



STUDENT SERVICES HANDBOOK 2022-2023

Our Vision:

Winton Woods City Schools maintains a standard of “Excellence”, with the Board of Education, staff, students, parents, and community all contributing to that achievement.

Our Mission:

Winton Woods City Schools continues to actively engage and challenge all learners to reach their maximum potential.

Our Purpose:

Student Service personnel will work together to promote instructional best practices, ensure student safeguards, and provide compliance with special education laws, practices, and procedures.

This handbook will provide a common practice for special education staff between all campuses. It provides the expectations and most common compliance mandates established by IDEA and ODE.

Table of Contents

Housekeeping.....	1-2
Special Education Services.....	2-15
Functional Behavior Assessment.....	15-16
Behavior Improvement Plan.....	16-18
Manifestation Determination Review.....	18-20
Expulsion Hearings.....	20
Restraint & Seclusions.....	20-22
Appendices.....	23-31
How to Write a Compliant IEP.....	31-45
Transitions (Section 5 or Indicator 13)	35-36
Glossary of Terms.....	46-54
Resources.....	55
Thank You Contributors!.....	56

HOUSEKEEPING

Communication

All staff are expected to check their WWCS D email on a daily basis. Mailboxes in building offices should be checked daily as well. Only adults should have access to the mailboxes.

Communication to the community or to media reporters should only come from the Superintendent's Office or the Communication Department. If a reporter states someone from one of these two offices are aware, contact them FIRST to be certain.

Copier [All Staff]

Each staff member will have access to the copier by using their employee badge. This must be followed so that unauthorized personnel cannot access machines or door entries.

Keys [Community Building (CB) Student Services Only]

Classroom and office keys are the property of Winton Woods City Schools and must be turned in at the end of the school to Genice Peterson (Office Manager) 513-619-2321 located in the Student Services Department. If you lose or misplace your badge, contact 513-619-2300 immediately.

Maintenance/Custodial Service [Community Building (CB) Student Services Only]

All requests for custodial or maintenance services are to be made on-line [maintenance request](#). If you have an emergency, call the Student Services main office at 513-619- 2320. Or, contact the Maintenance Office at 513-619-2403.

Medicaid ([Appendix A](#) or SameGoal)

Medicaid forms MUST be completed EACH school year and included in student's IEP packet. Once a student is newly-identified (IETR), the Medicaid form MUST be completed at the Initial Evaluation Team Meeting (IETR).

Office

Please use the Main Office Entrance to Student Services located between Doors 10 & 12. Due to strict confidentiality of students, only staff is allowed behind the main office area.

Personal Leave [Community Building (CB) Student Services Only]

Personal leave must be entered in Frontline Education in advance. Please inform your immediate supervisor of your absence. Once this is completed, block off the day and/or time on your Google school calendar so meetings are not scheduled during your day off.

Professional Leave

Professional Development Requests ([Appendix B](#)) **must** be made **at least three weeks in advance**. Please adhere to the following:

- Complete Professional Development Interest Form by following the indicated steps:
- Provide documentation of PD and how it will support your work and district's goals.
- Submit PD Interest Form along with documentation to your immediate supervisor for approval.
- If you are approved, block off the day(s) of your attendance on your Google school calendar so no

meetings are scheduled during your day(s) out of the district, inform your immediate supervisor and the building you report to.

Sick Leave [Community Building (CB) Student Services Only]

In case of illness, contact your immediate supervisor **and** your special education supervisor in the event you are scheduled for a meeting the day of your illness. This will ensure someone can cover your meeting or reschedule, if time allows. Document your absence in Frontline.

If you are ill before school begins or during the day, inform your immediate supervisor and the secretary at your assigned building that day.

All other staff should follow building handbook procedures regarding sick leave/absences.

Substitute Teacher Folders

All Intervention Specialists & Related Staff must maintain and update a substitute folder with details for each child on your caseload. Substitute teachers are to be provided with meaningful, standards-based activities. Substitute folders must be submitted to school secretaries by the second week of the start of the school year. Folders must include, but not limited to:

An accurate classroom list with parent telephone numbers (update as students are added/withdrawn from your caseload).

- Any students' medical and behavior needs
- A daily schedule of your classes
- Bus list (If you are responsible for students who ride Special Transportation)
- Complete lesson plans
- Attendance Procedures
- Breakfast/Lunch Procedures

Staff Attendance [Community Building (CB) Student Services Only]

The official day begins at 8 a.m. and ends at 4 p.m. (unless otherwise noted). Please adhere to these times. If you are traveling to another school, make sure to sign-in/out.

Staff Attire [Community Building (CB) Student Services Only]

Staff must dress professionally. Sweats, jeans with holes and flip-flops are not professional attire. Spirit wear can be worn on PD days and Fridays.

Purchases/Purchase Orders

All purchases for Student Services will be processed in writing via email to Ms. Peterson, Office Manager Peterson.genice@wintonwoods.org.

SPECIAL EDUCATION SERVICES

Special Transportation as a Related Service

If a student is newly identified as a student with special needs or special transportation has changed (amended) in the IEP, please complete a Special Transportation Form ([Appendix C](#)) and scan form to Ms. Peterson, Office Manager Peterson.genice@wintonwoods.org.

If a student no longer requires Special Transportation, email Genice Peterson to communicate the removal of Special Transportation as a related service on the IEP. Ms. Peterson will contact the Transportation Department to change special transportation to regular transportation (if provided by WWCS).

Language Line Use for Communication

Winton Woods offers translations of important communications in the top five spoken languages of English, Spanish, French, Nepali and Fula. To secure language translation services for special education meetings, please provide the following information. This can be done via google meeting invite.

- Student name & grade.
- Meeting date and time.
- Meeting location if in-person or a distinct note that the meeting is virtual.
- Language needing translation.
- If the meeting will be longer than one hour, please note that accordingly.

If your translator does not attend or join the meeting, please let Doug Sanker, Supervisor of State and Federal Programs/Testing, sanker.doug@wintonwoods.org know as soon as possible.

Use the Language Line if services are not acquired.

The phone number: 866-874-3972 Client ID: 512918 Access Code: 200#

Case Manager/Intervention Specialist List:

This is a list of students assigned to each intervention specialist and related service specialist.

Caseloads for Intervention Specialist and Related Services

- **Preschool through Kindergarten:** The caseload lists are developed by the building administrator with Special Education Facilitator and Special Education Supervisor input. These are started at the end of the year with projections and spring enrollment. They are refined at the beginning of the year and as new students are identified (screenings and transitions from Help Me Grow) and enroll. Revisions may be made to the caseload list as student enrollment changes during the year.
- **Grades 1-6:** The caseload lists are developed at each building based on the enrollment. Lists are developed by the building administration with Special Education Facilitator input. These are started at the end of the year with projections and then refined at the beginning of the year with the actual enrollment. Revisions may be made to the caseload list as student enrollment changes during the year.
- **Middle School:** The caseload list will be given to the Middle School facilitator & teachers on or before the first day of school providing the building schedule is completed. Lists are developed by the building administration with Special Education Facilitator input. Revisions may be made to the caseload list as student enrollment changes during the year.
- **High School:** The caseload lists are developed by Guidance Counselors along with the Special Education Supervisor and the Special Education Facilitator. These are started at the end of the year with projections and then refined at the beginning of the school year with the actual enrollment. Revisions may be made to the caseload list as student enrollment changes during the year.

Transition to Great Oaks

- Student/parent completes application to Great Oaks by January of current school year during the student's sophomore year.
- Great Oaks creates a list of all accepted applicants and shares with guidance counselors and Special Education Supervisor.

- Intervention Specialist prepares the AIEP draft and creates a meeting with team members including Intervention Specialist from Great Oaks.
- All meeting invitees need to include all IEP team members including Genice Peterson and Connie Pouncey.

The Case Manager is Responsible For:

- Managing the IEP.
- Checking IEP due dates and scheduling the IEP meetings.
- Sending out parent invitations.
- Communicating with any related service provider (SLP, OT, PT) who supports the student to be sure the draft document is ready prior to the IEP meeting.
- Developing draft IEP.
- Providing parent/guardian with draft IEP 2 (two) weeks prior to the IEP meeting.
- Facilitating the IEP meeting.
- Gathering data recorded by staff to make sure the student is progressing at every reporting period (5 weeks school aged students, 10 weeks preschool students).
- Checking ETR dates to coordinate re-evaluation paperwork.
- Communicating with building administration or special education supervisors when issues arise with the student.
- Providing general education teachers with ETR/IEP/BIP and IEP At A Glance in SameGoal.
- Creating data collection sheets in SameGoal.
- Communicating and reviewing with classroom support staff (Paraprofessionals) regarding IEP, BIP, data collection tools, classroom expectations, schedules, routines, accommodations and individual supports that the support staff will need to know in order to support the student.
- Intervention Specialists help support general education teachers and provide accommodations and modifications for daily instruction.

Related Service Providers Responsibilities

- Providing appropriate services to the students following the IEP and Special Education Laws.
- Collaborating with intervention specialists and teachers for data.
- Consulting Intervention Specialists, Teachers, and Paraprofessionals on accommodations and modifications for students.
- Collecting real-time data.
- Providing information about students on the IEP such as present levels of performance (PLOP), goals, objectives, accommodations, modifications, consultations, and section 7 (Specially-Designed Instruction).

Special Education Meetings

There are four (4) REQUIRED GOLDEN team members at minimum to attend special education meetings:

- Parent/Guardian/Student
- General Education Teacher
- Intervention Specialist (IS)
- District Representative

In most cases, the special education supervisor will attend meetings as required. However, there may be circumstances that may prevent the supervisor from attending. If this is the case, a building administrator must attend and the Intervention Specialist must complete the Prior Written Notice (PRO1). [\(Appendix D\)](#)

If an interpreter is needed to communicate, follow the instructions for inviting an interpreter or use the language line. (1-866-874-3972) (see page 5 - Language Line Use for Communication)

Meeting Protocol/Requirement

- All members of the IEP/ETR Team shall remain in the meeting in its entirety.
- ALL meetings requests shall occur (*at minimum*) two weeks in advance.

******Memo 13 is a request form for all Newly-Identified Students, Initial ETR, Initial IEP and newly-enrolled students in the WWCS.**

Connie Pouncey will complete a MEMO 13 for the following meetings:

- Initial ETR (IETR)
- Initial IEP (IIEP)
- New Students to the district (TETRs, TIEPs or 504s)
- Manifestation Determination Review

Receptionist will complete a Memo 13 for the following meetings:

- Out-of-District Students (unless NEW student to Winton Woods City Schools)
- Autism Scholarship Students
- Jon Peterson Scholarship Students

Intervention Specialists will schedule the following meetings:

- Annual IEP (RIEP) Meetings
- New Student (TIEP)
- Manifestation Determination Review Meetings (MDR) (*Please see building administrator for procedures*)
- Program Reviews

Scheduling Meetings in Google Invitation:

- Title should include type of meeting and student initials
- Invite all participants attending the meeting
- Date and time
- Location (if applicable)
- Other information should include students full name and whether the meeting is virtual or in person
- If interpreter is needed provide appropriate information

Amending an IEP (AIEP)

Amended IEPs do not require formal meetings unless there is a change of placement. However, all required members must initial the cover page of all amended items before the amendments can be implemented.

All meeting invitees need to include all IEP team members including Genice Peterson and Connie Pouncey

Drafting an IEP

- Send completed DRAFT IEP to supervisor and parent two weeks prior to scheduled meeting (Sections 1-6). This will allow the parent to thoroughly review information prior to the meeting. Further, it will ensure typos, errors and questions are corrected.
- Make sure to have the IEP in the parents native language unless informed otherwise by the parent.

Weekly Progress Monitoring and Progress Reports (IEP)

Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. WW issues progress reports every 5 weeks according to the students' Individual Education Programs

- Data Source (Section 6 of IEP) refers to the method being used for measuring the child's progress towards their annual goal. Remember to refer back to Section 6 of the IEP, the Method Boxes A-K located under the measurable annual goal.
- Upon completion of the IEP, create a Weekly Progress Monitoring data sheet in SameGoal.
- Daily/Weekly record the student's data points in the Weekly Progress Monitoring document and use this data to complete the 5-week Progress Reports. ***A Progress Report must have at least 3-5 data points to show progress or lack of.***
- Please note.....***course grades are not used to assess IEP goals.*** *If you are having trouble collecting the data from the general education classroom teacher contact your building administrator or special education supervisor for help.*
- Teachers MUST write a brief summary about the student's progress toward meeting the goals and objectives. The statement should match your method of data collection, work samples. Be able to show proof.
- ***For students not making progress on their IEP goals, an IEP meeting should be reconvened. Changes in services, goals, accommodations and/or modifications should be discussed.***

How To Monitor Progress:

- The case manager and related service providers are responsible for sending out progress reports every 5 weeks as indicated on the IEP.
- When your student is primarily in the general education classrooms you can send charts and surveys to collect data from the general education teacher to determine student progress.
- General education teachers should understand that progress reports and data collection tools are directly related to the students' progress.
- ***If it is determined***, a Program Review Meeting should be held to discuss the reasons for the student's lack of progress, the Case Manager/Intervention Specialist will send out Parent Invitations (PR2 and Google Invite).
- ***If it is determined*** during a Program Review Meeting that added interventions, accommodations, or goal adjustments are necessary to help the student, it must be noted in the IEP and the Prior Written Notice. Contact your building administrator & special education supervisor in calling a program review and planning this meeting with parents and teachers.

IEP Meetings & Timelines - See Appendix E

All IEP meetings/Annual Reviews must be held no later than the day before the anniversary date of the last IEP annual review or within 30 days of the initial ETR. Use these dates as compliance dates when starting an IEP in SameGoal.

- Plan ahead! Remember to plan around the Winter, Spring Breaks and End of Year (If the IEP is due prior to October 1st, the IEP must be completed in the spring, prior to the school year ending.)
- Invitations sent to staff members should be sent electronically via Google invite; therefore, it is IMPERATIVE THAT YOU CHECK EMAIL DAILY.
- Parent Invitations - complete the PR02 and send out 2 weeks in advance to parent/guardian. [\(See Appendix F\)](#)

- Create a Google Invite and send it to all members of the IEP team.

Attempts to Obtain Parent Participation

DOCUMENT ALL ATTEMPTS (minimum of three (3) DIFFERENT attempts)

How Should a Parent be Contacted?

- Every attempt should be made to have a parent attend all special education meetings (e.g., phone call, email, note in student's agenda, letter sent home with student, etc.)
- All attempts to arrange the meeting should be documented in SameGoal, Attempts to Obtain Parent Participation Form. This documentation should include detailed records and notes, including dates, times and results of the attempts made.
- At least three *different* attempts need to be made to contact the parent before a meeting can be held in the absence of the parent / guardian.
- Complete Attempts to Obtain Parent Participation form in SameGoal. [\(See Appendix G\)](#)
- Complete the PRO2 (Parent invitation) in SameGoal. Email and mail to parent/guardian.

What Actions Should Be Taken If the Parent Does Not Attend?

If the parent has agreed to the date and time of the meeting and does not show, or if the parent has not responded to at least three attempts of contact, the team can hold the meeting and send the Prior Written Notice (PR-01) to parents with a copy of the IEP and/or ETR and the Procedural Safeguards (A Guide to Parents Rights in Special Education).

*******If there is a change in placement or it is an Initial IEP (IIEP), arrangements must be made with the parents to review the IEP and acquire the parents' signatures, on the IEP indicating parental consent before the IEP may be implemented.**

Out of District (Foster Care and Open-Enrolled) Students

- Must have a district representative and parent/guardian invited to all meetings.

Check District of Residence (DOR)

- Make sure the district of residence is invited to the meeting and note attendance on PR01.
- District of residence should receive a copy of the completed and finalized IEP and ETR.

Parent Surrogates

A surrogate parent shall be assigned as soon as possible (but, per the federal regulation, no later than 30 days of the date that it is determined that the child needs a surrogate parent). The DOR maintains the ultimate responsibility for the assignment of a surrogate parent. All surrogate parents must have successfully completed the training prescribed by the Ohio Department of Education prior to acting on behalf of the child.

A list of Parent Surrogates can be provided by the office of Student Services.

Be Sure to Check the Student's Re-Evaluation Date

The re-evaluation date will prompt the Intervention Specialist/Case Manager to include a planning meeting with the annual IEP meeting for the year.

If the ETR is due that year

- The Intervention Specialist will coordinate with the school psychologist and special education supervisor early to decide if the ETR re-evaluation meeting and the IEP meeting can be performed together. The team will need additional time to be allocated during the IEP/ETR meeting if you do them together.
- If the re-evaluation is due the following year:
 - ➔ Invite the psychologist to the meeting to complete a planning form.
 - ➔ Make sure to mark both IEP Review and Planning Meeting on the Parent Invitation (PR02) and include the school psychologist, and related service personnel on the Parent Invitation (PR02).

Make sure to send a hard copy of the new IEP and associated documents to your special education supervisor. These documents include:

- PRO1 (Prior Written Notice)
- PR010 (Attempts to Obtain Parent Participation)
- Scholarship Information
- Parent Consent to Share Health Information for the Ohio Medicaid School Program
- Eye Exam Notification (Initial IEP only)
- Eye Exam for IEP Doctor's Form (Initial IEP only)
- PR02 (Parent Invitation) to IEP meeting
- PR05 (Parent/Guardian Excusal when IEP team member is unable to attend IEP meeting)
- The Planning Form, copy of the Parent Invitation (PR02), and Consent Form for the ETR should be sent separately to the Student Services Department. These documents should NOT be attached to the IEP documents.
- Complete functional behavior assessment with the psychologist and IEP team members.
- Complete Behavior Intervention Plan with the psychologist using the driving data from the FBA.
- Once complete, get all signatures and share the BIP with teachers and administration.
- The parent must have a finalized copy of the BIP.

EVALUATION TEAM REPORT MEETINGS AND TIMELINES

THE EVALUATION TEAM REPORT PROCESS

[Evaluation Roadmap for Families with Children Ages 3-21](#)

Multi-Tiered Systems of Support - All schools are expected to function according to a tiered system of support for academic and behavior for students. MTSS, RTI, PBIS are all applicable frameworks school teams can and should use in understanding and intervening upon academic and behavioral problems. ***(MTSS Tiers 1-3 - [See Appendix H](#))***

Who Should Be Evaluated? - WWCS D strives to make data-based decisions about whether a disability is suspected. The results of targeted and intensive interventions, implemented with fidelity, will be used to determine if a disability is suspected. The school psychologist facilitates the teaming process and discussions and data examination that will determine whether a disability is suspected. This may be a natural outcome to the RTI/MTSS process, or it may be in response to a request for an evaluation.

Addressing the Requests for Evaluation - From time to time, parents, agency representatives, medical/mental health professionals may submit a written or verbal statement to the school district requesting an evaluation for special

education or section 504. It is important that these requests, in any form, be addressed promptly, as this information is **time-sensitive**. When received, these requests must promptly be given to the school psychologist. The district must respond to the request within 30 days via PR-01 Prior Written Notice. As each student’s situation is different, it will be the psychologist’s discretion to determine the appropriate course of action in responding to these requests.

If a Disability is Not Suspected - The district’s proposed action, “refuse to conduct an evaluation,” will be documented on PR-01 in SameGoal. The school psychologist OR Speech/Language Pathologist will complete this with an explanation regarding why a disability is not suspected. A copy of the PR 01 should be placed in the student’s file and sent to the parent/guardian.

COMPLETING THE EVALUATION TEAM REPORT

School-Age Evaluations

The Speech Pathologist is the case-manager for all speech and language evaluations when there is no other suspected disability. The School Psychologist is the case manager for all other school-age evaluations. The School Psychologist will open the Evaluation Team Report. When setting up a **new ETR** task on the "Create New" dropdown. For initial evaluations (IETR, 504E) set the compliance date to 60 days minus 1 day (note that there is no legal timeline for 504 evaluations). For re-evaluations (RETR, 504E), set the compliance date to 3 years minus 1 day.

All planning and consent forms will be sent as a PDF in an email to all participants required to screen or test a student. These will be sent within two days of the planning meeting for all people who were not at the meeting and will be responsible for screenings, testing, observations, or records. All team members must complete and submit their reports by the prescribed due date given by the school psychologist. General Education teachers will receive their evaluation forms via email or Google Drive from the school psychologist within a week of consent being received.

Completing the Individual Evaluators Assessment in SameGoal

- a. Go to the student's ETR page
- b. Under "Individual Assessment", click the icon to create a new page. Save the page name with your name in the upper left corner.

Completing the Individual Evaluators’ Assessment

<p>Summary of Assessments:</p> <p>In this area, include all DATA: State Testing, MAP, short cycle assessments, and any other collected standardized or school data. This should be information that the general education teachers and intervention specialist have obtained, reviewed, and considered in their teaching of the student. They are expected to include this information in their report for the current school year.</p> <p>As appropriate, include Review of records, work samples and on-going scientific research-based interventions including type of specific program or curriculum, duration, results and data collected as a result of completing the intervention. Charts, graphs etc.</p> <p>Include student strengths.</p>
<p>Needs:</p> <p>List or discuss academic areas, behavioral areas and specific skills that are a moderate to severe weakness for the student. Describe what academic needs and/or behavioral needs are a priority to be addressed in order for the student to be more successful.</p>

Implications:

Write how the needs described in the second box will be addressed. Describe supports, services, accommodations, modifications. Be specific. How might you see the student being successful using increased, differentiated, or alternative instructional approaches and/or behavioral supports? Who will monitor, when will monitoring occur, how will monitoring occur when instructional or behavioral supports are implemented, modified, or accommodated to meet the needs outlined in the second box? Use statements such as: Student may benefit from..., student can be expected to..., progress can be measured by..., etc. **Do not include the following statements:** Student needs special education services, student needs a one-on-one aide, student needs to take medication, student needs speech services/OT/PT, student needs to be in the resource room/ED classroom, etc.....

Check off your completed tasks when finished in the Open Tasks Screen. However, do not close. Those completing reports in SameGoal may either sign their report electronically, or provide a signed copy before or during the meeting.

The Evaluation Team Report Document - A draft of the evaluation team report must be presented at the time of the ETR meeting. Therefore, all reports must be submitted to the psychologist one week before the ETR Meeting. The team summary will need to be finalized after the meeting, but a draft can be completed in advance. Additional information may also need to be added because it was presented at the ETR meeting and not provided in advance of the meeting. Per ODE, *“the school district must provide a copy of the evaluation team report (ETR) and the documentation of determination of eligibility or continued eligibility to the parents prior to the next IEP meeting and in no case later than fourteen (14) days from the date of eligibility determination.”*

- *Review for Accuracy and Completion* - Ensure that the completed ETR contains correct dates and necessary signatures.
- *Upload* - Scan and upload the pages of the ETR into Progress Book, including the printed and signed “verify EMIS” page.
- *Submit* - Deliver the original ETR to the District Compliance Officer (Connie Pouncey), including the EMIS page. Use paperclips. Do not staple pages of the report, but do present the report “copy ready,” with single-sided pages. The compliance officer will review the document, and submit copies to the school and to the parent.
- *Copies* - When submitting the Evaluation Team Report to the Compliance Officer, the psychologist will indicate to whom the report needs to be distributed (parent, caseworker, school district of residence, guardian ad litem, school cumulative file, etc.) The Compliance Officer will direct Student Services secretarial staff to copy and distribute the reports via US mail, electronically, or by intra-district mail (pony).

The Evaluation Meeting - The school psychologist requests the scheduling of the evaluation team meeting to occur no closer than two (2) weeks of the due date. The meeting is requested via email Memo 13 to Connie Pouncey, and building secretary. The request should be submitted at least 30 days prior to the due date. Special care should be taken in requesting meetings when there are large teams, when district breaks eat into the timeline, when there is a heightened potential for inclement weather. It will be the **responsibility of the building secretary to invite the school staff, guardian’s and other relevant team members to the meeting.** In the case of evaluations in which the speech / language pathologist is the case manager, he/she will send out all Parent Invitations, and secure the meeting date/location with the district scheduler and building secretary. In the case of a re-evaluation, the school psychologist or speech / language pathologist should consider combining this evaluation with the student’s annual IEP. If the meetings are combined, and new testing has been conducted, the new assessment information must be provided to the intervention specialist at least 10 days prior to the combined meeting, so that updated levels can be included in the

drafted IEP.

The Evaluation Team - The following people should be present at all ETR meetings: Together they form the Evaluation Team: School Psychologist, Parent, Student (if appropriate), General Education Teacher, Intervention Specialist, Special Education Supervisor (for initial evaluations), Building Administrator, Related Services Providers, Other necessary team members (therapist, agency representatives, parent surrogate, caseworker, etc.)

Determination of Eligibility - Members of the Evaluation Team work together to make the best data based decisions. These decisions must be based on data and the criteria for identification mandated by the Ohio Department of Education. The school psychologist facilitates this discussion. The determination is not to be based on feelings or vote. The determination of eligibility is not to be based on placement, services, or program eligibility. If team members disagree with the determination, they must be advised that they should submit a statement of disagreement. Whether or not the statement of disagreement is actually received, it is advisable to note in the PR-01 that the individual was informed about writing a statement of disagreement.

If the student is not eligible for special education services - Classroom interventions and differentiated instruction will be suggested for implementation, or existing interventions will be modified. The student may be referred for Section 504 accommodations, if appropriate. The evaluation team report will be completed and provided to the parent within 14 days of eligibility determination.

If the student is eligible for special education services - The **intervention specialist** will promptly request the initial IEP meeting, via Memo 13 email process to district scheduler and building secretary. He/she will indicate which team members are required. If an intervention specialist is not known, one will be designated by the special education supervisor or designee. The evaluation team report will be completed and provided to the parent within 14 days of eligibility determination.

If the re-evaluation provides new information - New information should be reflected in the student's IEP. The intervention specialist may need to request a program review meeting.

Preschool

Students may start preschool as young as 3 years old. Winton Woods has partial day programs (morning and afternoon sessions) and full day programs. To be placed in a full day program, the child must be at least 4 years of age. The preschool contains a continuum of least restrictive environments including General Education classroom (maximum of 6 children with disabilities, 10 children without disabilities), Integrated classroom (maximum of 8 children with disabilities and 8 children without disabilities), a Special Education classroom (maximum of 8 children with disabilities and either no children without disabilities or up to 4 children without disabilities) and itinerant services to the child in the location of the child (home, child care setting, Head Start classroom). Each WVECCC preschool classroom has a teacher and a teacher's paraprofessional. The child's LRE placement is an IEP team decision based on the child's needs.

Help Me Grow Referrals

Children in the community who are suspected of having or have diagnosed developmental delays or disabilities can be served through early intervention agencies, such as Help Me Grow or Early Head Start. When a child with a disability turns 3 years old, it becomes the responsibility of the school district of residence to educate the child and to provide specially designed instruction and related services, as identified in the ETR. Moving a child from early intervention

services (Part C) to school based early intervention/preschool (Part B) is a process referred to as Part C to Part B transition.

Part C to Part B transition: Help Me Grow (HMG) will send a quarterly report of children who will be transitioning from Part C to Part B to the district's preschool principal. This report is reviewed by the preschool principal and the evaluation coordinator in the weekly Status Update Meeting. Included in the Status Update Meetings are additions made to the calendar and spreadsheet for children added for transition meetings. The Preschool Weekly Calendar is reviewed with staff in a weekly newsletter to preschool staff.

The Help Me Grow part C Service Coordinator contacts the Evaluation Coordinator prior to the child's third birthday. HMG paperwork is usually sent to the Winton Woods Evaluation Coordinator and the Special Education Supervisor/District Representative.

HMG invites the school district to a transition meeting. In attendance at the transition meeting is the Winton Woods District Representative, Winton Woods Evaluation Coordinator for Preschool, HMG representative, and child/parent. This transition meeting is typically held at the child's home.

At the transition meeting, *The Referral For Evaluation* paperwork packet is completed. The paperwork packet includes the signature of the Part C representative (usually HMG) to Part B, the District Representative documenting the formalizing the referral. Proof of Residency (verified by a utility bill), Proof of birth information (verified by the child's birth certificate) is also obtained. Parent's developmental concerns and district's observations of the child's developmental presentation during the transition meeting are documented on the transition paperwork. The parent/guardian is given a copy of the The Procedural Safeguards, Winton Woods Preschool Handbook and PR-01 summarizing the transition meeting.

Completed transition paperwork is given to the Assistant to the Director Student Services / Student EMIS Coordinator who will distribute transition paperwork to the evaluation team.

The date of referral is the earliest of the following: 150 days prior to the child's third birthday if Part C notifies the district of the child more than 150 days prior to the child's third birthday, or the date that Part C notifies the district of the child if notification is within 150 days prior to the child's third birthday, or the Transition Planning Conference date if it is within 150 days of the child's third birthday. If a disability is suspected, the Evaluation Coordinator will suggest an evaluation date for the evaluation at Winton Woods Early Childhood Central Campus, within 30 days of the referral. The evaluation coordinator will schedule the necessary professionals for the evaluation, contact the parents with time/date/location of the evaluation, send the parent invitation (PRO2), collect and log documented attempts on the Attempts to Obtain Parent Participation on the required form located in SameGoal. The parent will need to enroll the child in Winton Woods School in order for evaluation documentation to be entered into SameGoal.

(If a disability is not suspected, a PR-01 (Prior Written Notice) explaining the district's position, is given to the parents. If parents disagree, they can refer to The Procedural Safeguards and follow procedures.)

The child's parent/guardian will need to complete the enrollment process to fully enroll into Winton Woods City School District prior to an evaluation in order for staff to have access to the evaluation documents within the SameGoal system.

The district must secure the parent's consent for an evaluation no more than 30 days from the date of referral. Evaluation must be completed within 60 days of parent consent for evaluation. If the child is determined eligible for special education services, the IEP must be completed within 30 days and services by the child's third birthday.

Parent consent for evaluation is received at the scheduled evaluation meeting at Primary North prior to the evaluation beginning. Evaluators will include a school psychologist, intervention specialist and related services for areas of suspected disability (occupational therapist, physical therapist, or speech pathologist, vision/hearing specialist).

The school psychologist will schedule the Evaluation Team Report (ETR) meeting at the time of the multifactorial evaluation. A Winton Woods staffing meeting may be scheduled prior to the ETR meeting if the team deems this necessary.

At the ETR meeting, if the child is determined to be eligible for special education services, the IEP must be completed within 30 days, but **MUST** be completed with services beginning by the child's third birthday.

At the initial EP meeting, the proposed IEP will be reviewed and parents will provide signature and date to:

- Give consent to implement the IEP
- Give consent to implement the IEP with an area of exception specified in writing
- Do not give consent to initiate IEP

If consent is received at the IEP meeting, the child's Teacher of Record (TOR) will be determined by Winton Woods Preschool Principal in collaboration with the IEP team. The child's start date will be by their third birthday unless an alternate date is agreed upon by the IEP team and documented in the PRO1.

Preschool to School Aged Transition Process:

When a child transitions from preschool to kindergarten, they may need a re-evaluation to update the eligibility category to a school aged category. For example, Developmental Delay (DD) is a preschool eligibility category, but is not a school aged eligibility category for special education services.

When a re-evaluation is necessary to determine a school aged eligibility category, the school psychologist and intervention specialist will coordinate re-evaluation meetings and annual IEP meetings in order to hold the re-evaluation meeting prior to the annual IEP meeting.

After the re-evaluation, the IEP will be written in IEP in accordance with The Ohio Department of Education Preschool to Kindergarten IEP guidance manual.

[Preschool to Kindergarten IEP Transition](#)

The intervention specialist will schedule an IEP transition meeting with the IEP team and parents to review the transition to kindergarten and amend the IEP as necessary. The preschool IEP will need to be amended prior to the first day of kindergarten, with the school aged IEP start date being the first day of kindergarten and the LRE/EMIS code reflecting the child as a kindergarten student.

GRADUATION PATHWAYS - High School Transition to Career Tech

During a student's eighth grade, freshman and sophomore year, the student will have opportunities to learn about and visit Scarlet Oaks programs. Students may apply to attend Scarlet Oaks (or any Great Oaks program, pending team agreement) during their Junior and Senior year to complete graduation credits and earn additional certifications in the field of their choosing. Students may apply to Great Oaks programs during January of their sophomore year for consideration of entrance to their chosen program. Students in good credit standing (freshman and sophomore credits earned) with good attendance and minimal disciplinary concerns are considered first for acceptance into Oaks programs.

Students who have applied, will be informed by Great Oaks in March if they are accepted, denied, or if additional application requirements need to be met, such as a plan to complete missing credits. Once accepted, the student will

meet with his/her IEP team including a Great Oaks representative to learn about the program expectations and discuss accommodations and supports needed for student success in the Oaks Program.

Students who attend Great Oaks programs continue their status as Winton Woods students and earn a Winton Woods High School Diploma. Students who attend Great Oaks continue to be able to participate in Winton Woods sports and extracurricular activities.

Summary of Performance (See Appendix I)

When a team determines that a student will end special education services, most typically when a student graduates from high school, a Summary of Performance (SOP) is completed. Prior to services ending, the Intervention Specialist will interview the student regarding the services they were provided and what supports they feel they will need in the future. The Intervention Specialist, District Representative, Student and other team members (if under age 18) then meet to discuss the summary of the student's academic achievement and functional performance, their post-secondary goals, and recommendations to assist the student in meeting their post-secondary goals. Like an IEP, the case manager/intervention specialist is responsible for submitting the original SOP, with student signature to Student Services, prior to graduation.

Diploma Deferment

Students may defer a diploma only upon the recommendation of their respective IEP teams. Students who choose to defer their diploma do so in order to further their vocational or independent living training through a high school program. The IEP team members should consider whether diploma deferment is appropriate to further the student's progress with regard to IEP goals during the first semester of the student's twelfth grade year. When a student participates socially in graduation activities, they do not receive their high school diploma (diploma deferment), since the IEP team has determined that they will continue high school educational programming. If the team determines that diploma deferment is recommended, the Superintendent or designee shall be notified. After participating in the graduation ceremony, the student is expected to continue working on his/her IEP goals and objectives. The student will also continue to receive services to address his/her transitional, vocational, and/or independent living skills as delineated in his/her IEP. An official high school diploma will be granted to the student when the IEP team determines that the student will exit high school services. ***When the student turns twenty-two (22) during the school year, s/he will be permitted to complete the current semester before services cease.***

Winton Woods partners with several transition programs such as Pathways to Employment (Hamilton County), Project Search (Great Oaks), Career X (Great Oaks), IKRON, Opportunities for Ohioans with Disabilities (OOD), and Hamilton County Developmental Disabilities Services.

End-of-the-Year Expectations

Preschool/Elementary/Middle School: Files are kept in a locked filing cabinet either in the teacher's classroom or the office area. Check with your building principal. These must be locked!

High School: Files are maintained at the high school.

1. Be sure to shred any files for students left in your desk or area. Check with general education teachers for printed files that need to be shredded as well.
2. Remember, all original IEP, ETR, court documents and medical reports are to be on file in the Student Services Department. Please make sure you have sent the originals of all doctor, medical, IEP, ETR etc. documents to Student Services with the date and word "original" written in.

PROCEDURES REGARDING BEHAVIOR

The IEP team must: in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address the underlying behaviors:

- When it is to the degree that specially-designed instruction is necessary for the student to make progress.
- When the behavior is causing the student to not be able to access, participate, or make progress in the general education curriculum or patterns of behavior interfere with progress

Behavior is communication. If a student is displaying an undesired behavior at school, it's function could have many reasons, including but not limited to: attention seeking, avoidance, power, object seeking or stimulation. Students learn behaviors because they work in helping him/her fulfill a specific need or desire for a period of time. Changing behavior takes time, patience, consistency among team members, and most importantly, the resulting change needs to be meaningful to the student. If the plan does not help the student satisfy his/her goals, the plan will not be successful in changing the student's behavior.

FUNCTIONAL BEHAVIOR ASSESSMENT - ([See Appendix J](#))

Functional Behavior Assessment (FBA) - Functional behavior assessment is the process through which the IEP team investigates patterns of behavior and relevant data to reach a hypothesis about the function of identified problematic behavior(s) for a student. The understanding gleaned from the FBA shall be applied to designing a meaningful Behavior Intervention Plan or modifying an existing plan. Typically, the process is begun through a Program Review including the parent, counselor and any related service personnel, in district or invited by the family, that works with the student.

When to Complete a Functional Behavior Assessment (FBA)

It is best practice to conduct a (FBA) when a pattern of problem behavior is occurring or when there is a need for deeper understanding as to why certain behaviors are occurring. Although a FBA can occur at any time, one is required when a child has been removed from their least restrictive learning environment for more than 10 days, and it has been determined that the behavior was a manifestation of the student's disability. If a FBA has already been conducted, the team must review this document and revise accordingly, if necessary. The FBA must be initiated within 10 days of the manifestation determination, and completed as soon as reasonably possible. A FBA must also be considered after multiple removals when the behavior is NOT considered a manifestation of the student's disability.

Parental consent - Informed written parental consent is required prior to conducting a Functional Behavior Assessment. Use the "Permission for Review" form to obtain this consent. This form can be obtained through the school psychologist or special education supervisor. ***It is NOT acceptable to use form PR-05 or verbal consent for FBA. If the parent refuses to give consent for the FBA, then the district may consider due process in consultation with the district's attorney. Obtain written parental consent at the time of the manifestation hearing, or make necessary arrangements to obtain written consent if the parent is not physically in attendance. (Appendix K - Permission for Review Form)***

Completion of the FBA - A Practical and/or Comprehensive FBA can be conducted, as explained below. The team will plan the appropriate methods of evaluation and timeline for completion of the FBA prior to obtaining parental consent. Document the team's planning via Prior Written Notice to Parents.

Practical FBA is utilized for *students with mild to moderate problem behaviors* that are not dangerous or occurring in many settings. These are a relatively simple and efficient process to guide behavior support planning. ***These types of FBA's are facilitated by the intervention specialist.***

Comprehensive FBA is intended for *moderate to severe behavioral problems*; behaviors may be dangerous and/or occurring in many settings. This is a time-intensive process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school. ***These kinds of FBA's are facilitated by the school psychologist.***

Use of SameGoal for FBAs - The FBA can currently be found in SameGoal as part of the Behavior Improvement Plan tab. The document should be signed by all participating members of the IEP team. The parent should be provided a copy with all of the signatures.

Note: The results of the FBA (Functional Behavior Assessment) drives the BIP (Behavior Intervention Plan).

BEHAVIOR INTERVENTION PLAN [\(See Appendix L\)](#)

Behavior Intervention Plan (BIP) - A behavior intervention plan documents the IEP team's targeted approach to addressing specific behaviors of concern. The BIP should be written with the results of the current or previous FBA or ETR. It should include the following information:

- Current Date
- Participants
- FBA Summary Statement/Reason for BIP
- Behavior(s) of concern stated in observable, measurable terms
- Goal (based on baseline data, must be measurable)
- Skill to be taught/Intervention Provided
- Method of Daily Tracking
- Progress Monitoring outlines the process through which the effectiveness of the plan will be determined
- Details regarding who will be keeping the data and where that data will be stored
- The frequency with which the plan will be reviewed for effectiveness

When to Create a Behavior Intervention Plans (BIP)

A Behavior Intervention Plan should be created when a behavior impedes the student's progress beyond the support provided through a behavioral goal on the IEP. For any student identified with a behavior-based disability, a behavior intervention plan should be considered, and it should be well-explained and documented in the student's IEP and the Prior Written Notice if it is determined that a behavior intervention plan is not needed.

Some students may experience emotional disturbance that impacts their functioning that may be best addressed through other avenues and might not be appropriate to address through a behavior plan. It is acceptable to include a student's mental health service provider or other agency representative as part of the IEP team.

Scope of Behavior Intervention Plans

Behavior intervention plans, by design, are limited in scope and should not be considered all-encompassing plans regarding a student's behavior. Teams are advised to carefully review student information and prioritize behaviors of concern, as part of the FBA, prior to designing the plan. Set a realistic, quantifiable, attainable goal for the student, with a minimal number of replacement behaviors. Express the goal in terms of the behavior expected to decrease and the replacement behavior to increase.

Completion of the BIP - The Behavior Intervention Plan document is completed by the Intervention Specialist, but should be developed by the IEP team driven by the FBA Assessment Results. Typically the process is begun through a Program Review including the parent, counselor and any related service personnel, in district or invited by the family, that works with the student.

Do not Include the BIP as part of the IEP

While a BIP can legally be added to the IEP, it is the WWCS District's practice to keep the document separate to support the flexibility to change and/or date the plan more fluidly. Note this in the students "Profile" section of the IEP.

For a child with a disability whose violation of the code of student conduct is a manifestation of the child's disability, the IEP Team must include a BIP in the child's IEP to address the behavioral needs of the child.

Use of SameGoal for BIP's

The Behavior Intervention Plan document can currently be found in SameGoal labeled Behavior Intervention Plan in the forms section. Once the BIP is completed and signed by all team members, the parent/guardian receives a finalized copy for his/her records. If the meeting is not in person, upload the completed, signed BIP documents, being sure to note the current date. Include a copy of the daily monitoring sheet or other relevant forms. Please note on all BIP documents, there should be a date when revisited for effectiveness and reviewed for what's working and what is not.

Best Practices Toward Implementation of the BIP and Progress Monitoring

- Implementation and monitoring of the student's BIP occurs daily
- All data is documented in a daily log kept by the Intervention Specialist or Designee.
- The log may occur electronically or in paper format and should be readily accessible to the IEP team.
- It is essential to keep intact BIP monitoring data in order to weigh the plan's treatment adherence/integrity and effectiveness.

Possible factors/variables altering or impeding the implementation of the plan should be documented on the daily monitoring sheets:

- Student absences
- Testing periods
- Changes in routine
- Home environment changes/conflicts
- Illness (COVID 19)
- Staff absences (students depend on teachers regularly; if a person is not present, a critical part of the student's support group/team is missing)

Implementation and Consistent Monitoring of the BIP

Implementation and monitoring occurs daily throughout the student's day, including areas where problem behaviors do not occur. These practices place focus on student behavioral choices that result in productive outcomes. It also reminds the team members to observe and identify adult behaviors that may be duplicated in other settings to elicit positive/productive responses.

Review of BIPs

The team should review the BIP minimally as part of the IEP meeting and review periodically to be sure the interventions are being implemented with fidelity, the interventions are effective, the interventions are still appropriate for the student, to determine if the student is still in need of the same level of intervention, and to ensure that new members of the IEP team are aware of the plan and supports.

Can a BIP be Written for a Non-Identified Student?

Yes. BIPs can be written for non-identified students as an intervention. Special education personnel can serve as consultants to the plan, but the plan should be implemented by the general education teacher. If the behavioral intervention plan directly involves special education personnel or related services providers, this must be done so on a limited basis with the express explanation as to why this must occur and how the involvement does not constitute a provision of specialized instruction. The expectations for implementation and progress monitoring, as stated above, remain.

Communicating the BIP

The Case Manager/Intervention Specialist will distribute copies of the Behavior Improvement Plan to the following members:

- Parent
- Building Principal
- All staff listed in the plan as responsible for providing support
- Student Services Department/Special Education Supervisor

SameGoal Forms and Use

Cover Page- basic contact information, like IEP Cover. Includes date for next review of the BIP

FBA- Functional Behavior Assessment- includes a description of the specific behavior(s) of concern, triggers, settings, frequency and duration, adult response to behavior, outcomes of those responses, perceived function of the behavior (additional surveys such as a FAST or Dunn Rankin can be uploaded and included), other relevant information and a summary statement.

Interventions Form- purpose unknown, but has been observed as used by teams prior to determining an FBA is needed. Some teams may use it to list the interventions that have already been used, or as a documentation form for the current BIP.

Worksheet- includes sources of information, strength based profile, the FBA Summary Statement, Equivalent Replacement Behaviors desired, Strategies/Outcomes including: Antecedent, Setting, Teaching Strategies and Reinforcement Strategies with progress monitoring information.

Goal (Behavior Action Plan)- goal statement, skills to be taught, interventions and accommodations to be provided, person responsible for teaching the skill, how progress will be measured and support for school personnel.

Signatures- how and to whom the plan will be communicated, whether or not a crisis plan is needed and the signatures of those who participated in creating the plan.

Crisis Plan

If the student's behavior is dangerous, or can produce harm to self, other students, or staff, a plan is included to protect all parties. Collaborate with the School Psychologist and the Special Education Supervisor in the development of this document/plan.

MANIFESTATION DETERMINATION REVIEW (MDR) Process [\(See Appendix M\)](#)

Due process occurs through a **Manifestation Determination Review** when a student with an identified disability has been removed from his/her/they/them least restrictive environment for more than 10 cumulative days. Removal for a student with a disability is defined as a removal from his/her/they/them Least Restrictive Environment inclusive of

in-school suspension (ASA), out-of-school suspension. IEP teams may meet for a program review prior to day 10, to consider the need for, or to review, current behavior supports and revise, if necessary.

Under the Individuals with Disabilities Education Act (IDEA), students with a disability are entitled to a free and appropriate public education (FAPE) with no more than 10 days outside their least restrictive environment (LRE). If a student with an IEP is removed from their LRE for more than 10 days, they are entitled to educational services for every day beyond the 10th day removed, whether the behavior was a manifestation of their disability or not. The IEP team will determine how those services will be provided.

Manifestation Determination Review Hearing

The Manifestation Hearing process is a protection for the student to ensure that the school is not excluding the student for reasons related to the disability and that the behaviors subject to disciplinary action is not directly related to a failure of the district to implement the IEP/504. The IEP team meets to consider the nature of the student's disability in relation to the behavior that caused the student to be removed from his/her least restrictive environment. This hearing must be held within 10 days of the decision to change the placement of a child with disabilities. The Ohio Department of Education requires that this team include a District Representative (typically a building administrator), the parent and relevant members of the student's IEP team. District practice is to also include the Special Education Supervisor and School Psychologists.

When and How to Call for a Manifestation Determination Review Hearing

It is the responsibility of the building principal, or his/her designee (i.e., assistant principal) to request a manifestation hearing as soon as possible when discipline will result in removing a student from their Least Restrictive Learning Environment (LRE) for 10 days or more (cumulative or consecutive days). It is appropriate for building administrators to consult with Student Services staff (i.e., Intervention Specialist, Psychologist, Special Education Supervisor, Director of Student Services) to consider alternatives to suspension prior to giving disciplinary consequences. If a manifestation hearing is needed, timeliness is essential. The request should be made in writing with the phrase "Manifestation Hearing Request" and student initials in the email subject), with a copy sent to the Special Education Supervisor.

Completing the MDR Document

The Special Education Supervisor facilitates this meeting and completes the PR-01 with the Manifestation Determination Review form completed by the school psychologist (enters the nature of the student's disability) and building administrator. It is strongly recommended that teams also use ODE's OP-3 Manifestation Determination Worksheet, to ensure that the IEP, behavior, parent input and any other relevant information has been considered by the IEP team and is documented. The questions on the Manifestation Determination Review form must be completed in the order prescribed, without exception. Following the meeting, Student Services (Genice Peterson X-22321) needs to be informed of the outcome of the meeting for state reporting purposes immediately.

Making the Determination

The outcome of the hearing occurs by consensus. There is no voting. The facilitator should ensure that all parties are given an opportunity to share any relevant information, but should avoid guiding the conversation in a way that implies the parties must vote. Many times, the conversation can be difficult, and silence may need to occur for informational processing. Avoid forcing the conversation. That being said, the facilitator must also be careful to make sure the conversation does not become cyclical or drag on. It is possible the team will not be in agreement about the outcome. In this case, the school must make the determination and provide the parent with Prior Written Notice. The parent has the right to exercise his or her procedural safeguards by requesting mediation and/or an expedited due process hearing to resolve a disagreement about the manifestation determination outcome.

No Pre-Determination and Outcome Steps of Action

Individuals shall not engage in any act of pre-determination of the outcome. Pre-determination occurs when an individual states, suggests, or implies what the determination should be, at any point outside of the Manifestation Determination Review Hearing. While it is acceptable for team members to review the Evaluation Team Report, the student's IEP, and other relevant information, it is not appropriate for any staff member to express their opinions about whether or not the behavior subject to disciplinary action was or was not a manifestation of the student's disability or the district's failure to implement the IEP/504 outside of the meeting.

If the team determines the **behavior is a manifestation** of the student's disability, the team reviews the IEP and BIP to determine if a change in support is needed, and the student returns to their LRE. ***If the level of support the student needs exceeds the resources of the current placement, the team may reconsider the LRE, thus changing the student's educational placement. A change in LRE would not be considered unless an active BIP has been in place, implemented with fidelity for a period of time, and reviewed periodically by the IEP team.***

If the team determines that the **behavior is NOT a manifestation** of the student's disability, the student is subject to the same disciplinary processes as students without disabilities. Even in the case in which the behavior subject to disciplinary action is NOT a manifestation of the student's disability, the IEP team may still review the student's least restrictive learning environment as a matter of safety/security/educational need. School districts are required to provide FBAs and Behavior Intervention Plans "as appropriate" to students when the student's disciplinary change in placement would exceed 10 consecutive school days and the student's behavior was not a manifestation of his or her disability.

Under the Individuals with Disabilities Education Act (IDEA), students with a disability are entitled to a free and appropriate public education (FAPE) with no more than 10 days outside their least restrictive environment (LRE). If a student with an IEP is removed from their LRE for more than 10 days, they are entitled to educational services for every day beyond the 10th day removed, whether the behavior was a manifestation of their disability or not. The IEP team will determine how those services will be provided.

EXPULSION HEARINGS

BEFORE an expulsion hearing is scheduled, the **building administrator** MUST complete the following:

- Inform & send home NOTICE OF SUSPENSION TO PARENT/GUARDIAN (this is the law). Then, send a notice to the Student Services Department to the attention of Genice Peterson, Connie Pouncey, and Special Education Supervisor via email to ensure communication is covered.
- MDRs and Expulsion Hearings must be carried out expeditiously due to restricted timelines.
- **Once a student with a disability (SWD) hits 6 days of suspensions, this is a RED flag to consider a Program Review to review a student's Behavior Plan and/or Functional Behavior Assessment (FBA).**
- If the FBA and/or BIP process has not started, it is best practice to consider initiating.

RESTRAINT & SECLUSIONS

Restraint and seclusion can have negative physical and psychological outcomes for children and adults. In 2009, former Governor Strickland addressed the risks associated with restraint and seclusion by issuing an executive order which prohibited the use of prone (face down) restraint, and limited the use of other physical restraint. The following procedures are outline as follows:

1. School districts must update and implement their policy specific to the revised Ohio rule at the start of the 2021-22 SY.

2. Rules for Restraint & Seclusion apply to **ALL** students.
3. All restraints and seclusions must be documented in Public Works and a copy sent to Student Services Department (Tonya Bray)
4. **Team meeting after 3 incidents with the same student.** (team includes; parent, teacher, staff involved, principal and other appropriate members).
 - **The IEP or 504 team** must meet within 10 days of the 3rd incident to consider and develop an FBA or BIP -OR- Amend existing FBA or BIP.
 - **Students who do not have an IEP/504 Plan**, “a team” must meet within 10 school days of the 3rd incident to discuss the need to: conduct an FBA (Functional Behavior Assessment) and develop a BIP (Behavior Intervention Plan) driven by the assessment results of the FBA (Functional Behavior Assessment).
5. Emergency Restraint cannot be used to protect property.
6. Parents MUST receive a written report of the restraint or seclusion within 24 hours of the documented incident.
7. Train annually (see training requirements and guidelines).
8. School personnel cannot video record a student in restraint or seclusion as a means of documentation. If there is a video, it is considered the property of the district and/or ODE.

AS A DISTRICT WE DO NOT SECLUDE STUDENTS

Key Definitions for Restraint and Seclusion Documentation and Reporting

Physical Escort is the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location. **Guidance: *Physical escort is not considered a form of restraint and is not counted in the number of restraints and/or seclusions.***

Physical Restraint is the use of physical contact that immobilizes or reduces the ability of a student to move his or her arms, legs, body or head freely. Such a term does not include a physical escort, mechanical restraint or chemical restraint. Physical restraint does not include brief, but necessary, physical contact for the following or similar purposes:

- To break up a fight.
- To knock a weapon away from a student’s possession.
- To calm or comfort.
- To assist a student in completing a task/response if the student does not resist the contact.
- To prevent impulsive behaviors that threaten the student’s immediate safety (e.g., running in front of a car or exiting a building that places a student in harm’s way).

Guidance is A series of disruptive student actions involving agitation, behavior leading to restraint, seclusion, or a combination of restraint and seclusion should be considered one reported incident. This means if a student is restrained two times during an incident because the student was not fully calm at the time of attempted release, it would be counted as one report. If there has been a one-hour period during which the student has returned to a calm/typical functioning for the student, but then the student becomes newly agitated and requires restraint, seclusion, or a combination of restraint and seclusion, it would then generate a new (additional) reported incident. The use of physical restraint must be used as a last resort and only when there is an immediate risk of physical harm to the student or others and no other safe or effective intervention is possible. See full policy for full guidance and prohibited practices on restraint.

Seclusion is the involuntary isolation of a student in a room, enclosure or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier. **Guidance: *Seclusion does not include***

incidents when the student voluntarily moves to a separate location to calm down or reduce sensory overload as part of a behavior plan or de-escalation. Also see the definition for timeout below.

Timeout is a behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers. **Guidance:** *A timeout is not included in the reporting for seclusion. It is important to note that a timeout is for a limited and specified time that is developmentally appropriate to the child. This focus may help distinguish between a timeout and seclusion.*

Resources for the Emergency Use of Restraint and Seclusion

- [Model Debriefing Form \(Updated July 2021\)](#)
- [Crisis Prevention and De-escalation Training Requirements and Guidelines](#)

Complaint Process

A restraint and seclusion complaint is a formal request from a parent to the Ohio Department of Education to investigate potential violations of requirements of the [rule](#) regarding restraint and seclusion of a student. Complaints apply to students in general and special education. Parents can file a complaint regarding incidents of restraint and seclusion that occurred after the effective date of June 24, 2021. Alleged violations must be within one year of the date the complaint is filed. Additional information on the complaint process can be found below.

- [Restraint and Seclusion Complaint Information: Frequently Asked Questions](#)
- [Restraint and Seclusion Complaint Form](#)
- [Restraint and Seclusion Complaint Procedures](#)

APPENDICES

Appendix A - Parental Consent to Share Health Information for Ohio Medicaid School Program

[Parental Consent to Share Health Info for Ohio Medicaid School Program](#)

Appendix B - Request for Professional Development Form
[Professional Development Form.pdf](#)

Appendix C - Request for Special Transportation Form
[Special Transportation Form.pdf](#)

Appendix D - Prior Written Notice (PR01)
[PWN for Student Services Handbook.pdf](#)

Appendix E - List of Timelines and Due Dates for IEP Processes
[Special Education Process Timelines](#)

Appendix F - Parent Invitation (PR02)
[PR2 for Student Services Handbook.pdf](#)

Appendix G - Attempts to Obtain Parent Participation Form
[Attempts to Obtain Parent Participation.pdf](#)

Appendix H - Tiers 1-3 MTSS
<https://www.pbisrewards.com/blog/what-is-mtss/>

Appendix I - Summary of Performance Form (SOP)
[Summary of Performance Form.pdf](#)

Appendix J - Functional Behavior Assessment Form
[Functional Behavior Assessment Form.pdf](#)

Appendix K - Permission to Review Form
[Permission for Review.pdf](#)

Appendix L - Behavior Intervention Form
[Behavior Intervention Plan.pdf](#)

Appendix M - Manifestation Determination Review
[Manifestation Determination Review Form.pdf](#)

Appendix N - Compliant IEP Guidance Document
[IEP checklist packet](#)

Appendix O - Transition Form (Section 5 of IEP)
[NSTTAC_ChecklistFormB.pdf](#)

Appendix P - Eye Examination Form(s)
[IEP Eye Exam for Doctor's Form.pdf](#)
[IEP Eye Exam.pdf](#)

**Appendix Q - Special Education Acronyms (Provided by Pepple & Waggoner,
Attorney At Law)**
[Special-Education-Acronyms.pdf](#)

Appendix S - IEP References/Resources
[IEP Procedures](#)
[Linking ETR to IEP Finalized](#)
[IEP Planning Form](#)
[Documents for IEP checklist](#)
[IEP Paperwork Submission Checklist 22-23](#)
[IEP TEAM MEMBERS](#)
[Guiding Principles for IEP Development](#)
[ESY Forms.pdf](#)
[Scholarship Notification](#)

Appendix R - Special Services Staff Information

Winton Woods City Schools Student Services Department

513-619-2320

Name	Title & Brief Description	Location
Tonya R. Bray 513-619-2320	Director of Student Services – Manages overall operations of department	Community Building 8 Enfield Street Cincinnati, OH 45218
Connie Pouncey 513-619-2323	Assistant to the Director (EMIS) – Manages buildings' caseloads, spec. ed. EMIS codes, Memo 13 for <i>NEW</i> students ONLY, Jon Peterson/Autism Scholarships, compliance deadlines, IDEA/Blind reports.	Community Building 8 Enfield Street Cincinnati, OH 45218
Genice Peterson 513-619-2321	Assistant to the Director (Business) – Manages Special Education transportation, out of district contracts, supplies, assists with department budget, state compliance reports, mileage, safety drills.	Community Building 8 Enfield Street Cincinnati, OH 45218
Shonda Ferguson-Gordon 513-619-2322	Receptionist / Out of District Scheduler – Manages incoming calls & walk-ins, HPC/Medicaid for district reimbursement, restraint & seclusion reports, out of district meetings, building usage.	Community Building 8 Enfield Street Cincinnati, OH 45218

Name	Title & Brief Description	Location
<p>Lynne Blalock 513-619-2441</p>	<p>Special Education Supervisor – Supervises WWHS & The Oaks with special education laws & practices, manages IEP & special education documents, supervises most spec. ed. meetings & facilitates SLP meetings.</p>	<p>Home office Community Building 8 Enfield Street Cincinnati, OH 45218</p> <p>School Location WW High School 1231 W. Kemper Rd. Cincinnati, OH 45240</p>
<p>Jibby Brown, Ed.D 513-619-2329</p>	<p>Special Education Supervisor – Supervises WWIS & WWMS with special education laws & practices, manages IEP & special education documents, supervises most spec. ed. meetings.</p>	<p>Home office Community Building 8 Enfield Street Cincinnati, OH 45218</p> <p>School Location(s) WW South Campus 147 Farragut Rd. Cincinnati, OH 45240</p> <p>WW North Campus 1231 W Kemper Rd. Cincinnati, OH 45240</p>
<p>Sally Hahn 513-619-2327</p>	<p>Special Education Supervisor – Supervises WWPN, ECC, WWPS, WWES with special education laws & practices, manages IEP & special education documents, supervises most spec. ed. meetings, and facilitates OT/PT meetings.</p>	<p>Home office Community Building 8 Enfield Street Cincinnati, OH 45218</p> <p>School Location(s) WW Early Childhood Center Campus 73 Junefield Ave. Cincinnati, OH 45218</p> <p>WW Primary South 147 Farragut Rd. Cincinnati, OH 45231</p>

<p>Angelena Ruskin 513-766-5419</p>	<p>Special Education Supervisor / Teacher of the Deaf and Hard of Hearing and Visually Impaired – Supervises Out of District IEP meetings with special education laws & practices, manages IEP & special education documents, supervises most spec. ed. meetings, facilitates school based therapists' quarterly meetings.</p>	<p>Home office Community Building 8 Enfield Street Cincinnati, OH 45218</p>
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Name	Title & Brief Description	Location
<p>Matt Brown 513-619-2335</p>	<p>School Psychologist – Manages caseloads & assessments for all ETRs/504s for Grades 4-6 & District CPI Trainer.</p>	<p>School Location WW South Campus 147 Farragut Road Cincinnati, OH 45218</p>
<p>Lisa Butts 5139-619-2336</p>	<p>School Psychologist – Manages caseloads & assessments for all ETRs/NEW 504s at WWHS & Oaks, District CPI Trainer.</p>	<p>School Location WW High School 1231 W. Kemper Rd. Cincinnati, OH 45240</p>
<p>Lori Burns 513-619-2337</p>	<p>School Psychologist – Manages caseloads & assessments for all ETRs/504s for grades 7-8, 6-8 Out of District.</p>	<p>School Location WW North Campus Middle School 1231 W. Kemper Rd. Cincinnati, OH 45240</p>
<p>Trudy Leask 513-619-2390</p>	<p>School Psychologist – Manages caseloads & assessments for all ETRs/504s for grades PreK-K.</p>	<p>School Location WWECCC 73 Junefield Ave. Cincinnati, OH 45218</p>

<p>Andrew Gleason 513-619-2490</p>	<p>School Psychologist – Manages caseloads & assessments for all ETRs/504s for grades 1-3.</p>	<p>School Location(s) WW South Campus 147 Farragut Road Cincinnati, OH 45218</p>
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Name	Title & Brief Description	Location
<p>Dwight Campbell 513-619-2326</p>	<p>School Truancy Officer & Resource Coordinator – Manages truancy (HB 410), Expulsion Hearings & investigations for grades Preschool – 8 .</p>	<p>Home office Community Building 8 Enfield Street Cincinnati, OH 45218</p>
<p>Stephanie Mahan 513-619-2460</p>	<p>School Truancy Officer – Manages truancy (HB 410), Expulsion Hearings & investigations for grades 9 – 12.</p>	<p>Home office Community Building 8 Enfield Street Cincinnati, OH 45218</p>

Name	Title & Brief Description	Location
<p>Alora Contant 513-619-2420</p>	<p>Speech & Language Pathologist – Intervention specialist for students with speech and language deficits for grades 9-12.</p>	<p>School Location WW High School North Campus 1231 W. Kemper Rd. Cincinnati, OH 45240</p>
<p>Name 513-619-2390</p>	<p>Speech & Language Pathologist – Intervention specialist for students with speech and language deficits for preschool /kindergarten.</p>	<p>School Location WWECC 73 Junefield Ave. Cincinnati, OH 45218</p>

<p>Cailynn Beck 513-619-2390</p>	<p>Speech & Language Pathologist – Intervention specialist for students with speech and language deficits for Kindergarten.</p>	<p>School Location WWECCC 73 Junefield Ave. Cincinnati, OH 45218</p>
<p>Beth Alt 513-619-2470</p>	<p>Speech & Language Pathologist – Intervention specialist for students with speech and language deficits for grades K-2 .</p>	<p>School Location WW South Campus 147 Farragut Dr. Cincinnati, OH 45218</p>
<p>Abby Meyer 513-619-2450</p>	<p>Speech & Language Pathologist – Intervention specialist for students with speech and language deficits for grades 5 & 6.</p>	<p>School Location WW South Campus 147 Farragut Rd. Cincinnati, OH 45240</p>
<p>Laurie Schaefer 513-619-2490</p>	<p>Speech & Language Pathologist – Intervention specialist for students with speech and language deficits for grades 3 & 4.</p>	<p>School Location WW South Campus 147 Farragut Rd. Cincinnati, OH 45218</p>
<p>Melinda Rowland 513-766-5372</p>	<p>Speech & Language Pathologist – Intervention specialist for students with speech and language deficits for Preschool evals ONLY.</p>	<p>School Location IEP Preschool Evaluation Team Member</p>
<p>Emma Roll 513-619-2440</p>	<p>Speech & Language Pathologist – Intervention specialist for students with speech and language deficits for grades 6-9.</p>	<p>School Location WW North Campus 1231 W. Kemper Rd. Cincinnati, OH 45240</p>

Name	Title & Brief Description	Location
*Nurse Kimberly Morris, RN 513-766-5345	District Nurse – Supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. Manages/Supervises health & wellness at WWHS North Campus/South Campus.	School Location WW High School North Campus 1231 W. Kemper Rd. Cincinnati, OH 45240
Nurse Cheri Little, LPN 513-766-5351	District Nurse – Supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. Manages/Supervises health & wellness at WWHS North Campus.	School Location WW High School North Campus 1231 W. Kemper Rd. Cincinnati, OH 45240
Nurse Lisa Lipp, RN 513-766-5271	District Nurse – Supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. Manages/Supervises health & wellness at WWMS.	School Location WW Middle School North Campus 147 Farragut Road Cincinnati, OH 45218
Nurse Jinette Goins, RN 513-766-5395	School Nurse - Supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting at WWES.	School Location WW South Campus 147 Farragut Rd. Cincinnati, OH 45218
Nurse Juanita Russell, LPN 513-766-5236	School Nurse - Supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting at WW South Campus.	School Location WW South Campus 147 Farragut Rd. Cincinnati, OH 45218
Nurse Erin LeMaster, LPN 513-766-5480	School Nurse – Supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting at WVECCC..	School Location WW ECCC 147 Farragut Rd. Cincinnati, OH 45218

Name	Title & Brief Description	Location
Sandi Auberger 513-619-2470	Physical Therapist – Provides consultation to a child's educational team to improve strength, balance, coordination, and/or mobility throughout the school setting.	School Location All Schools
Amy Fox 513-619-2390	Occupational Therapist – Provides consultation to a child's educational team to improve fine motor skills and work with students who have sensory and attentional issues to improve focus and social skills in the school setting.	School Location All Schools
Jane Orth 513-619-2470	Occupational Therapist – Provides consultation to a child's educational team to improve fine motor skills and work with students who have sensory and attentional issues to improve focus and social skills in the school setting.	School Location All Schools
513-619-2450	Occupational Therapist – Provides consultation to a child's educational team to improve fine motor skills and work with students who have sensory and attentional issues to improve focus and social skills in the school setting.	School Location All Schools

Appendix N - "How To Write A Compliant IEP"

Preparing for the IEP Meeting

Scheduling the IEP meeting: The meeting should be scheduled at a specific time that is mutually convenient for staff and parent/guardian. All team members should arrive on time. Be considerate of the time restraints for parents and other team members.

Securing Parents Input: Parent participation and input is critical to the IEP process. The parent (surrogate) must be invited to the IEP using the Parent Invitation (PR-02). Anytime secondary transition is being discussed in the IEP meeting, the student must also be invited. The completed Parent Invitation must be included when the IEP is sent to the

supervisor with the IEP. A minimum of three documented attempts must be made to secure parent participation using a variety of methods. These attempts must be documented on the Attempts to Obtain Parent Participation form with a brief, specific narrative of the discussions that took place and documentation of other means of contacting the parent. If the parent does not participate in the meeting, this completed form must be included with the IEP when it is sent to the supervisor and noted in the PR01. ***If there is documentation the parent has confirmed they will attend/participate in the meeting and they do not attend or the three documented attempts have been made, the IEP team may proceed without the parent if it is NOT an initial IEP/ETR.*** The district representative will make the final decision to move forward with meeting without the parent. Note that the attempts to contact parents must be three different attempts (e.g., PR-O2, phone call, email, US mail).

Five (5) days prior to the IEP meeting, the parent should receive a copy of the draft IEP (Sections 1-6) along with a statement. IEP documents should be provided to the parents in their primary language.

How To Write A Compliant IEP

1) Cover Page

2) Dates

Make sure you have captured the most recent evaluations date. The End Date for the ETR is three years minus 1 day.

ii) IEP Start date is the date the parent receives the Prior Written Notice (PR-01). Ideally, the (PR-01) can be completed at the meeting and provided to the parent at the meeting along with the completed IEP. Corrections to the draft IEP should be made during the meeting so that all of the information is complete. The IEP End Date is 364 calendar days from the meeting date of the IEP.

iii) Review date should be the date the IEP will be reviewed with the parent to discuss their child's progress towards meeting their IEP goals. This must be done prior to the IEP End Date. An example of using the "Next IEP Review" section might include the date the team will reconvene to determine the need for extended school year services (in which case this date would match the "Date to Reconvene" in Section 4). Another example would be the date the team will meet to determine whether progress monitoring data indicates a need to amend the IEP. Otherwise, use the Annual IEP Review date.

a). First box in the child's information section: Is the child in preschool? A preschool IEP and a school aged IEP have different elements. (note that when a child transitions from preschool to kindergarten, an IEP amendment is required in order for the student to have a school aged IEP.)

b) Child is a ward of the state:

i) **ADDRESS FOR STUDENTS IN FOSTER CARE.** - Foster parent's address shall not be listed on the cover of ETRs and IEPs. The address shall be who has custody of the child (usually an agency - example: Job and Family Services).

ii) If the student is a ward of the state, the Name of the Surrogate Parent should be noted on the appropriate line. For these students, the Surrogate Parent is the person that must be invited to the meeting and signs section 15 of the IEP. The Surrogate Parent makes all educational decisions for the student. The district of residence (DOR) is required to appoint a Surrogate Parent. Contact the SPED Supervisor if a Surrogate needs to be assigned. The Surrogate is not always the Guardian Ad Litem (GAL), especially if the student is from a district outside of Hamilton County. You will need to confirm whether the GAL is also serving as Surrogate Parent.

1. Other Information Section:

- a. Critical / Emergency Medical Information (i.e., allergy to peanuts, Individual Health Care Plans) and where this information can be located.
- b. Other important information about the student that is critical regarding the student (i.e. Crisis Plan /BIP/ FBA, Special Transportation)
- c. The language the parents speak other than English.
- d. Other agencies that are involved with the student.
- e. Preschool students with special education will transition to a kindergarten with special education on, there will or will not be a change of placement. (provide date the ps to k transition will occur)

Future Planning:

A statement that discusses the child's future. The IEP team shall ensure that the family and child's preferences and interests are an essential part of the planning process. If you have not been able to secure parent/student input, the statement should be based on the educational team's thoughts.

Special Instructional Factors:

Behavior

The IEP team must: (i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. When it is to the degree that specially designed instruction is necessary for the student to make progress. When the behavior is causing the student to not be able to access, participate, make progress in the general education curriculum or patterns of behavior interfere with progress.

Limited English Proficiency

In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP. The student's current English Acquisition scores based on the Ohio English Proficiency Assessment (OELPA) should be included in the Profile. ESL needs should be considered in the development of the IEP.

Blind or Visually Impaired

In the case of a child who is blind or visually impaired: 3301-51-07 Individualized education program (a) Provide for instruction in braille and the use of braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the child; and (b) Ensure that the requirements for IEPs for children with visual impairments are implemented as provided in section 3323.011 of the Revised Code;

Communication

Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including

opportunities for direct instruction in the child's language and communication mode; and (v) Consider whether the child needs assistive technology devices and services.

Consider whether the child would require specially designed physical education.

Profile:

"Big Picture of the Student" This is the "big picture" of the student written in parent friendly terms with all the acronyms and abbreviations spelled out at least the first time they are used in the document. This is the area where you build your case for the needed goals and services we will find in the student's IEP. Use a positive writing style for this section of the IEP. Highlight what the student CAN do and where they need to go next instead of highlighting what they CANNOT do. Make sure you have all of the items below:

a) Student information (All of the following should be in this section)

(i) Relevant background information

(ii) Strategies the Work for the student (academic and behavioral)

(iii) Strengths/Interest of the student (What are they good at, what do they like to do, what are they talented in, learning styles etc.)

(iv) Results of state and district assessments, most recent evaluation and your assessment of these scores and what is the significance to the student's academic performance. The data from these assessments can assist with identifying present levels of academic achievement and provide support for progress monitoring. The test scores should be explained in a manner so that the parent can see the connection between the students' performance compared to grade level expectations as well as how that data supports the needs to goals and services in specific areas. If you feel the test data is not a true reflection of the student's ability, an explanation should be included as to why there is a disconnect between the test data and other data sources.

(v) Information about Special Instructional Factors

(vi) An explanation as to why needs that were identified in the ETR have not been addressed in this IEP

(vii) Progress/review of the student's last IEP goals

b) Needs of the student - This should align to the student needs of the ETR. ***Do not copy and paste from the ETR.*** (This is not where you discuss what services the student needs. Instead describe what the student can currently do and where the student is moving to next in the following areas.)

What academically, behaviorally, and functionally affects the progress in the general curriculum

What general education teacher information regarding the student performance what should the IEP focus on next so the student can be served in the LRE")

Does the student have a Reading Improvement Plan?

Preschooler: Consider a summary of the child’s developmental strengths and opportunities for growth in the areas of adaptive behavior, cognition, communication, hearing, vision, sensory, and motor functioning, social emotional skills and behaviors as well as pre-academic skills.

Parent concerns for the education of the student - (Added at the meeting with much discussion)

Parents' concerns or issues regarding their child (Per parent report)

Medical and safety information (Only If these apply to the student)

Related Service Providers - Each provider should add their summary of what the student has accomplished and what they need to focus on next

Other Information that helps support the IEP goals/services for the individual student (each student is unique)

Section 4 – Extended School Year Services – Can be discussed following the review of the goals/ objectives

- a. Provided beyond the normal school day and hours. Not the same as summer school, compensatory, or enrichment programs.
- b. Considered to prevent significant regression of skills/knowledge attained by the child so as not to impede the child’s progress towards their goals and/or to avoid regression or loss of skills/knowledge that are emerging.
- c. ESY must be tied to a goal(s) on the current IEP. **Once the determination is made on providing ESY, the IEP is amended and add the goal(s) in Section 7.**

Section 5: Transition/Development of Post-Secondary Education, Employment and/or Life Skills

In Ohio, all elements for secondary transition planning must be included within the IEP that is in effect when the child turns 14. The IEP transition plan elements can be completed before age 14 if the IEP team determines it to be necessary for the student. Prior to age 14, the team should be helping the student explore educational, vocational and independent living plans for after high school through Section 1, Future Planning.

- Invite the student - There is no exception to this requirement. In fact, the student must be invited via the PR-02 to every IEP meeting when secondary transition is discussed, regardless of age and disability category.
- Use ODE's Indicator Checklist to make sure you have covered all the components. **(Please see Appendix O)**
- Age Appropriate Transition Assessment (AATA) must include assessments that have been completed in the last year and speak to the specific area in which they are documented (Education, Employment, Independent Living). Minimally, for a student just beginning the transition process, the AATA section should include an informal survey of the student’s PINS-Preferences, Interests, Needs and Strengths. Students over age 14 should have transition plans that continue to get more specific as they grow and explore various possibilities for their future. Valuable resources include: Naviance, Aimsweb, State testing data, and Ohio Means Jobs backpack information.

- National Secondary Transition Technical Assistance Center: <https://www.nsttac.org/>
- Ohio Means Jobs: <https://jobseeker.ohiomeansjobs.monster.com/login.aspx>
- WWHS Special Education Shared Drive Progress Monitoring Resources (compiled by Denise Davenport):
 - https://docs.google.com/document/d/1HouxQ9OmwEk8TZ2SkRwq8CSKT_PDu8UFrLGskbPxVOg/edit
- Lower reading level inventory: www.thrively.com
- The Live Binder [Resources for Essential IEP, Essential ETR, Post-Secondary Trans - LiveBinder](#)
- OCALI [OCALI | Lifespan Transitions Center](#)
- Think College www.thinkcollege.net
- College Reality Check <http://collegerealitycheck.com/en>
- Consider completing a module on Postsecondary transition from the Ohio Department of Education: http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development/Secondary-Transition-for-Students-with-Disabilitie#_ftn1 The Secondary Transition for Students with Disabilities Modules are accessed from the Learning Management System link within your [OH|ID account](#). Enrollment in the modules requires an Ohio educator license.
- Transition is THE TIME to start connecting the student with out of district agencies that will support their transition goals including:
- Opportunities for Ohioans with Disabilities <https://ood.ohio.gov/>
- Hamilton County Board of Developmental Disability as appropriate <http://www.hamiltontdds.org/> Some students may already be eligible for HCDDS and may have a case manager, or SSA assigned. If not, the transition years are the right time to connect or reconnect with The Board, establish eligibility and see if the student and the family now have needs that require an SSA. Not all individuals eligible for HCDDS will have an SSA assigned. In those cases, a Transition Consultant can guide the family toward important transition milestones across ages 14-18 (or 21 where applicable). Any student can receive transition services (ages 14 through graduation date).
- Consult with your SPED Supervisor or department facilitator for assistance in inviting an agency representative to your IEP meeting.

Section 6: Present Level of Performance (PLOP) - [See Appendix N \(Writing a Compliant IEP\)](#)

- a. Written in a clear understandable manner in parent friendly language.
 - Based on objective, measurable information linked directly to the specific goal.
 - Do NOT use educational jargon or educational initials.
 - Do NOT use a student's disability label.
- b. Use all current and relevant data linked to the specific goal.
 - Must be a direct relationship between each measurable annual goal and the baseline in the PLOP that uses the same unit of measurement.
 - Must contain CURRENT baseline data provided for developing a measurable goal that documents what the child is able to do in the classroom that compares to grade level expectations. (i.e. ETR result, if

recent; formative curriculum-based assessments, classroom-based measures, functional scores, behavior actions that could be included in a FBA, MAP/aimswebPlus scores with an explanation).

- Summary of current daily academic/behavior and/or functional performance (strengths and needs) compared to the expected grade level standards.
 1. Describe what the student can and cannot do in positive language.
 2. Describe how the student is performing in relation to grade level standards.
 3. Last sentence shall state what typical students are expected to do.

Functional skills are integration of cognitive, language, and motor skills for the child to demonstrate positive social-emotional skills, acquisition and use of knowledge and skills; and personal care needs (self-help; dressing, bathing, eating, cooking, etc.).

Preschool Only – Describe how the student is performing and/or participating in:

- Developmentally-appropriate activities in the developmental domains of, functional
- Performance and pre-academic skills

Describes how the student disability affects their progress in the GENERAL CURRICULUM.

Section 6: Measurable Annual Goals:

- a. Your goal should make "sense" from the narrative you have built in the profile and Present Level of Performance. Anyone reading this IEP would logically follow the student's needs described throughout and understand why you have selected these goals. There is alignment between the academic needs identified in the ETR and the annual goal or evidence in the IEP that the IEP team decided to prioritize addressing the needs or the need no longer exists. The goal should be reasonable and attainable expectations for the student that can be achieved during the length of the IEP. All needs must be addressed by a goal accommodation, modification or an explanation as to why not.
- b. Goals are based upon the PLOP. There must be a direct relationship between each measurable goal and the present levels of academic achievement and functional performance that precede it.
- c. Goals must follow the format below:
 - Clearly defined behavior: the one specific action the child will be expected to perform within a twelve-month period. Use one verb to label the action of the student (i.e. read, answer, solve, write, walk, demonstrate). Must be written with specific, clear verbiage and not vague terms such as "grade level reading work", "ask for help when needed", "appropriate __", "fading prompts".
 - Condition under which the behavior/specific action will occur: the condition could be the situation, setting, or type of material/equipment in which the behavior specific skill is to be performed.
 - Criteria to evaluate and define mastery of behavior or skills: the level the child must demonstrate for mastery and the number of times the behavior or skill must be performed to show proficiency.
 - Consider the number of times the behavior or specific skill must be demonstrated to master the goal.

- Level of achievement (% of accuracy, # of times / frequency, or % of time/ duration).
- How many times must the level of achievement be measured? How many times does the student need to...
- This measure should be used in all progress reporting and collection of evidence for mastery should be provided for each reporting period. If the goal states 2 out of 3 times, the student would have 3 opportunities to demonstrate their skill level per reporting period. The student would not be expected to achieve the 2 out of 3 performance level early in the IEP cycle.

Choose the best progress monitoring method(s) for measuring the child's progress towards meeting the annual goal.

Curriculum-Based Assessments	Short- Cycle Assessments	Work Samples
Portfolios	Performance Assessments	Inventories
Observations	Checklist	Rubrics
Anecdotal Records	Running Records	

- d. Progress monitoring should be marked: "Every 5 weeks"

Section 7: Specially Designed Services

How you are teaching the child and how the delivery of instruction is different from what every child receives. This should not be a restatement or paraphrasing of the goals.

- A. Describes the content, methodology, or delivery of instruction. - What you are doing differently for the student to address his/her unique needs and to ensure access to the general curriculum.

Content (in what skill), Methodology (i.e. repeated practice, paired reading), Delivery (group size, conditions, when). A program name should not be used in this section. Instead, provide a description of what the program is designed to do.

Instead of citing Orton Gillingham, use "A multisensory approach to reading with an emphasis on fluency and comprehension."

Examples:

- Students will work in a group of two or three students (delivery). Teacher will use scaffolding and break concepts into smaller parts (methodology) in comprehension instruction (Content).
- Individually (Delivery) vocabulary words will be defined and practiced prior to reading new material (Methodology/Content).
- Students will work in small flexible groupings (delivery) using manipulative, charts, and pictures (methodology) to help practice addition and subtraction skills (Content).
- Small group instruction (delivery) in the four-basic math (content) operations using manipulatives and multiple opportunities for practice (methodology)

- Individual reading instruction (delivery) to build fluency (content) using decoding practice with word families, sight word review and repeated reading (methodology).

- B. Which goal are you using this specially designed instruction?
- C. In the provider section list the position of the person who is doing the specially designed instruction.
- D. In the "Location of Services" section list the area where the specially designed instruction is taking place. Two separate boxes are needed if the services will be provided in the general education classroom and resource room.
- E. In the date, time and frequency sections make sure:
 - The dates match up with the IEP time period unless this specially designed instruction is going to only take place for part of the IEP period. An example of this is when a student will have a course in the second semester and not all year long.
 - The amount of time listed should ONLY reflect the amount of time you will actually be providing the SDI, not the amount of time in the classroom.
 - For frequency it is easier to ensure services can be provided monthly than weekly. This will give you flexibility for any make-up service time. However, the number of minutes should be sufficient for the student to gain the skills needed to meet the goal.

Related Services

[Adding and removing a related service to an IEP](#)

If either the district or parent suspect that a child who is receiving services through a current IEP may require related services such as Occupational Therapy, Physical Therapy, etc. the IEP team can decide whether a complete re-evaluation or an evaluation in the area of indicated needs is required.

If the IEP team determines that the child no longer requires a related service, the IEP team must review the goals and objectives as stated on the IEP and discuss the proposed changes and the reasons for the changes based on measurable data. A related service can be removed using the IEP amendment process or by convening the IEP team.

- Ask your special education supervisor for assistance with how to add a related service in SameGoal.

Assistive Technology

Assistive technology is defined as 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 the functional abilities of a student with a disability. When describing the specific assistive technology, proprietary names should not be used. It is important to note that a surgically implanted device is NOT considered by federal law to be assistive technology. Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

Accommodations

Accommodations do not alter the scope or complexity of information taught to the child. These MUST be specific and explain the condition for and the extent of the accommodation. Have this conversation at the meeting. Accommodations for state testing must be consistent with the accommodations provided for classroom assessments. Accommodations **should not** be listed "as needed", "at the teacher's discretion", "as requested".

EXAMPLES:

- Do not just list extended time, instead use: extended time for long assignments, extended time for reading passages beyond one page, or extended time for all tests given in the classroom, etc.
- Extended time on tests (double amount of time).
- Do not use just list reader to text-to-speech, instead use: reader for all passages above the student's current reading level or reader for complex directions, etc.
- Extended time for assignment completion up to 2 days.
- Scribe for written work more than 2 pages.
- Two 5-minute breaks per hour for sensory needs.
- Preferential seating near instruction.
- Human reader / text-to-speech (for text over 5th grade).
- Frequent breaks must be SPECIFIC (ex. Jane will break for 5 minutes after testing for 30 minutes).

Modifications

Modifications means changes made to the content that the student is expected to learn where the amount and/or complexity of material is altered from grade level curriculum expectations. The specific subject matter is altered and/or the performance expectation of the student is changed

EXAMPLES:

- Students will be using the extended standards.
- Instructional materials should be provided at the 3rd grade level
- Reduction of answer choices or number of problems

Support for Personnel: This area documents interaction between adults. The team must list the school personnel to receive the support, the specific support that will be provided, who will provide the support and when the support will take place.

Consultation services for related services providers goes under support for school personnel. Describe what that consultation will look like.

Other items may include:

- Training for staff
- Resource materials for staff
- Equipment for staff

Service(s) to Support Medical Needs: These may include providing such health-related support as:

special feedings; • clean intermittent catheterization; • suctioning; • the management of a tracheostomy; • administering and/or dispensing medications; • planning for the safety of a child in school; • ensuring that care is given while at school and at school functions to prevent injury (e.g., changing a child's position frequently to prevent pressure sores); • chronic disease management; and •

conducting and/or promoting education and skills training for all (including the child) who serve as caregivers in the school setting.

Section 8: Transportation as a Related Service:

- Special Transportation is provided when, based on the student's disability, the student cannot ride the district provided transportation.
- The IEP team will need to consider whether a student attending the high school will be able to independently navigate to and from school when determining the need for special transportation.

Section 9: Nonacademic and Extracurricular Activities:

Each school district must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

- Nonacademic and extracurricular services and activities shall include **counseling services**, athletics, **transportation, health services, recreational activities**, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the school district and assistance in making outside employment available.

Section 10: General Factors:

This section is completed during the IEP meeting. Make sure all boxes are checked prior to sending the IEP to the Special Education Supervisor.

Note that the determination if the student is on track for reading in grades K - 3 is made based on the fall score of the MAP assessment

Section 11: The Least Restrictive Environment:

When students are removed from the general education classroom, we must explain why the instruction CANNOT be delivered in the general education setting with nondisabled peers when the nature or severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

The IEP must include a *justification* for why the child was removed from the general education setting with nondisabled peers. The justification should be based on the individual needs of the student, not the student's disability. The justification could include a description of the harmful effects to the child or others, if applicable.

- Make sure the LRE for each related service is described. Please note that the presence of a disability alone is not a reason for removal.
- The IEP should reflect when the student will participate with their nondisabled peers.

Students moving from preschool to Kindergarten, information including the Early Learning Assessments, and the Student Outcomes Summary Form; parent information; previous setting was an EC classroom or not; the severity of the disability and adequate supports, should be found. Must provide evidence why preschoolers can't receive special education and/or related services embedded with the regular classroom routines and activities.

Section 12: State and District Testing ODE Testing Accommodations Manual

[Accessibility for Ohio's State Tests](#)

Section 12: Testing Page

State Testing:

- In the case where students will be participating in district and statewide assessments with accommodations, each accommodation will be specific and correspond with each test subject area. You need to note specific test or tests that the student will be taking and any differences in allowable accommodation that are also provided during classroom assessments.
- For those taking the Alternate Assessment, the IEP team must justify the decision of providing this type of assessment and fully explain how the conclusion to use the Alternate Assessment was determined. The IEP team must review the AASCD Decision Making Tool annually to determine if a student qualifies to take the AASCD.
- The IEP form also has a link to the Participation Criteria form. For every student who is being considered for the Alternate Assessment, the Participation Criteria form should be completed in its entirety answering all three questions with a "YES" or "No" response. The form lists what evidence the decision to participate is not based on. This list needs to be considered before determining the student will participate in the AASCD. If yes, justify the choice of alternate assessment and address why it is appropriate in the box.
- All signatures including District Representative, Parent/Guardian, General Education Teacher, and Intervention Specialist should be included. This documentation should accompany every IEP, and should be discussed amongst the team whenever participation for the Alternate Assessment is being considered.

District Testing:

The district currently administers the MAP (grades K-10) and aimswebPlus (grades K- 8) assessments to students three times per school year.

These assessments are formative assessments designed to guide the instructional programs for our students. The data from these assessments can assist with identifying present levels of academic achievement and provide support for progress monitoring. The test scores should be explained in a manner so that the parent can see the connection between the students' performance compared to grade level expectations as well as how that data supports the needs to goals and services in specific areas. The educational team determines the accommodations that can be provided to students receiving additional support from an IEP .

State Testing:

State testing includes Ohio's State Test for proficiency and graduation.

Eligible English Language Learners are required to take the Ohio English Language Proficiency Assessment (OELPA). Accommodations are not allowable for OELPA, however students may be exempt from portions of the test. The ELL teacher will guide the IEP team on areas of exception.

All 10th graders participate in the PSAT. All 11th graders participate in ACT.

Section 13: Test Exemptions

a. Third Grade Reading Guarantee:

If the child has a significant cognitive disability, the child is not required to take the reading diagnostic assessment and is, therefore, removed from all the provisions of the Third Grade Reading Guarantee (including retention).

If the child does not have a significant cognitive disability, all data needs to be considered and the team needs to decide whether the child will be exempt from the retention provision of the Third Grade Reading Guarantee. See the Third Grade Reading Guarantee Guidance Manual.

b. For Graduation Tests:

The team is required to provide written justification of the IEP team's decision to excuse a student from the testing requirement. Choose a category in the first column, then type in the course title in the second column and add the justification for the exemption in the third column. Teams may consider exemptions after the student has had an opportunity to participate in the test at least one time. The team should consult the high school counselor regarding any alternate pathways to graduation when considering excusals. *Excusal from the consequences of state testing may have a direct impact on a student's ability to earn a high school diploma.*

c. Other Assessment Exemptions:

This section is where you would document exemption from assessments such as domains on the Ohio English Language Proficiency Assessment (OELPA), if applicable.

Section 14. Participants

All participants sign the participant's page to indicate that they were present in the meeting and participated in the development of the IEP.

Participants that were not present but contributed to the development of the IEP will sign section 14 under People Not in Attendance Who Provided Information and Recommendations to the IEP

Parent/Guardian Excusal forms must be completed prior to the IEP if a required team member is not available to attend the IEP meeting.

Section 15. Signatures

Initial Signature - Parent/Guardian/Surrogate's signature indicates that they give consent to initiate special education and related services specified in the IEP or give consent except in special areas. Parent/guardian should check the box which reflects their consent and should sign the initial signature line if this is the first IEP

the students has had (following an initial evaluation). ***Initial IEPs require a signature in order to implement the IEP.***

IEP Annual Review (Not a change of placement) - Parent/Guardian/Surrogate's signature should indicate whether they agree with the implementation of the IEP or if they are signing that they participated but do not agree with the IEP implementation.

IEP Annual Review (Change of placement) - Change of placement includes change in LRE such as more classroom instruction in a resource room; change to alternative program; change to outside district etc. Parent/Guardian/Surrogate's signature indicates whether they give consent for change of placement, do not give consent for change of placement or revoke consent for change of placement.

Procedural Safeguard Notice

The Procedural Safeguards shall be given to parents/guardians annually. Parents should be given a copy of the Procedural Safeguards Notice at the IEP Meeting. The Procedural Safeguards should be offered in a hardcopy, with an additional copy given electronically. Attempts should be made to provide the document in the parent/guardian's primary language.

Transfer of Rights At Age of Majority

By the child's 17th birthday, the child and the child's parents or surrogate parent received a copy of their procedural safeguards notice informing them that the transfer of procedural safeguard rights under IDEA will take place on the child's 18th birthday.

The student and the parent must sign that they acknowledge the transfer of rights.

Copy of the IEP

Indicate where the copy of the IEP has been provided at the IEP meeting. If the copy of the IEP was not provided, note the date (in Section 15 & in the PR-01) when the IEP was sent to the parents. Provide a translated copy of the IEP if applicable.

After the IEP Meeting

1. Have parents indicate whether they agree to share the students information with Ohio Medicaid or not to share the students information and have them sign the Medicaid form. Include a copy of the signed Medicaid form with the complete IEP.
2. Provide a copy of the complete IEP with signatures to parent/guardian.
3. Provide a copy of the Scholarship Notifications. ***See Appendix S***
4. Place a copy of the IEP in the student's cumulative file in the building.
5. In SameGoal, attach the following documents to the IEP:
 - a. Parent Invitation
 - b. Parent Excusal (if applicable)
 - c. Signed Medicaid
 - d. Prior Written Notice

- e. Signatures (if signatures were sent via Adobe Signature or a hard copy was signed)
 - f. Eye Exam form (required for initial IEPs)
6. Send a copy of the completed IEP to your SPED Supervisor. The SPED Supervisor will place a copy of the IEP in the student's CIM file at the Community Building.
 7. Complete the progress report in SameGoal; make a copy; place a copy of the progress report in the cumulative file in the building.

Other Information

- If other related staff members (i.e., SLP, OT, PT) are needed at an IEP/ETR meeting, allow them to present their information first. Prior to leaving the meeting, related staff **MUST** sign as a participant.
- Members of the IEP team work together to make the best educational plan possible for the student. This plan must be based on academic/behavioral data, current instructional/performance levels, and accommodations/modifications to help access the grade level curriculum.
- If you know in advance that there may be items or services requested to meet a student's needs at an IEP meeting, please notify your SPED supervisor. They will let you know what is required to show the "Need". These requests require prior approval.
- Avoid making statements on the IEP that *may not* be followed (e.g., "we will make every reasonable effort to ..., when time permits, or at the student's choosing"). These statements are vague and indecisive.
- Allowing to excuse required team members from attending an IEP meeting is an exception. It is intended to provide additional **flexibility to parents** in scheduling meetings not to be used by the district as a means to usurp the requirements of the law.
- Make sure to address all parent questions.

Note: Progress reports with supporting documentation such as charts and student work samples from the previous IEP are kept in the student's cumulative folder for two years.

Glossary Of Terms

504 Plan - Refers to Section 504 of the Rehabilitation Act of 1973. A 504 plan, which falls under civil-rights law, is an attempt to remove barriers and allow students with disabilities to have access. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, or a keyboard for taking notes. Referrals to consider the appropriateness of a 504 evaluation are done through the building principal and school psychologist.

AASCD - Alternate Assessment - IEP teams utilize a decision flow chart to determine if a child should take the regular state achievement tests, or if they should take Alternate Assessments (for the severest special needs students). Students must meet all qualifications in order to be considered for this as an IEP team decision.

Accommodation - Provide different ways for students with disabilities to take in information or communicate their knowledge back to others. Accommodations are adjustments to make sure students with disabilities have equal access to the curriculum and a way to be successful. These changes do not alter standards or expectations for a subject or test. The student will still be expected to know the same material and answer the same questions as fully as the other students.

ADD - Attention Deficit Disorder - a medical diagnosis that cannot be diagnosed by school personnel. Behavioral data is often collected to be shared with the medical doctor, and a child with this condition may be off-task, but not exhibit hyperactivity.

Annual Goals - Statements on an Individualized Education Program (IEP) that describe what a student can be expected to accomplish in one year in the identified area of need.

Assistive Technology Device - 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 the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device.

Assistive Technology Service - Any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device. The term includes:

- The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
- Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

AYP - Adequate Yearly Progress - AYP is federally mandated, and requires schools receiving Title I to ensure all students make progress including subgroups. Subgroups include special education students, economically disadvantaged, and minority groups. Sanctions for not meeting AYP increase each year, and if a school misses its AYP target for a fourth consecutive year, the school is labeled as requiring "corrective action," which might involve actions like the wholesale replacement of staff, introduction of a new curriculum, or extending the amount of time students spend in class. The fifth year of failure results in planning to restructure the entire school; the plan is implemented if the school fails to hit its AYP targets for the sixth year in a row. Options include closing the school, turning the school into a charter school, hiring a private company to run the school, or asking the state office of education to directly run the school. The Ohio Improvement Process (OIP) has been adopted in Ohio to provide an alternative way to address AYP, but AYP targets must still be met.

Behavior Plan - A plan to address the behavior of a child that is not appropriate in school. This plan is developed by the IEP team with specific strategies, positive behavioral supports, and assigned responsibilities, roles and timelines.

Benchmark - A specific statement of what a child should know and be able to do in a specified segment of the year. Benchmarks describe how far the child is expected to progress toward the annual goal and by when. Benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of the child's progress toward achieving the annual goals. There should be a minimum of three data points for objectives.

BLT - Building Level Team - Consists building representatives, identifies building needs, develops research-based actions steps that are aligned to the district goals and strategies.

Continuum of Educational Placements - The availability of different types of educational environments, including, but not limited to:

- (1) Regular classes;
- (2) Supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement);
- (3) Special classes
- (4) Special schools;

- (5) Home instruction;
- (6) Hospitals; and
- (7) Institutions. (from rescinded rules based on new standard 3301-51-09(C))

ID - Intellectual Disability - (Mental retardation) means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance. The child has a "Significantly subaverage general intellectual functioning" (refers to an intelligence quotient of 70 or below) and "Deficits in adaptive behavior" (means deficits in two or more applicable skill areas occurring within the context of the child's environments and typical of the child's chronological age peers).

Co-teaching - Co-Teaching is an instructional delivery system in which two certified teachers share instructional responsibilities (planning, teaching, and evaluation) for a single group of students for a specific content. Co-teaching exists as a means for providing specialized instruction to students with disabilities while ensuring access to the general curriculum in the least restrictive environment.

Collaboration - Co-Teaching requires collaboration. Collaboration describes the interpersonal approach that is occurring when two people work together as *equal* partners with common goals. By problem solving together, sharing knowledge, learning and building consensus teams obtain greater resources and better results than if they were facing the same goals or challenges separately.

Day - A calendar day, unless otherwise indicated as business day or school day.

Business Day: - Monday through Friday, except for federal and state holidays (unless holidays are specifically included in the designation of business day).

School Day: - Any day, including a partial day that children are in attendance at school for instructional purposes. School day has the same meaning for all children in school, including children with and without disabilities.

Differentiated Instruction - Differentiated instruction is when a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. (Tomlinson, 2003, p. 151) Thus differentiated instruction is "responsive" teaching rather than "one-size-fits-all" teaching.

DLT - District Leadership Team - Consists district representatives throughout the district including parents, teachers, administrators, and non-certified personnel. The DLT identifies district needs based on district data and creates goals and strategies for the district.

Dyslexia (Sub Category of SLD) - a medical diagnosis that *cannot* be diagnosed by school personnel. IDEA eligibility criteria (e.g. Specific Learning Disability) must be utilized by school personnel to determine if a child is eligible for special education services, even if a child is diagnosed by a medical professional as Dyslexic. Generally, the Dyslexia term reveals

that a student has a processing problem related to reading. Dyscalculia is a processing problem related to numbers, and Dysgraphia is a processing problem related to written language.

EMIS - Education Management Information System - A statewide data collection system for Ohio's primary and secondary education, including demographic information, attendance, course information, discipline, financial data and test results.

ESL - English as a Second Language - students who come from a home where the primary language spoken is not English. Terms also used are **ELL - English Limited Learners** and **LEP - Limited English Proficient**.

ESL Education - teaching students to understand and use English, navigating an English curriculum (offered in LCS).

ETR - Evaluation Team Report - Procedures used in accordance with rule 3301-51-06 of the Administrative Code for evaluations to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. The evaluation will include the following data: information from parents, observations, data about progress in the regular curriculum, data from previous interventions, and any relevant data beyond the past 12 months. Assessment areas in the evaluation may include general intelligence, academic skills, communication skills, vision, hearing, social/emotional status, general health, fine and gross motor skills, vocational / transition skills and needs, background history, behavior and adaptive behavior, and other needs such as Braille, audiological services, or assistive technology. The team will decide in which areas the available data is sufficient, and which areas required further testing or evaluation. The ETR will state if the child is a child with a disability, the present academic and developmental levels of the child, and whether the child needs special education services.

Free Appropriate Public Education (FAPE) - Free appropriate public education or FAPE means special education and related services that:

- Are provided at public expense, under public supervision and direction, and without charge;
- Meet the standards of the State Education Association, including the requirements of this part;
- Include an appropriate preschool, elementary school or secondary school education in the state involved; and
- Are provided in conformity with an individualized education program (IEP) that meets the requirements of §§300.320 through 300.324.

Flexible grouping - Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner. Grouping is an instructional strategy that should be used flexibly to ensure that all students achieve the standards. Instructional objectives should always be based on the standards and should dictate grouping strategies. Teachers who use flexible grouping strategies often employ several organizational patterns for instruction. Students are grouped and regrouped according to specific goals, activities, and individual needs. When making grouping decisions, the dynamics and advantages inherent in each type of group must be considered. Both teacher-led and student-led groups can contribute to learning. Here are some examples:

- Instruction is provided in flexible groupings to maximize student performance. Whole-group instruction or heterogeneous grouping may be used when the objectives are appropriate for the range of learners in the classroom. Homogeneous grouping may be used to customize specific instruction for assessed student needs.
 -
- Group size and composition are adjusted to accommodate and reflect student progress and instructional objectives (flexible and dynamic grouping).
- Grouping of students can be a mixture of special needs and general education students.
- Tutoring (peer or adult or both) is used judiciously to supplement (not supplant) explicit teacher- delivered instruction. It aligns with classroom objectives and instruction.
- Cross-class or cross-grade grouping is used when appropriate to maximize opportunities to tailor instruction to students' performance levels. Such grouping is appropriate when it facilitates teaching students within a similar age span and achievement range. As a general rule, differences should be within one year in kindergarten through grade three, two years in grades four through eight, and three years in grades nine through twelve.
- Centers and independent activities are used judiciously and are aligned with instructional goals and objectives focused on achieving grade-level standards.

General Curriculum - The same curriculum that is used with children without disabilities.

General Education - A learning environment that provides a community of students with the opportunity to acquire skills and knowledge necessary to meet state and local performance objectives.

IDEIA - Individuals with Disabilities Improvement Education Act - The Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004 at U.S.C. 1400, Public Law 108-446 of the 108th Congress, December 3, 2004 (IDEA).

IEP - Individualized Education Program - A plan that is created by school personnel and the parent/guardian to provide special education services to a child. The plan must be reviewed at least once per year.

Inclusion - refers to a broad belief system or philosophy embracing the notion that all students should be welcomed members of a learning community that all students are part of their classrooms even if their abilities differ. Placement of exceptional students is to be in the least restrictive environment as possible, which means, regular classroom setting when appropriate. Although inclusion isn't mentioned in the law, it is a preferred practice and IDEIA's preference for the placement of exceptional students.

Least Restrictive Environment (LRE) - To the maximum extent appropriate, children with disabilities including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled, and removal of children with disabilities from the regular educational 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.

Intervention - A general education intervention is an attempt by a child's classroom teacher, with input from others, to resolve a problem the child is having before a referral is made for a full and individual evaluation. Interventions require direct instruction and data is collected to determine if the intervention is effective. The premise behind the practice is that many concerns can be resolved by the classroom teacher resulting in the child remaining in general education classes.

Intervention Specialist - a teacher with expertise in providing services to students identified with emotional, behavioral, cognitive, and learning disabilities. Such a person may either be a collaborative teacher in a general education classroom or a primary teacher of a special education class. The services offered by the intervention specialist are either direct or consultative in nature. Often students who are disabled or need special attention are referred to the intervention specialist. Though an intervention specialist is a specialist in their field of expertise, they are expected to have inherent qualities like patience, perseverance and zeal to resolve any kind of problem the students face in the school environment, which can be overcome by their guidance. In Ohio the intervention specialist is a specialized teaching licensure which requires specialized training.

Modification - Any change that is made in a child's school, work, or environment to meet his or her educational needs. Changes in what is taught or expected from the student are considered a modification. That modification or change means the student will not be doing the same level of work as the other students and will not be expected to master the same academic content as the other students.

Multiple Disabilities - Concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that Revised August 2018 they cannot be accommodated in special education programs solely for one of the impairments. "Multiple disabilities" do not include deaf-blindness.

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: [What is MTSS?](#)

NCLB - No Child Left Behind - The Elementary and Secondary Act (ESEA) was enacted in 1965, including Title I-VI, with two later amendments. Title I is the most well known part of the act, as it provides funding to support low income students. In 2001, ESEA was reauthorized and became known as NCLB. Accountability was greatly increased as schools receiving Title I funding must reveal that all students are making Adequate Yearly Progress (AYP).

Objective - A smaller, more manageable learning task that a child must master as a step toward achieving an annual goal. Objectives break the skills described in the annual goal into discrete components that, when mastered, allow the child to successfully obtain the goal.

Present Levels of Performance - Statements developed from relevant information about a child that provides a "picture" of the child including strengths and needs. This information includes progress on the current IEP, the evaluation team report, input from parents and child, interventions, assessments, observations and special factors.

Progress Report - Reports produced quarterly and given to parents on each special education student's goals and/or objectives. Each teacher or Related Service provider is responsible for reporting on their goals and/or objectives in which they are responsible for delivering services.

OAA - Ohio Achievement Assessment - Formerly known as the OAT. State required testing in alignment with NCLB.

OIP - Ohio Improvement Process - Is a process in which data is used to target improvement efforts by identifying the district's/school's greatest needs and aligning work around a limited number of focused goals. This process includes 4 stages: develop a focused plan, implement and monitor the plan, evaluate the plan, and revise the plan.

OELPA - Ohio English Language Proficiency Assessment - Students who are not English proficient must take the OELPA K-12 until they become English proficient. If they are in the US Schools for at least 180 days they must also take the OST, though they may take the OST with modifications (Administered by the ESL Teacher).

PLC - Professional Learning Communities - Meetings that allow for powerful collaboration among colleagues, focusing on best practices and high yield strategies. Dufour, a leading PLC expert, indicates that the focus is on student learning rather than teaching (i.e. it matters not if something is taught if the students do not learn the concept). A PLC is seen as an effective staff development team approach and a powerful strategy for school change and improvement. The idea of community is crucial to the success of PLCs, as professionals are empowered to share and refine best practices.

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. Includes speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in

children; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

RTI - Response to Intervention -

- Begins when sufficient data have been gathered and analyzed under conditions of targeted and intensive individualized intervention conditions, when there is evidence of an inadequate response to intervention on the part of the child, and the group determines that the child's needs are unlikely to be met without certain specialized instruction in addition to the regular classroom instruction;
- Employs interventions that are scientifically based and provided at appropriate levels of intensity, frequency, duration, and integrity, relative to the child's identified needs;
- Is based on results of scientifically based, technically adequate assessment procedures that assess ongoing progress while the child is receiving scientifically based instruction, and that have been reported to the child's parents;
- Includes the analysis of data defined in the Evaluation Section of Ohio's Standards to determine whether a discrepancy is present between actual and expected performance, in both the child's rate of progress in developing skills, and in the child's level of performance on measures assessing one or more of the academic areas.
- May not be used to delay unnecessarily a child's being evaluated to determine eligibility for special education services.

SLD - Specific Learning Disability - (a) 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 the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. This includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. (b) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

TOR - Teacher of Record - The intervention specialist responsible for managing a special education student's IEP.

Surrogate Parent - A surrogate parent represents a student with disabilities in all matters relating to the identification, evaluation, educational placement and provision of a free appropriate public education (FAPE) to the child. The superintendent of a student's district of residence or a court appoints surrogate parents in accordance with the Individuals with Disabilities Education Improvement Act and the Operating Standards for Students with Disabilities.

Transition services - are determined in **IDEA and the Rehabilitation Act** as a coordinated set of activities for a child with a disability that is designed to be within a result-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing adult education, adult services, independent living, or community participation.

Resources:

Q & A on Discipline Procedures:

https://www.google.com/url?client=internal-uds-cse&cx=004090422369657135499:hp0hfptjhpg&q=https://education.ohio.gov/getattachment/Topics/Special-Education/Office-of-Special-Education-Programs-Documentation/1-questions-and-answers-on-discipline-procedures.pdf.aspx&sa=U&ved=2ahUKEwj_n8q8i_HiAhVOhuAKHdzABk0QFjACegQIDhAB&usg=AOvVaw0yiB_2mCs_fE30vSsfmAQ!

Resources

1. <http://education.ohio.gov/Topics/Special-Education> - Special education information and resources.
2. www.interventioncentral.com - resources, information.
3. <https://www.pbisrewards.com/blog/what-is-mtss/> - What is MTSS?

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