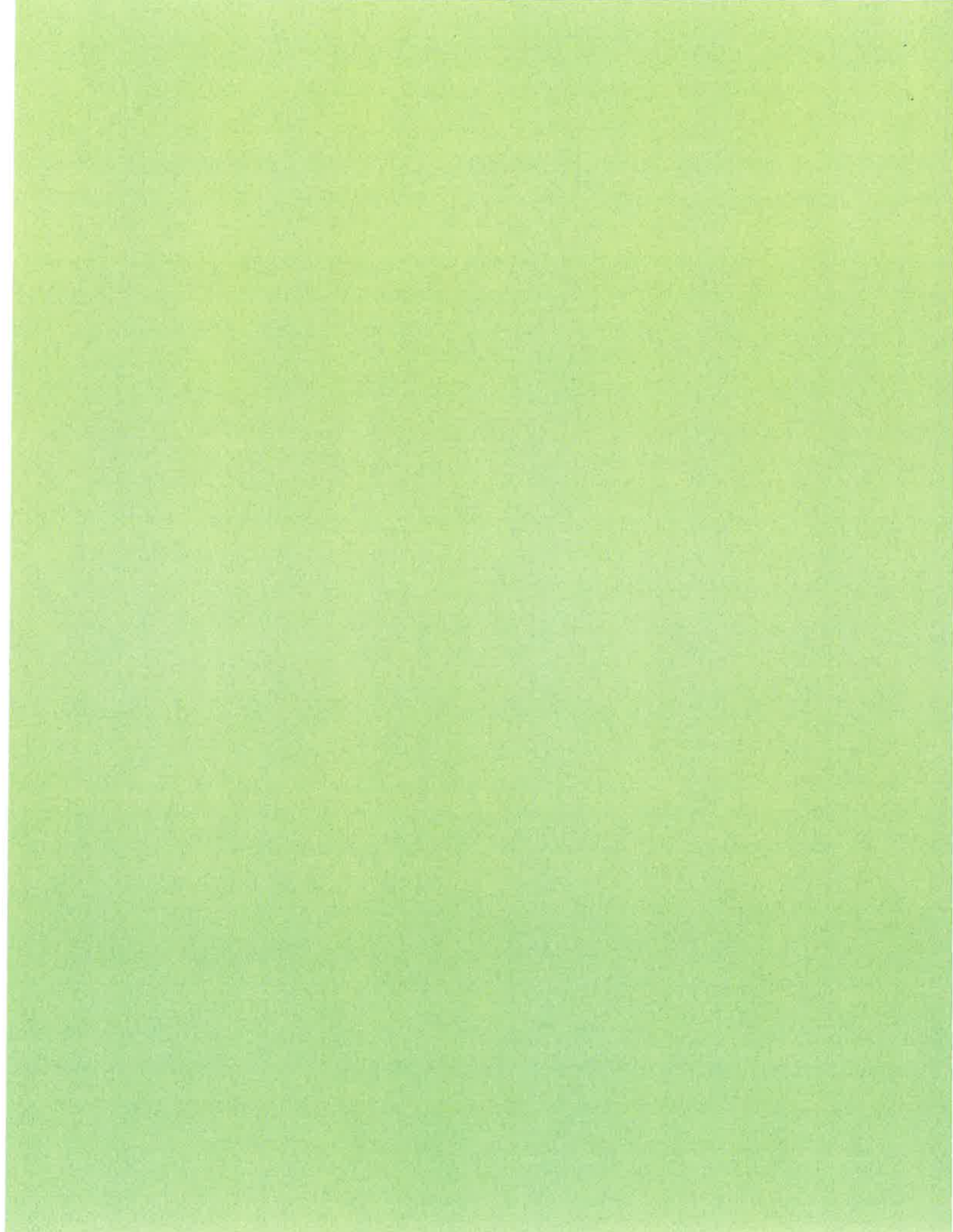


Special Education
Procedures Manual
2025-2026



SPECIAL EDUCATION PROCEDURES

Introduction

This manual is intended to be used as a general guide for the role of an intervention specialist, general education teacher or administrator in the Morgan Local Schools. Quality documentation is the centerpoint of our work with students, as the information that we keep has the potential to significantly improve a student's progress. The Evaluation Team Report, Individualized Educational Program, Progress Reports and other related forms exist to ensure that students with disabilities transition from one classroom to the next with minimal loss of valuable instructional time. A well documented educational plan acts as a guide to what works, and what does not for the individual. Parents and students have the right to review and analyze the hard work and dedication that our staff contributes to each student's individual needs. When disagreements arise, documentation of services provided will be a major deciding factor in the resolution. Therefore, all documentation must be a thorough and accurate representation of your work with students with special needs. Please understand this handbook is not all-encompassing and does not supersede the requirements as indicated by Chapter 3301-51-01 of the Ohio Revised Code and Ohio's Operating Standards. If you have questions, please do not hesitate to contact your director of special programs or your building principal. You can find the Individuals with Disabilities Education Act (IDEA) Monitoring Process Guide on the Department of Education and Workforce's website.

Morgan Local Schools uses the online platform of Infinite Campus for educational plans. In order to assist you in sending the necessary documentation to the district office, an ETR checklist and IEP checklist will be used.

Student Privacy and FERPA

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

- Do all who might hear or see this information work directly with this student?
- Will sharing this information benefit the student?
- Is it necessary to disclose the student's name?
- Is it necessary to disclose the disability?

In most cases you can get the answers that you need without disclosing personal, student information. It is not acceptable to, for example, send an email with a list of all names of students that you serve to all of the teachers on your team. If there are teachers on that email

who do not work directly with one of your students, you have breached their privacy rights by disclosing that the student has a disability. While student records may be available to all staff in the school office, Infinite Campus information retrieval is viewed differently than information distribution.

IEP meeting Procedures

RESPONSIBILITY OF THE TEACHER OF RECORD (TOR)

1. Managing the IEPs for the students that you are assigned as TOR.
2. Planning, scheduling and facilitating IEP meetings.
3. TOR must open the IEP in Infinite Campus at least three weeks before the scheduled meeting (For RIEP, do not open from old IEP, please create a new IEP. **Related service providers are not to open IEP's if they are not the teacher of record.**
4. Gathering data recorded by staff to make sure the student is progressing quarterly. This includes a student(s) who are placed on home instruction.
5. Completing IEP progress reports at the same time of grade card distribution. **A HARD COPY OF COMPLETED PROGRESS REPORTS NEED TO BE SUBMITTED TO THE STUDENT SERVICES DIRECTOR, 5 DAYS AFTER THE END OF EACH GRADING PERIOD.**
6. Communicating with the Student Services Director and the building Principal when issues arise with with a student.
- 7 **IF THE STUDENT IS OPEN ENROLLED IN OUR DISTRICT, PLEASE SEND FORMAL WRITTEN INVITATIONS TO THEIR DISTRICT OF RESIDENCE. MAKE SURE THE HARD COPIES OF FORMAL WRITTEN INVITATIONS ARE INCLUDED IN YOUR IEPs BEFORE SUBMITTING THEM TO THE CENTRAL OFFICE. (ON INFINITE CAMPUS, THERE IS A TAG AT THE TOP OF THE STUDENT'S INFORMATION SCREEN.**
8. **IF THE STUDENT IS FOSTER PLACED IN OUR DISTRICT, PLEASE ENSURE WHO HAS "PERMANENT CUSTODY OF THE STUDENT AND INVITE THAT PARENT/GUARDIAN. IF UNSURE, INVITE A SURROGATE. IN ADDITION, FORMAL WRITTEN INVITATIONS TO THE STUDENT'S DISTRICT OF RESIDENCE ARE TO BE COMPLETED AND DOCUMENTED IN THE IEP BEFORE SENDING TO CENTRAL OFFICE.**

9. All financial obligations to the district must go through the Special Programs Director. 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 the Special Education Director immediately.

- In order to promote good parent communication and follow DEW suggested best practice, it is recommended that a draft of IEP goals be sent home at the time the 2nd invitation is mailed/emailed home by the TOR.
- TOR and Related Services need to make the draft of the IEP available to the Special Programs Director (five (5) days prior to the IEP meeting date. The TOR is to email the Student Services Director when the draft is completed in Infinite Campus.
- Make all changes to the draft IEP during the meeting using Infinite Campus and Projection. Print the final copy, have all participants sign, and send the original IEP to the Special Programs Director.
- Use the IEP checklist when putting all IEP documents in order before sending them to the Special Programs Director.

IEP Forms

The Department of Education & Workforce has directed school districts to use universal support found on the ODE website (www.ode.state.oh.us) for training purposes. These documents and videos offer guidance on the new forms and compliance. You can also find these resources by going to the Department of Education Workforce website and enter "universal support materials" in the search field. The dynamic IEP form (revised July 2018) can also be downloaded from the ODE website by searching "IEP required forms". The dynamic form includes popup windows which share important information regarding compliance.

IEP MEETING PROCEDURES

The goal of the IEP Annual Review is to compile a year's worth of intervention, observation and data analysis into a report that will allow the student to seamlessly transition from one year to the next. Please make every attempt to gather team members that are familiar with the student and his or her interests, strengths and student progress. Even if the student is relatively new to you, every effort should be made to learn as much as possible about the student before drafting the IEP Annual Review.

Morgan Local Schools uses Infinite Campus as the platform for the educational plans.

The following is a general outline of the IEP annual review procedures:

PARENT INVITATIONS (PR02)

Whenever possible, IEP annual Review meetings should be scheduled for a date that is **at least 10 school days prior** to the expiration date. This allows for rescheduling, if needed. At least ten days prior to the meeting send PR02-Parent Invitation to the parent. If a child is of Transition Age (14-up), the student

must be invited to the meeting as well and this must be indicated on the parental invitation. Please document all parental/guardian attempts in the special education module under contact log for each child.

- An initial phone call more than 10 days prior to schedule the meeting.
- PR01 and PR02 sent via email and/or via US Mail for families that do not frequently use email.
- Students will always be invited when Transition will be discussed (at least 14 and up).
- Reminder phone call and/or email one school day prior to the meeting.
- Documentation of contacts generated in Infinite Campus under contact log to schedule the IEP.
- Schedule with All relevant parties: Parent, Gen Ed., Spec Ed., Related Services, District Representative and student, in advance.

IEP FORMS IN INFINITE CAMPUS-STUDENT SERVICES SOFTWARE

Invitations are developed within Infinite Campus (under create new simple forms). The following must be invited: student if 14 and over, parent/guardian, district representative (principal and/or Director of Special Programs), general education teacher and related service providers (Speech, OT, Orientation/Mobility Therapist, PT)

Documentation of contacts generated in Infinite Campus under contact log to schedule the IEP.

Documentation of PR01 prior to the IEP that there is a meeting and after the meeting to summarize what was agreed upon at the IEP meeting.

Documentation of PR10 (Medicaid form) within the IEP.

Documentation that Scholarship information for Jon Peterson and Autism were given within the IEP. This is the last page of the parental safeguards.

IMPORTANT ITEMS TO INCLUDE IN THE IEP:

- PARENTAL INPUT
- INPUT FROM ALL STAFF WHO SUPPORT THE STUDENT'S GOALS/OBJECTIVES, PROGRESS REPORTS, ETR, STUDENT WORK SAMPLES, ASSESSMENT, OBSERVATIONS.
- PEER REVIEW-provide a draft copy to one of the student's team members for review. Update IEP based on feedback.
- Send an email to the director at least 5 days prior to the meeting to obtain feedback regarding compliance. Please include the student's name.
- For High School students, complete the graduation requirement template developed by the guidance office. **MUST BE ATTACHED TO THE IEP AND UPDATED ANNUALLY.** (Template included at end of procedures manual.)

In Infinite Campus:

- Click "Enrollment Status" then, "Get special education status from enrollment".

- Click "Parent/Guardian Demographics" then "Refresh Guardian Information."
- **PLEASE NOTE IF ANOTHER DISTRICT IS RESPONSIBLE, THE DISTRICT OF RESIDENCE WILL BE LISTED. PLEASE INVITE THE OTHER DISTRICT. IT IS OUR RESPONSIBILITY TO DO SO.**

Section 1 Future Planning: This section should be viewed as the "vision" statement of the IEP. The student's and parent's goals for the student are indicated in this section and should be reflected throughout the IEP. In other words, if the student wants to be a construction worker or veterinarian, the team must consider the skills he or she will need to accomplish that goal, and how the services provided will develop those skills. A best practice is to include a statement that makes a link to future planning wherever appropriate. For example, it is a good idea to add a statement of the impact of the strengths and weaknesses on the Future Planning in the Present Levels on Section 6.

Section 2 Special Instructional Factors: All questions must be answered. If the IEP team indicates "yes" on any question, it must be addressed in the IEP.

Section 3 -Profile: The profile must include a general description of the child, their strengths, needs, preferences, and an overview of data from the ETR that may not be addressed in Section 6. After reading the Profile, the team should have an overall picture of the student. This must also include a connection to the ETR with a summary of the findings (please do not copy and paste but explain in parent-friendly language). If the student has a Reading Improvement Plan, it must be included in the profile. This is a good place to include interventions that have been attempted and their impact if it is not addressed in Section 6, as well as Statewide assessment results. Preferences, interests, needs and strengths (PINS) should be addressed in the profile. If the student moves to another district, this should paint a clear picture.

In a nutshell for the profile:

1. List strengths
2. List basic background (skills) and parent concerns
3. List interests and relevant information
4. How disability affects progress in the general curriculum
5. Assessment performance (ETR, Transition Survey, Easy CBM, whatever classroom assessment data or district data is available.
6. Priority of the needs (Behavior/Functional/Academic)

Section 4: Extended School Year (ESY) Services Procedure

Students with an identified disability under the Individuals with Disabilities Education Improvement Act (IDEIA) will be provided a free appropriate public education through special education services offered during the school calendar year. While most students, including those with disabilities, benefit from an extended break during the summer months, some students may experience significant regression with limited recoupment after long periods away from school. If data supports this need, Extended School Year (ESY) services for students with identified disabilities are designed to limit regression and/or increase recoupment between school years.

ESY services for students with disabilities are considered on an annual basis and are not automatically provided from one year to the next. This is an IEP team decision determined after a review of supporting data.

In Determining ESY needs, the IEP team will consider all of the following:

- Without ESY services, will the child regress at a rate significantly higher than typical peers and other peers with disabilities?
- Is the child likely to fail to achieve the goals on the IEP due to the interruption of instruction between school years?
- Will the child regress during interruption of instruction between school years to the extent that skills and knowledge cannot be recouped in a reasonable amount of time?
- Is the regression caused by interruption of instruction between school years, or does the child regress periodically throughout the school year?
- Is the regression caused by interruption of instruction between school years, or are there other factors related to the regression?

In determining whether ESY services are necessary for an individual child as appropriate, the following information should be reviewed:

- Parent provided information
- Teacher information and data including observation, informal and formal assessments
- Current and previous evaluations
- Current and previous IEPs
- IEP progress reports
- Student report cards
- Testing results-state, district, formal and informal assessments
- Discipline records, if applicable
- Attendance records
- Previous year to year growth
- Behavior and skill charts
- Work samples
- Conditions other than the interruption of instruction between school years (ie changes in medication, physical condition, home situation, etc. which may negatively affect the attainment of goals
- Other information, as appropriate (i.e. medical and /or psychological reports)

If the IEP team determines that ESY services are required, the team must determine the specific goals that will be addressed and the amount of time required. This discussion may take place during the IEP annual review or an amendment meeting. **A PR01 must be written** to document the discussion and the team's decision.

Section 5: Postsecondary Transition (this is for a student who is 14 or will turn 14 during the course of the IEP):

Describe in this section the child's needs related to transition and through the first years of high school and the course of study. Students will draft a graduation plan that will include a selected career pathway to drive their school experience.

Address the following: What classes will the child need to prepare for the intended job/career? Is the child planning to enroll in a career/tech program during high school? Does the child need accommodations and/or services to support achievement and progress in the child's course of study? Does the child know how to describe to others how his or her disability affects his or her learning, working and living and can he/she advocate for appropriate accommodations?

Age-Appropriate Transition Assessments: List what the assessment was that was used, who provided the assessment, the date that it was given and the results. For transition planning, the point of reference for needed achievement is the future demands that will be expected in the child's intended postsecondary environments. The same reading skill baseline data described in the profile could be used to determine the gap between the child's reading ability now and reading skills needed for future employment, education, and or independent living.

Postsecondary Transition Services: Measurable goal is needed (example: after high school graduation, Josh will receive on the job training in _____ or Upon graduation, Sally will attend Hocking College and major in Heavy Equipment Operation.

Services/Activities: List the services/activities that will be necessary to support the measurable postsecondary goals. List a projected beginning and ending date, title of person responsible. Make sure there is a duration like 1 x per month, 1 occurrence, etc.

PARENTS MUST RECEIVE A TRANSITION PROGRESS REPORT AT LEAST ANNUALLY.

Section 6: Annual measurable goals/short term objectives must include the following:

- Who will?
- Do what?
- To what degree or level? (criteria by the end of the IEP)
- In what situation/conditions? (given)
- Progress will be measured by?

Section 7: Specially Designed Instruction and Related Services

This section is a description of how you will work with the student to support each area of weakness so that they may achieve the goal. This differs from Least Restrictive Environment in that it is specific to the services that you provide, not the child's placement. This is a brief description of the work, or interventions, that you do (think learning styles and preferences). It should be as specific to the student's individual needs as possible.

This may include a brief description of any tools, or assessments that you may use, but not names of teachers but service position (Intervention Specialist). Please remember:

- This is HOW you are teaching the child and how the delivery of instruction is different from what every child receives.
- There must be a clear connection to the specific goal referenced and the location of service.
- The amount of time must reflect the needs of the individual student and is not based on a schedule or availability of staff.
- Each specially designed instruction should have only one provider and location listed so that it is clear who is doing what, where and for how long.
- Specially designed instruction can also be a related service.
- General Education teachers and paraprofessionals should NOT be listed in this section. They can reinforce skills that have been taught, implement accommodations and monitor progress, but they should be documented in the support for school personnel section.
- Specially Designed Instruction is INSTRUCTIONAL methods and strategies specially designed for each individual student and goal.
- Specially Designed Instruction is NOT simply a list of accommodations.
- Specially designed instruction should be specifically designed to assist the student in progressing toward achievement in their goals.
- When designing the specially designed instruction, teachers should consider the implications for instruction in Part 2 of the ETR, should consult with the school psychologist and/or use other evidence on how the student best learns.
- Each specially designed instruction section should be completed without multiple providers and locations. If the same goal is being served by more than one provider and/or in more than one location, there needs to be a separate specially designed instruction row for each location and provider. The time and frequency should be specific to each provider and location.

Specially designed instruction means adapting, as appropriate to the needs of a child the content, methodology, or delivery of instruction to address the unique needs of the student that results from the student's disability and to ensure that they have access to the general education curriculum or standards extended so that the student can meet the educational standards that apply to ALL students.

This section is a description of how you will work with the student to support each area of weakness so that they may achieve the goal. This differs from Least Restrictive Environment in that it is specific to the services that you provide, not the child's placement. This is a brief description of the work, or interventions, that you do (think learning styles and preferences). It should be as specific to the student's individual needs as possible.

Section 7: Assistive Technology, Accommodations and Modifications

All items in this section must be justified by the student's individual needs. There must be an explanation of under what circumstances the student will receive the accommodation. You cannot use

the term "as needed" or any variations thereupon when identifying an assistive technology. The IEP should indicate examples of situations when this accommodation helped the student's performance, and/or that their progress was hindered without it. For example, if "extended time" is indicated, there must be data to support why this levels the playing field for the student. The Present Levels (Section 6) is a good place for this supporting data. Make sure these are as defined as possible. For example, "read aloud" does not stand alone as an accommodation as the assumption could be made that everything should be read aloud. Similarly, reduced written assignments as a modification must be specifically defined. Remember, accommodations address the student's access to the curriculum while modifications address changes to the curriculum. If you include assistive technology, the student must know how to use it. Any instruction on the use of assistive technology should be indicated in Section 7 under the description of service with the amount of time and frequency indicated where appropriate.

Section 7-Support for School Personnel

Support for school personnel is not when an adult (for example, paraprofessional or occupational therapist) is providing services to a student directly, but instead this section documents the needed support from adult to adult (for example, a paraprofessional supports a teacher in the classroom generally at the teacher's direction or when an occupational therapist is providing training and guidance to teachers or an occupational therapist assistant. If a child has one-to-one direct aide services, that needs to be documented in the accommodations section and also could be written into support for school personnel section (since the aides are still working at the direction of the teacher) but should be specific to what the aide will be doing and when to assist the student's progress in IEP goals, especially if the aide is intended to be a 1:1 service for the student. This may also be used to serve general education homebound instruction for students who need home instruction as their least restrictive environment.

Section 8: Transportation

All questions must be answered. Remember this need must be based on the qualifying disability. Make sure the transportation department is invited to all IEP meetings when they are involved.

Section 9: Non-academic and Extracurricular Activities

Does the child's disability impact their ability to participate in activities and if so, what support will the child need?

Section 10: General Factors

All questions must be answered and understood by all team members. By marking an item as yes, a goal will be written to address the need.

Section 11: Least Restrictive Environment: If the student will be pulled out, what are the student's needs that make it necessary to pull him/her out of the general education classroom. This must be specific and list the amount of time that the student will be pulled out and how it addresses his/her need(s).

If a student will receive testing away from non-disabled peers, a justification of that should be noted in both accommodations in section 7 as well as in section 11.

Signatures: Make sure that all of the required participants sign (general education, intervention specialist, parent, and district representative). If all participants are not there, you must use the excusal form (to be submitted with the IEP). In infinite Campus, under forms in the special education module one will find the Excusal Form.

Section 12: Statewide and District Wide Testing

These accommodations, and their use, are defined by Ohio's Accessibility Manual, so it is essential that they are aligned with that guidance. All accommodations must be supported with data that indicates their need and only apply to areas of weakness addressed in the IEP. For example, a student who has a weakness in math calculation would not qualify for extended time on an ELA assessment. On the other hand, a student with a weakness in reading is not guaranteed to read aloud, as it depends on the extent of their needs. Best practice is to provide and report trials with and without the accommodations in the Profile and/or Present Levels section of the IEP that is tied to that area of weakness. The Reading Access Accommodation on English Language Arts Test must be filled out and attached to the IEP. Also, the Protocol for the Use of Scribe Accommodation must be considered before giving the scribe accommodations.

Section 12: Alternate Assessment

The AASCD Participation Criteria document and the decision making tool must be completed, signed, and included with the IEP for all students who qualify for the AASCD. The document is located in the forms section (under create custom forms dropdown menu. It is titled OH AASCD form. The document must be completed, signed, and included annually with the IEP for all students who qualify for the Alternate Assessment. This is an annual decision that is not automatically carried over from year to year. The team will review the Ohio AASCD Participation Criteria to determine if the student qualifies for Alternate Assessment and include a justification in Section 13. Note: students who qualify for the AASCD are exempt from the Third Grade Reading Guarantee, End of Course, and ACT requirements. The student may still participate in the ACT if they choose, but they are not required to do so.

As of 6/27/2022, the State Board of Education approved scores for students taking Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities related to long-term graduation requirements. Students taking the assessment will need to earn a "Basic" score or higher to demonstrate competency in mathematics and English language arts assessments. Students must earn the "Basic" score or higher on social studies and science assessment to earn the Citizenship and Science Seals.

Section 13: Excused from the Consequences of not passing OSTs.

This section is addressed on an annual basis and is not automatically carried over from one year to the next. This decision is not to be taken lightly as the expectation is that most students should be able to pass statewide assessment with proper accommodations.

High School End of Course (EOC) exams, the team must determine if the student meets the specific requirements and each area that applies. Similar to accommodations, data must support each area to qualify for the excusal. There must be clear documentation indicating the reasons that area is being considered for excusal.

Third Grade Reading Guarantee, (see manual) to be exempt from the retention requirement, the IEP team must:

1. Have documented data that aligns the reading improvement and monitoring plan with the IEP.
2. Include data supporting the rationale for the exemption in Section 6-Present Levels.
3. Include a plan for clear, targeted reading interventions and progress markers for 4th grade.

Note: This is not an exemption from testing, but an excusal from the consequences of not passing. Students still need to participate and put forth their best effort.

Sections 14: Participants

Make sure all participants sign. Include signatures from any team members who provided information for the IEP but did not attend. For example, if a co-teacher provided input for Present Levels, but will not be the General Education representative at the meeting, they will sign this section at the bottom where it indicates "People not in attendance who provided information and recommendations. The same would be expected of any service providers that will not or did not attend. This should be signed before the meeting. The building level administrator/district representative must recognize this situation and have the document completed and attached to the original IEP.

The required members consist of a parent, general education teacher, intervention specialist and a district representative. NOTE: If the student does not have a general education teacher during the school day, a general education teacher is not a required team member. This should be noted on the IEP signature page and documented on the PR01. Teachers who attend the IEP should have working knowledge of the student's individual learning needs.

Section 15: Signatures

Be careful to have the parent sign on the appropriate line on this page. The parent must have the opportunity to choose whether they agree or not. The parents must always be provided with Procedural Safeguards and PR01. Please share the link on the district website to access an electronic version of the procedural safeguards. (located under the menu for the district, students/parents, IDEA.

Section 15: Transfer of Rights at Majority

This will be addressed if the student will turn 17 before the expiration of the IEP. Inform the student and parent that once the student turns 18, educational rights transfer to the student.

For students that are graduating during that year. An IEP must be in effect (on infinite campus) through graduation. Extensions are not permitted. In addition to a complete IEP, a **Summary of Performance** must be written. This form is located under: new document, simple form. It can then be saved and retrieved through Infinite Campus.

Eye Exam, Scholarship forms

Eye exam dates are entered into Infinite Campus when they are received in the Central Office. If there are no dates available, have the discussion at the IEP meeting and give parents the notification. A copy of this form will be included with the IEP. Eye exams must be reported to OEC for students who are receiving an initial evaluation.

Scholarship Notice

Parents must be informed of the Jon Peterson and Autism Scholarship annually. This information can be found on the last page of the **Parent Rights Notice**. The scholarship notification document is no longer required, however, parents should be referred to the Parent Rights Notice and this should be documented in the PR01.

AFTER THE IEP MEETING AND NO LATER THAN 2 WEEKS AFTER THE IEP, THE FOLLOWING PAPERWORK WILL BE SENT TO JOEL FOX.

- *The original IEP with all signatures*
- *The invitation(s) sent to the parents (or several if several were sent)/PR01 why you are meeting*
- *Documentation of attempts to have the parent attend the IEP.*
- *EMIS*
- *Billing form **MUST USE PR10 (THIS IS A STATE FORM)***
- *PR01 which was written during the meeting to serve as notice prior to implementing the IEP.*

FUNDING IS NOW DONE ON A MONTH TO MONTH BASIS. IN ORDER TO COUNT FOR FUNDING, THERE MUST BE A CURRENT ETR AND IEP IN INFINITE CAMPUS FOR THAT CURRENT MONTH. IN ORDER TO COUNT, THE DOCUMENTS MUST BE LOCKED BY THE DIRECTOR OF SPECIAL PROGRAMS. THE DOCUMENTS WILL NOT BE LOCKED UNTIL THEY ARE RECEIVED IN THE CENTRAL OFFICE AFTER THE MEETING.

A signed copy of the IEP is required to be placed in the student's permanent file in the school office. PLEASE SEND THE ORIGINAL DOCUMENTS TO CENTRAL OFFICE NO LATER THAN 2 WEEKS AFTER THE IEP MEETING.

A student transfers in from another school:

- The Director of SPECIAL PROGRAMS will put an abbreviated version of the ETR/IEP on Infinite Campus required for funding.
- Please make sure the central office has a copy of the IEP/ETR so that this may occur.
- Intervention Specialists will write a new IEP as appropriate as the IEP received may not be compliant.

PROGRESS REPORT PROCEDURES:

IEP Progress Monitoring and reporting is required by IDEA, and a report must be generated for each student with an IEP at least as often as report cards are distributed for students without disabilities. Progress must state how progress has been demonstrated with written data and have comments that include data which match the goal(s). You may also note any observations that would support future IEP team decisions. For example, if you notice that a specific intervention was more or less effective than others, or you observed the student's response to an intervention that is not addressed in the IEP, you should record this in your notes to address with the team. Please note that the IEP team should re-convene if the student is not showing adequate progress or is earning failing grades:

- Progress reports must be sent, at a minimum, whenever the report cards are sent and must include: data that reflects each goal, accommodations and interventions used, and a statement of progress toward meeting the goal (not making progress, making adequate progress, goal mastered. **SEND THEM HOME EVERY 9 WEEKS.**
- When Interims or report cards are sent, if a student is earning a D or F, or is not making progress toward mastering the IEP goal(s): a phone call will be made to the parent, a PR01 sent to parent documenting concerns, the IEP team will consider reconvening.
- Email a copy of the Progress Report to all teachers who work with each student.

The final progress report must be sent to the Central Office for the files before leaving for the summer.

Revising and Amending IEPs

1. Revisions are done through the amendment process.
2. This could be done through a parent request.
3. May be due to a progress report
4. May be due to new data collection
5. May be due to other changes that are directly related to the student and their needs.
6. Amendments should only be done when the entire team, including the parents, agree that a change is necessary based on what is best for the student.
7. Change of placement IEPs have to be signed by a guardian or surrogate parent.
8. The PR01 for an amendment must be in place before the amendment can be implemented.
9. Send the initialed IEP Amendment front page (by all team members) and PR01 to central office.
10. To make an amendment, highlight the IEP in which one is amending, click the amend button. Use the amendment editor to note all of the areas of the IEP to be amended. The Director of Special

Programs will complete the amendment when the required paperwork arrives at the Central Office.

Children Transitioning from Help Me Grow

Children referred to Morgan Local for Preschool Transition from Help Me Grow must have a transition planning conference nine months prior to turning three. At that conference, if a disability is expected, plan assessments, obtain permission, prior written notice and notice of an eye exam. An ETR/IEP must be in place before the child turns three so that there is a seamless transition from program to program.

Preschool for Students with Disabilities

Students with IEPs for ages 3-5. When transitioning from preschool to school age, a reevaluation is only necessary if the three-year reevaluation is due or if the child is labeled with a preschool category of developmental delay

Career Tech. and Special Education

In the Spring of the 8th grade year, students will register for courses offered to 9th grade students. This includes courses in the Career Technology areas. Prerequisite courses will need to be met in order to obtain college credits offered in those particular courses.

EVALUATIONS (Reevaluation for identification purposes)

- **A reevaluation planning meeting will be held either in person or via phone to obtain input for evaluation. A planning form will be sent to every member responsible for information.**
- **Each evaluator (including any intervention specialist) will put their information into the reevaluation (evaluator assessment) on Infinite Campus.**
- **Information included in the evaluation must be data-based on the current levels of performance. What data do you have in the classroom that you can use?**
 - *Formative Assessments
 - *Student Work Samples
 - *Reading and Math benchmarks and progress monitoring (Easycbm.org)
 - *Behavior data

Recommendations should include any teaching strategy not a program that would be useful for that student. Include any accommodations and how progress will be measured.

*****Intervention Specialists must email Amy Bort to let her know when their part is completely entered on Infinite Campus.**

ALTERNATIVE CLASSROOM PLACEMENT PROCEDURES

Morgan Local School District's Alternative Placement Procedures are designed for students who do not succeed in a typical classroom setting.

1. The student is referred to the principal for an alternative placement.
 - i) Documentation of three or more behaviors that show a pattern that is similar in nature
 - ii) Data collected on the interventions that have attempted to address the behavior, and the outcome of the interventions.
 - iii) Does the student have a Behavior Improvement Plan? If so, evidence needs to be provided that the Behavior Improvement Plan has been implemented and the student has not succeeded. Does the plan need to be adjusted? Has it been implemented with fidelity?
2. The Principal, Special Services Director, and Teacher will conduct a meeting to discuss the evidence provided. The team will determine if another placement is an appropriate option.
3. A change of placement amendment meeting must occur prior to the student changing environments (utilizing the continuum of services)
4. The Special Programs Director will secure a placement outside of the district if it is warranted and work to find transportation.

STUDENTS WITH BEHAVIORAL NEEDS

Functional Behavior Assessment (FBA)

If the IEP team determines that the student is exhibiting behavior concerns that may be a manifestation of the disability, a Functional Behavior Assessment (FBA) will be completed. The forms are located in Infinite Campus. Please contact either the School Psychologist or Special Programs Director to obtain help.

Behavior Intervention Plan (BIP)

Once the FBA is complete, the IEP team will develop a Behavior Intervention Plan (BIP). If you need assistance, the School Psychologist and Special Programs Director may assist. The BIP may be completed during the IEP Annual Review, or an IEP Amendment meeting.

- The BIP will be drafted by the IS prior to the IEP team meeting.
- Send a draft copy of the FBA and BIP to the Special Programs Director at least 5 school days prior to the meeting for review.
- Once scheduled, send an invitation and PR01 to the parent and all team members (note: if the student is of transition age, they must be invited).
- During the meeting, make any changes to the BIP, and IEP/Amendment in Infinite Campus.
- After the meeting, provide a copy to the parent and all team members.
- Send ORIGINAL to the central office.

VIOLETIONS OF STUDENT CODE OF CONDUCT

Manifestation Determination

When addressing discipline for violations of the student code of conduct, students with disabilities must be held to the same consequences as their same-age peers, unless the conduct is a manifestation of their disability. In other words, in determining the consequence for negative behavior of a student with disabilities, the team must determine if the behavior was caused by, or had a direct and substantial relationship to the disability. If the behavior is not caused by, or related to the disability, the student should face the same consequences as his or her non-disabled peers. If the behavior is related to the disability, the IEP team must address the behavior through a functional Behavior Assessment and Behavior Intervention Plan.

The required team members for the Manifestation Determination **must** include: district representative, general education teacher, parent and intervention specialist. Items to bring to the meeting:

- a. Compliant ETR and IEP or 504 plan
- b. FBA or BIP
- c. Incident report with statements from all witnesses.
- d. Prior incident reports
- e. IEP Progress reports
- f. Documentation showing support provided to students.
- g. PR03 Manifestation Determination Review-data may be added prior to the meeting but will be completed in Infinite Campus during the meeting.

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

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

BEHAVIOR WAS A MANIFESTATION OF THE DISABILITY:

- The student will return the following school day.
- The IEP team must convene to begin the process to conduct FBA and BIP within 10 days.
- If the incident involved serious bodily injury, drugs, or weapons, they may be suspended up to 45 days with services provided through home instruction..

BEHAVIOR WAS NOT A MANIFESTATION OF THE DISABILITY:

- The district may issue the suspension
- The IEP Team may need to convene to consider patterns of behavior and determine if an FBA is a necessary next step.

Manifestation Determination Hearing Procedure:

- Once it is determined that a student with a disability will be recommended for expulsion or will be issued a suspension (OSS) greater than 10 days (total for the school year), a PR01 must be sent with an invitation to a manifestation determination hearing Procedural Safeguards, and the suspension or expulsion notice. Note: The parent may request a different date for the meeting, however, the meeting must be held within 10 days of the notice. (Students may need to return to school during this time). Note: IF the incident involved serious bodily injury, drugs, or weapons, they may be suspended up to 45 days with services provided through home instruction.
- A district representative, general education teacher, parent and intervention specialist must attend the meeting.
- Items to bring to the meeting:
 - ❖ Compliant IEP and ETR
 - ❖ Functional Behavior Assessment and Behavior Intervention Plan
 - ❖ Incident report with statements from all witnesses
 - ❖ Prior incident reports
 - ❖ IEP Progress reports
 - ❖ Documentation showing support provided to student
 - ❖ PR03 Manifestation Determination Review-data may be added prior to the meeting, but will be completed in Infinite Campus during the meeting.
 - ❖ The IEP team will discuss all relevant data and hear new information provided by the parent (including medication, concerns at home, etc.)
 - ❖ The team will review and complete the PR03 Manifestation Determination form.
 - ❖ Once a decision is made, the form is printed and signed by all participants. If a parent disagrees, they may indicate this on the form. They may also appeal through the superintendent's office or due process.
 - ❖ A PR01 must be completed and given to the parent. Provide parents with Procedural Safeguards or the link on the district website for the electronic copy.
 - ❖ IF BEHAVIOR WAS A MANIFESTATION OF THE DISABILITY:
 - ❖ The student will return the following school day.

- ❖ The IEP team must convene to begin the process for FBA/BIP within 10 days.
- ❖ If the incident involved serious bodily injury, drugs, or weapons, they may be suspended up to 45 days with services provided through home instruction.
- ❖ BEHAVIOR WAS NOT A MANIFESTATION OF THE DISABILITY
 - a. The district may issue the suspension.
 - b. The IEP team may need to convene to consider patterns of behavior and determine if an FBA is a necessary next step.

The "10 Day Rule"

Once a disability is identified under the Individual with Disabilities Education Improvement Act (IDEIA), under no circumstances can the student be restricted from receiving their legally guaranteed special education services. This includes suspension and expulsion regardless of the manifestation determination. According to the Ohio Revised Code (Paragraph (K) (20) (b)(i), up to 10 days of suspension are permitted for students with disabilities without addressing a change of placement. If the student may face a long-term suspension or expulsion, or the number of cumulative suspensions for the school year exceeds 10 days, the IEP team must convene to discuss a potential change of placement.

HOW TO MONITOR PROGRESS:

1. The TOR and Related Service Providers are responsible for sending out IEP progress reports and report cards at grade card distribution.
2. When your student is primarily in the general education classrooms you can obtain work samples, CBMs and/or send charts/surveys to collect data from the general education teacher to determine student progress within their classrooms. You cannot use course grades as your percentages for IEP progress. If you are having trouble collecting the data from the general education teacher; please contact your building Principal and Special Programs Director.
3. 3. If a student has a grade that is in the D and F range at interims or at grade card distribution, the TOR is to call the parents and/or guardians to discuss the current grades. If it is determined that a meeting should be held to discuss reasons for the students lack of progress and poor grades, the OR needs to contact the Special Education Director immediately. Once the TOR has contacted the Special Programs Director, the TOR will send out Parent Invitations to the appropriate team members. If it is determined that added interventions, accommodations, and/or goal adjustments are necessary, amendments will be made to the IEP and a Prior Written Notice will be issued to the parent by the TOR describing the changes made to the IEP.
4. TOR and Related Service Providers must have their Progress Reports in Infinite Campus at least 3 days before grade card distribution.

Summary of Performance

Although the Summary of Performance (SoP) is not part of the IEP process, it is a federal requirement and part of the secondary transition planning for students with disabilities who are graduating or who are leaving school because they exceed the age of eligibility for a free appropriate public education (their 22nd birthday) that will assist them in meeting their postsecondary goals.

- The Summary of Performance is completed by the IEP Team.
- The summary must be reviewed with the student and parents or guardians as the student prepares to exit high school.

IDEA 2004 does not explicitly require a Summary of Performance for students who are leaving school for other reasons. However, it is the recommendation of the Department of Education & Workforce that school districts provide an SoP for these students as well. The SoP provides a summary of the student's academic achievements, a summary of his/her functional performance, and recommendations on how to assist students in meeting his/her postsecondary goals.

The purpose of the SoP is:

- To provide guidance so the students know what accommodations and supports might be helpful in post-secondary settings.
- To assist students in transitioning from high school to post-high school activities; and
- To provide students with summative documentation that goes with the student when he or she leaves high school.

DEW does not require a specific form for the Summary of Performance; however, it does require that all essential components are included in the SoP. School districts may consider using Optional Form 8 (OP-8) located on the DEW website

Once the SoP form is completed, a copy needs to be placed in their blue folder and the original sent to the central office.

Morgan Local Schools will use the OP-08 Summary of Performance form located under Create Custom Forms-OP08 Summary of Performance (2018)

Addressing State Testing/Exemptions for Junior High and High School Students

9 weeks monitoring tool

Student Name _____ Grade level _____ Building _____ Date _____

Intervention Specialist _____

1st Quarter _____ 2nd Quarter _____ 3rd Quarter _____ 4th Quarter _____

School Year _____

List most recent Ohio State Test Scores:

List the most recent scores from either IXL or iReady:

List the Intervention provided in addition to Tier 1 instruction in any course in which a student is not earning a C or better..

- *provided by _____
- *how many times per week _____
- *at what duration _____
- *intensity _____
- *group size _____
- *working on what skill _____

List the most recent Formative Assessment(s) in the course(s) in which the student is not earning a C or better:

List attendance:

List all current courses and grades:

List the accommodations for testing in the IEP:

Verification of accommodations used in all courses that the student is enrolled:

List behavior infractions:

Pathways to Graduation:

Graduation Plan/ Career Pathways(Transeo in Career Connections Course)

Course requirements

Algebra 1 Test Date	(684 competency)	Score	Remediation	Retest:
ELA 2 Test Date	(684 competency)	Score	Remediation	Retest:
American History Test Date		Score		
American Government Test Date		Score		
Geometry Test Date		Score		
Biology Test Date		Score		

Career Focused Activities:

Industry Credential

WebXams

Work based learning (250) hours) Planned experience
(evidence of a learning agreement and feedback)

Ohio Means Jobs Mentors: 1) 2) 3)

Workkeys Assessment

*Applied Math Score

*Graphic Literacy Score

*Workplace Documents

Pre-Apprentice and Apprenticeship

Military Enlistment

ASVAB Score

Step1 The IS will gather all of the data needed.

Step 2 The IS will pull together an IEP team review

Step 3 The IS will create a plan to help the student achieve the competency tests with check in dates along the way.

Step 4 The IS will email progress to the IEP team in terms of meeting the plan developed

Step 5 Revise the Plan if needed

Graduation Requirements

All students must obtain the following requirements to EARN a diploma from Morgan High School:

21 TOTAL Credits:

- o 4 Cr. English
- o 4 Cr. Math
- o 3 Cr. Science
- o 3 Cr. Social Studies
- o 1 Cr. Fine/Technical Art
- o ¼ Cr. Health
- o ¼ Cr. Phys. Ed.
- o ¼ Cr. Technology



Show **"COMPETENCY"**: Students will demonstrate competency in ONE of the following ways:

- o Score of 684 on BOTH Algebra 1 and ELA2 State tests. (Must remediate and re-test before any other measure of competency standard can be used)
 - ***OR***
 - o Career Experience and Technical Skill – Complete two demonstrations to show competency, at least one of which must be a foundational option
- Foundational:** a. Students must earn a cumulative score of proficient or higher on three or more WebXams in a single career pathway; b. Earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field; c. Complete a pre apprenticeship in the student's chosen career field or, for students ages 18 and older, show evidence of acceptance into an apprenticeship program after high school. Apprenticeship used as "foundational" must be registered with the Ohio State Apprenticeship Council. d. Obtaining a state-issued license for practice in a vocation that requires an examination.

- Supporting: a. Complete a 250-hour work based learning experience with evidence of positive evaluations; b. Earn the workforce readiness score on WorkKeys; or c. Earn the OhioMeansJobs-Readiness Seal
- o College Credit-Plus- Earn college credit in non-remedial math or English courses.
- o Military Enlistment- Provide evidence of enlistment in any branch of the US Armed Forces.
- o ACT/SAT College Readiness Scores- ACT Reading (22), Math (22), English (18), SAT Reading/Writing (480), Math (530)



Show **"READINESS"**: Students will demonstrate readiness by earning at least two diploma seals, one of which must be state defined.

- o Military Enlistment Seal- Provide evidence that a student has enlisted in a branch of the U.S. Armed Forces
- o Technology Seal- 1) Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program or 2) Complete a course offered through the district or school that meets guidelines developed by the Department of Education
- o Industry-Recognized Credential Seal- Earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field
- o Citizenship Seal- 1) Earn a score of proficient or higher on both the American history and American government end-of-course exams, 2) Earn a final course grade that is equivalent to a "B" or higher in an American History course **AND** an American Government course offered by the student's high school.
- o Ohio Means Jobs Readiness Seal- Meet the requirements and criteria established for the readiness seal, including demonstration of work-readiness and professional competencies.
- o State Seal of Biliteracy Meet the requirements and criteria, including proficiency requirements on assessments in a world language and English.
- o College-Ready Seal- Earn remediation-free scores on the ACT or SAT Science Seal 1) Earn a score of proficient or higher on the biology end-of-course exam; 2) Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program; or 3) Earn a final course grade that is equivalent to a "B" or higher in an advanced science course.
- o Honors Diploma Seal- Earn one of Ohio's Honors Diplomas
- ***Locally Defined Seals***
- o Community Service Seal- see School Counselor for details
- o Student Engagement Seal- see School Counselor for details.
- o Fine and Performing Arts Seal- see School Counselor for details.

INTERNAL MONITORING PROCEDURES

ACTION	DESCRIPTION	RESPONSIBLE PARTY
TEAMS WILL MEET QUARTERLY	Membership/roles: Special Programs Director: facilitator Psychologist At least 1 per building:recorder Related Services Provider:transfer of skills from therapy to school environment. ETR/IEP MONITORING	MORGAN LOCAL DIRECTOR OF SPECIAL PROGRAMS
TO BE INCLUDED ON THE TEAMS	*DISTRICT ADMIN, IS, SLP/PSYCH.,COTA, PT. Members will serve for one school year, reviewed and revised by the special programs director.	MLSD DIRECTOR OF SPECIAL PROGRAMS
TEAMS WILL BE DETERMINED ANNUALLY	DIRECTOR WILL DESIGNATE TEAM MEMBERS	MLSD DIRECTOR OF SPECIAL PROGRAMS
5 IEPS/ETRS WILL BE REVIEWED AT EACH MEETING	MLSD DIRECTOR WILL PULL NAMES FROM A LOTTERY SYSTEM	MLSD DIRECTOR OF SPECIAL PROGRAMS
TEAM LEADER RESPONSIBILITY	GUIDE THE TEAM THROUGH RECORDS TOGETHER FOR COMPLIANCE	MLSD DIRECTOR OF STUDENT SERVICES
Goal 1.1	Identify a minimum of 1 IEP per building to be pulled at random.	MLSD DIRECTOR OF SPECIAL PROGRAMS
Go	Record corrections will be communicated to the IEP team, intervention specialist	MLSD DIRECTOR OF SPECIAL PROGRAMS

	of record, building intervention lead, and building principal using the Internal Monitoring Formal Assessment.	
Goal 2	Ongoing Improvement	
Goal 2.1	The Internal Monitoring Team will gather data for findings by area, by student, and by school district.	
Goal 2.2	Data will be kept on the Internal Monitoring Record Review Comment Form	
Goal 2.3	The district Internal Monitoring Team II assess the data for the current review for trends and patterns.	
Goal 2.4	Identified patterns will be shared on the Internal Monitoring Formal Assessment with all school district intervention specialists, related services providers, principal, psychologist and superintendent	After each review quarterly
2.5	District will create an internal plan of correction to address any trends and patterns identified. The internal plan of correction will contain professional development needs.	Within 2 weeks
Goal 2.6	The Internal Monitoring Team will compare the current	

	review with previous reviews	
Goal 2.7	The Internal Monitoring Team will identify areas of improvements and areas of continued focus.	
Goal 2.8	For areas that are identified as needing improvement across the Internal Monitoring Process reviews, the district will request technical assistance from SST Region 12 and identify professional development needs for staff.	45 days to identify PD
2.9	Internal Monitoring Team will create a resource Google TEam Drive. The Team Drive will include training documents from Corrective Action Plan professional development and other form and tools determined necessary for the process.	

