ETR

Functional Behavior Assessment and Behavior Intervention Plan

Incident report (with statements from all witnesses)

Prior incident reports

IEP Progress reports

Documentation showing support provided to student

PR-03 Manifestation Determination Review – data may be added prior to the meeting, but will be completed during the meeting.

The IEP team will discuss all relevant data and hear new information provided by the parent (including medication, concerns at home, etc.)

The team will review and complete the PR-03 – Manifestation Determination Review form

Once a decision is made, the form is printed and signed by all participants. If a parent disagrees, they may indicate this on the form. They may also appeal through the superintendent's office or due process.

A PR01 must be completed and given to the parent. Provide parents with Procedural Safeguards.

Behavior was a manifestation of the disability:

- The student will return the following school day.
- IEP team must convene to begin the process to conduct or review the FBA and BIP within 10 days
- If the incident involved serious bodily injury, drugs, or weapons, they may be suspended up to 45 days with services provided through home instruction.
- Due to the student's safety and the safety of others, the parents can agree to a change of placement through the IEP

Behavior was not a manifestation of the disability:

- The district may issue the suspension beyond 10 days.
- The IEP Team may need to convene to consider patterns of behavior and determine if an FBA is the next necessary step or if a change of placement should be considered on the continuum of service delivery options.

Graduation, Dropout, and Attendance

Tuscarawas Valley Local Schools, in accordance with Ohio and the United States' Department of Education's Secondary Transition and Workforce Development Rules and

Regulations, operates under the following procedures for graduation, attendance and students at risk of dropping out:

Resources:

[Tuscarawas Valley Local School Board Policy for Graduation](#)

[Graduation Requirements for the Class of 2023 and Beyond](#)

[Dropout Prevention and Recovery Assessments](#): Found on the Department of Education & Workforce website

[Attendance Support](#): As found on the Department of Education & Workforce website

[Attendance Law FAQs](#)

[Individuals with Disabilities Education Act \(IDEA\)](#) the purpose of which is to ensure that all children with disabilities have a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living [34 CFR 300.1(a)] [20U.S.C. 1400(d)(1)(A)].

[Workforce Innovation and Opportunity Act \(WIOA\)](#) the purpose of which is to increase access to employment, education, training, and support services to assist individuals with disabilities, including those with the most significant disabilities, to succeed in the competitive labor market.

[Ohio's Employment First Policy](#), which declares that every individual with a developmental disability is presumed capable of competitive employment that takes place in an integrated setting.

[Ohio's Operating Standards and Guidance for the Education of Children with Disabilities](#), also known as Ohio Administrative Code Rules 3301-51-01 to 09, 11 and 21, effective 7.1.14 and updated regularly as noted on the Operating Standards and Guidance webpage of ODE

[Office for Exceptional Children's Universal Support Materials](#) , specifically Part 1 and Part 2 for Secondary Transition, last modified 7.7.22

[Learning Management System for Education](#), found in the OH-ID App, specifically the Modules entitled Secondary Transition for Students with Disabilities: Exceptional Children

[Secondary Transition Modules for Students with Disabilities](#), located on the Department of Education & Workforce website.

Career Advising Policy and Law, recently updated 7.21.22 in Senate Bill 135, Section 3313.6020

[Required IEP forms](#) which include transition planning documents and guidance found on the Department of Education & Workforce website.

[Secondary Transition Roadmap](#) & Decision Making Tool

[Each Child Means Each Child, Ohio's Office for Exceptional Children's Plan](#) to Improve Learning Experiences and Outcomes for Students with Disabilities, especially Focus

Area: Advancement of postsecondary learning experiences and outcomes for students with disabilities, Tactics D, E, F

Monitoring Guides for Graduation:

- Monitor, provide feedback and support to individuals, teams, buildings, and the district regarding compliance and best practice of Section 5 of the IEPs for students age 14+ (and others as appropriate) and as assigned by the Special Education Director.
- Utilize either the [Ohio Indicator 13 Checklist](#) or a locally approved version to precheck IEP drafts, monitor random pulls for a compliance review, and support coaching of intervention specialists during onboarding and evaluations.
- Intentionally monitor student engagement in the AATA, planning, measurement and delivery of IEP Section 5 Transition goals, services and activities. We will document that engagement in Profiles, PR-01s, and invitations.
- Use the Alternative Assessment Decision Making Tool embedded in the IEP.
- Ensure all students with disabilities at risk of not graduating are afforded the same supports as their peers (ie. graduation plan, success plan, individual meetings with the guidance department, transition supports and transition plans)
- Follow the district Early Warning System for at-risk students in the risk areas for graduation and drop-out found on the [Department of Education & Workforce website](#).
- The EMIS Coordinator will produce a report to the Special Education Director, Building Principal, and School Counselor listing each graduate and their path to graduation. The School team will review the report and double check this information for accuracy prior to state reporting.
- The School Counselor will maintain a list of each student's pathway to graduation and graduation requirements to be updated after each testing cycle.
- The Guidance Counselor, Special Education Coordinator, Building Principal, and Curriculum Director will be twice a year to review the at-risk student list and develop a plan for the student's individual pathway.

For Student Transition Plans - age 14 and older (or will turn 14 within the timeframe of the IEP)

- Invite student to IEP annual review
- Parent AND student desires for graduation and beyond are listed in Future Planning Statement
- Age appropriate assessments are administered and recorded with the use of PINS(Preferences, Interests, Needs and Strengths.)

- Post-secondary goals are derived from transition assessment results unique to each goal area.
- Activities that the DISTRICT will deliver are linked to academic goals and support post-secondary goals, first seeking opportunities to instruct or coach.
- Course of study reflects board approved curriculum (currently Ohio Learning Standards)
- Progress towards transition goals should be reported to parents with the report card schedule.

Graduation Requirements and Interventions:

Complete Courses	
Take and earn a state minimum of 20 credits in specific subjects.	
General Course Requirements	State Minimum
English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits
Other Requirements	
Students must receive instruction in economics and financial literacy (in high school) and complete at least two semesters of fine arts (during grades 7-12).	
* Beginning with students who enter 9 th grade after July 1, 2022, students will need ½ credit of financial literacy.	
**Fine arts may not be required for students in career-tech programs unless it is a component of local course requirements.	

Demonstrating Competence: To graduate, students must earn a "competency" score on the English language arts II and Algebra I (or integrated math I) end-of-course tests or complete other options. Students not earning competency scores on the first attempt must be offered appropriate remediation and supports and retake the relevant test at least once. In lieu of attaining competency scores on the state tests, students can choose between four other ways to demonstrate competency following remediation and second test attempts. See [Ohio Revised Code section 3313.618\(B\)\(1\)](#).

Competency Score: Ohio law directed the Department of Education and Workforce, in collaboration with the Ohio Department of Higher Education and the Office of Workforce Transformation, to establish a competency score on the English language arts II and Algebra I end-of-course tests. The Ohio Department of Education and Workforce, after

gathering feedback from education stakeholders and business communities of Ohio, determined that “competency” would be set at a score of 684 for both the **English language arts II** and **Algebra I** tests. See [Ohio Revised Code section 3301.0712\(B\)\(10\)](#).

Alternative Demonstrations of Competency: Ohio law establishes multiple pathways to demonstrating competency beyond Ohio's state tests. Prior to being eligible to demonstrate competency in these, students first must receive remedial supports and retake the test. The alternative ways to demonstrate competency are as follows:

[College Credit Plus](#)

[ACT or SAT](#)

[Career Experience and Technical Skill](#)

[Military Enlistment](#)

Graduation Seals: In addition to fulfilling curriculum requirements and meeting the competency requirements, students also must show they are prepared for their next steps after high school. State law created 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths. Students will demonstrate readiness by earning at least two diploma seals, one of which must be state-defined. Seals help students develop an array of critical skills that are valuable to them as they transition to the next steps encouraging students to pursue seals that align with their interests. Graduation planning will be an important part of their journey.



Interventions: In reaching the final goal of graduation for our students with disabilities, Tuskey Valley Local Schools has the following interventions in place:

- Transition Plans once completed provides every student with the Ohio Means Jobs state seal
- Grades 7-12 Opportunities for Ohioans with Disabilities and The Tuscarawas County Board of DD (when appropriate) are invited to every IEP meeting in order to provide career and job exploration opportunities

- Grades 9-12 School Counselors provide one-on-one yearly meetings with each student to provide up to date graduation requirements, a current credit audit, and graduation options.
- The district provides in-house alternate graduation requirements and individual graduation plans when an alternative pathway to graduation is necessary.
- Attendance is monitored and attendance plans are developed for at-risk students by the building principal or designee.

Exemptions: IEP exemptions will only be considered after all traditional pathways to graduation have been attempted and as a last resort. Exemptions will only be applied for students within their senior year with the IEP team.

EMIS: Entry will be completed for graduation within the following screens:

Special Education Events & Assessments Screen:

- Less than 1% of students will participate in the Alternative Assessment and it will be indicated on their exemptions for assessment
- Students exempted through their IEP will be entered on their exemptions screen and used only as a last resort

In The Student's FG Screen:

- Graduating with a regular diploma
- Core Requirements met

HS Alternative Assessment Screen:

- Reenter each student's alternative assessment score

Industry Credential Screen:

- Students graduating with an industry credential will have an assessment score and date entered on this screen.

Student Membership Screen:

- Each graduate will have a membership code entered that includes their graduation path

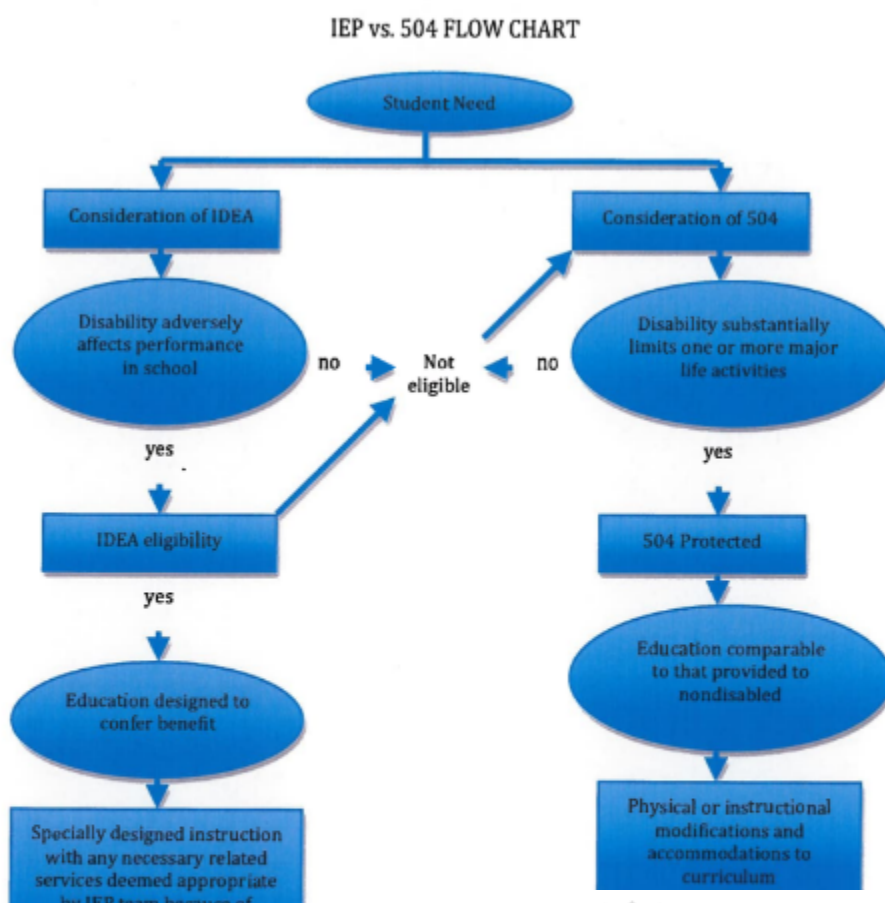
504 Evaluation and 504 Plan & Individual Health Plans

The ADA (Americans with Disabilities Act), along with Section 504 of the Rehabilitation Act of 1973 (ADA/504) prohibit public entities from discriminating against qualified persons with disabilities in providing access to facilities and services that the public entity provides. Section 504 covers individuals from birth to death in a variety of settings including school, work, public access etc. In comparison an IEP under IDEA is specifically for students age 3–21 years of age and only pertains to the school setting.

IDEA (IEP) covers all school aged students (age 3–21). They must qualify under one of the 12 educational disability categories and the disability must have an adverse effect on their

education. The adverse effect must require Specially Designed Instruction in order to make progress within the general education curriculum.

ADA (505) covers individuals birth to death in a variety of settings including school, work, public access etc. It does not require specially designed instruction but provides equal access through accommodations allowing individuals to access employment and learning without discrimination. To qualify for a 504 plan you must have a diagnosed disability/medical condition, the diagnosis must substantially limit one or more major life activities



3 Steps to Determine Eligibility Under Section 504:

1. Mental or physical impairment
2. Major life activity impacted
3. Does the student's impairment substantially limit their major life functions?

Substantial limits mean: Unable to perform a major life activity that the average person in the general population can perform beyond universal supports offered to all students; or has a substantial limitation which is something less than “significantly restricted” but something more than “mildly impact. Substantial limitations within the educational environment would need to require accommodations beyond universal accommodations provided to all students.

Individual Health Plan (IHP): An IHP should be considered if the student's diagnosis does not rise to the level of substantial impact but a diagnosed medical condition is in play, an IHP should be created by the school nurse. An ISP/alert document and alert staff that the student has an ISP they must be aware of. Procedures for this condition will be outlined in the IHP. An IHP may also accompany a 504 plan should they qualify.

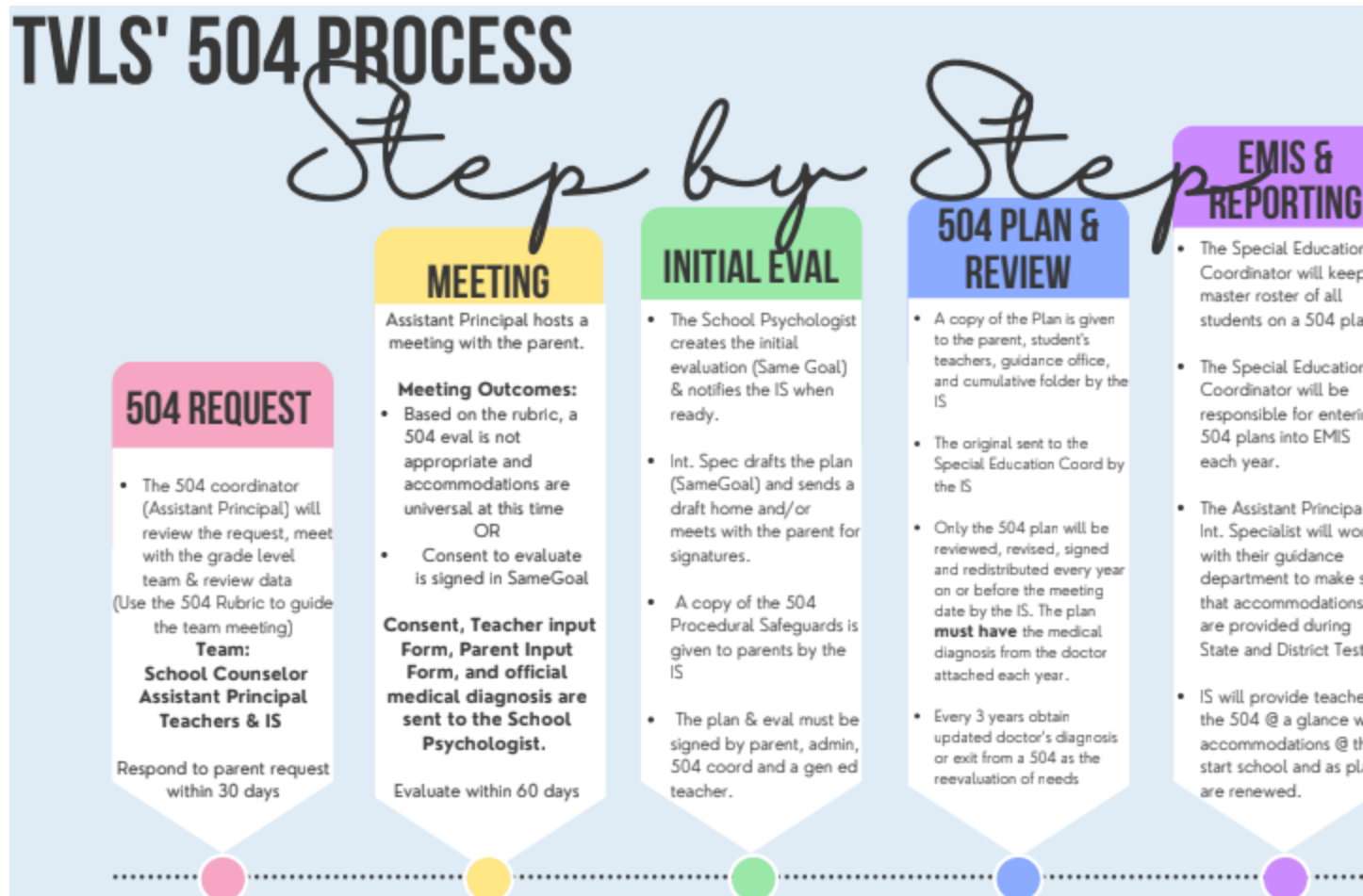
“Reasonable Accommodation” Under Section 504, applies to any modification to the environment that is necessary to provide equal opportunity to participate in any federally-assisted program or activity. Reasonable accommodations enable an individual with a disability to participate or to perform essential job functions that may otherwise be substantially limited without these provisions. Reasonable accommodation also includes adjustments to assure that an individual with a disability has rights and privileges equal to those without disabilities.

Rubric: The district utilizes the attached 504 evaluation rubric to measure if the disability substantially limits the student's major life function:

	Academic	Social	Behavioral/ Discipline	Attendance/Participation	Environments	
Significant Limitation	<i>Performs significantly below average on standardized tests due to impairment:</i>	<i>Has no friends due to impairment:</i>	<i>Frequent suspensions due to impairment:</i>	<i>Participates in less than half (49% or lower) of school activities due to impairment:</i>	<i>Cannot safely or efficiently access/participate in most school environments with success due to impairment:</i>	<i>Cannot to imp</i>
3	-Failing grades in the majority of classes -Hardly ever completes/turns in work -Candidate for grade retention	-Always alone -Consistently inappropriate with peers that interferes with their social relationships in school -No meaningful relationships with adults at School -Poor self-esteem -Self injurious behaviors that require constant monitoring	-In office several times a week with a pattern of behaviors -Often in an Alternative learning center (ALC) multiple times a week -Parents called more than once a week for behaviors	-less than 50% of class participation each week -Excessive absence -More than 10min tardy to 4 or more classes per week. - On an attendance plan	-Individualized accommodations and supports are necessary to remain safe and to participate in all school environments all day every day -Accommodations must be provided and monitored by the staff. -Lack of accommodations could result in serious injury	-Need mobil -Stude may b -With -Stude witho
Substantial Limitation	<i>Below average on standardized tests due to impairment:</i>	<i>Has few friends due to impairment:</i>	<i>Multiple suspensions due to impairment:</i>	<i>Participates in only half (50%) of school activities due to impairment:</i>	<i>Cannot safely or efficiently access/participate in some environments with success due to impairment:</i>	<i>Needs their f</i>
2	-Failing or poor grades over a sustained amount of time -Completes/turns in very little work and/or inconsistently completes work -Grade retention or placement considered	-Expresses feelings of loneliness -Very few relationships with adults at school -Poor self-esteem	-In office several times a month -Detentions several times a month -ALC several times a month -Parents called monthly due to impairment	-Frequently absent -More than 10 min tardy to 2 or more classes per week -On an attendance plan -Participates in more than half of the classroom activities typical peers participate in	-Some specific accommodations beyond universal accommodations are currently necessary and provided daily within similar environments in order to make progress and provide access. -Current district and/or state regulations prevent the student from accessing their accommodations unless protected under Section 504	-The se or me well-b -Requ mobil suppo
Mild/Moderate Limitation	<i>Average or slightly below on standardized tests due to impairment:</i>	<i>Has difficulty maintaining friendships due to impairment:</i>	<i>Some suspensions and/or discipline not related to the student's impairment:</i>	<i>Participates in the majority (75% or higher) or more of school:</i>	<i>Benefits from accommodations and differentiation within the classroom and school environments due to their impairment and learning style:</i>	<i>Needs self-ca availa</i>
1	-Occasionally misses school but recoup in a timely manner -Grades are average or slightly below average -Grade promotion -Completes/turns in the majority of work	-Expresses frustrations with adults and peers appropriately after taught how to do so -Occasionally expresses low Self-esteem -Has friends but would like more friends or occasionally loses friends -Participates in preferred activities with adults and peers	-Behavior generally typical of peers and developmentally appropriate -Occasional discipline and/or redirection that does not become a pattern of behavior over time	-May have occasional tardies - Occasional absences and not on an attendance plan - Participates in most classroom activities	-May use accommodations and/or differentiation made available to all students that are not withheld due to district or state requirements -Can access and independently utilize universal design accommodations (seating, organizers, adapted materials, elevators etc.)	-Self-c neces physic -Can s all sch -Has i health witho

504 Procedure:

- The 504 Evaluation will include a medical diagnosis from a medical provider, the team's completion of the 504 Rubric, input from the student's classroom teacher, and input from the parents to determine eligibility under ADA/504.
- Every 3 years the team will obtain an updated diagnosis from the doctor to determine continued eligibility
- The 504 Plan will be developed by the 504 team and reviewed with the parent for consent yearly
- TVLS will follow the following procedures for 504 Evaluations & Plans:



Appendix A- Special Education Acronyms

AAC	Augmentative and Alternative Communication Device
AASCD	Alternate Assessment for Students with Significant
Cognitive Disabilities	
ABA	Applied Behavior Analysis
ADA	Americans with Disabilities Act

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AT	Assistive Technology
BVR	Bureau of Vocational Rehabilitation
CASE	Community Alliance for Special Education
CBI	Career Based Intervention/Instruction
CEC	Council for Exceptional Children
CF	Cystic Fibrosis
COTA	Certified Occupational Therapist Assistant
CP	Cerebral Palsy
DD	Developmental Disabilities
DS	Down Syndrome
DSM	Diagnostic and Statistical Manual of Mental Disorders
ECE	Early Childhood Education
ELL	English Language Learner
EMIS	Education Management Information System
ED	Emotional Disturbance
EI	Early Intervention
EOC	End of Course Exams
ESY	Extended School Year Services

ETR	Evaluation Team Report
FAPE	Free and Appropriate Education
FAS	Fetal Alcohol Syndrome
FERPA	Family Educational Rights and Privacy Act
GT	Gifted and Talented
HIPAA	Health Insurance Portability and Accountability Act
HMG	Help Me Grow
IAT	Intervention Assistance Team
ID	Intellectual Disability
IDEA	Individuals with Disabilities Act
IEE	Independent Educational Evaluation
IEP	Individual Education Program
IS	Intervention Specialist
ISP	Individual Service Plan
IT	Itinerant Teacher
ITP	Individualized Transition Plan
KRA	Kindergarten Readiness Assessment
LD	Learning Disability
LEA	Local Education Agency
LRE	Least Restrictive Environment
MD	Multiple Disabilities
MTSS	Multi-Tiered System of Support

OCALI	Ohio Center for Autism and Low Incidence
OCD	Obsessive Compulsive Disorder
OCR	Office of Civil Rights
ODD	Oppositional Defiance Disorder
ODE	Ohio Department of Education
OEC	Office for Exceptional Children
OHI	Other Health Impairments
OI	Orthopedic Impairment
OLTS	Ohio Longitudinal Transition Study
OMJ	Ohio Means Jobs
OOD	Opportunities for Ohioans with Disabilities
ORC	Ohio Revised Code
OT	Occupational Therapist
PARA	Paraprofessional
PBIS	Positive Behavioral Interventions and Supports
PSE	Preschool Special Education
PT	Physical Therapist
PTSD	Post Traumatic Stress Disorder
PWN	Prior Written Notice
RIMP	Reading Improvement Plan
RTI	Response to Intervention
SAS	Supplemental Aids and Services

SEA	State Education Agency
SLD	Specific Learning Disability
SLI	Speech and Language Impairment
SLP	Speech and Language Pathologist
SOP	Summary of Performance
SRBI	Scientific Research Based Intervention
SST	State Support Team
SUTQ	Step Up to Quality
SWD	Student with a Disability
TBI	Traumatic Brain Injury
VR	Vocational Rehabilitation

Appendix B- Disability Categories with EMIS Code and Number

The District's EMIS Cheat Sheet can be found in our TV Training Drive

Multiple Disabilities ET01	MD
Deaf/ Blind ET02	DB
Hearing Impairment to include deafness ET03	HI

Visual Impairment to include blindness ET04	VI
Speech and/ or Language Impairment ET05	SI
Orthopedic Impairment ET06	OI
Emotional Disturbance ET08	ED
Intellectual Disability ET09	ID
Specific Learning Disability ET10	SLD
Autism ET12	AU
Traumatic Brain Injury ET13	TBI
Other Health Impairment Major ET14	OHI Major
Other Health Impairment Minor ET15	OHI Minor
Developmental Delay (Preschool) ET16	DD

Appendix C- Glossary of Terms

Accommodations: Instructional techniques, additional supports or specialized services to help a student make progress or demonstrate learning.

Annual Review: A scheduled meeting of school staff members and parents to develop, review, and revise a student's IEP goals and objectives and to determine the appropriateness of new or continued services.

Assistive Technology: Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Child Find: Children aged two through twenty-one who may be in need of special education and related services.

Child (Student) with a Disability: Those children evaluated and identified, in accordance with regulations governing special education, as having a cognitive disability, hearing impairment, speech or language impairment, autism, traumatic brain injury, visual impairment, emotional disability, orthopedic impairment, other health impairment, severe disability, multiple disabilities, developmental delays, or specific learning disability and who, because of these disabilities, need special education and related services.

Counseling Service: Services provided by a qualified social worker, psychologist, guidance counselor, or other qualified personnel.

Due Process: A series of steps safeguarded by law (IDEA) that protects the rights of parents and their children with disabilities.

Early Intervention: Specialized services provided to children, birth through age two, who are at risk for, or showing signs of, developmental delay. Help Me Grow is the agency that provides this service.

Eligibility Meeting: A meeting of professional staff members and the parents that considers the individual needs of a student and determines whether the student is eligible for special education and related services.

Evaluation: Procedures used by a multidisciplinary team to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

FAPE (Free Appropriate Public Education): Special education and related services provided at public expense, under public supervision, and at no cost to parents. These

services must meet the standards of the Ohio Department of Education and be provided through your child's IEP.

General Curriculum: Refers to the curriculum that is used with non-disabled children.

Home School: The school that is the community in which the child resides.

IDEA: Individuals with Disabilities Education Act of 2004.

IEP (Individualized Education Program): A written plan of measurable, annual goals including short-term objectives and developed to meet your child's needs according to federal and state regulations.

Itinerant Services for a Preschooler with a Disability: Services provided by intervention specialist or related services personnel, which occur in the setting where the child, the child and parent(s) or the child and caregiver are located as opposed to services provided at a centralized location.

Least Restrictive Environment: The setting determined by the IEP team that gives the child as much time as possible in general education settings and activities while meeting the child's learning and physical needs. It also means that special classes, separate schooling, or other removal of a child with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Local Education Agency (LEA): The public school system (i.e. Chesapeake Union Exempted Village Schools).

Mediation: A meeting that may be held if efforts to resolve an issue have failed at the school district level or after a due process hearing has been requested. A representative of the Ohio Department of Education may be asked to mediate the dispute.

Modifications: A change in what is being taught to the student or expected of the student. Making an adjustment to an assignment so that it is at the student's level is an example.

Occupational Therapy: Services provided by a qualified therapist and includes improving, developing, or restoring functions impaired or lost through illness, injury or deprivation, improving the ability to perform tasks for independent functioning if

functions are impaired or lost and preventing through early intervention, initial or further impairment or loss of function.

Paraprofessional Service: Services provided by a school, county board or another educational agency who are adequately trained in the provision of special education and related services to children with disabilities. Paraprofessionals work under the supervision of teachers, intervention specialists, and/or related service providers.

Parent: A natural or adoptive parent, the parent with legal custody if the parents are separated or divorced, the guardian or custodian but not the state if the child is a ward of the state, a person acting in place of a parent (such as a grandparent or stepparent) with whom the child lives, or a person who is legally responsible for the child's welfare, a surrogate parent who has been appointed in accordance with paragraph (1) of rule 3301-51-05 of the Administrative Code, or a child at the age of 18 may act on his or her own behalf.

Physical Therapy: Services provided by a qualified physical therapist which emphasizes remediation of or compensation for mobility, gait, muscle strength, and postural deficits as it relates to the educational setting.

Re-Evaluation: A review by the IEP team that is required every three years or more often if necessary. It determines if updated information used to decide continuing eligibility for special education is needed and the types of information needed to determine the individual needs of the student.

Referral: The established process whereby the names of children suspected as having a disability condition that may require special education and related services are forwarded to a designated person, in writing, for a multifactored and multidisciplinary evaluation.

Related Services: Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. It may include speech-language pathology, physical therapy, occupational therapy, school health services, etc.

Special Education: Specially designed instruction, at no cost to the parent, to meet the unique needs of a child with disabilities, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The

term also includes speech therapy or any other related service and vocational education if they consist of specially designed instruction at no cost to the parent.

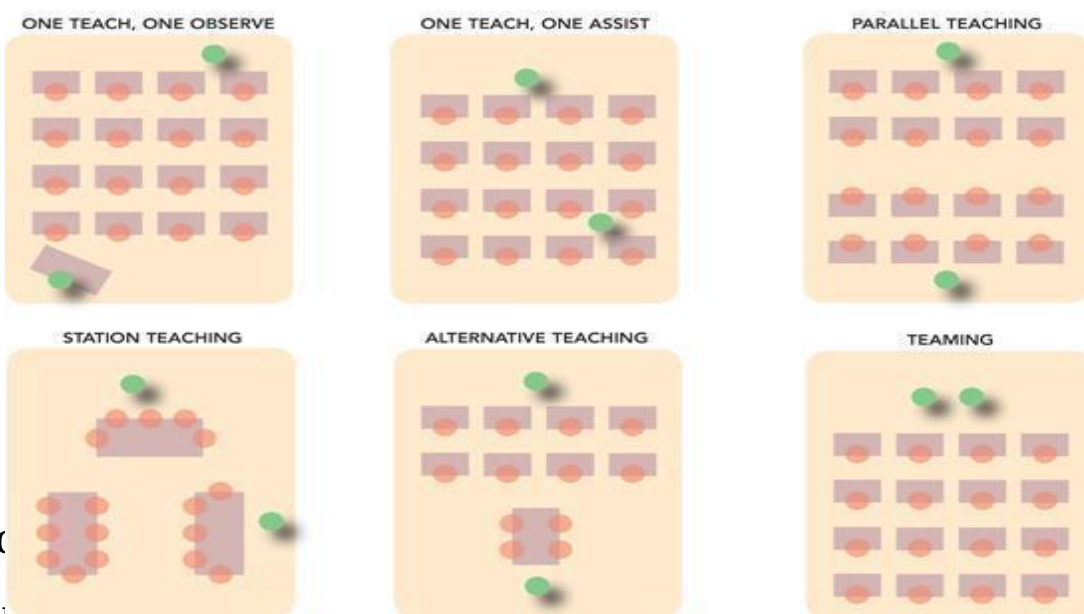
Speech and Language Pathology Services: Include identification of children with speech or language impairments, diagnosis and appraisal of specific speech or language impairments, referral for medical or other professional attention necessary for the rehabilitation of speech or language impairments, provision of speech and language services for the rehabilitation or prevention of communicative impairments and counseling and guidance of parents, children, and teachers regarding speech and language impairments..

Transition Services: A coordinated set of activities for a student with a disability that is designed within an outcome oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing adult services, independent living or community participation.

Appendix D- Co-teaching Models

CO-TEACHING APPROACHES

● Teacher ■ Desk/Table ● Student



1. One Teach and One Observe

In this model, one teacher

observations and systems. SOURCE: Co-teaching: Concepts, Practices, and Logistics, Marilyn Friend, Ph.D., August, 2006

teachers to gain understanding of their students' academic, behavioral and social functioning relative to the lesson and the dynamics of the classroom. This is a beneficial practice when you have a disruptive dynamic in a particular class and you are trying to find a seating solution or find the source of the distractions.

2. One Lead Teach/One Assist

This model encourages one teacher to assume the lead role in the lesson while the other teacher supports the students in the classroom during the instruction. Teachers should trade off the roles in order to avoid one teacher as being labeled “the real” teacher and the other teacher being seen as a classroom aide. It is very important that both teachers show knowledge of the content area as well as both teachers be seen as positions of authority in the classroom.

3. Parallel Teaching

This model the teachers plan and teach the same exact lesson to two different groups of students. This can be beneficial if you see a particular group of kids struggling and may need to go at a slower pace- remember it is the same lesson. Please make sure that this is an academically heterogenous mix of students. There should be NO “your” students or “my” students in inclusion - they are all “our” students.

4. Station Teaching

This model encourages the teachers to each take responsibility for planning and teaching a portion of the instructional content. Students move from one station to another for work with each teacher. Stations can also include independent work, peer tutoring and student led activities. This is a great model to allow and foster responsibility to both teachers.

5. Alternative Teaching

This model recognizes that sometimes students require different instruction than a large group. Sometimes this is a smaller group to “pre” teach or “re” teach a lesson or to provide enrichment to a lesson. This can look like parallel teaching but it differs in that the same lesson is not being taught. Again try to remember that the students MUST be a heterogeneous mix of students.

6. Team Teaching

This is the generic term that describes teachers who collaboratively plan and share the instruction of all students in a classroom setting. It can include multiple models of Co-Teaching.

* It is very important to find what works for you and your Co-Teacher. As regular educator you may find yourself with several different intervention specialist in your classroom. As an intervention specialist, you are more than likely with at least two other regular educators. What works with one teacher may not work with another. What works with one group of students may not work with another group.

- Be flexible
- Try new models
- Mix and match up models for different lessons
- Communicate

Appendix F- Parent's Rights/ Model Policies & Procedures/ Operating Standards

[Parent Guide to Special Education Model Policies and Procedures \(2024\)](#)

Introduction

This guide summarizes the Special Education Model Policies and Procedures as outlined by the Ohio Department of Education. The document serves as a framework for educational agencies to ensure compliance with federal and state laws while providing Free Appropriate Public Education (FAPE) to children with disabilities.

Key Policies and Procedures

1. Free Appropriate Public Education (FAPE)

- Educational agencies must provide FAPE to all children with disabilities aged 3 to 21.

- Assistance includes special education services and related services such as transportation and assistive technology.
- Extended School Year Services (ESY) must be offered if needed to prevent significant regression of skills.

2. Child Find

- Educational agencies are responsible for identifying and evaluating all children from birth to age 21 suspected of having a disability.
- This includes children in nonpublic schools and those who are homeless or highly mobile.

3. Confidentiality

- Agencies must protect the confidentiality of personally identifiable information and obtain parental consent before disclosure.
- Parents have the right to review and amend their child's educational records.

4. Procedural Safeguards

- Parents are entitled to receive prior written notice regarding identification, evaluation, and educational placement decisions.
- Parents have the right to participate in IEP meetings and decisions regarding their child's education.

5. Evaluation

- The evaluation process must determine if a child qualifies for special education services. Initial evaluations must be conducted within 60 days of obtaining parental consent.
- Reevaluations occur at least every three years or more frequently if requested by parents or educators.

6. Individualized Education Program (IEP)

- An IEP must be created for each child with a disability, outlining their unique educational needs and how they will be supported.
- IEPs must be reviewed and revised at least annually, with input from parents and educational professionals.

7. Student Discipline

- If a child with a disability violates school conduct codes, specific procedures must be followed, including conducting a manifestation determination to assess if the behavior is related to their disability.
- Disciplinary removals must not exceed 10 consecutive school days without appropriate services being provided.

8. Non-Public Schools

- Educational agencies must ensure that children with disabilities in nonpublic schools are identified and receive equitable services.
- Agencies must consult with nonpublic school representatives and parents of children with disabilities to ensure compliance.

9. Transportation

- Transportation is considered a related service and must be included in the IEP when necessary for the child to benefit from their educational program.

10. Comprehensive Coordinated Early Intervening Services

- A portion of IDEA funds must be allocated to provide early intervening services to address significant disproportionality in the identification and discipline of students.

Glossary of Key Terms

- **FAPE:** Free Appropriate Public Education
- **IEP:** Individualized Education Program
- **LRE:** Least Restrictive Environment
- **Child Find:** The process of identifying and evaluating children suspected of having a disability.

Conclusion

These policies and procedures ensure that children with disabilities receive the necessary support to thrive in their educational environments. Parents are encouraged to actively participate in the planning and decision-making processes regarding their child's education and to stay informed about their rights and the resources available to them.

Parent Guide to Ohio's Graduation Requirements (Class of 2023 and Beyond)

Introduction

This guide summarizes the graduation requirements set by the state of Ohio for students entering ninth grade on or after July 1, 2019. These requirements provide various pathways for students to demonstrate their competencies and readiness for post-high school endeavors.

Graduation Pathways

Students can choose from multiple options to meet graduation requirements, emphasizing flexibility and alignment with their strengths and interests. The options include:

1. **State Tests:** Students must earn a minimum score of 684 on both the Algebra I (or Integrated Math I) and English Language Arts II end-of-course exams.
2. **Career Readiness:** Students must engage in two career-focused activities, with at least one being foundational. Foundational options include:
 - Achieving a proficient cumulative score on three or more WebXams.
 - Earning 12 points of an industry credential.
 - Completing a registered pre-apprenticeship or apprenticeship.
 - Obtaining a state-issued vocational license.
3. Supporting options may include work-based learning experiences or achieving a workforce readiness score on the WorkKeys assessment.
4. **College Credit Plus:** Students can demonstrate competency by earning credits in non-remedial math or English courses.
5. **Military Enlistment:** Evidence of enlistment in an armed forces branch can serve as a means of demonstrating competency.
6. **ACT/SAT Scores:** Students must obtain a remediation-free score in math and/or English on either the ACT or SAT.

Credit Requirements

Students must complete a minimum of 20 credits across specified subjects. Schools may require more than 20 credits, and they must administer end-of-course assessments in subjects such as:

- English Language Arts II
- Algebra I (or Integrated Math I)

- Geometry (or Integrated Math II)
- Biology
- American History
- American Government

Readiness Requirements

To fulfill readiness requirements, students must earn two diploma seals that align with their goals and interests. At least one of these seals must be state-defined. The following are the 12 diploma seals available in Ohio:

- OhioMeansJobs Readiness Seal (State-Defined)
- Industry-Recognized Credential Seal (State-Defined)
- College-Ready Seal (State-Defined)
- Military Seal (State-Defined)
- Citizenship Seal (State-Defined)
- Science Seal (State-Defined)
- Honors Diploma Seal (State-Defined)
- Seal of Biliteracy (State-Defined)
- Technology Seal (State-Defined)
- Community Service Seal (Locally-Defined)
- Fine and Performing Arts Seal (Locally-Defined)
- Student Engagement Seal (Locally-Defined)

Conclusion

Ohio's graduation requirements offer diverse pathways to ensure students are prepared for their next steps after high school. Parents are encouraged to support their children in understanding these options and aligning them with their interests and career goals. For more information, parents can contact school counselors or visit the Ohio Department of Education's website. [Ohio's Graduation Requirements](#)

Introduction

This guide outlines the rights of parents and students with disabilities under the Individuals with Disabilities Education Act (IDEA) and the Ohio Operating Standards for the Education of Children with Disabilities. It provides essential information about

special education services for children aged 3 to 21, including procedural safeguards and resources available to families.

[A Guide to Parent Rights in Special Education: Summary for Parents](#)

Understanding Special Education

Special education aims to support children with disabilities, ensuring they receive appropriate services tailored to their needs. Parents have the right to understand their child's rights and the special education process.

Key Rights Under IDEA

1. **Informed Parental Consent:** Parents must give written consent before schools evaluate their child, initiate services, or change educational placements. Consent can be withdrawn at any time.
2. **Evaluation and Eligibility:** Parents can request evaluations to determine if their child qualifies for special education services. Children are eligible if they have disabilities affecting their educational performance.
3. **Educational Records:** Parents have the right to access their child's educational records, request changes, and receive copies of these records.

Dispute Resolution Process

If disputes arise regarding a child's education, there are several resolution options:

- **Early Complaint Resolution:** This informal process encourages parents and schools to resolve concerns collaboratively.
- **Mediation:** A neutral third-party mediator assists in discussions to reach an agreement.
- **Due Process Complaints:** Parents can file formal complaints if they believe their child's educational rights are violated. A due process hearing allows for legal resolution, and parents can appeal decisions if needed.

Disciplinary Procedures

Special protections are in place for children with disabilities facing disciplinary actions. Schools must conduct a manifestation determination review to assess whether a child's behavior was a result of their disability before any disciplinary action is taken that leads to removal from their educational setting.

Independent Educational Evaluations (IEE)

Parents have the right to request an IEE at public expense if they disagree with the school's evaluation of their child. Schools must consider the results of any independent evaluations when determining services.

Scholarship Programs

Parents of children with disabilities may qualify for scholarship programs, such as the Autism Scholarship Program and the Jon Peterson Special Needs Scholarship Program, which allow them to seek alternative educational placements.

Conclusion

Understanding these rights is crucial for parents navigating the special education system. For assistance, parents can contact their district's special education director or the Ohio Department of Education. This guide serves as a resource to empower parents in advocating for their child's educational needs.

Contact Information

- Ohio Department of Education, Office for Exceptional Children
 - Phone: 614-466-2650
 - Toll-Free: 877-644-6338
 - Email: exceptionalchildren@education.ohio.gov

Note: For more detailed information about specific sections, such as dispute resolution or disciplinary procedures, parents are encouraged to review the complete guide or contact their local special education authorities.

Parent Guide: Operating Standards for the Education of Children with Disabilities

This guide provides an overview of the Operating Standards for the Education of Children with Disabilities, as outlined in the document. The information is structured according to key sections from the standards, summarizing essential points that parents need to understand regarding their children's education, rights, and services available.

1. Applicability of Requirements and Definitions (Rule 3301-51-01)

- **Purpose:** The standards apply to children with disabilities aged 3 to 21 in Ohio, ensuring they receive a Free Appropriate Public Education (FAPE).
- **Rights:** Children with disabilities and their parents have protected rights, including access to special education tailored to meet individual needs.
- **School District Responsibilities:** The child's home school district must ensure FAPE, regardless of where services are provided.

2. Free Appropriate Public Education (FAPE) (Rule 3301-51-02)

- **General Provisions:** Educational agencies must ensure that FAPE is available to all children with disabilities, including those who have been suspended or expelled.
 - **Individualized Education Program (IEP):** An IEP must be in place by the time the child turns three, outlining specific educational goals and services.
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3. Child Find (Rule 3301-51-03)

- **Identification:** Schools must identify, locate, and evaluate all children with disabilities, including those in nonpublic schools.
 - **Equity:** The child find process must ensure equitable participation of all eligible children with disabilities.
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4. Confidentiality (Rule 3301-51-04)

- **Parental Rights:** Parents have the right to examine their child's educational records and are guaranteed confidentiality regarding personally identifiable information.
 - **Access Rights:** Schools must provide access to records within a defined timeframe and ensure parents are informed about their rights.
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5. Procedural Safeguards (Rule 3301-51-05)

- **Dispute Resolution:** Parents have the right to resolve disputes regarding the identification, evaluation, or placement of their child through mediation or due process hearing.
 - **Parental Consent:** Schools must obtain informed consent from parents before evaluations or services are provided.
-

6. Evaluations (Rule 3301-51-06)

- **Initial Evaluation:** A full evaluation must occur to determine if a child qualifies for special education services, which includes assessments of academic performance and behavior.
- **Reevaluations:** Children must be reevaluated at least every three years, or more frequently if needed.

7. Individualized Education Program (IEP) (Rule 3301-51-07)

- **Development and Review:** Each child with a disability must have an IEP that is developed collaboratively by a team including parents and educators.
- **Transition Services:** For children aged 14 and older, the IEP must include measurable post-secondary goals and related transition services.

8. Parentally Placed Nonpublic School Children (Rule 3301-51-08)

- **Equitable Services:** School districts must provide equitable services to children with disabilities attending nonpublic schools.
- **Consultation Requirement:** Schools must engage in timely consultation with nonpublic school officials regarding the provision of services.

9. Delivery of Services and Least Restrictive Environment (Rule 3301-51-09)

- **Inclusion:** Children with disabilities must be educated alongside their non-disabled peers to the maximum extent appropriate.
- **Service Options:** A continuum of alternative placements must be available, ensuring that children receive services in the least restrictive environment.

10. Transportation of Children with Disabilities (Rule 3301-51-10)

- **Transportation Services:** Schools must provide transportation as necessary for children to access FAPE, as outlined in their IEP.
- **Eligibility:** Children with disabilities may be entitled to transportation services, similar to their non-disabled peers.

11. Preschool Children Eligible for Special Education (Rule 3301-51-11)

- **Eligibility:** Preschool children with disabilities must receive appropriate services and supports, including early intervention if transitioning from Part C services.

- **Service Coordination:** Schools must collaborate with early childhood service providers to ensure continuity of care and education.
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12. Instructional Material for Children with Visual Impairments (Rule 3301-51-21)

- **Accessibility Standards:** Textbooks and instructional materials must be made accessible to children with visual impairments, including the use of braille and digital formats.
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This guide aims to help parents understand their rights and the services available for children with disabilities in Ohio. Parents are encouraged to actively participate in their child's education and to seek clarification on any aspects of these standards that may be unclear.