

7/22/25



**Jefferson Township Special Education Handbook
2025/2026**

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Child Find

Jefferson Township Local Schools have a duty to locate, evaluate and identify students with disabilities. The beginning of the Child Find process starts with a staff member, agency or parent suspecting a child may have a disability.

Referral Process

A referral for special education services may be made by a parent of a child, staff member or a public agency by initiating a request for an initial evaluation to determine if the child is a child with a disability.

- Parents can submit a referral letter any time in writing. If a staff member receives a parent referral they should forward the letter **immediately** to the Special Education Supervisor. The request for an evaluation may be received in writing or verbally.
- Staff can submit a Referral for Evaluation (PR-04) to the school psychologist and the Special Education Supervisor. Referral for evaluation must be filled out entirely and include a record of interventions.

The district has 30 days to respond to the referral and determine if the district agrees with suspecting a disability. A PR-01 will accompany this decision and describe next steps.

Special Education Evaluations (ETR)

Planning for comprehensive evaluations

The school psychologist ensures prior written notice is provided to the parents of a child with a disability that describes any evaluation procedures the school district proposes to conduct and the disability that is being suspected.

All ETRs should start with a comprehensive planning meeting using the evaluation planning form. Each member of the evaluation team should participate in the planning process **including the parent**. The school will follow the reasonable attempts procedure to ensure parent involvement. Participants should sign the planning form. In most cases the school psych will lead the meeting and ensure the evaluation is in compliance with the Evaluation Procedures in Special education Model Policies and Procedures:

- If existing data is already present and will be used in the evaluation, specify the information already exists and identify who will report the existing data in the planning form.
- If new data is needed, the school psychologist will indicate a new assessment is required and identify who will be responsible for the assessment and record it in the planning form.

- The school psychologist is responsible to specify who is responsible for each evaluation procedure. The person responsible is the person who will write the Part 1 report.
- Any assessment, whether the data exists prior to the report or whether it is a new assessment, data must be included in Part 1 of the ETR and summarized in Section 2.

Parent Consent

Prior to any evaluation procedure, informed parental consent must be granted in writing using the PR-05 form. It is the responsibility of the school psychologist to obtain written consent after the parent has participated in the planning process.

Written parental consent is required before an initial evaluation procedure can begin. If the evaluation is a reevaluation, the team can proceed without consent as long as the conditions outlined below (Reasonable Attempts) are met.

Reasonable Attempts

If the evaluation is a reevaluation, multiple attempts in multiple ways must be documented prior to conducting any assessment. Reasonable attempts should follow the district's [Reasonable Attempts](#) guidance. After the Special Education Supervisor is notified a PR-01 will be issued to the parents with a copy of the OP-09.

Document interventions and support

Jefferson Township Local School District uses an IAT Process to ensure that evidence based interventions are provided to students that are performing below grade level. To refer a student for evaluation, the PR-04 Form needs to be completed. In addition to the referral form, district staff needs to provide the following:

1. A description of the research-based interventions used;
2. How long the intervention was provided (how many weeks);
3. The intensity of the intervention-how often, and for how many minutes;
4. A description of the results compared to the baseline data;
5. The decision as a result of the interventions (s).

If interventions have not been implemented prior to the initial evaluation process they must be implemented during the evaluation period. The data from interventions is an important part of any comprehensive evaluation.

Description of assessments, educational needs and implications for progress monitoring.

Part 1- Evaluation Team Report - All members who are listed on the planning form are responsible to conduct their portion of the evaluation, part 1. The school psychologist is responsible for communicating with the team to ensure that each

assessor includes data related to their assigned area on the planning form and completes their part in a timely manner. Each staff member is responsible to complete an informative Part 1 that includes data. Part 1 templates have been developed to guide both general education teachers and intervention specialists to provide comprehensive data in their Part 1s.

Part 1 Templates

- [General Education Classroom Based Assessments](#)
- [Intervention Specialist Classroom Based Assessments and Progress in the General Curriculum](#)

Part 2- Evaluation Team Report, Team Summary- All part 1 sections of the ETR are summarized in language understandable to the parent. The district will use headers that align to all areas on the planning form to ensure that all areas are included. The part 2 summary will contain specific needs from Part 1s that will lead to actionable IEPs. The school psychologist will summarize the information from each of the completed Part 1 forms.

Description of Educational Needs- The description of educational need must contain specific information about the child that allows the IEP team to develop effective and actionable goals. Educational needs include specific skills that include academic, behavioral, and functional needs. The school psychologist will take all Part 1 needs and identify a comprehensive needs statement in part 2.

Implications for Instruction and Progress Monitoring- The ETR must clearly describe the implications for specially designed instruction and, if applicable related services. The school psychologist will write the implications for instruction and progress monitoring.

Eligibility Statement

The ETR team will determine eligibility and provide a statement of justification. The statement will describe how the student meets or does not meet the eligibility. The statement must include how the disability affects the child's progress in the general education curriculum. If the planning form has 2 or more suspected disabilities listed, the Eligibility Determination Statement must indicate how the student meets the selected disability category and how the student does not meet the eligible disability category.

<p>_____meets the eligibility criteria as a student with _____. Based on performance and assessment data over time as well as standardized academic assessment data, _____ shows deficits in _____.</p> <p>These deficits impact her ability to access the general education curriculum. The team agreed that without access to specialized instruction and accommodations, _____would struggle to _____.</p>

Jefferson Township makes every effort to ensure parents participate in their child's

Evaluation Team meeting. If parents are unable to attend in-person the district provides alternative means of meeting participation such as a phone conference and/or a virtual meeting.

Initial Evaluations need to be completed within 60 calendar days of the date the district receives written parent consent.

If the ETR is not able to be completed in the 60 day time due to parent refusal, the district will document the attempts in the PR-09 and use an appropriate EMIS code. Other timeline exceptions include:

- 05- Parent Choice
- 06- Parent Refused Consent
- 07- Child's Health
- 08- Student's Incarceration
- 09- Incorrect data reported in a prior EMIS collection

Adoption Process

When a new student with disabilities enrolls in the district the [ETR/IEP Adoption Process](#) will be followed. The IEP team will specifically use the [In-State](#) and [Out-of-State](#) process to complete the adoption.

Required ETR Team members

All members of the ETR team are expected to be in attendance for the entire length of the evaluation meeting. For additional information regarding required team members reference CF-7 in the Record Review Guide.

- Parent
- District Representative
- Person Qualified to interpret the results of all/any assessments used
- General Education Teacher
- School Psychologist or Speech-Language Pathologist
- When appropriate, the child.

Observations

All initials and reevaluations, for any and all suspect disabilities, must include an observation on the evaluation planning form. The observation should take place in the environment where the student is having difficulties to help determine if there is an adverse impact. Include the date, time and location of the observation. See [Observation Memo](#).

Evaluation Team Report Checklist

The School Psychologist/Speech Therapist is responsible for finalizing the ETR using the [ETR Checklist](#). Print and assemble the finalized ETR per the checklist and upload to Samegoal prior to sending the hardcopy to the Special Education Supervisor within 48 hours of the meeting.

ETR Resources:

[IDEA Monitoring Process Guide- 2024 Record Review Guide](#)

[ETR Roadmap](#)

[Comprehensive ETR PPT](#)

[Adding/Deleting a Related Service](#)

[Observation Memo](#)

[Universal Support Materials](#)

Individualized Educational Plan (IEP)

IEP Transition Plans for Students 14 and older

Transition (Section 5) must be completed when the student turns 14 anytime during the IEP cycle. The IEP team may decide to include the child at a younger age, if determined appropriate. Once a transition plan is required, the student becomes a mandatory member of the IEP and **MUST** be invited to IEP meetings.

The student's Intervention Specialist is responsible for transition planning. Transition planning will include student's preferences, strengths, needs and interests obtained through Age Appropriate Transition Assessment (AATA). The intervention specialist will use the [Pins Guidance](#) to ensure comprehensive AATA is gathered each year.

- Preferences are the student's choices about environment, time or space in a chosen career or skill.
- Interests are things the student enjoys or may be interested in as a possible career.
- Needs are services or skills required for reaching post secondary goals
- Strengths are the student's abilities and other positive traits

Jefferson Township requires AATA to be administered annually for students with transition as a required part of their IEP. The student's Intervention Specialist will use the Indicator 13 checklist to develop, serve and monitor post-secondary goals.

- [District Age Appropriate Transition Assessments \(AATA\)](#)
- [NTACT Indicator 13 Checklist \(Enhanced for Professional Development\)](#)

Parents and community partners are valuable members of the transition team and should contribute to the transition plan as appropriate. Jefferson Township offers a variety of transition services based on the needs identified through the administrations of Age Appropriate Transition Assessments. The Intervention Specialist is responsible for coordinating transition services, if additional services need to be contracted the IS will notify the Special Education Supervisor to ensure all services are provided.

Section 5 of the IEP, Transition Plan, should align with the student's success plan and graduation plan.

Graduation and Dropout

Jefferson Township is dedicated to graduating all students with a diploma. Students with disabilities are able to obtain the credits necessary by meeting the same requirements as students without disabilities. All students in Jefferson Township are tracked by an Early Warning System (EWS), Abre (district's data platform), to ensure they are on track for graduation. If a student is flagged by the district's EWS the student will have a district success plan to track dropout intervention strategies. In addition to the success plan, the

Intervention Specialist will schedule a meeting to review the student's services and support and determine if additional services are needed in the following areas:

- Attendance support/intervention
- Behavioral interventions
- Opportunities to address credit deficiency.

The district offers alternate competencies for students to meet graduation requirements. The IEP team will review the graduation requirements and the student's progress during every annual IEP review. It will be an IEP team decision to determine the appropriateness of graduation exemptions. The IEP team will use the [Graduation Decision tool](#) to help determine the best possible pathway for graduation. If a student withdraws from the district the district will document the reason for the withdrawal, the date, and verify the last address. The Special Education Supervisor or Intervention Specialist will follow up with the student and family and recommend alternatives to the students.

Measurable Annual Goals

Measurable annual goals need to be included in every IEP and derived from educational needs (academic and functional) identified in the most current ETR. The goals need to be updated every year based upon current data. A measurable annual goal must contain the following:

- Clearly defined behavior: the specific action the child will be expected to perform.
- The condition: situation, setting or given material under which the behavior is to be performed.
- Performance criteria: the level the child must demonstrate for mastery and the number of times the child must demonstrate the skill or behavior.

Present Levels of Performance

A present level of performance (PLOP) needs to be reported for each goal written in the IEP. The PLOP needs to be updated every review period. Each PLOP needs to contain the following:

- Summary of current daily academic/behavior and/or functional performance compared to expected **grade-level** standards. Jefferson Township requires the PLOP to cite Ohio Learning Standards, Ohio's Extended Learning Standards Ohio's Social Emotional Learning Standards.
- Current baseline data provided in alignment with the skill and measurement of the goal. The baseline should contain the same defined behavior and condition as the goal.

Example Goal: When given five 3-digit addition problems that require regrouping, Student will solve the problems with 80% accuracy in 3/4 trials.

Example Baseline: Currently when given five 3-digit addition problems that require regrouping, Student solved the problems with 50% accuracy in 3/4 trials.

Specially Designed Services

SDI means adapting, as appropriate to the needs of an eligible child, the content, methodology, and delivery of instruction.

1. Each goal must be addressed separately in the Specially Designed Instruction.
2. Specially Designed Instruction must describe the nature of the instruction that aligns with the needs of the child and supports achievement of annual goals. The content area should be included as well as a description of the group size (e.g. one on one or small group)
3. The IEP specifically must specify the location of services, and align with the district's continuum of services.
4. If there is more than one location for a goal, each location must have their own separate line.
5. Service time should be written in daily or weekly increments. There may be some circumstances that a monthly service schedule is appropriate but this must be clarified by the identification of time and frequency in parentheses following the work monthly (e.g. 30 min for three weeks per month)
6. The provider identified to deliver the SDI must be an Intervention Specialist or Related Service Provider.

Continuum of Services (LRE)

LRE decisions are made by IEP teams and are based on individual student needs. Teams should consider supports and services in the general education classroom first. If it is determined that a service needs to be provided in a pull out area to support the SDI delivery, provide accommodations or modifications, the IEP team should develop a justification statement that clearly identifies the individual needs of the child and why they need a more restrictive environment to deliver the service. The district has a continuum of services with the EMIS codes assigned based on the percentage of time a student would be out of the general education classroom. Be sure the Section 7 SDI location aligns with Section 11 LRE.

- [Continuum of Services document](#)

Accommodations

Accommodations are provided to students to break down the barriers related to the area of need. It is best practice to explain the extent and condition of the accommodations to clearly communicate how and when they will be delivered. This will help the parent know what to expect and inform the teacher when and how to use the accommodations.

Modifications

Modifications reduce the amount and complexity of content for a student. The IEP team should consider the effects of the modifications on the student. Will the student be prepared to take district and state assessment? Will the modifications impact graduation?

Is there an accommodation that would better help the student access and participate in the general curriculum?

Extended School Year

At each IEP meeting, the IEP team must determine whether the child is eligible for extended school year services. In considering whether a child is eligible for ESY services, the IEP team should use the [ESY Service Question and Template](#). Data used to determine ESY services must be documented and attached to the IEP or documented in the profile. If the IEP team determines ESY is needed the special education supervisor must be notified. All ESY services should be determined by April 15 each year to give the district time to contract with staff and develop a schedule. After ESY services have concluded the progress must be documented in the student's current progress report.

IEP Team Participants

All IEP meetings must consist of the following:

- Parent
- General education teacher of the child
- Special education teacher of the child
- District Representative
- Person qualified to interpret instructional implications

A member of the team may be excused from attending. Parent permission must be **granted in writing prior** to the meeting.

Team Member Responsibilities

1. The Intervention Specialist will coordinate, with the parent, the date of the IEP meeting. For RIEP the Intervention Specialist will plan the meeting at least four weeks before the due date of the IEP with assistance from the coordinator.
2. The Intervention Specialist will schedule the IEP team meeting on Google calendar.
3. The Intervention Specialist will invite related service providers and at least one general education teacher. There may be times when counselors, probation officers, out of district representatives, and/or children services staff may be invited. If an outside agency is invited, parent permission must be obtained first before they are invited and/or attend.
4. District of residence must always be invited to any IEP/ ETR team meeting. Include documentation of attempts and PR-01.

IEP Amendments

Revisions to the IEP should be made based on data indicating changes in the student needs.

Scheduling an IEP team meeting should be considered when:

- The progress reports indicate the student is not on track to meet the annual goal after 2 quarters
- Attendance is interfering with progress on the IEP
- Behavior is interfering with progress on the IEP
- The student has met a goal and it is not time for an annual review
- The student is not making progress in the general curriculum
- A new ETR has been conducted
- Parents presents the district with new data from an outside agency

Remember amendments can be made to IEPs in a variety of ways.

- SDI time and frequency
- Addition of supports and services
- Revision of goals
- Development of new goals
- LRE

Reasonable Attempts

Reasonable attempts should follow the district's [Reasonable Attempts](#) guidance.

General Education Teacher IEP Access

Steps to Ensure Compliance

1. Intervention Specialists will obtain a copy of each SWD class schedule.
2. At the beginning of each school and as staff are hired, the special education supervisor will create a Samegoal account for teachers to access IEPs. Also, the supervisor will monitor the need to remove teachers who are no longer employed by the district.
3. Intervention Specialists will provide all teachers including elective and special area teachers as well as related service providers a copy of their assigned students' IEPs.
4. The Intervention Specialist will share the IEP in Samegoal with teachers and related service providers who are educating the student.
5. The Intervention Specialist will schedule a time to meet with the staff member to review the contents of the IEP and the responsibilities of the staff member related to the IEP. During this meeting, the Intervention Specialist will confirm that the staff member can access the IEP via Samegoal.
6. The regular education teacher and service providers will sign the [Teacher Access Document](#). The signed form will be attached to the corresponding IEP in Same Goal. Be sure all staff responsible for implementation sign a form.
7. At annual review meetings, the Intervention Specialist will share new IEPs with staff.
8. Written directions on how to access IEPs in Same Goal will be provided to the staff before the beginning of every school year and also as an onboarding process for any new staff hired during the year.

9. Once the IEP is no longer needed the staff member will shred the document or return it to the intervention specialist

SDI Tracking

All students that have an IEP will have a district created [SDI log](#) for all goals on their current IEP. The Intervention Specialist or Related Service provider that is assigned as case manager will be responsible for creating, managing, and sharing the district designed SDI log. All service providers and the special education supervisor will have access to log.

Case managers will update the log on a weekly basis. The log will be used to generate student progress reports. If a lack of progress is observed, the case manager will schedule an IEP meeting to review the student's supports and services. The IEP team will determine if the student's current supports/services and /or location need to be changed to address the lack of progress. When a new or amended IEP is developed, the case manager will print/download the SDI log and attach it to the expiring or amended IEP in Samegoal.

Progress Reports

Progress reports are required to be sent every 9 weeks. All progress reports must contain the following information:

- Quantitative data related to the mastery of the goal. The data must include the level of mastery for each trial during the progress period.
- Data sources (must align to the data collection method indicated on the IEP)
- Progress of objectives
- Ontrack status
- Goal status
- Also indicate the effective dates of the IEP associated with the progress report.

To support the development of compliant IEPs use the record review guide from IDEA monitoring.

Intervention Specialist Checklist

The Intervention Specialist is responsible for finalizing the IEP using the [IEP Checklist](#). The finalized documents should be assembled per the checklist and uploaded to Samegoal prior to sending the hardcopy to the Special Education Supervisor within 48 hours of the meeting

IEP Resources

[IDEA Monitoring Process Guide- 2024 Record Review Guide](#)
[Transition Roadmap](#)
[Graduation Decision tool](#)

PR-01 Requirements

PR-01 will be sent home in accordance with [Ohio's Required Notification Chart](#). It is the responsibility of the intervention specialist to complete the PR-01 and include it in the finalized IEP. PR-01s should include the following;

- Parents' concerns and how they were addressed.
- Parent agreement.
- Any oral or written information provided by the parents, and the district's consideration of that information.
- All areas should be completed, do not leave blanks
- Do not use (N/A) for any on the questions

IEPs can not be implemented until the parent receives the PR-01 after an IEP meeting. There may be circumstances that necessitate the implementation dates of an IEP are affected by the date the PR-01 is received by the parent. The school psychologist is responsible for all PR-01s associated with the ETR process.

Qualification of District Representative

- Is qualified to provide or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities.
- Is knowledgeable about the general education curriculum.
- Is knowledgeable about the availability of resources of the school district.

The district representative is required at IEP meetings, ETR meetings, and Manifestation Determination meetings. In the event that an ETR or IEP team cannot come to a consensus, it is the responsibility of the district representative to make a final determination on behalf of the team.

By signing as a district representative, you are attesting that:

- You have attended and participated in the entire meeting, and agree with the contents of the document.
- The document is accurate and legally compliant, as defined by state and federal regulations.
- You have authorization to allocate district resources.

A [district representative checklist](#) has been developed to support engagement and compliance awareness of the district representative.

Change in Placements

Parent Consent for a Change in Placement

Operating Standards

Legal reference (ODEW resources) :

3301-51-05

C (5) Parental consent for a change of placement

a. A “change of placement” means a change from one option on the continuum of alternative placements to another.

b. Informed parental consent must be obtained before making a change of placement of a child with a disability.

F. (3) Parent involvement in placement decisions

a. Each educational agency must ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent’s child.

b. In implementing the requirements of paragraph (F)(3)(a) of this rule, the educational agency must use procedures consistent with the procedures described in the parent participation requirements of rule 3301-05-07 of the Administrative Code.

c. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the educational agency must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

d. A placement decision may be made by a group without the involvement of a parent, if the educational agency is unable to obtain the parent’s participation in the decision. In this case, the educational agency must have a record of its attempt to ensure their involvement.

3301-51-09

D. Placements

In determining the education placement of a child with a disability, including a preschool child with a disability, each educational agency must ensure that:

1. The placement decision:

a. Is made by a group of persons, including the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement option; and

b. Is made in conformity with the least restrictive environment provisions in paragraphs (B) to (E) of this rule.

2. The child’s placement:

a. Is determined at least annually;

b. Is based on the child’s individualized education program (IEP); and

c. Is as close as possible to the child’s home;

Continuum of Alternative Placements

Jefferson Township ensures that a continuum of alternative placement is available to meet the needs of children with disabilities. (See [Continuum of Services Document](#)). In determining the educational placement of a child with a disability, including a preschool child with a disability, Jefferson Township ensures that the placement decision is:

- Made by a group of qualified professionals, including the parents and other persons knowledgeable about the child.
- Based on the interpretations of the evaluation data, and the placement options.
- Made in conformity with the least restrictive environment provisions.

Change of placement situations

- A change in the educational placement or educational program.
- This does not have to mean a change in location, instead it means a change in the child's educational program. **This requires parent consent and issuing a PR-01 with the proposed change and following the IEP team decision**
- If a student's placement along the continuum of services changes to either a more restrictive or a least restrictive placement the parent must sign consent on the IEP. Reference the district's [Continuum of Services](#) document.
- A change in placement also means a change from an "in person" program to a virtual program.

When parent consent is required

- Initial evaluation
- Initial provision of special education services (before initial IEP can be implemented)
- Reevaluations, if parent consent is not obtained after reasonable efforts to obtain the consent and the parent fails to respond the district may proceed with the reevaluation.
- Change of placement
- Excusal of an IEP team member from attending an IEP meeting in which the member's area of the curriculum, or related services is being discussed
- Functional behavior assessment

Consent must be in writing. Electronic signatures are acceptable.

District Procedure

A change in placement is a team decision, which includes the parent. The IEP team must meet formally to review the current supports and services being provided to the student.

The team should consider the following:

- Are the supports and services identified in the IEP being implemented fully?
 - Is there data to support the student being unsuccessful?
 - Are there additional supports that would allow the student to access the curriculum?
- Areas to consider include:

- Accommodations
 - Assistive Technology
 - Modifications
 - Change in time and frequency of SDI
- Is there documentation that the district has attempted to implement interventions in the student's current placement before proposing a change in placement?
 - Documentation to collect before proposing a change in placement.
 - The IEP team has already met and reviewed the IEP. As a result of the review the team amended existing supports to the student's IEP services.
 - The IEP team has collected and reviewed data over a period of time to determine that a cycle of intervention has been implemented and is not effective.
 - For students with behavior concerns, the district has completed an FBA and BIP and implemented it. The team has met regularly to adjust the plan as needed.
 - The IEP team has considered additional support and services to address the student's needs that are interfering with progress.

Discipline for Students with Disabilities

Discipline Procedures for Students with Disabilities

NOTE: Disciplining Students with Disabilities is a very complex area of IDEA. This checklist is intended to provide general guidance. For specific questions refer to the Operating Standards for SWD, the ODEW Discipline Flow Chart and the US Department of Education Q&A.

1. Always check district data to know if the student is a student with a disability when issuing disciplinary removals. Apply the IDEA rules for discipline for students on an IEP, students in the process of an evaluation, students on 504s, as well as when the district has been provided information a disability is suspected. If there is a question be sure to consult the special education supervisor and /or superintendent.
2. Establish how many days of out of school disciplinary removals have previously taken place for this student in the current school year.
3. If the most recent disciplinary removal will result in the student exceeding 10 consecutive or 10 accumulated school days the district must conduct a manifestation review and determination meeting within 10 school days of the decision to remove the student.
4. Removals from school include out of school suspensions, emergency removals, and in school suspensions. In-school suspensions do not count as a removal as long as all three of these factors are present:
 - The student is afforded the opportunity to continue to appropriately participate in the general curriculum;
 - The student continues to receive the services that are in his or her IEP;
 - The student continues to participate with non-disabled students to the extent he or she would have in his or her current placement. (See 12-4-2019 Memo)
5. Manifestation determination meeting participants should mirror an IEP team. Having the team at the meeting allows for other IEP team decisions to be made without reconvening another meeting.
6. Because any removals for over 10 days constitute a change in placement for a student all the procedural safeguards must be followed.
Parents receive the Parent Right's Guide at the time of issuing the discipline.
Manifestation Review form is completed
Manifestation Determination form is completed and signed.
Invitations are issued to the participants
PR-01s are written before and after the manifestation determination meeting.
7. The outcome of the manifestation determination meeting will result in additional required steps.

Possible Outcomes:

A. The conduct in question is determined to be a manifestation of the child's disability.

District responsibilities:

IEP team must conduct a FBA and implement a BIP

If a BIP has already been developed the BIP is reviewed and modified as necessary.

The IEP team must return the child to the placement from which the child was removed.

If the behavior in question was a direct result of the district's failure to implement the IEP the district must remedy the deficiencies.

Special Circumstances:

If the conduct that the child is being disciplined for involves weapons, illegal drugs, controlled substance or serious bodily injury, school personnel may remove the child to an interim alternative setting (IAES) for up to 45 school days, regardless of the manifestation outcome. The IEP team must determine the IAES.

B. The conduct was not a manifestation of the child's disability.

District responsibilities:

The district must provide educational services to enable the student to participate in the general curriculum and to progress toward meeting the goals on the IEP.

The IEP team will meet to make these determinations. The district will issue a PR-01 and document the services and how to participate in the general curriculum.

The student must also receive FBA and behavior intervention services as appropriate.

8. If the IEP team can not reach a consensus as to whether the child's behavior was or was not a manifestation of the child's disability the district representative at the meeting must make the decision and document in the PR-01. Parents have the right to file a complaint with the state Department of education.
9. A manifestation determination must be repeated each time the child is removed for more than 10 days because each time is considered a change in placement.
10. All documentation must be uploaded into Samegoal.

To prepare for a manifestation determination meeting review and complete the Jefferson Township [Administrative Checklist/ Manifestation Determination](#).

Addressing Behavior Concerns

When behavior starts to interfere with academic progress it may be appropriate to initiate a behavior intervention. Taking a proactive approach, documenting interventions and analyzing outcomes of the intervention is required before considering a change in placement. A team could use the Competing Behavior Pathway to gather data and design interventions. FBAs and BIPs can also be initiated at any time. Taking a proactive approach with early intervention could have a positive impact on the academic program for a student.

The district requires a FBA/BIP to be initiated after either 5 days of in school or out of school suspensions.

Resources:

- [Q&A US Department of Education](#)
- [Discipline Flowchart](#)
- [In school suspension Memo](#)
- [Manifestation Determination Review PR-03](#)
- [Manifestation Determination Worksheet OP-3](#)
- [Competing Behavior Pathway](#)
- [Administrative Checklist](#)

Beginning School Year Training Requirements

Onboarding Staff and District Administrators

All new staff will need to complete the following activities within the first 30 days of employment.

1. Read and sign acknowledgement that the staff member has read the handbook.
2. Watch the ETR/Transition/ IEP Modules in the OHID Learning Management System. Present certificates to the Special Education Supervisor.
 - a. District administrators will complete the District Representative module
 - b. Related service providers will complete the following;
 - Special Education: Beyond the Essentials, Module 6 Related Services.
 - Special Education Essentials Module 1 (ETR), Module 2 (IEP)
 - c. General Education Teachers will complete Special Education Essentials, Module 5 General Educator's Role in the Special Education Process.
 - d. Intervention Specialist (not on the Internal Monitoring Team) will complete the following;
 - Special Education Essentials Module 1 (ETR), Module 2 (IEP), Module 3 (Secondary Transition Compliance)
3. [LMS Information Sheet](#)

Beginning of the Year Required actions for Intervention Specialists

It is expected at the beginning of the year the IS will

1. Obtain and review IEPs on their caseload
2. Obtain a copy of each student's schedule and teacher assignments
3. Be sure the IEPs are in SameGoal and the general education teachers have access to the IEP.
4. Gather signatures from general education teachers that they have acknowledged receiving and reviewing the IEP.
5. Make contact with the parents and introduce themselves both in writing and by phone. Be sure the parent knows how to make contact with the IS.
6. If there is a missing ETR or IEP, notify the Special Education Supervisor.
7. Ensure the SDI time is accounted for in both the IS schedule and the student's schedule.
8. Notify the related service providers of their students.
9. Set up electronic SDI logs with required information.

Internal Monitoring Process

The special education supervisor is in charge of overseeing the internal monitoring process. The supervisor will update the [Internal Monitoring Review Process and Organization Tool](#) at the beginning of each school year.

New members of the Internal Monitoring Team will watch the Special Education Essential Module 4, and provide the Special Education Supervisor with a copy of their certificate of completion.

Resources

[Ohio's Special Education Model Policies and Procedures](#)

[Additional Resources may be found in Ohio's Learning Management System \(LMS\) Universal Supports](#)

Acknowledgement

I _____ acknowledge that I have received and read
(print name)
Jefferson Township's district's Special Education Handbook.

Date: _____

Signature: _____

Position: _____

Building: _____