

Gallipolis City School District

Special Education Department
Policies and Procedures Handbook
2025-2026



Our mission at Gallipolis City Schools is that
***We believe that all students will become successful,
lifelong learners.***

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Introduction

This manual is intended to be used as a guide for the role of an intervention specialist, related service provider, general education teacher or administrator in the Gallipolis City School District. Quality documentation is the center point of our work with students, as the information that we keep has the potential to significantly improve a student's progress. The ETR, IEP, 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. On the other hand, 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, or complaints 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 of the Ohio Revised Code](#) and [Operating Standards](#) . If you have questions or concerns, please do not hesitate to contact the director of special services, or your building principal.

Mission Statement

Our mission at Gallipolis City Schools is that

We believe that all students will become successful, lifelong learners.

School Resources

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<p><u>Rio Grande Elementary</u> Miranda Fortner, Principal ext. 44013 Demara Smith, K-1 ext. 44201 Lead Megan Hornsby, 2-3 ext. 44201 Lindsay Jackson, 4-5 ext. 44201 Teresa Daniels, K-5 ext. 44203</p>	<p><u>Guiding Hand School</u> 446-6903 Jessica Jarvis, Director jjarvis@galliadd.com Amy Summer, Administrative Assistant asummers@galliadd.com Jodi Newell, Preschool</p>

<p>Nancy Nanco, Speech ext. 44016</p>	<p>Erica Justis, Preschool Cayla Kuhn, School Age Jennifer Higginbotham, School Age Sarah James, School Age Abigail Cox, School Age Kim Newsom, PTA</p>
<p><u>Gallia Academy Middle School</u> Justin Bailey, Principal Scott Seidel, Assistant Principal Jared McClelland, 6th ext. 22111 Brittani Roe, 6th ext. 22108 Trevor Shafer, 7th ext. 22110 Lead Kendra Bodimer, 7th ext. 22122 Steve Patterson, 8th ext. 22204 Cory Camden, 8th ext. 22203 Cierra Roberts, 6-8cc ext. 22101 Kate Canaday, 6-8cc ext. 22101</p>	<p><u>Buckeye Hills</u> Jared Taylor 740-245-5334 Dean of Student Services taylorj@buckeyehills.net Mark Broermann CC Classrooms broermannm@buckeyehills.net Carla Swisher, Secretary swisherc@buckeyehills.net Jennifer Bonzo bonzoj@buckeyehills.net Kyle Deel- Lead Teacher deelk@buckeyehills.net Jodie Harrison harrisonj@buckeyehills.net Lori Hawks hawksl@buckeyehills.net Cassidy Massie massiec@buckeyehills.net Tayler Wood woodt@buckeyehills.net Nick Metzler Jessica Taylor</p>
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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, or on Progress Book, information retrieval is viewed differently than information distribution. Additionally, it is not acceptable to share information regarding a student's status or behavior with individuals that are not a part of his or her educational team. Our priority is to protect students' privacy at all times, therefore, the utmost care should be taken to maintain all students' personal information as best we can.

In order to protect student rights, in consideration of FERPA, all educational staff working both directly and indirectly with students should refrain from sharing information on all social media platforms that may potentially reveal the identification of a student with a disability. This may include names, picture content, and/or the placement or description of students within the district. In the event of a special activity, the district and/or classroom teacher may seek a separate release for certain information to be shared in various settings (e.g. newspaper, PTO page, etc.) on a case by case basis.

Family Communication

Gallipolis City Schools Department of Special Education strives to maintain open and honest communication between the school staff and families of students with disabilities. Immediate communication to parent(s)/guardian(s) of our students should be conducted through the assigned classroom teacher, the assigned intervention specialist, and/or the assigned case manager (i.e. Speech Language Pathologist). Secondary issues or concerns should be conducted through the Department of Special Education and/or the building principal, based upon which person is most applicable to the situation. Paraprofessional communication regarding students they service or support in the classroom should be conducted through the identified primary point of contact (e.g., classroom teacher) as outlined above, prior to contact with the student's family. It is important for the classroom teacher to be aware of and involved in communication with families in order to best support continuity of service. It is not acceptable for a paraprofessional to share information about behavior, classroom performance, or concerns with families without teacher acknowledgement and/or consent.

Each student's team should decide the primary point of contact based on student placement. For example, if a student's Least Restrictive Environment places them with the intervention specialist for the majority of their school day, then that teacher should assume the role of primary point of contact.

These procedures allow for the educational team to best support and service each student while maintaining confidentiality and providing families with focused, student-centered information.

Federal Child Find Law

In accordance with federal law, the Gallipolis City School District assumes responsibility for the location, identification, and evaluation of all children ages **birth 3 - 21** who reside within the district and who require special education and related services.

This includes students who are:

1. Advancing from grade to grade;

2. Enrolled by their parents in private elementary or private secondary schools, including religious schools, located in our district (regardless of the severity of their disability);
3. Wards of the state and children who are highly mobile, such as migrant and homeless children; and
4. Home-schooled children

Responsibility for Determining Eligibility

In the District, the Evaluation Team ensures that the student meets the eligibility requirements of IDEA and state regulations.

In all cases, the Evaluation Team will not determine that a student has a disability if the suspected disability is because of a lack of instruction in reading or math. If the student is not proficient in English, the District will not identify the student as disabled if the limited English proficiency is the cause of the suspected disability.

Child Identification Process

General

The District has a child identification process that includes the location, identification, and evaluation of a child suspected of having a disability. The Director of Special Education coordinates the child identification process. The department and its staff use a variety of community resources and systematic activities in order to identify children requiring special services. District staff members consult with appropriate representatives of private school students attending private schools located in the District in carrying out this process. The District ensures that this process for students attending private or religious schools located in the District is comparable to activities undertaken for students with disabilities in the public schools.

Setting Up Meetings

When setting up a meeting **please** refer to the [Setting up Meetings](#) document for guidance.

Transition From Part C to B

Identification of Children Between the Ages of Birth to Age 3

When the **District becomes aware of a child** between the ages of **birth to 3** who has or may have a disability, it either:

- a) makes a child referral directly to the county family and children first council responsible for implementing the “Help Me Grow” (HMG)/ Early Intervention (EI) services under Part C Early Intervention) of the IDEA; and/or
- b) provides the parents with the information so that they can make the referral themselves

Parents may opt out of and/or opt not to be referred for Part B (Preschool Special Ed services). They may request an evaluation from the District to determine if their child has a disability that may require special education. These parents are entitled to an evaluation from the District, even if the child is between the ages of birth to 3. The District is responsible for providing an evaluation but is not responsible for the provision of FAPE for an eligible child until the child is age 3.

Indicator 12, one of the compliance indicators, measures the percentage of children referred by IDEA Part C (Early Intervention) who are found eligible for Part B (Preschool Special Education Services) and who have IEPs developed and implemented by their third birthdays. IDEA requires that 100% of the children enrolled in Part C (Early Intervention) and found eligible for Part B (Preschool Special Education), have **Part B services in place and implemented by each child’s third birthday**

In accordance with IDEA Part C, the **Early Intervention** provider must identify (with parent consent), to the district in which the child resides, (**DOR**), that there is a child receiving Early Intervention services who will reach the age of eligibility for preschool special education services AND **may** be eligible for those preschool special education services. This must take place at least **90 calendar days** prior to the child’s third birthday. [EI Transition Planning Conference Timeline](#)

If **invited** by Part C, a school district representative is required to attend a **Transition Planning Conference** to discuss the child’s transition from EI services to preschool special education services. (The school district cannot delay or refuse participation in that transition conference because of residency disputes or the absence of a birth certificate.) If necessary, the school district may use the **30 days** following the transition conference to confirm residency and gather other enrollment documentation, or document attempts to gather such evidence. The school district must document participation in the transition

conference. The **Preschool Transition Conference Optional Form** could be used by a district to document their participation.

If the district **does not** suspect the child has a disability, then a **(PR-01) will be sent to the family along with Parent Rights**. *While a special education event is not reported to EMIS for these students, the District is required to report the total number of students who had a PSTC and a disability is not suspected.*

If the district **Suspects a disability** the district will follow the following timelines.
District Timelines

If the initial *Evaluation Team Report* (ETR) **confirms a disability**, then an **IEP must be developed and implemented on or before a child's third birthday for those children transitioning from Part C to Part B**. The child would be included in the calculation for Indicator 12 compliance.

The initial Individualized Education Program (IEP) must be developed and implemented on or before a child's third birthday.

"Implemented" means that the IEP is **signed** and **all identified services begin before or on the child's third birthday** unless an **alternative start date** is documented with a **noncompliance reason code 05** (this is on the cover page of the IEP) and **PR-01**.

- The IEP Timelines section on the **cover page** of the IEP is where dates are recorded to document events.
- This will be calculated using the **IEP effective date** (i.e., IEP outcome begin date in EMIS). Districts need to report a **noncompliance code** if the **IEP effective date occurs after the child's third birthday**, even if the IEP meeting took place before the child's third birthday.
- The **Meeting Date** is the date in which the **IEP meeting was held**. Just because the meeting was held to discuss the contents of the IEP with the family, **DOES NOT** mean that IEP is **considered Implemented**. The meeting date can be the same date as the IEP Effective Start date **only** if identified services **begin on this date**.
- The IEP **TimeLines** section includes **IEP Effective Dates**. The **"Start"** line is where the date of implementation should be recorded.
 - * this is the date that all identified services begin.
 - * the **Effective Start Date** is the date **EMIS** will use to determine compliance with **Indicator 12**

Non Compliance Reason Codes

If an IEP is **not** implemented on or before a child's **3rd birthday** for any child transitioning **from Part C EI to Part B**, then the district must enter a **noncompliance reason code** into the **EMIS** system.

The district (Intervention Specialist or Director) should also complete **PR-01** documenting the reason **why** the IEP is late. The use of the noncompliance code is the district's reasoning as to why the IEP was implemented late.

Noncompliance codes 05-Parent Choice, 06-refused consent, & 07-child's health are **acceptable** noncompliance reason codes that, in accompaniment with a **PR-01**, are deemed as **excused reasons** and would not result in a finding for Indicator 12.

Possible reasons for Late IEPs are:

- parent is choosing to delay/ deny an evaluation/meeting and may have scheduling conflicts of their own despite repeated and documented attempts by the district to engage the family, 05- parent choice.
- parent wishes to begin the IEP services on an alternate start date (**after the child's third birthday**) code of 05- parent choice.
- parent **withdraws consent** or the child **moves** during the transition process 06-parent refused consent.
- parent repeatedly continues to make the **child unavailable** during the transition process or refuses to make the child available 06- parent refused consent.
- parent **refuses to provide consent** which results in delays in evaluations or initial services 06- parent refused consent.
- a parent **must delay** the evaluation process or initial services due to a **child's illness/health concerns** (hospitalization)code of 07- child's health.

*** All other noncompliance codes, are non-acceptable**

Common Mistakes

If a child is determined initially ineligible and the ineligibility is determined prior to the child's 3rd birthday, then we **DO NOT** report. It is not necessary to report a noncompliance code, ETR completion date, or PSTC date.

If the district **does not** suspect the child has a disability, While a special education event is **not reported to EMIS** for these students, the District is required to **report the number of students who had a PSTC and a disability is not suspected**. Similarly,

if a family has **moved**, and a transition conference was held in another district, the **new district DOES NOT** report the transition conference date.

Noncompliance code 04- Scheduling Conflicts with Family- is deemed non-acceptable and will result in an **Indicator 12 finding** as this is on the district's end and should not fault the family if the district has problems with scheduling and or finding appropriate staff.

If there are errors in EMIS due to staff turnovers, lack of staff training, and/or inaccurate data and therefore were not flagged by the EMIS coordinators. This can be solved when by reviewing policies and procedures and ensuring accurate training is provided to all staff who participate in Part C to Part B transitions.

If a child is referred to EI within **46-90 days** prior to the child's **3rd birthday**. Refer to the inter-agency agreements. [Interagency Agreement](#) (this should be updated as appropriate)

3rd Birthday During Breaks:

If a child's 3rd birthday occurs during the **summer**, the IEP team **must consider the date when services under the IEP will begin** . If a child's third birthday occurs when school is not in session, the team should consider **beginning services on/before the break**. The IEP team must determine if extended school year (ESY) Services are necessary. If the child **does not** need ESY Services, the date of initiation of services (effective start date) **must begin on or before the child's 3rd birthday unless an alternative start date is agreed on** by the family of the child and is documented with a **PR-01** and **non-compliance code 05** to indicate parental choice and reflect the situation.

Planning for instances such as **weekend birthdays, leap year birthdays, and birthdays during breaks or holidays** should be considered as the IIEP Outcome Beginning Date (effective start date) occurring after the third birthday is considered late and requires the use of a noncompliance code and PR-01 documenting the reason for lateness.

IAT and Special Education Process

Multi-Tiered Intervention Process

The Gallipolis City School District is committed to providing all students with the support needed to be successful. The District responds to students who have learning challenges through a multi-tiered intervention process using evidence-based and / or research-based interventions and data collection procedures. The goal of the intervention process is to determine the specific cause of the learning challenge and provide targeted individualized support the student needs to make adequate progress.

Tier 1 (Green)

The District provides all students with Preventative Universal Supports in the general education classroom.

CORE Instruction:

- Identify at-risk students with universal screeners (i.e. speech, academic, Tier 1 & 2 Reading screeners, behavior, attendance. etc.)
- Classroom teachers utilize research and standards based core curriculum
- Classroom teachers will employ strategies and interventions throughout the classroom and differentiate instruction within groups (assess, plan, teach)
- Document interventions with at-risk students
- Teachers will collect and monitor student progress
- Teachers will determine if employed differentiation worked and continue CORE instruction, OR
- Student's data does not indicate improvement, which would prompt more intensive interventions that would be provided at Tier 2 (Yellow) in addition to continuing CORE Instruction

Tier 2 (Yellow)

For some, or few, students that do not make adequate progress with Tier 1 interventions and supports, the teacher will complete the following:

Moderate Intervention:

- The general education teacher will request a Pre-IAT meeting with the team.
- Share out Tier 1 Interventions and data results (grades, test results, STAR scores, etc)
- Discuss implications and student need for more intensive interventions
- Record agreed upon interventions and document this on intervention form [Documentation form](#)
- Conduct 6-8 weeks of agreed upon Tier 2 interventions
- Teachers will collect data weekly and progress monitor this information

- The Pre-IAT team, including parents, can review data and progress monitoring to determine if the interventions used resulted in making progress. If so, the student can return to Tier 1 or continue with Tier 2 interventions. OR
- Student's data does not show any improvement and the team agrees that the student needs Tier 3 support / interventions in ADDITION TO continuing to receive CORE Instruction.

Tier 3 (Orange)

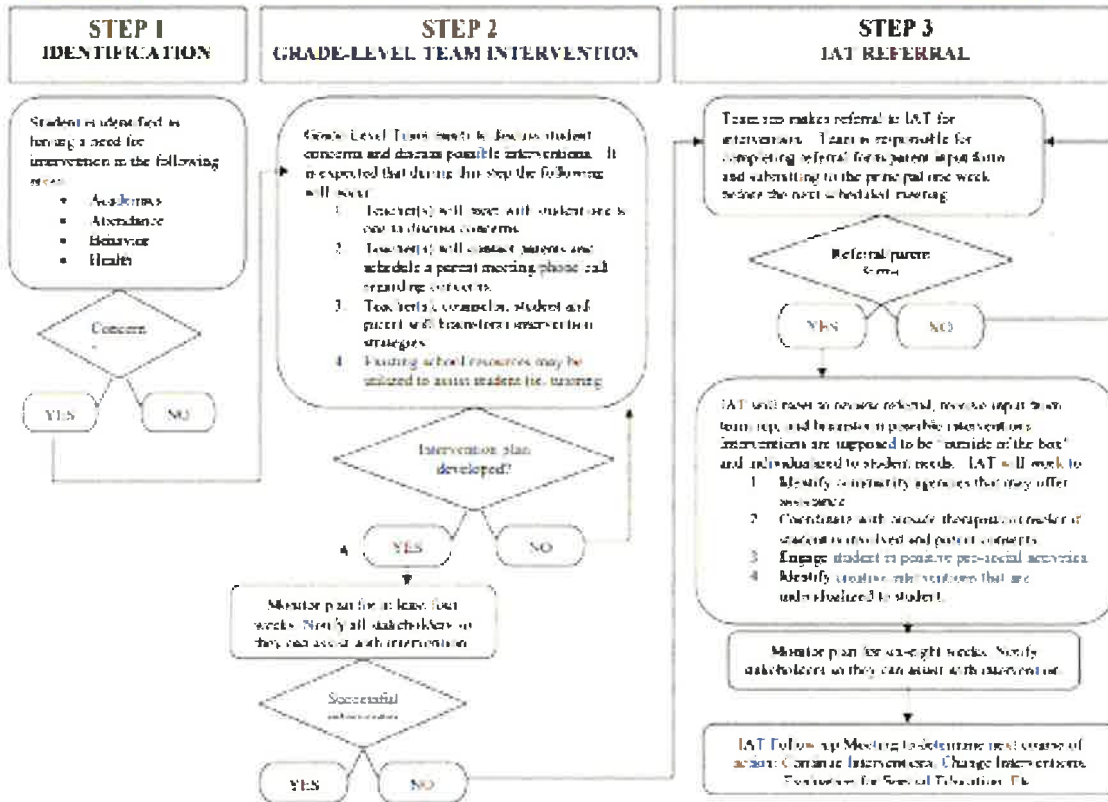
For few students that do not make adequate progress with Tier 2 interventions and supports, the teacher will complete the following:

Intensive Intervention:

- Schedule a meeting with parents and teachers to discuss Tier 1 and Tier 2 Interventions and Results
- Discuss patterns and implications - What are the students needs to develop more intensive interventions.
- Record agreed upon interventions in **intervention plan** look for
- Conduct 6-8 weeks of interventions at Tier 3
- Teachers will monitor progress and collect data weekly
- IAT members, including parents / student, will review data collected after 6-8 weeks and determine if:
 - the student made progress during Tier 3 interventions; and, if so, resume instruction at Tier 2 or continue using interventions at Tier 3. Data collection will continue.
 - further interventions need to be collected
 - further testing is necessary; if further testing is necessary, a referral form should be completed and given to the Director of Special Education and the School Psychologist (Tier 4 Red)

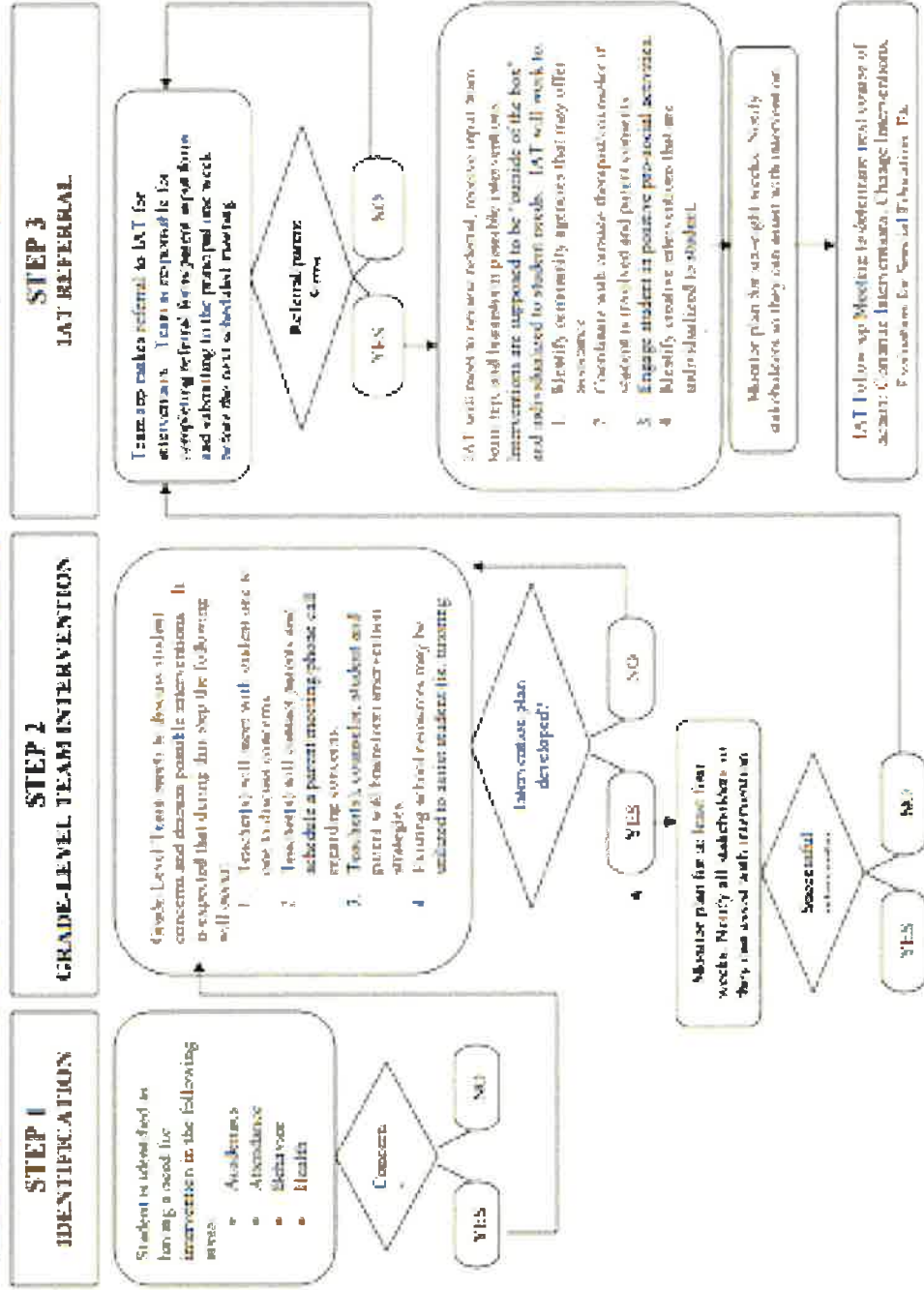
Gallipolis City School

INTERVENTION ASSISTANCE TEAM (IAT) FLOW CHART





INTERVENTION ASSISTANCE TEAM(IAT)FLOW CHART



Step 1: Identification

Student is identified as having a need for intervention based on data in any one of the following areas:

- Academics
- Speech / Language
- Attendance
- Behavior
- Health

Reason to Refer a Student for a Pre-IAT:

If there are concerns that a student might fail classes (especially language arts or math), is a candidate for retention, or demonstrates behaviors that impact the student's own academics, or the academic success of others, the student should be referred for a Pre-IAT. Discussions should take place during Grade Level/TBTs

Step 2: Pre-Intervention Assistance Team (Pre-IAT) Meeting

Team Members: Grade Level Team/TBTs

- Principal/building administrator (Team Leader)
- Teacher(s) who work with the student
- Intervention Specialist (determined by the Principal)
- Other experts in the building (Speech)

Purpose:

The purpose of a Pre-IAT meeting is to meet with the Grade-Level Team to discuss and brainstorm possible interventions that will help the child have greater academic and/or behavioral success within the classroom. This process is the same for **ALL** children, even those who may require speech intervention. It is expected during this step that the following will occur.

Items to Bring to the Table:

- Pre-IAT Packet
- Background Information
- Attendance information
- Work Samples
- Assessments
- What Accommodations have you tried (bring data)
- What Works/ What doesn't (bring data)
- Behavior (bring data)
 - what is the specific behavior
 - Remember what is the MOST important ONLY pick ONE

- Medical Information

* REMEMBER Often we may try something a few times and then say it didn't work. If it's an intervention that needs to be done with high intensity or frequency, you will need data to see if it does/doesn't work.

Once you discuss the concerns, strengths, and weaknesses you and your team determine if an Intervention Plan needs to be completed. If so, the team should prioritize the areas of concern. Once the main area of concern is determined, create an **Intervention Plan** and start collecting data using the Intervention documentation form. Document where the student is with the skill prior to interventions being provided. **Interventions should be provided for 6-8 weeks.**

Determine the next step. If a student is not making adequate progress with the interventions that are being provided, then the team should reconvene and implement interventions that are aimed specifically at improving the targeted area of deficit. Progress monitoring should continue during this time in order to obtain a baseline level of functioning as well as progress during the intervention period.

If the student is responding appropriately to interventions, then the student should continue with the plan that is in place. Progress monitoring should continue, but a referral to the IAT team may not be necessary if the student is progressing toward proficiency in targeted areas of skill deficit.

If the student is not progressing in the targeted area of deficit, then interventions can be revised. If the student is not making progress after receiving appropriate interventions with targeted areas of deficit, then a referral for an evaluation can be made.

Additionally, in the event that a child fails a screening for speech and / or language, the district member who conducted the screening will provide the parent and teacher with notification of the screening. The district member will then either:

- 1) provide the child with intervention and / or support in the classroom; and / or
- 2) provide the teacher with supporting materials to use with the child in the classroom.

3. Provide that parent with support materials to use at home.

This child's progress will be monitored while these supports are in place. If the child is not making adequate progress with interventions in place, then the team can determine next steps. This could include, but is not limited to, changing the intervention or further evaluation.

Team members will follow up with the student's progress and make further plans, as needed.

Intervention Assistance Team (IAT) Meeting

Team Members:

- Principal/building administrator (Team Leader)
- Teacher(s) who work with the student
- Intervention Specialist (determined by the Principal)
- Parent
- Student (as appropriate)
- School Counselor (as Needed)
- School Psychologist
- Special Education Director (as Needed)
- District of Residence (DOR)
- Surrogate

Purpose:

The purpose of an IAT meeting is to create a team that works together to help a child have greater academic and/or behavioral success. A student can be referred to an IAT by a teacher, parent, principal, or other school official.

ETR Initial Evaluation Procedures

A referral for evaluation may be completed by a parent/guardian, teacher, or other educational staff members with an interest in the student's education. The following describes the process of evaluation of a student for a disability at the Gallipolis City School District:

Parent / Guardian Referral

At any time, a parent or guardian can request, in writing, a multi-factored evaluation for identification of a disability. Once the district employee (teacher/principal) receives the referral, it will be sent via email to the:

- special ed secretary
- special ed director
- school psychologist

within 3 business days. Once received the Special Ed Director and School Psychologist will review available data, student background information, information provided by the parent /guardian, and information from teachers. The school psychologist will complete a **PR-04** (Referral for Evaluation).

Within **30 days** from the date of the referral, the team will determine if the district has enough evidence to suspect a disability and request an evaluation.

A child may be evaluated if the district has enough evidence to suspect a disability according to the definitions in IDEA. If the district believes that there is evidence to suspect a disability a planning meeting will take place and consent for the evaluation will be obtained, and a PR-01 will be completed. Within 60 days, the school psychologist will coordinate the evaluation with all involved parties, set a date and hold the meeting for the evaluation team report (ETR).

If the district reviews data and determines that there is **not** enough evidence to suspect a disability, the school psychologist will send a PR-01 to the parents within 30 days of the date of referral. If applicable, the school psychologist and / or director of special education will notify the teacher(s) to begin the **MTSS** - (multi-Tiered System of Supports) process for the area of concern.

Teacher / Staff Referral TBTs

If the child has failed to make adequate progress referrals to interventions in targeted areas of deficit over a period of at least 6-8 weeks, then the child may be referred for an IAT, if the team deems it necessary.

The IAT information should be given to the building principal and include any relevant information from the classroom, communications with the parent, and IAT/ MTSS targeted data. This data must be included in the evaluation of **ALL** students suspected of a disability, if the process had not been completed prior to the referral. This information will be sent to the Special Ed Director and School Psychologist to review and the School Psychologist will complete a Referral (PR-04) and the Special Education Secretary will set up a meeting.

If the school staff (principal, IS, teacher, therapist) has completed the MTSS process, and the Pre-IAT/TBT team, including the parents and student (if applicable), feel that the student has not made adequate progress with documented evidence-based /research-based interventions, the IAT team must complete a referral form(PR-04) and provide all documentation to the school psychologist and director of special education. This will be completed at the IAT.

After the referral, Within **30 days**, the school psychologist and director of special education will review the provided documentation and conduct other interviews as necessary in order to determine if there is enough evidence to suspect a disability.

The Gallipolis City Schools Special Education Department will respond within **30 calendar days** after the gathering of available trend data and communication with the parent/guardian by either:

- Developing an evaluation plan with a comprehensive team and proceeding with an evaluation
- Refusing to initiate an evaluation and sending a prior written notice with written explanation for the refusal to initiate an evaluation

An **evaluation plan (Planning Meeting)** for the initial evaluation will be drafted and include a comprehensive team, which includes the parent guardian, general education teachers, interventions specialist, district representative, and other staff deemed necessary. This meeting may be conducted as an in-person meeting, video conference or phone conference. This is essentially a contract to say who is responsible for each section.

- If OT/PT services are needed to be evaluated the School Psy will notify the OT/PT.
- Parents should **NOT** be assigned a section to complete.

An evaluation meeting (**ETR Meeting**) will be scheduled (*see Appendix _D_ Decision rules for setting up meeting*) and held within **60 calendar days** from the date of parental consent.

This meeting will include a:

- parent/guardian
- general education teacher
- intervention specialist
- district representative
- staff qualified to interpret the results of assessments at a minimum.
- Related Service Providers as appropriate (Speech, OT,PT)

ETR meetings may be held in-person or by teleconference. The team will determine whether a student is eligible for special education during this meeting by answering three questions:

- Is the student difficulty unrelated to a lack of appropriate instruction?
- Does the student meet state criteria for having a disability?
- Does the student need specially designed instruction?

If the team determines that the answer to each question is 'yes,' then the student has been found eligible for services and an **IEP will be developed within 30 calendar days. See Decision Rules for setting up meeting Appendix D**

- If OT/PT services are required the School Psy will notify the OT/PT.

ETR Re-evaluation Procedures

A student who previously qualified for special education services must be reevaluated triennially, meaning **once per every three years**. The Gallipolis City School District will seek parental consent for reevaluation **at least 90 days prior** to the due date for the reevaluation providing ample time to allow participation from **all team members**. At this time, the evaluation team will develop a plan to compile all relevant data necessary to determine a student's educational needs. This evaluation planning meeting may occur in-person, by teleconference, or by email.

For reevaluations, it is the responsibility of the intervention specialist of record to obtain all necessary signatures on the following documents and invite the family to the meeting:

- Invitation
- PR-05 - Parent Consent for Evaluation
- School Age Planning Form (SA Planning) - Located within the ETR
- Parent Consent to Share Health Information for the Ohio Medicaid School Program

After parental consent has been granted for reevaluation, relevant information will be gathered and assessments will be conducted. A meeting to review results of the evaluation will be scheduled prior to the due date for the reevaluation with a goal of completing the reevaluation **14 calendar days prior to the due date** unless the parent requests a later date. **(See Decision Rules for setting up meetings)**.

The school psychologist will prepare all necessary forms for the reevaluation and send them to the Interventions specialist of record. .

It is the responsibility of the intervention specialist of record:

- to complete an Individual Evaluators Assessment (ETR Part 1) and enter this information into SameGoal.

- to supply general education teachers with a Word document, which will be supplied by the school psychologist.
- to collect this information from the general education teachers and enter it as an Individual Evaluators Assessment (ETR Part 1) into SameGoal.
- All information from the intervention specialist and general education teachers **MUST** be completed and entered into SameGoal at least **ONE WEEK PRIOR** to the scheduled meeting date for the reevaluation.
- Part 1 must be signed by the evaluator

The team will determine whether a student continues to be eligible for special education during this meeting by answering three questions:

- Is the student difficulty unrelated to a lack of appropriate instruction?
- Does the student meet state criteria for having a disability?
- Does the student need individually designed instruction?

If the team determines that the answer to each question is 'yes,' then the student has been found eligible for services and any relevant educational needs or changes recommended to services will be considered by the IEP team.

- If changes to the IEP are needed, the IEP must be updated within **30 days** of the ETR meeting.
- This does **NOT** extend the IEP dates if it is due. If the IEP is due you must meet prior to the due date and make the appropriate changes.

ETRs Due at/or near, the Beginning of the Following Academic Year

Any ETRs that are due in the month of August, September, or October of the following academic year will be completed prior to the end of the previous school year. This guideline can be reviewed or amended at the discretion of the Special Education Director and School Psychologist.

ETR Forms and Duties

The following forms are necessary for the referral and completion of an evaluation team report:

- **PR-01 (Prior Written Notice to Parents)** is sent to communicate specific events and related contacts between staff members and families, such as

the development of an evaluation plan, a change in eligibility, or a refusal to change eligibility.

- **PR-02 (Parent Invitation)** is sent to communicate when and where a meeting will occur as a written reminder for the parent/guardian. The Special Education secretary will complete and send all Initial parent invitations. The Intervention Specialist/related service provider will complete and send all RETR parent invitations.
- **PR-04 (Referral for Evaluation)** is completed to refer a student for an initial evaluation and includes relevant educational trend data, background history, and data from RTI if the process has already begun for teacher initiated referrals.
- **PR-05 (Parent Consent for Evaluation)** is the written permission from a parent/guardian to conduct assessments with a student and must be obtained following reviewing of an evaluation plan to be considered informed written consent.
- **PR-06 (Evaluation Team Report)** is completed to document all data collected and assessments conducted as part of an evaluation. This document is commonly called the ETR. It also includes the evaluation planning form, which differs depending on if the evaluation is for a preschool or school-aged student. The planning form is completed by the appropriate related service member (e.g., school psychologist and/or Speech Language Pathologist) and is a collaborative document from all team members including parents.

An ETR consists of five sections:

- **Section 1:** involves an individual evaluator's assessment from each team member on the evaluation team who conducted an assessment or otherwise gathered information for the evaluation
 - Based upon the planning form and the identified areas to be evaluated, the appropriate team members will complete necessary evaluation methods (e.g., classroom-based teacher evaluations, observations, assessments, rating scales, etc.)
 - Each team member responsible for completing a part 1 evaluation will be notified via email by either the school psychologist or the Speech Language Pathologist with directions and guidance to complete this section. All forms to be completed will be sent via email or placed in the member's mailbox (rating scales).

- Each section needs to be signed by the staff member completing the section.
- **Section 2:** is a team summary of all of the assessments written in parent friendly language
 - For evaluations completed within SameGoal, the assigned party should complete their portion in the Team Summary section of the ETR.
 - The team summary will be synthesized by the appropriate related service member (i.e., school psychologist or Speech Language Pathologist) based on the evaluation needs. This individual will ensure all information is represented and addressed accurately and appropriately from all team members.
 - For evaluations completed by staff who do not have access to samegoal, the school psychologist will complete the team summary portion.
- **Section 3:** is specific to evaluation for specific learning disabilities and further expands on the information and rule-outs in an SLD evaluation. The school psychologist will be responsible for completing the SLD portions of the ETR.
- **Section 4:** is the eligibility determination including a summary of the team decision and a response to each of the three eligibility questions. The school psychologist and/or the Speech Language Pathologist should be responsible for completing the eligibility portion of the ETR after team discussion/decision.
- **Section 5:** is the team signatures pages, which documents that a fully compliant team participated in the meeting (parent/guardian, district representative, professional who can interpret the results of assessments, intervention specialist, a general education teacher, and other staff as necessary such as related service professionals). It is the responsibility of the Intervention Specialist to obtain all necessary signatures prior to providing the final parent copy as well as uploading any signatures, locking the document within Samegoal and sending a final copy of the ETR and ALL required documents to the Special Ed Secretary and adding it to the student's main file.

IEP Forms

The Office for Exceptional Children has directed school districts to use **universal support** found on the ODE website ([Universal Supports](#)) and ([Preschool Universal Supports](#)) for training purposes. These documents and videos offer guidance on the new forms and compliance. You can also find these resources by going to the Ohio Department of Education website and enter “**universal support materials**” in the search field. The [IEP form \(revised April 2021\)](#) 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.

The guidance rollover language document also defines many terms used in the IEP. [Guidance Rollover Language for IEP Form](#)

[IEP Checklist](#) ([IEP Check List](#)) ([Preschool IEP Checklist](#)) ([Part C to B Checklist](#))

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. When assembling the team, please make every effort to gather team members that are familiar with the student and his or her interests, strengths, and needs. The general education staff should be included and be a representative of the students current IEP goals in order to provide the most up to date information related to the student’s current performance in that area. This document is a reflection of the dedication that you place on student progress, and should thoroughly represent your work with the individual. Even if the student is relatively new to you, effort should be made to learn as much as possible about the student before drafting the IEP Annual Review.

DUE DATES

Each Year the Lead Intervention Specialist in conjunction with the building Principal will create a spreadsheet with all Intervention Specialist/therapists and students they are responsible for. As students move in and out of the district the Spreadsheet should be updated and assigned as appropriate.

The **Spread Sheet should Consists** of:

- Intervention Specialist
- Students First and Last Name

- Grade Level
- Student ID
- Type of Service
IEP/504
- Dates for IEP/ETR/504
- Type of Related Service
- Special Equipment

It is the responsibility of the Intervention Specialist to set up their calendars to give reminders of due dates. The Intervention Specialist/Therapist should **start** working on documents **3 months prior** to the due date of the ETR/IEP. IEPS should **NOT** be held on the day they are due to expire. It is best practice to schedule meetings at least **10 days prior** to the expiration date as we do not know what may come up.

- **REMEMBER** if there is inclement weather this is NOT a reason to **NOT** hold a meeting.
- If you are going to **be out** for an **extended time**, work with your building principal to come up with a plan to ensure IEPs/ETRs are completed in a timely manner.

INITIAL IEPs

Initial IEPs follow the same procedures as outlined below; however, they must be completed within **30 calendar days** from the date of the completed ETR.

The IEP is active for not more than **364 days** from the date the IEP was agreed upon and signed by a qualified IEP team. At least once a year, the IEP team will be required to meet unless the child turns 22 years of age, tests out of services, receives a diploma or the parent revokes consent for services. The IEP is a working document and the IEP team is encouraged to meet throughout the year, as the child makes progress (or does not make progress) and not wait for the IEP Annual Review to make the necessary changes.

The following is a general outline of the **annual review** procedure:

1. Whenever possible, IEP Annual Review meetings should be scheduled for a date that is **at least 10 school days prior to the expiration date (see Decision Rule for setting up meeting)**. This allows for rescheduling, if needed. Parents may request a different meeting date that better fits their

schedule. The proposed meeting date gives ample time to meet deadlines. Though this happens infrequently, if a parent request and/or if extenuating circumstances (eg. COVID) results in the team not being able to meet the required deadlines, then this situation should be documented in the PR-01 to indicate the reason and select a **Non-Compliance** code Parent Choice.

- At least **10 days** prior to the meeting, the Special Ed Secretary (Initial IEP) or Intervention Specialist (RIEP) will send **PR02 – Parent Invitation** to parents and related educational staff via an agreed upon delivery method (e.g. hard copy, email, Google Calendar).
 - **REMEMBER** we need to document attempts using **Attempts to Obtain Parent Permission- SameGoal**. (phone, email, different times of day, paper invitation)
 - If a child is of **Transition Age** (i.e. turning 14 within the duration of the IEP), the student must be invited to the meeting as well, and this must be indicated on the invitation. Prior to the age of 18, the parent and student have the option of the student attending his or her meeting.
 - The Special Ed Secretary (Initial) or Intervention Specialist (RIEP) will invite the appropriate team members via Google Calendar and indicate the method of the meeting (e.g. video, phone, in-person).
 - Parents are given the option to conduct virtual or in-person meetings based on preference and availability.
2. **Draft the IEP** - It is the responsibility of the assigned Intervention Specialist and/or supporting staff (e.g. related service providers) to draft the IEP.
- IEP draft should include student performance data, parent input, input from all staff who support the student's goals/objectives, pertinent ETR information, student work samples, assessments, observations, transition plan (as appropriate) etc. Make sure all contributing team members have access to the IEP in SameGoal.
3. IEP drafts may be provided to the **Internal Monitoring Team** as needed. This will follow internal monitoring team procedures.
- Updates to the IEP should be made with any necessary changes determined from the Internal Monitoring Team review process.
4. Confirm meeting appointment with parent 1-2 school day(s) prior to meeting.
5. **Hold meeting** – any changes must be made in SameGoal and reprinted prior to signing (no handwritten changes).
- During the meeting, parents will be provided a copy (hard copy or electronic copy) of the IEP to follow along with during the meeting.
6. **At the Meeting-** Provide parents with:
- see [Procedural Safeguards](#),

- signed COPY of IEP and
 - Medicaid Form
 - PR01 upon completion of the IEP meeting.
 - If a meeting is held via video or phone conference, documents can either be shared with the family via SameGoal to sign electronically or sent home via an agreed upon method for signatures and returned to school. Once all signatures are obtained, they will be uploaded to SameGoal and a final copy of the document will be sent home via an agreed upon method, including the Procedural Safeguards and PR-01.
7. It is the responsibility of the intervention specialist of record to obtain all necessary **signatures** before sending out final copies as well as locking the documents in Samegoal and delivering the IEP and other documents to the GCSD Central Office. This includes **EMIS AT A GLANCE**
 8. Ensure an **ORIGINAL** copy of all documents are given to the Special Education Office within **5 school days** after the meeting.
 9. Ensure a copy is placed in the child's permanent file.

[IEP Compliance and Best Practices](#)

The following includes guidance on compliance and best practices for individual sections of the IEP. Please note that this is not all inclusive; however, it does address areas that frequently raise questions and concerns. Please feel free to ask your director of special education and/or building principal whenever you have questions or concerns. It's far better to ask questions than to make assumptions that could lead to problems needing correction at a later date.

[PR01 – Prior Written Notice](#)

The PR-01 serves as written notice of changes, or potential changes, to the services provided for a student with an IEP. The PR-01 explains the results of the meeting and should be provided prior to the implementation of the proposed IEP. Please review the **Prior Written Notice Chart** included in the resources section of this handbook for further details. See [Required Notification Chart](#)

The PR-01 must: (Guidance examples are listed in banks on samegoal)

- Indicate the type of meeting including date
- Summarize details of the discussion and/or decisions made
- Note information that was discussed, but were not included in the IEP
- Include specific data used to inform decisions (when applicable) indicate measures use to determine student needs

- If parent did not attend, document all attempts to contact
- Be complete (**blank sections, not applicable, or n/a, is not acceptable**)

Preschool:

Placement Documentation

- For an initial IEP, the district is required to provide prior written notice to the parents before the district proposes to initiate the educational placement of the child. A prior written notice must provide enough detail in a language that is understandable to the general public, and it also must be written in the parent's native language or other mode of communication to allow the parents to participate in their child's educational services decisions.
- The district **must clearly communicate the child's placement**, as agreed upon by the IEP team, in one of the following:
 - Public School Preschool General Education Class,
 - Head Start Preschool Program or Nonpublic School Preschool Program,
 - Public School Preschool Integrated Class,
 - Public School Preschool Special Education Class,
 - Special School,
 - Home or Service Provider Location.
- the **PR-01** must indicate the **IEP team final decision** for the specific LRE location.
- must address the IEP team's (including the parent's) decision based on the **child's individual needs** if:
 - The child is receiving instruction **less than** the level required in rule which is a minimum of **360 hours of programming per year** for any educational setting **other than home or service provider location** which must include instruction in the general education curriculum, and a **minimum of one hour of specially designed instruction or related services per week**, or a **combination of specially designed instruction and related services**.
 - A child served in the **home or service provider location** is provided less than the required minimum of one hour of instruction per week in the general education curriculum that includes specially designed instruction.

The district must clearly **communicate the placement, LRE location and number of hours** to the parents as part of making sure that parents are fully informed and able to provide informed consent. If applicable, the district must also include:

- A description of how remaining instructional hours will be provided and or
- A justification for why the child is not receiving the amount of programming and/or special education required in rule.

For example, if a child attends a community-based program for 300 hours that does not satisfy the 360-hour requirement, the district must provide within the PR-01 a description of how the remaining 60 instructional hours will be provided or a justification for why the IEP team determined the child is not receiving the additional 60 hours.

PR-02 – Parent Invitation

According to Ohio's Operating Standards, we must make reasonable "varied" attempts to reach a parent before holding a meeting without them. This includes any meeting that the IEP team will convene to discuss the student's needs.

Recommendations for meeting this requirement are:

- An initial phone call more than **10 days prior** to schedule the meeting, followed by
- PR-01 and PR-02 sent via email (also via US Mail for families that do not frequently use email) at least **10 school days** prior to the meeting.
- If family response is not received in any form after **3** business days, a **second PR-02** will be sent via the opposite mode (e.g. email or mail)
- If family response is still not received after an additional **3** business days, a **third PR-02** with an accompanying PR-01 documenting contact attempts and to inform family that the meeting will proceed as scheduled. An IEP draft will be sent home at this time.
- After receiving parent permission regarding delivery method, a **draft** of the IEP will be sent at least **1** school day prior to meeting, either electronically or via hard copy.
- Reminder phone call and/or email one school day prior to the meeting.
- Document all attempts through various means and days/times to contact on the Same Goal Attempts to Obtain Parent Participation document.
- Students will always be invited when Transition will be discussed (starting at age 13-14 depending on when the IEP falls), otherwise when appropriate – decided by team and parent.

Cover Page

- Ensure all data is complete, correct, and up to date.

- Other information section – be careful not to share unnecessary information that is not relevant to the student’s needs (i.e. medical information or educational not related to the qualifying disability)
 - **Preschool-** good place to list placement and general education information for preschool students. For example, you could write in this area that “Cindy will continue to attend Jones County Head Start for 4 days a week. She will receive itinerant services for 2 hours/week, 1 hour from an itinerant intervention specialist and 1 hour from an itinerant speech language pathologist.”
- All Form Status boxes must be checked once each section is completed
- **Preschool-** Check the box in answer to the question, “Is the child in Preschool?”
- Please be attentive to the **date** of the meetings and the **type** of meeting being held. In the box labeled “Meeting Date” list the date that the IEP meeting was held. Then check off the type of meeting, such as Initial or Annual, etc
- The IEP Time Lines section includes IEP Effective Dates. The “**Start**” box is where the date of implementation should be recorded. The date of implementation is the date that all identified services begin. The meeting date can be the same date as the IEP effective start date only if identified services begin on this date. In the “End” box record the date that services will end.
- If the parent chooses not to meet by the due date make sure you select the appropriate **NON-COMPLIANCE CODE (05) Parent Choice**
- **Preschool-** If the family chooses not to start services on their third birthday, **Parent Choice** needs to be marked and a **PR01** needs to be completed.

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.

Section 3 - Profile

The profile must include:

- a general description of the child
- their strengths,
- needs,
- preferences,
- 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.
- 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**.
- If the IEP team decides that based on the severity of the child's needs that they will **prioritize addressing needs** of the child, then they should explain that within the Profile. Additionally if the IEP team determines that there is no longer a need in a given area, then they should also explain that within the Profile and include data used to make that decision. If applicable, this information could also be added to the relevant Present Levels of Performance section of the IEP.
- **Preschool-** Information might include assessment data, data collected from the family, Part C or other early care experiences, if applicable, and other information about the child that the team thinks is important for all parties involved in the IEP to know.

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:

- a. Without ESY services, will the child regress at a rate significantly higher than typical peers and other peers with disabilities?
- b. Is the child likely to fail to achieve the goals on the IEP due to the interruption of instruction between school years?
- c. 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?
- d. Is the regression caused by interruption of instruction between school years, or does the child regress periodically throughout the school year?
- e. Is the regression caused by interruption of instruction between school years, or are there other factors related to the regression?
- f. **Preschool-** the IEP team must consider extended school year services as part of the IEP process for each child **transitioning from Part C** services. A school district shall not require any child to have previous school experience to qualify for extended school year services. Based upon data available from the Part C system, the IEP team shall determine if extended school year services are required as outlined in the Administrative Code.

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

- a. Parent provided information
- b. Teacher information and data including observation, informal and formal assessments
- c. Current and previous evaluations
- d. Current and previous IEPs
- e. IEP progress reports
- f. Student report cards
- g. Testing results- state, district, formal and informal assessments
- h. Discipline records, if applicable
- i. Attendance records
- j. Previous year-to-year growth
- k. Behavior and skill charts

- l. Work samples
- m. Conditions other than the interruption of instruction between school years (i.e. changes in medication, physical condition, home situation, etc.) which may negatively affect the attainment of goals
- n. 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 **PR-01** must be written to document the discussion and the team's decision.

Sections 5 – Transition [Indicator 13 Check sheet](#)

This applies to students who will turn **14 prior to the expiration of the IEP**, or **older**. While uncommon, the team may address transition for younger students if appropriate. All data must be complete, accurate, and individualized based on **assessment data** that includes the student's **Preferences, Interests, Needs, and Strengths (PINS)**. The National Technical Assistance Center on Transition (transitionta.org) is an excellent resource. Based on District best practices, **two transition assessments** should be given to the student in order to inform and guide applicable goals and objectives. Teachers may choose from a variety of assessments, questionnaires, and checklists, many of which can be located on [Ohio's Age Appropriate Transition Assessment Library](#). Typically, teachers use the ONET and a strengths and weaknesses questionnaire, but other assessments may be more applicable to your student's needs.

- Use the [Flowchart for selecting/developing Annual IEP Goals for Transition-Age Youth](#) to assist in writing goals.
- Goals **should** state, **_____ will do NOT _____ wants to**, this is NOT measurable.
- [Graduation decision making Tool](#) [You tube Graduation Decision Making Rules](#)

***NOTE:** We are required to report on progress regarding Transition Services/Activities connected to applicable transition goals for all students who have a transition plan.

Each year the Intervention Specialist will discuss graduation requirements and give families a copy of the Graduation Requirements(**Click [Graduation Requirements and Secondary Transition Roadmap](#)**)

Section 6 – Present Levels

This section must include current (within one calendar year) data from assessment, observations, classroom data, and work samples. This should come directly from the previous IEP's Progress Reports as well as any additional data collected including relevant ETR information. Care should be taken to utilize multiple sources of information, preferably multiple data-driven measures (e.g. Brigance, classroom running records). Both strengths and weaknesses should be evident, as well as any interventions attempted and their impact.

There must be a direct correlation to the goal and objectives.

Be sure that you include input from any other team members that may have data in this area. The information in this section must be understandable to all members, including parents, and must include **baseline data that is directly correlated to the goal**. Best practice is to review the section with others who are involved with the student's education. This section must also include **a statement that compares the student's present levels of performance to the grade level standards**. This is a good place to make a connection to Ohio's Learning Standards and to reflect on the future planning and transitions sections to ensure all needs are being addressed.

Preschool-

All performance levels must be described in measurable terms of growth using the same conditions, behaviors, and performance criteria as the goal to which it is aligned. Some sources of present levels data might be classroom-based measures, functional scores, and behavioral actions. Any data that is used to help determine the **Child Outcome Summary** score and that is related to the IEP goal may also be used here. (See Above information as well)

Section 6 – Measurable Goal and Objectives

All goals and objectives must be **specific, measurable, achievable, realistic, and time-bound**.

There are 3 elements of a measurable goal. They must contain:

1. **clearly defined behavior-** specific action the child will be expected to perform. The behavior should be based on **ONE** specific skill. DO NOT blend Skills Avoid using Broad terms "follow directions" "receptive language Skills"
2. **condition-** under which the behavior will occur. The condition is defined as (setting, situation, or materials),

3. **performance criteria-** will be used to evaluate the performance of the behavior. The definition of performance criteria is the level the child must demonstrate for mastery (for example, 10 steps independently) and the number of times that skill or behavior must be demonstrated (for example, 4 out of 5 trials) to be considered for mastery. (example, the number of times a student will complete a task or the rate of completion). You should be able to *observe a task, or give an assessment, that will provide the exact data that the goal or objective indicates*. Best practice is to have an example of the assessment, rubric, chart, and/or task on hand while writing this section, and to present during the meeting. This will ensure that the goal or objective is measurable and will provide the feedback that the team needs to make future decisions regarding progress and interventions. As with the Present Levels, it is important to seek input from any other team members that work with the student in each area.

It is important to use the same unit of measurement when describing mastery of the goal that will be used in the present levels of performance and in the progress reports.

Method Used to Measure students Progress

Section 7 – Specially Designed Instruction and Related Services

The IEP team should consider the following when determining services and supports.

- What skills require direct, explicit instruction to maximize the student's strengths and promote skill development.
- How will the services and supports close the skill gap?
- How and when will the student be progress monitored to determine if the gap is closing?

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.

Specially Designed Instruction are **INSTRUCTIONAL** methods and strategies specially designed for each individual student and goal. Specially designed instruction is **NOT** simply a list of **accommodations**.

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 no proprietary names can be indicated.

- *Times indicated in this section should be reflective of the time spent targeting each goal.*

Each line of service should pertain to only **one goal** and have **one provider** and **one location**. You **CANNOT** have more than one goal addressed on any line. The amount of time listed in the SDI section should reflect the amount of time needed to directly target a student's goals/objectives. This number should not be based on scheduling or teacher availability.

Specially designed instruction can be provided by any intervention specialist and related service provider. Paraprofessionals and general education teachers can *reinforce skills* that have been taught, *implement accommodations and monitor progress*. The role of the paraprofessionals and general education teacher should be documented in the Support for School Personnel section and not in the SDI section.

- 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.

Once the IEP team has developed appropriate goals and objectives and determined the services and supports necessary for the student to make progress, they need to discuss the location where the services will be provided.

Teams should begin by pursuing the student will be served in the general education setting. To assist in this determination, the following question can be used to facilitate the discussion.

- a. Can the student make adequate progress with services and supports provided in the general education setting?

The discussion is required for each individual student based upon their specific areas of need as identified in section 6 of the IEP. Services /supports that can be provided in the general education setting include specially designed instruction (small group or individual) accommodations, modifications, progress monitoring.

If YES, document the location for services as a general education classroom.

If NO, proceed to the next question.

- b. Can the student make adequate progress with services and supports provided within a separate location with the school setting? The discussion will include what goal areas require a separate setting and the reasons why a separate setting is necessary. Considerations may include minimal distractions, intensive, implicit strategy use.

If **YES**, document the location for services as a resource room or self-contained classroom.

If **NO**, proceed to the next question.

NOTE: It is possible that a student could have some services provided in the general education setting (including SDI) and some in a different setting within the school.

- c. Can the student make adequate progress with services and supports provided within a separate location outside of
- If a student has a **Related Service** and they no longer need **Specially Designed Instruction (SDI)**, they no longer need a goal. They would be dismissed from the related services. You would indicate this in **Present Levels** and a **PR-01**.

On the Ohio Department of Educations (ODEs) website you can search, **Universal Support Materials**, Slide 2: Slide 8: **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 child that results from the child's disability and to ensure that the child has access to the general education curriculum or standards extended so that the child can meet the educational standards that apply to all children.

Some students may need consultation. **Consultation** is talking between two adults.

Consultation between adults should be listed in the **support for school personnel** section of the IEP. On the Ohio Department of Educations (ODEs) website you can search, **Universal Support Materials**, Part 2, Slide 15 for additional information.

Slide 15: 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 teachers 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 students' progress in IEP goals, especially if the aide is intended to be a 1-1 service for the student.

If a student is **SPEECH** only and no longer qualifies for services they cannot have consultation services. At this time, the student would no longer qualify for an IEP and would need to be exited from services.

Section 7 – Support for School Personnel

Support for school personnel addresses indirect support for students with disabilities. Examples of such support include consultation between professionals and educational staff, along with communication to parents. These services must be justified based on student needs.

Section 7 – Assistive Tech, Accommodations, and Modifications

Assistive Technology is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional abilities of a student with a disability. When describing the specific assistive technology, proprietary names should **not** be used.

* 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.

Accommodations:

All items in this section must be justified by the student's individual needs. There needs to also be an explanation of: ***under what circumstances or condition the student will receive the accommodation and to what extent.*** You cannot use the term "**as needed**" or any variations thereupon when identifying an assistive technology. In other words, 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 because the assumption could be made that everything should be read aloud. Similarly, reduced written assignments as a modification must be specifically defined.

- Each accommodation should be in a separate box.

Remember, **accommodations** address the student's *access* to the curriculum while **modifications** address *changes* to the curriculum.

Modifications

Modifications refer to changes made to the content that students are expected to learn where complexity of materials is altered from grade level curriculum expectations. When an instructional or curriculum modification is made. Sometimes the nature and severity of the student's disability require that both the materials for the student are changed.

- The IEP **must** describe the **type of modification** and the **extent of the modification provided to the child**. Modifications of the curriculum result in the child being taught the same information as the same-age and grade-level peers, but with less complexity.
- The IEP must explain **how** the curriculum is being modified.
- The IEP must identify the **subject(s)** that will be modified
- **Common Examples**
 - i. Using the Ohio Academic [Extended Standards](#); Changing scope.
- The team does not have to specify goal addressed, provider of service, or location of services as a child must have access to their modifications across all environments through all educational or service providers

Section 8 – Transportation

All questions must be answered. Remember, this need must be based on the qualifying disability.

Preschool ONLY: [Preschool Transportation](#)

The first question "Does the child require special transportation? Refer to Operating Standards 3301-51-10(3) for specific information about special transportation. If the IEP team determines the answer to this question is "yes," then the answer to the third question should be "yes." If the IEP team determines the answer to this question is "no," then this means the child is provided his or her services at home and/or the child does not need any specialized transportation (such as the child exceeds the height/weight requirements for a safety harness and so does not need a safety harness).

The second question asks, "Does the child need transportation to and from services?" This question refers to services the IEP team has determined the child requires as part of his or her IEP. The district **must** provide access to those services in the location that

is required by the IEP. This question should always be answered as “yes” unless the child is receiving his or her services at home.

Section 9 – Non-academic and Extracurricular Activities

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

Section 10 – General Factors

All questions must be answered and understood by all team members.

Section 11 – Least Restrictive Environment - *Think about how much time they are with peers.*

If the child does not receive all services with their general education peers, this section must include a **description of the LRE** as well as explanation as to **why** services cannot be provided in the general education setting based on the student’s needs. The team should consider delivery of services in the general education classroom and whether supplemental aids and services will be sufficient for the student to access the general education curriculum. This should include what the student needs outside of the general education setting and why the general education setting is not the most appropriate setting for specific instruction.

When determining a child’s least restrictive environment, an IEP team must consider the following:

- Settings where a child would be if he or she were not identified as a child with a disability with access to typically developing peers
- Child can access, participate, and make progress in the general education curriculum with appropriate aids, services and supports

Preschool: LRE Continuum of LRE Placement Options [Decision Tree](#) [State Codes](#)

The graphic on the slide illustrates the compiler preschool LRE [LRE Guided Question](#) continuum of placement options from least restrictive to most restrictive.

When considering LRE placement:

The first placement option considered for each child with a disability shall be the general education setting the child would attend if he or she did not have a disability;

All options listed as placements on the continuum(not listed as Best Practice) must be made available;

Removing a child from his or her general educational setting (such as regular routines or activities) or removing a child from nondisabled peers to provide specially designed instruction and/or related services requires individualized justification in the child’s IEP.

The IEP team must start with a consideration of a general education preschool classroom that provides all necessary supplemental aids and services. As a best practice, the IEP team should consider general education classrooms with natural proportions of children with disabilities.

However, if a preschool child **already participates in a general education** setting with natural proportions, then the IEP team is required to consider this setting as the child's least restrictive environment. According to rule, the child "shall remain in the program in which the child is enrolled" **unless the IEP team determines otherwise**. If the IEP team determines that the child needs a more restrictive setting, then a **justification must be provided in the child's IEP**. A school district is not required to make this option available. Again, though, if a child is already in such a setting, then the district is required to **consider** this setting as the child's LRE. For these reasons, this option is called the Best Practice Option as opposed to the 1st Placement Option.

The Optional Form [Guided Question Decision Tree](#) is available to assist the IEP team through the LRE placement process and document their rationale for the IEP teams final placement decision and location.

Preschool LRE: Sequence of Questions

There are several questions listed to think about but not ALL need to be answered. This depends on the answer to the first question, **Does the child attend a general education setting** (the first placement option on the continuum)?

Scenario 1: what happens if you respond YES to the first question and YES to the 2nd question -

Scenario 2: what happens if you respond YES to the first question and NO to the 2nd question -

Scenario 3: what happens if you respond NO to the first question

LRE Scenario #1

The first question asks, Does the child attend a **general education setting**? In order to answer this question, it is important to understand what is meant by "a general education setting."

The term **general education setting** only includes those settings that align with the Best Practice and 1st Placement Option on the preschool LRE continuum of options. These are settings in which the child will be receiving instruction in a general education curriculum taught by a general education teacher with non-disabled peers. This term aligns with section 11 of the IEP when answering the question "Does the child attend a general education setting?" Again, as long as there are 50% or less children with disabilities, the preschool classrooms that are general education settings are those that align with the Best Practice and 1st Placement Option on the continuum:

- Public school preschool general education class, including a co-taught class with natural proportions or 8 or less children with disabilities
- Non-public school preschool program class with natural proportions or in which no more than 8 children with disabilities are enrolled
- Head Start preschool program with natural proportions or in which no more than 8 children with disabilities are enrolled.

If you answer **YES that the child will attend a general education setting**, then you must answer the next question, Does the child receive all of his/her special education and related services embedded within regular classroom routines and activities?

To answer this question, it is important to consider if the child is receiving services not only embedded within regular classroom routines and activities but also with non-disabled peers. To answer yes to this question the child must be receiving all of his/her special education and related services embedded and with non-disabled peers. If you answer **YES** to this second question, then there are no further questions to respond to in this section.

LRE Scenario #2

If you answer **YES** to the first question and **NO** to the second question, Does the child receive all of his/her special education and related service embedded within regular classroom routines and activities, then you must answer a third question:

What prevents the child from receiving special education and/or related services embedded within the regular classroom routines and activities?

A **justification** must be provided if the child is removed from instruction with non-disabled peers. The justification should provide evidence as to why the child cannot receive instruction with nondisabled peers and should not simply be a description that the child was removed. The **justification must:**

- Be based on the individual needs of the child, not the child's disability, and aligns with SDI or related services location;
- Reflect that the team has given adequate consideration to meeting the student's needs in the general classroom with supplementary aids and services; - *
- Document that the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily and;
- Describe potential harmful effects to the child or others, if applicable.

Along with the justification, a **PR-01** must be completed to indicate why the child cannot receive special education and related services in the 1st placement option.

After answering this 3rd question, there are no further LRE questions to answer.

LRE Scenario #3

Going back to the first question, Does the child attend a **general education setting**? If you answer **NO** to this first question, then you must answer **two additional questions**.

The first question being:

What prevents the child from being able to attend a general education setting?

To answer this question, you need to justify why the child is not attending a general education setting. The justification must:

- Be based on the individual needs of the child, not the child's disability, and aligns with SDI or related services location; -
- Reflect that the team has given adequate consideration to meeting the student's needs in the general classroom with supplementary aids and services; -
- document that the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily and;
- describe potential harmful effects to the child or others, if applicable.

Along with the justification, a **PR-01** must be completed to indicate why the child cannot receive special education and related services in the first placement option.

The second question, **Who provides the child instruction in the general education curriculum?** must also be answered.

The intent of this question is to make sure that the child is actually receiving general education instruction, not just special education services.

Two areas must be covered in the response to this question.

1. The role of the person(s) providing instruction in the general education curriculum
2. How that person is providing access to the general education curriculum in the child's area of need as identified in the IEP.

If the person providing the general education instruction **is qualified** to be the lead teacher of a public school preschool general education class or a public school preschool special education class, then simply list that person's role.

For example, if an itinerant Early Childhood Intervention Specialist is providing the preschool general education to a child at home, then the role "Early Childhood Intervention Specialist" would be listed in response to part 1 of this question.

If the person providing the **general education instruction** is **NOT** qualified to teach preschool general education be the lead teacher of a public school preschool general education class or a public school preschool special education class, then a qualified

staff member will need to **consult** with that other person. The **roles of both individuals** would need to be listed. For example: -

- An IEP team decides that the SLP will provide itinerant services to a child at home. The SLP is not qualified to teach preschool general education, so the IEP team has a preschool general education teacher consult with the SLP on a regular basis to determine how to embed the special education services within the general education curriculum.
- In the IEP section 7 Specially Designed Instruction, the SLP is listed as the provider
- In the IEP Section 7 Support for School Personnel, the general education teacher is listed as consulting with the SLP.
- In the IEP Section 11, the SLP with consultation from the preschool general education teacher would be listed in response to part 1 of the question.

In addition to identifying the role of the provider, you must also describe **HOW** that person is providing the child with access to the general education curriculum.

For example, the ECIS will provide the general education curriculum through activities that align with the Ohio Early Learning Development Standards in the child's area of need as identified in the IEP.

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 accommodation in the Profile and/or Present Levels section of the IEP that is tied to that area of weakness.

- See Appendix B in the Ohio's Accessibility Manual to see if students qualify for Read Aloud.

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 the excusal.

Third Grade Reading [Click link to Third Grade testing](#)

- 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.

Exemptions To Retention

Each year, students scoring below the promotion score on Ohio's grade 3 English language arts test must be retained, except for the following students:

- A student who is an English learner enrolled in U.S. schools for fewer than three full school years and with fewer than three years of instruction in an English as a second language program.
 - A student whose IEP specifically exempts the student from retention under the Third Grade Reading Guarantee (more information is available in the Students with Significant Cognitive Disabilities section of this document).
 - A student who demonstrates competency on an alternative assessment for reading approved by the Department (see detailed guidance below).
 - A student whose IEP shows the student received intensive remediation in reading for two years and the student previously was retained in any of grades kindergarten through 3.
 - A student who received intensive remediation in reading for two years and previously was retained in any of grades kindergarten through 3.
 - *• A student whose parent or guardian, in consultation with the student's reading teacher and principal, has requested that the student be promoted for grade 4 regardless of the student's score on Ohio's State Test for grade 3 English language arts.
- * *Students promoted under these exemptions must continue to receive intensive reading instruction in grade 4.

This instruction shall include an altered instructional day that includes specialized, diagnostic information and specific, research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

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

Section 13 – Alternate Assessment

As a team, during the annual IEP meeting use the Ohio's Alternate Assessment Decision-Making Tool to determine if the Alternate Assessment is appropriate.

The [Ohio's Alternate Assessment Participation decision-Making Tool](#) document and the AASCD Participation Criteria must be completed, signed, and included with the IEP for all students who qualify for the Alternate Assessment.

- This is an **annual decision** that is **not** automatically carried over from one year to the next. 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.

Justification must also be provided.

Example -- "The student has a significant cognitive disability that significantly impacts his/her intellectual functioning and adaptive behavior. He/she receives instruction derived from the OLS-E (Ohio Learning Standards-Extended) that are appropriate and challenging based on his/her knowledge and skills. He/she also requires extensive, repetitive, individualized instruction and support to achieve measurable gains, uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings. "

Students who qualify for Alternate Assessment **cannot have testing accommodations marked.

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.

District testing

These are district sanctioned district-wide assessments delivered to all students in one or more grade levels (ie:STAR)

1. If there is an Accessibility Manual produced by the assessment vendor, use the exact and precise language, including the category heading
 - b. Specify for each category. If none are recommended, write none.
2. For any areas not assessed, leave all columns blank

Statewide testing Ohio State Tests (OSTs)

1. Use the most recent Ohio Accessibility Manual's precise and exact language to determine:
 - a. Administrative Considerations
 - b. Universal Tools
 - c. Designated Supports
 - d. Accommodations
2. Specify support for each category. If none are recommended, write none.

3. For any area assessed, define the area, assessment title, and accommodations.

- Do not leave any column blank

4. For any areas not assessed, leave all columns blank

5. ACT Should go in the "Other" Category

- ACT Testing -- From ODE on 9/5/2018: The department recommends that IEP teams do not document in IEP what accommodations a student will receive on tests that require application for and vendor approval of accommodations, such as college and career readiness tests. Instead, the department recommends that IEP teams document on the student's IEP what accommodations the school **will apply for on behalf of the student**. IEP teams can ensure that schools do apply for accommodations noted on an IEP in a timely manner. IEP teams cannot be sure that a vendor will approve an application for any accommodation.

Section 14 – Participants

Make sure all participants sign.

The **required members** include:

- Parent,
- Student (the **student** must be **invited** to every **IEP meeting** when secondary transition is discussed, regardless of **age** and disability category)
- General Education Teacher,
- Special Education Teacher/Provider
- District Representative,
- *Surrogate (if needed)*,
- District of Residence District Representative*

* If the child 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.

*Teachers who attend the IEP should have working knowledge of the students' individual learning needs.

*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. Ideally, permission from the parent should be obtained prior to the meeting date in order to excuse a member of the team whose area

will be discussed during the IEP meeting by utilizing **OP-5 Parent/Guardian Excusal** form . This indicates that the parent agrees to excuse the team member and proceed with meeting as scheduled. If the parent declines, the IEP team will need to reschedule to include all required team members. The Intervention Specialist should ensure the completion of the document uploaded to Samegoal as well as have the original in the student's special education file.

Section 15 – Signatures

Be careful to have the parent sign on the appropriate line depending on if the IEP is an initial IEP or an annual IEP.

The parent must have the opportunity to choose whether they agree or not. The parents must always be provided with Procedural Safeguards and a PR-01.

If this is a review a parent signature is NOT required however you need to have your invitations (**10 days prior**) and documentation of attempts using (**Attempts to Obtain Parent Participation**) . You need to show that you have made reasonable attempts using different methods and times. Complete a PR-01 at the time of the meeting.

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.

Eye Exam, Scholarship forms

Eye Exam dates are entered into EMIS using Samegoal, when they are received in the Central Office. If there are no dates there, have the discussion at the IEP meeting and give parents the notification. A copy of this form will be included with the IEP.

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**.

Best practices when writing IEPs

When writing an IEP, it is important to check for all grammatical errors, spelling errors, and miscellaneous errors including use of the correct student name and proper spelling of the student's name. The IEP should also be checked for consistency throughout the document. For example, if a student is referred to by their nickname or a shortened name in the school setting, the IEP should include the same name throughout the entire document. When an IEP is presented to

the team and final copies are made, it is important to present the most accurate document as possible.

Revoke Consent

There are situations where a family no longer wants special education services. If this is the case the Intervention Specialist will need to amend the IEP and follow the following steps:

There is an option to add the CIEP on the IEP form.

MEETING INFORMATION

MEETING DATE: ① _____ *

MEETING TYPE: *

INITIAL IEP

ANNUAL REVIEW

REVIEW OTHER THAN ANNUAL REVIEW ①

AMENDMENT

OTHER ①

add Transfer IEP (TIEP) Date

add IEP Consent Withdrawn (CIEP)

add Services w/o IEP (NIEP)

The family will need to revoke consent in section 15 and a A Prior Written Notice needs to be completed and provided to the family.

Exiting School-Graduation

Graduation Requirements

For students who will be 14 and up , each year during the IEP meeting the IS, along with the guidance counselor and team, should review the [Graduation Requirements](#) with the student and their family. You can also refer to [Ohio's Graduation Requirements Long-Term Requirements 2023 and Beyond](#).

Students' families and Guidance Counselors will also use **School Links** to track graduation requirements.

[IEPs Graduation Decision Making Tool](#) can assist the Individualized Education Program (IEP) Team to determine if a student with an IEP has met or will meet graduation requirements following a typical pathway and when the student must exit secondary school. This tool is often completed if a student is thinking about **continuing their education after the age of 18**.

IEP Dates

When a student is planning to graduate do **NOT** end the IEP the date you think they will be graduating. The date on the IEP should run a full year. When a student Graduates services stop. By doing this, it will eliminate having to write a new IEP if they do not graduate or if the dates don't align.

Indicator 14- Exiting Student Data (Procedures for Exiting Student Data)

Prior to a student Graduating they will need to complete an **Exiting Student Survey**. The guidance Counselors will send these out but may ask you to assist in getting the surveys completed. The survey is completed to better understand what students go on to do after High School

- a. Ohio School Report Card **Indicator 14**: Post High School path for graduates and non-graduates beginning 22-23
 - i. Enrollment in 2 and 4 year post secondary education institutions one year after leaving high school.
 - ii. Participation in registered apprenticeship programs
 - iii. Military Enlistments
 - iv. Employment Information

OP-08 Summary of Performance (OP-08)

The Summary of Performance is located in samegoal. This provides information to students who are graduating with a regular diploma to assist them in meeting their post-secondary goals; and it provides information to students who are leaving school because they exceed the age of eligibility for a free appropriate public education (their 22nd birthday) to assist them in meeting their post-secondary goals. IDEA 2004 does NOT require a Summary of Performance for students who are leaving school before the end of their entitlement period for other reasons however they recommend this as BEST PRACTICE.

- Once completed give a copy to the student and send a copy to the Special Ed Secretary.

Preschool to Kindergarten Transition

There are 2 ways to complete an IEP from preschool to Kindergarten services: **One Combined, Preschool and Kindergarten IEP or Two Subsequent IEPs:** (Preschool then Kindergarten) click the link [**Preschool to Kindergarten IEP**](#) First, the IEP team must decide whether it will develop and implement one IEP for the preschool special education student that will transition with the child to **kindergarten or develop a preschool IEP** and later assemble the school-age IEP team to develop a subsequent school-age IEP for the child's kindergarten year. The team should consider the advantages and disadvantages of both scenarios and which set-up best meets the needs of the child. The team also must ensure the child's special education and related services are not interrupted in the preschool to kindergarten transition.

Option 1: Combined IEP

Developing and implementing a combined IEP may streamline the process for the child transitioning from preschool to kindergarten by reducing the paperwork required and minimizing scheduling difficulties for IEP team members. Choosing this option, the team would use the IEP form that contains both preschool and school-age sections and complete the preschool and kindergarten IEP at the same time. Ideally, representatives from preschool and school-age services collaborate to develop the combined IEP.

Option 2: Subsequent IEPs

The IEP team would hold one IEP team meeting for the preschool IEP and a subsequent IEP meeting when it is time to prepare the child to transition to school-age special education services. The IEP team can complete the school-age IEP after the end of preschool or at the very beginning of kindergarten, whichever works best for the IEP team, including the parent. Again, the team must ensure services are not interrupted in the transition. Only one combined IEP or subsequent IEP (preschool or kindergarten) can be active at a given time and reported in the Education Management Information System (EMIS). The Office of Early Learning and School Readiness recommends that a subsequent, school-age IEP be written as close as possible to when the child will begin receiving school-age services. This gives the IEP team an opportunity to review the child's preschool progress and known needs for kindergarten.

Transfer ETRs and Transfer IEPs

When students plan to enroll in the Gallipolis City School District, they must schedule an appointment with the district registrar. If the student has an **IEP** or **Section 504 Plan**, the district registrar will notify the following individuals: Director of Special Education, School Psychologist, and Special Education Secretary.

The Special Education Secretary will then request special education records from the student's previous school district. The Special Education Secretary will then forward the ETR to the School Psychologist. The ETR and IEP will be forwarded to the Intervention Specialist of record and the building Principal.

- TETRs [Non-Electronic TETR](#) [Electronically TETR](#) and TIEPs [Non-electronically TIEP](#) [Electronically TIEP](#) **must be completed within 30 days of enrollment** of the new student.

TETR [Non-Electronic TETR](#) [Electronically TETR](#)

Once the previous ETR is received, then the School Psychologist will review the documents for compliance with district policy and standards from the Ohio Department of Education.

- If the ETR *is compliant*, then the School Psychologist will create a Transfer ETR document for the incoming student. The previous evaluation will be attached to the Transfer ETR document. The compliant ETR will be accepted, and the district will continue identification of the student under the same eligibility category with which they were identified.

- If the ETR *is not compliant*, then the School Psychologist will hold a planning meeting to collect information to update the ETR so that it follows district policy and standards from the Ohio Department of Education. The evaluation will follow the same guidelines as an initial evaluation.
- The School Psychologist will communicate with the IS to let them know their information is Samegoal and ready to be signed during the meeting.

TIEP [Non-electronically TIEP](#) [Electronically TIEP](#)

The **Intervention Specialist of record** will be responsible for reviewing the **IEP** for compliance with district policy and standards from the Ohio Department of Education.

- If the **IEP** is from another district in Ohio, and if it *is compliant*, then the Intervention Specialist will create a Transfer IEP document for the incoming student. (**See SameGoal Instructions Transfer IEP**) The Intervention Specialist will then complete a new cover page and complete ALL **RED** * with all necessary information from the previous IEP. The previous IEP should also be attached to the TIEP document.
- If the IEP is from **another state, out of date, or if the IEP is not compliant**, then the Intervention Specialist will conduct a review of the IEP in order to best meet the student's needs based upon information provided in the student's current ETR, district policy, and standards from the Ohio Department of Education. When the review of the IEP is conducted, all information should be transferred to Gallipolis City Schools IEP forms. If it is a **review** you would use the **same dates** however you may consider completing an **Annual Review**, especially if you change most of the IEP. A PR01 will need to be completed to document changes,
- Previous IEPs should be carefully evaluated to determine what services / supports / SDI / accommodations listed are provided and if the IEP is compliant. If needed, a review of the IEP should be conducted to address these concerns.
- During the TETR/TIEP meeting the Intervention Specialist will:
 - make sure the appropriate parties (related service providers) are aware of any services needed.
 - Sign all TETR and TIEPs

- Complete PR-01
- complete Medicaid Form
- Lock and send all documents to the Special Ed Secretary and the students main file.

IEPs Due at the Beginning of the Following Academic Year

Any IEPs that are due in the month of August or September of the following academic year will be completed prior to the end of the previous school year. This guideline can be reviewed or amended at the discretion of the Director of Special Education.

Revising and Amending IEPs

1. Revisions are done through the amendment process [Amendment](#)
 - a. May be parent requested
 - b. May be due to a progress report
 - c. May be due to new data collection
 - d. May be due to other changes that are directly related to the students and their needs
2. Amendments should only be done when the entire team, including the parents, agree that a change is necessary, based upon what is best for the student.
 - Intervention Specialist must reach out to parent/guardian to provide information regarding proposed amendments. If parents are in agreement, then an IEP amendment meeting will be scheduled to further discuss and make changes.
3. Change of placement IEPs have to be signed by a guardian or surrogate parent.
4. Amendments to the IEP will be entered into EMIS by the Special Education Director/Designee. This will allow for applicable and appropriate amendment reasons to be given for each section requiring an amendment.
 - Intervention Specialists are responsible for providing sections of the IEP that need to be amended, as well as all wording for needed changes.
5. Amendment reason boxes on the front of the document indicating all areas of the IEP that are being amended must have all of the participants names and initials at the amendment meeting. District policy also requires meeting participants to sign the participant page in order to indicate current team members.
 - Participant names may need to be added as necessary.

6. The Intervention Specialist will write a PR-01 indicating all changes made to the document and meeting outcome. The PR-01 must be in place before the amendment can be implemented.
7. Once completed the PR01, IEP, and EMIS at a glance needs to be sent to the Special Education Secretary.

Home Instruction

Home Instruction Services is a valuable piece in the continuum of services for students with disabilities. Intervention/Extension Services may also be used to serve general education students if an administrative team deems it appropriate. It serves as homebound instruction for students who need home instruction as their least restrictive environment.

Requirement to qualify for Home Instruction Services:

- Student has shown they are unable to function academically and/or behaviorally in a typical school setting
- Student has shown they are unable to function academically and/or behaviorally with a modified schedule
- The team has shown multiple approaches have been attempted unsuccessfully
- The team agrees that Home Instruction is the student's least restrictive environment.

NOTES:

- Students may be placed on Home Instruction Services in conjunction with school programming or REACH, if so deemed by the Director of Special Education.
- Students may be placed in Home Instruction without qualifying precursors if so deemed by the Director of Special Education.
- A Change of Placement must be agreed upon and completed.

Progress Reporting Procedures

IEP progress monitoring and reporting is required by IDEA, and a report must be sent, at a minimum, whenever grade cards are sent home. In addition, with quality data readily available, the IEP will be more specific to the student's individual needs, and writing IEPs will be far quicker and more accurate.

When monitoring and recording student data, ensure that each goal is addressed according to the IEP, and data is recorded to 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.
 - A statement of progress toward meeting the goal (Not making progress, Making Adequate Progress, Goal Mastered)
- 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) the IS should:
 - make a phone call will be made to parent
 - complete a PR01 sent to parent documenting concerns
 - consider reconvening the IEP team
- For students of Transition age, a progress report toward transition goals must be included with the IEP progress report.
- All progress reports will be completed in SameGoal **at least 3 days** prior to mailing of report cards.
- Each IEP should be associated with 4 Progress Reports, by the annual review.
- Email a copy of the Progress Report to all teachers who work with each student.
- Printed copies of progress reports do NOT need to be provided to the special education director. All copies should be contained in SameGoal.

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 by the school psychologist or other designated behavior specialist. A referral should be submitted to the Special Education Department. A meeting will be scheduled with the educational team and parent to obtain permission to complete the FBA. The FBA will be completed by either the School Psychologist or the contracted BCBA depending on the student's needs. A minimum of three separate observations must be completed, ideally by more than one observer. The School Psychologist/BCBA will conduct the observations. If an additional observer is needed, an intervention specialist will be assigned to complete this observation.

Behavior Intervention Plan (BIP)

Once the FBA is completed, the IEP team will develop a Behavior Intervention Plan (BIP).

The BIP may be completed during the IEP Annual Review, or an IEP Amendment meeting.

- The BIP will be drafted prior to the IEP team meeting
- Send a draft copy of the FBA and BIP to the director of special education 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/IEP Amendment in SameGoal.
- After the meeting, provide a copy to the parent and all team members, along with a PR-01 to summarize the purpose of the meeting as well as what occurred in the meeting. The director of special education is responsible for maintaining original copies of these documents. .
- Send ORIGINAL to the central office.

Violations 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.

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 and/or if the school failed to implement aspects of the student's IEP or BIP. If the behavior is not caused by, or related to the disability, the student should face the same consequences as his or her non-disabled peers. If the behavior is related to the disability, the IEP team must address the behavior through a Functional Behavior Assessment and Behavior Intervention Plan (see above).

The "10 Day Rule"

Once a disability is identified under the Individuals 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.

Manifestation Determination Hearing Procedure:

1. 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 PR-01 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.

2. A district representative, general education teacher, parent, and intervention specialist must attend the meeting.
3. Items to bring to the meeting:
 - a. Compliant IEP and ETR
 - b. Functional Behavior Assessment and Behavior Intervention Plan, if available
 - c. Incident report (with statements from all witnesses)
 - d. Prior incident reports
 - e. IEP Progress reports
 - f. Documentation showing support provided to student
 - g. PR-03 Manifestation Determination Review – data may be added prior to the meeting, but will be completed in SameGoal 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.)
4. The team will review and complete the PR-03 – Manifestation Determination Review form

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 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.

If 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.
5. 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.
 6. A PR01 must be completed and given to the parent. Provide parents with [Procedural Safeguards](#).

Section 504 Plan Protocols and Procedures

Section 504 Plans are for students with special needs who do **NOT** qualify for/receive specially designed instruction. A student may be referred for a **504 evaluation** by his/her parent, teacher, physician, or any other member of his/her educational team. An evaluation must be completed through the school in order to determine the educational impacts a student may be facing.

When a 504 referral is made, a meeting will be scheduled with all team members (including parents) in order to document current areas of concern and to determine the best course of action.

The following steps should be followed for all **504 referrals/evaluations**:

1. Students are referred for a 504.
 - a. Students can be referred by parents, and/or school personnel.
2. If the referral comes from a parent which includes information from outside of the district, the team will discuss concerns with the child's teacher(s).
3. The special education secretary will then schedule a team meeting to discuss concerns and district decisions regarding the plan for the 504 evaluation. The team will then obtain consent if moving forward with the evaluation process.
4. Teacher, parent and student feedback is collected as applicable. Other pertinent information regarding student progress and functioning will also be collected as deemed necessary by the team.
 - The School Psychologist will collect necessary data and draft initial and triennial 504 evaluations.
5. The special education secretary then schedules a meeting for the team to discuss whether or not the student qualifies for a 504 plan.
6. If the student qualifies, the team will create a 504 plan for the student.
 - The Intervention Specialist will write the initial and triennial 504 plans in conjunction with the team based on indicated needs determined in the 504 evaluation.

- For subsequent 504 plans, the Intervention Specialist along with applicable team members will draft the 504 plan.
7. If a student does not qualify, the parents will receive written notice of the decision.
- 504 Plans will be reviewed annually by the team.
 - Students with a 504 Plan are assigned to the Intervention Specialist in corresponding grades in order to maintain continuity of services from year to year. This allows the Intervention Specialist to provide students names, services/supports needed, and documents at the beginning of each school year to the applicable and appropriate staff. It is the responsibility of the applicable general education teacher to ensure needs are met.

Alternative Classroom Placement Procedures

Gallipolis City School District's Alternative Classroom is designed as placement for students who do not succeed in a typical classroom setting.

Steps for Admittance to the Alternative Classroom:

1. Student is referred to the principal for Alternative Classroom placement.
 - a. Documentation of three or more behaviors that show a pattern that is similar in nature.
 - b. A list of interventions that have been attempted to address the behavior, and the outcome of those interventions.
 - c. 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.
2. The Principal, Director of Special Education, Referral Teacher, and Alternative Room Supervisor will conduct a team meeting to discuss the evidence provided. The IEP team will determine if Alternative Classroom placement is, or is not, an appropriate option for the student.
3. If the IEP team determines Alternative Room placement is, indeed, the most appropriate placement for a student, a plan for placement as well as a plan for **exit** will be put into place. If the student has an IEP, a change of placement amendment meeting will have to occur prior to the student being placed in the alternative classroom.
4. Upon placement in the Alternative Room, students will have their academic schedule adjusted at the end of the grading period in which they were referred and then determined to be placed. Work will be completed using work provided by their teacher/s with support from classroom teachers/aide and services for students with disabilities provided by an Intervention Specialist.
5. If there is an Alternative School in place, Students may exit Alternative School earlier if the team agrees that the student has shown appropriate progress. Again this is a Team decision.

*An administrator may unilaterally place or remove a student in the alternative school.

End of the Year Intervention Specialist Expectations

All Intervention Specialist and Related Service providers are responsible to complete the [End of the School Year List](#) by the last day of school.

Internal Monitoring (IM) Process

The overall purpose of the IM team and its processes is to inform and educate intervention specialists, model complete and compliant documents, provide appropriate and compliant verbiage within documents, and to ensure fluidity throughout the district in regards to all IEPs.

Action Item	Description	People Responsible
How many teams will my district support? (i.e., one district team, building teams)	Two teams. One district-wide team for IEPs. One district-wide team for ETRs. The teams are composed of intervention specialists, general education teachers, speech therapist, school psychologist, director of special education and building principals.	Director of Special Education
How often will the teams meet? (monthly, quarterly, etc.)	Quarterly for each team.	Director of Special Education; School Psychologist
Who will be on the IM Team(s)? (Intervention Specialists, Principal, Director, Related Services, Psych, etc.)	IEP Team: <ul style="list-style-type: none"> ● District Representative ● One intervention Specialist from each building (ES, MS, HS) ● One General Education Teacher ● Speech Therapist ETR Team: <ul style="list-style-type: none"> ● District Representative ● School Psychologist ● One intervention Specialist from each building (ES, MS, HS) ● One General Education Teacher ● Speech Therapist Teams will meet quarterly throughout the school year.	Director of Special Education; School Psychologist
Will staff be rotated?	Teacher members will serve for no more than	Director of Special

How often? How will they be chosen?	<p>three years in a row. The Director of Special Education will designate team members.</p> <ul style="list-style-type: none"> ● Team members will be chosen based on documents/grade bands selected. <ul style="list-style-type: none"> ○ Based on the designated grade bands PreK-5, 6-8, 9-12, each will have the opportunity to be reviewed once per school year 	Education
What will be the process for determining which IEPs/ETRs will be reviewed? (each ToR, recently completed, a draft of upcoming, etc)	<p>Any ETRs/IEPs that are in process or or have been completed will serve as a pool for the team.</p> <p>If there aren't enough IEPs/ETRs from that pool, the team will use documents that have been completed longer than a month prior to fill the pool.</p>	Director of Special Education
How many IEPs/ETRs will be reviewed at each meeting?	No fewer than three IEPs/ETRs and no more than six IEPs/ETRs per meeting.	Director of Special Education
How will the roles be assigned for team members?	The team leader will guide the team to go through records together as a review for compliance.	Director of Special Education
How will documentation of team activity be kept? (agenda, minutes, feedback forms, etc.) (Google doc, Binder, etc)	<p>Google folder will be used to house all documents.</p> <p>Example: Agenda, minutes, feedback forms and additional team notes will be housed in a Google Folder that will be shared with the applicable IM team. The team members will have access to this Google Folder.</p>	Director of Special Education
How will feedback be provided to individuals? How will progress be monitored (is staff using feedback to write compliant IEPs)? (feedback forms, follow-up, re-check,	<p>The Internal Monitoring Team will collect and share data with the District Leadership Team to inform direct and supporting decisions for serving students with disabilities</p> <p>Feedback will be shared via attachments of the Record Review Comment form (utilized by SST) checklists/feedback form via email.</p>	Director of Special Education

<p>etc.)</p>	<p>This specifically looks at areas of compliance. The team may also provide feedback regarding best practices throughout the entire document. Intervention Specialists will be expected to communicate with the team regarding any questions or needs for clarification once they have received the feedback.</p> <p>If the team deems that an amendment or re-evaluation is necessary, the intervention specialist or school psychologist will be responsible for initiating this no fewer than 30 days after receipt of the team decision.</p>	
<p>How will staff be trained as part of the IM Team? ~IEP compliance, review process, etc. ~Who will provide the training? (modules, SST, in-district: be specific) ~Be specific about documentation & accountability for training</p>	<p>Director will invite the SST consultants to visit the Internal Monitoring Team to model the process and facilitate discussions of expectations and group norms.</p> <p>Team members who have not gone through training prior will do the universal support materials to prepare them for their duties.</p>	<p>Director of Special Education</p>
<p>How will the data be used to inform the Continuous Improvement Process</p>	<p>The Internal Monitoring Team will collect and share data with the District Leadership Team to inform direct and supporting decisions for serving students with disabilities.</p> <p>This data will also be used to identify and address systemic weaknesses and plan future PD.</p>	<p>Director of Special Education</p>

Appendix A: PR-06

PR-06 Guide (ETR Part 1 - Individual Evaluators Assessment) *(Asking/Answering these questions may be helpful when completing the PR-06 form.)*

Content Area Teachers:

- How does the student's lack of skill in the areas of reading/math/writing present itself in your subject area?
 - Reading fluency (e.g., choppy, slow, fast)
 - Math calculation/reasoning
 - Responding to questions or explaining concepts in written or oral format.

All Teachers:

- Fine Motor
 - Is handwriting legible?

- Sensory Processing
 - Does student: pick at clothes or body, chew on objects, sniff objects, rock in seat or is annoyed by loud noises?
 - How does student handle situations that are unexpected or over stimulating (e.g., fire drills, substitute teachers, assemblies)?

- Listening Skills
 - Do directions need repeated or rephrased?
 - Does information need to be re-explained?
 - Does student understand information read orally?

- Speaking Skills
 - Can student be understood when talking (volume, monotone, articulation)?
 - Does student stay on topic when speaking?
 - Can student participate in a back and forth conversation?

- Attention Span
 - Does student need to be redirected back to task? How often?
 - Is student easily distracted by peers or excess activity/noises?

- Activity Level
 - Is student lethargic?
 - Does student have difficulty remaining seated?
 - Does student fidget with objects?

- Behavior
 - How does student handle redirection/correction?
 - Does student follow classroom rules? School rules?
 - How does student handle daily transitions or unstructured time?
- Social Skills
 - Does student work well with others?
 - Does student choose to work in groups or alone when given a choice?
 - How does student interact with peers in non-structured settings?
 - Does the student appear to make friends?
 - How does student interact with adults?
 - Can the student read social clues?
- Organization Skills
 - Are materials lost and need to be replaced?
 - Can student find materials when asked?
 - Is a binder, accordion, or folder system utilized?
 - Are needed materials brought to class?
- Study Skills
 - How does student prepare for quizzes/tests?
 - Does student utilize time given in class to study?
- Work Completion
 - Is homework completed and turned in on time?
 - If Not, WHY? (e.g. difficulty of material; motivational concerns; weak organizational skills/time management skills)
 - Does student utilize time given in class to work on assignments?
 - How is assignment book used?
- Self Help Skills
 - Does student recognize they need help?
 - Does student try task before asking for assistance?
 - How often does student need confirmation/assistance?
- Problem Solving
 - Is student proactive in solving problems?
 - Does student take ownership of problem?
 - Is student dependent on peers and/or adults to find solutions?
- Medical Health
 - Does student complain of aches/illness?
 - Does student often ask to leave class for the office or restroom?
 - Are there vision or hear issues

- Attendance
 - How often is the student absent/tardy?
 - Does student take responsibility for work /material missed?
- Class Participation
 - How often does student volunteer?
 - If called on does student attempt to answer?
 - Is there an extended wait time for response?
 - Is response on topic?
 - Does student call out?
- Emotional Status
 - Is student quick to anger/sadness?
 - Does the student over or under react to situations?
 - Does the student display anxiety issues, indications of PTSD or abuse?
- Assistive Technology
 - Does the student utilize devices (e.g. writer pro, fm system) in your classroom?

How to Word Your PR-06 Individual Evaluators Assessment

Our audience consists of parents, teachers and administrators. Please phrase your information so that it is understandable for everyone. Special education is full of terms and acronyms that parents may not know, and they may be too embarrassed to ask what they mean.

Here are some tips:

- Spell out acronyms
- Explain numbers (below average, average, above average)
- Describe difficult terms (i.e. visual perceptual integration → difficulty making sense of what they see or difficulty reading)

For the Summary of Assessment Results:

What to say...	What <u>not</u> to say
He/she has difficulty, struggles, faces challenges, requires more guidance with, may develop these skills in the future...(cite specific skills)	He/she doesn't get it He/she fails to understand how to... He/she will not be able to...
He/she has basic reading skills which include...	He/she is only reading at a 1st grade level He/she cannot read
The issues revealed in math calculation (or mathematic reasoning) include...	Will need, requires...
Compared to typically developing peers; or curricular (grade level) expectations ...	Regular/normal kids
... demonstrates a reading fluency level of (x) words per minute in a timed fluency probe, placing (student) at the (describe) fluency level	Needs special education
The behavior issues identified include inability to follow directions without prompting, engaging in conflict with others, uncontrolled verbal outbursts...,	S/he has behavior issues
The functional areas of need identified include underdeveloped handwriting skills, self-care needs and ability to follow directions.	S/he needs a resource room One-on-one or paraprofessional

For the Description of Educational Needs

What to say...	What <u>not</u> to say
He/she needs to follow multistep directions without prompting; when facing challenges s/he needs to be able to (describe expected behavior) in order engage in instruction in the general education setting...	He/she doesn't get it He/she fails to understand how to... He/she will not be able to...
Needs to develop grade level (or appropriate) reading skills to access the general education curriculum, complete classroom assignments and participate in required testing...	He/she is only reading at a 1st grade level He/she cannot read
Needs to increase computation and reasoning abilities to grade level expectations in order to understand classroom instruction, complete math assignments and participate in math-related testing.	Will need, requires...
Needs to increase reading fluency and vocabulary levels in order to make expected academic progress across all subjects and be education with non-disabled peers.	Regular/normal kids
Needs to learn and practice behaviors that do not interfere with (student's) and others' ability to receive instruction in the general education setting...	Needs special education
Needs assistive technology and supports that will allow him/her to better communicate and participate in general education instruction	iPad or any other specific name brand
Based on classroom (or assessment) data, (student) needs (support, instruction, service) to be able to...	I feel... Needs speech therapy services, OT services, PT services...

PR-06 cannot predetermine what services and supports are required. That will happen with the development of the IEP. The decision that the student is eligible under IDEA for special education and related services will be made at the ETR meeting.

- Related service providers (e.g., Speech/Language Pathologist, Occupational Therapist, Physical Therapist, etc.) will provide insight to support the determination of the need for special education services and supports.
- The IEP team will determine what and how the services and supports will be delivered.

For the Implications for Instruction and Progress Monitoring

What to say...	What <u>not</u> to say
May benefit from specialized services and supports to address low reading fluency and vocabulary issues, allowing (the student) to participate and make progress in the general education curriculum.	Needs special education and supports Needs the following accommodations: Needs the following modifications
May benefit from a small group setting with accommodations that could include extra time for written assignments of more than two paragraphs, and audio records of lengthy (over two pages) reading assignments...	Will need, requires...
Could benefit from instruction in the general education setting with typical peers...	Regular/normal kids
May benefit from intensive interventions to address behavior issues so that s/he may...	Needs special education
Large group setting/ in class with his/her peers	Regular classes
Small group setting	Resource room
Individualized support	One-on-one or paraprofessional
Assistive technology device that will allow him/her to better communicate	iPad or any other specific name brand
Based on classroom data, (student) could benefit from so that s/he will be able to....	I feel...

- **Summary of Assessment Results:**Begin by stating student's areas of strength (academic, work habits, behavior, social, communication, etc.)
 - i.e. Joey participates in class 3/5 days, turns his work in on-time 4/5 days, gets along well with others and is organized with his materials.

- Statement of areas of weakness and what strategies, accommodations and interventions have been done to address them within the classroom
 - i.e. Joey has difficulty attending during instruction, requiring approximately 10 prompts to redirect his focus in a 30-minute period at the beginning of the school year. After moving his seat to the front row, checking on him frequently and using a private signal his focus improved. He now only needs 1-2 redirects in a 30-minute period.

- Summarize academic assessment data collected through informal assessments and classroom based assessments as compared to typical peer performance.
 - **Reading** (QRI, IRI, accuracy with grade level text, fluency probe, classroom vocabulary and comprehension tests)
 - i.e. Though Joey is in the fall of his 9th grade year, he is reading at a fourth-grade level according to the Informal Reading Inventory. He was able to answer 4/4 explicit questions and 2/4 implicit questions at the fourth-grade level, but only 2/4 explicit and 0/4 implicit at the fifth-grade level.
 - i.e. When given a passage from his textbook, Joey is able to read with 85% accuracy; however, typical peers read with at least 95% accuracy. His frequent decoding errors could impact comprehension.
 - i.e. Joey has averaged a 65% on vocabulary quizzes when compared with a class average of 90%.
 - types of decoding errors made (vowel sounds, word endings, substitutes with similar looking word)
 - comprehension: predicting events, sequencing, identifying the main idea, making inferences, finding details

 - **Writing/Spelling** (Include any analysis of the student's writing skills based on classroom samples)
 - Average number of sentences per paragraph/paragraphs per sample compared to what is expected
 - How many spelling errors per sample or percentage of sample spelled correctly
 - Use of correct capitalization and punctuation
 - Organization of ideas, use of correct format and able to stay on topic
 - Complexity of vocabulary/Variety of sentence structure
 - Grammar—i.e. subject/verb agreement; verb tense; syntax
 - Uses proofreading/editing tools effectively

- **Math** (classroom assessments and assignments, observation of mental math skills)
 - Basic calculation skills—look at speed and accuracy, calculator dependent?
 - Reasoning skills—i.e. number sense, measurement, geometry, probability, algebra, problem solving (use content standards to assist with specific skills)
- Summarize behavior and work habits (respond to checked areas on the PR-06 helper form)
 - Work habits, organization, social skills, following directions, attention span, impulsivity, etc., and effect on classroom performance (i.e. Joey's inattention causes him to miss directions presented in the classroom.)

ALL AREAS MUST BE COMPLETED and ARE EXTREMELY IMPORTANT:

Description of Education Needs:

- Based on assessments, describe academic needs and other needs related to educational success
 - i.e. Joey needs to improve his study habits, ability to express ideas in writing and attention to task.

Implications for Instruction and Progress Monitoring:

- Using the needs mentioned in the section above, indicate the types of instructional strategies needed to accelerate the child's progress in the general education curriculum. Also indicate classroom accommodations that could help the student (verbal prompts to stay on task, seating near the teacher, information read aloud, audio versions or reading material)
 - Joey would benefit from reviewing his notes nightly, creating and reviewing flashcards to learn new vocabulary, and attending study sessions with the teacher prior to each test. Joey has difficulty generating ideas for writing independently, so discussing ideas aloud first and using a graphic organizer could be beneficial. Prompting to turn his drafts in early for editing and revision feedback may help. Joey benefits from being seated near the teacher and redirected as needed. He responds to a private signal to return his attention to task.
 - Avoid prescriptive language that implies predetermination.
- It is important to remember that special education determination is made by the team at the meeting, not on this form.*
 - Instead of... "Joey needs special education...or instruction in the resource room," maybe... "Joey appears to require intensive interventions to be

successful with the curriculum...or he may benefit from more individualized instruction.”

Appendix: B

STEPS FOR COMPLETION

1. Please use this document as a **GUIDE** to help to create a written **NARRATIVE** for your student. **DO NOT** answer questions in A, B, C, D format. Use complete sentences.

2. Detailed information **MUST** be provided in order for it to be included in the ETR and IEP.

3. **Rule of Thumb**: Write several sentences for each section. A detailed paragraph is ideal!
Remember: This information helps the team to determine whether a student qualifies for special education services.

4. **Be detailed and specific**. This guide helps to generate information for the ETR and IEP. Answer the questions with as much detail as possible.

5. Provide information about what this student needs in order to be successful in the academic setting.

6. If a question does not apply to your student, please skip it and move to the next question.

7. If you have any questions, please contact the school psychologist. Thank you!

General Education Teacher: ETR Part 1

1. Classroom-based Evaluations and Progress in the General Curriculum

Use this as a guide to address the student's progress in the general education classroom. Some questions may not be applicable; if so, don't provide answers for those questions.

a. **MANDATORY QUESTIONS FOR ETR – ALL QUESTIONS MUST BE ANSWERED IN NARRATIVE FORM:**

i. What are the student's personal strengths?

ii. What are the student's academic strengths (Consider: listening comprehension, math calculations, etc.)?

iii. What are the student's academic weaknesses? (Consider: what academic areas are difficult? If reading is a struggle, is it with language or decoding/fluency? If math or behavior is a struggle, describe these weaknesses.)

iv. How does the student's lack of skill in the areas of reading / math / written expression present itself in your subject area?

v. How does the student do in the general education classroom compared to other students in class?

vi. What specific areas of concern do you feel the student needs support?

vii. Benchmark scores: STAR, State Testing Results, or anything else you might have

b. CONSIDER THE FOLLOWING TO GUIDE YOUR RESPONSES:

i. Does the student have deficits in phonemic awareness? Decoding? Fluency? Comprehension? Math problem solving? Math calculations?

ii. How much support does the student need in the regular classroom to complete grade-level work?

iii. Does the student work well in groups?

iv. Does the student struggle with tests, quizzes, homework, class discussions, etc.?

v. What differentiation strategies have you used in the classroom that you have seen are helpful to the student?

vi. Does the student receive additional instruction (in addition to, not instead of) for the area of academic concern? If so, when does this student receive additional instruction? Who gives the additional instruction? What area are they targeting? How many times per week do they receive this instruction? How long do they receive this instruction?

2. Social-Emotional Status

Use this as a guide to address the student's social-emotional needs. Some questions may not be applicable; if so, don't provide answers for those questions.

a. MANDATORY QUESTIONS FOR ETR – ALL QUESTIONS MUST BE ANSWERED IN NARRATIVE FORM:

- i. Does the student exhibit impulsive behaviors?**
- ii. Does the student exhibit any signs of anxiety, depression, and/or mood variations? (Consider: this can present as frequent stomach aches around test times, headaches, nausea, withdrawal from interests, skin picking, nail biting, etc)**
- iii. Does the student exhibit any inattention, hyperactivity, and/or executive functioning weaknesses?**
- iv. How does the student respond to praise? (Consider: private praise and public praise)**
- v. How does the student respond to peers? (Consider: does the student have positive relationships with peers? Can they make friends and maintain those relationships?)**
- vi. How does the student react to frustration or struggles?**
- vii. How does the student respond to consequences or negativity by peers and/or adults?**
- viii. Does the student understand social norms and social cues? If not, please describe their struggles.**
- ix. Does the student have any mental health concerns or diagnoses?**

3. Description of Educational Needs

*Some of this information is **REDUNDANT**, and you may have already listed it. Unfortunately, this is an ODE requirement for it to be stated in many different areas.*

***Caution:** Consider using words/phrases, such as “may benefit, consider providing, might need” so as not to predetermine eligibility or services.*

MANDATORY FOR ETR COMPLETION – ALL QUESTIONS MUST BE ANSWERED IN NARRATIVE FORM.

- a. Summarize what you wrote for the student’s strengths and weaknesses.
- b. What specific skills deficits does the student have?
- c. What does the student specifically need to be successful in the classroom?
- d. What prevents the student from receiving instruction in the general education classroom?

e. What special instruction needs to be provided to the student?
(Consider: extra instruction in decoding skills, math calculations, writing conventions, social skills, subtraction with regrouping, etc)

f. What interventions or strategies have you used that have helped?
How long were these interventions used? How often were they needed?

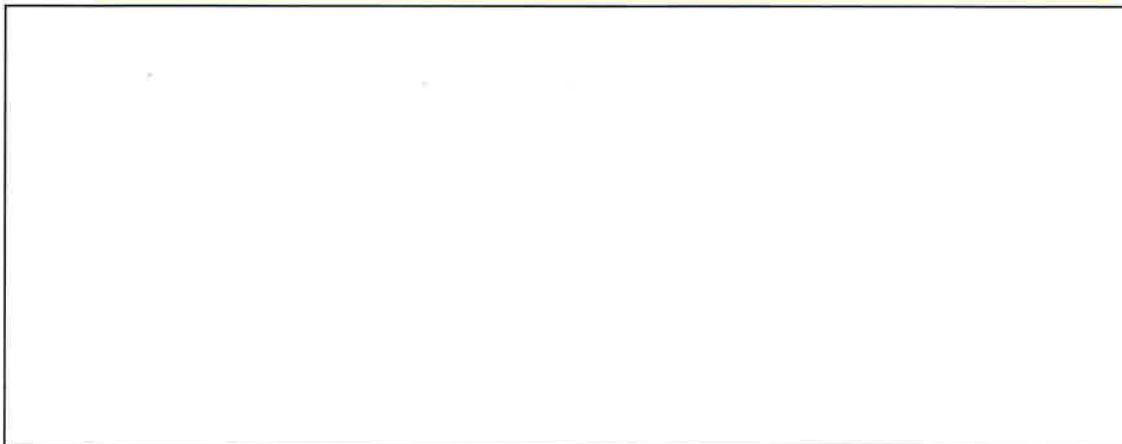
g. What accommodations does the student need to be successful in the general education setting and/or resource room?

h. Small group, extended time, calculator, scribe, breaks, chunking, repeated directions, etc.

i. What instructional tools does the student benefit from?

j. Are there changes in the environment that would benefit the student?

a. Quiet place, small group, frequent breaks, movement, etc.



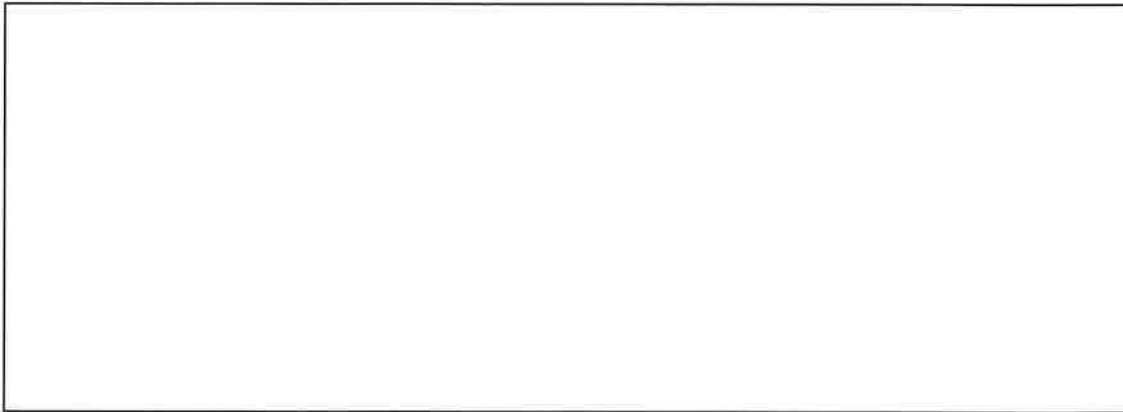
4. Implications for Instruction and Progress Monitoring

*Some of this information is **REDUNDANT**, and you may have already listed it. Unfortunately, this is an ODE requirement for it to be stated in many different areas.*

***Caution:** Consider using words/phrases, such as “may benefit, consider providing, might need” so as not to predetermine eligibility or services.*

MANDATORY FOR ETR COMPLETION – ALL QUESTIONS MUST BE ANSWERED IN NARRATIVE FORM.

- a. What explicit skills instruction does this student need to access grade-level curriculum?
- b. What skills weaknesses need to be addressed through specialized instruction? (Consider: this information will help to create goals for the student if they meet criteria for an IEP)
- c. What would the ideal instruction for this student be?
- d. How should progress be measured and monitored to address the skills weaknesses that you previously described?
- e. How does this student need instruction provided?
- f. How should accommodations be provided for this student?
- g. How should data be collected for this student?



STEPS FOR COMPLETION

1. Please use this document as a **GUIDE** to help to create a written **NARRATIVE** for your student. **DO NOT** answer questions in A, B, C, D format. Use complete sentences.

2. Detailed information **MUST** be provided in order for it to be included in the ETR and IEP.

3. **Rule of Thumb**: Write several sentences for each section. A detailed paragraph is ideal!
Remember: This information helps the team to determine whether a student qualifies for special education services.

4. **Be detailed and specific.** This guide helps to generate information for the ETR and IEP. Answer the questions with as much detail as possible.

5. Provide information about **what this student needs** in order to be successful in the academic setting.

6. If a question does not apply to your student, please skip it and move to the next question.

7. If you have any questions, please contact the school psychologist . Thank you!

Intervention Specialist: ETR Part 1

1. Data from Interventions

DO NOT SIMPLY COPY AND PASTE INFORMATION DIRECTLY FROM A CURRENT OR PREVIOUS IEP. YOU MAY SUMMARIZE THIS INFORMATION IF IT IS CURRENT, BUT THIS PORTION SHOULD BE INDIVIDUALIZED AND WRITTEN IN NARRATIVE FORM.

MANDATORY QUESTIONS:

- a. previous and current interventions
 - i. baseline and progress monitoring data – where did they begin, and where are they now?
- b. test scores (STAR, IRLA, classroom and statewide)
- c. strengths/weaknesses in skills
 - i. Struggles with what?
Comprehension, phonics, schwa sounds, r-controlled words (you can be explicit), math problem solving, calculation, reading, writing, spelling, etc.
- d. teaching strategies that work well
- e. learning modalities (which way do they learn best that you perceive)
- f. how the student does in the regular classroom

- g. how much support does the student need in the regular classroom to complete grade appropriate work
- h. how does the student do with completing assignments
- i. (test scores, both classroom and statewide testing, strengths/weaknesses, basic skill deficits, teaching strategies that work well, learning modalities, response to teaching in the regular classroom, completion of assignments, etc.)

Use this as a guide to address the student's progress in the general education classroom. Some questions may not be applicable; if so, don't provide answers for those questions.

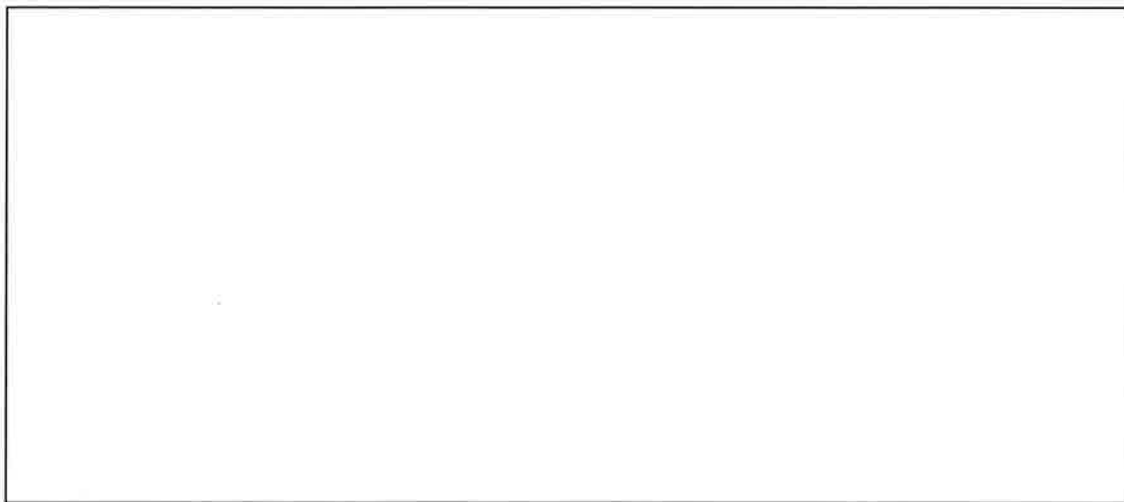
2. Communication

- a. Articulation errors (does the student struggle with saying certain sounds)
- b. Difficulty formulating oral responses or speaking in front of others
- c. Difficulty following oral directions

d. Difficulty understanding or in using language

i. Does this student understand what you are saying or does the student appear to be confused?

Use this as a guide to address the student's progress in the general education classroom. Some questions may not be applicable; if so, don't provide answers for those questions.



3. Adaptive

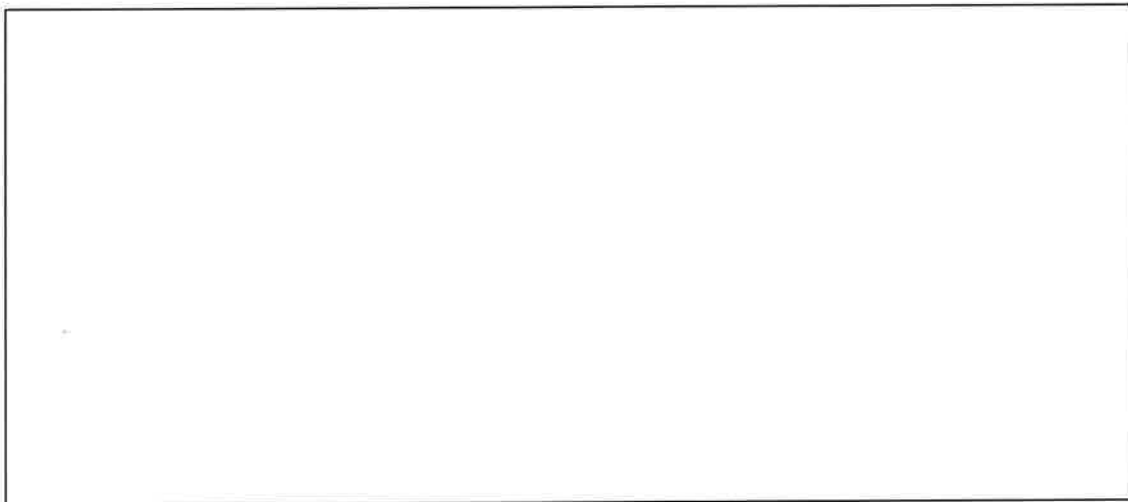
Complete this section ONLY if student is being evaluated for one of the

following disabilities: Intellectual Disability, Multiple Disabilities, Autism,

Emotional Disturbance, Hearing Impairment, Orthopedic Impairment, Deaf-

Blindness, or as otherwise indicated on the planning form.

- a. Personal hygiene and self-care
- b. Engaging in age-appropriate games or interests OR
- c. Engaging in below age-appropriate interests
- d. How does the student solve conflict?
- e. Response to authority
- f. Interaction with peers
- g. Responsibility for assignments and tools
- h. How does the student do with independence (would they know what to do in case of a fire drill, emergency, etc)

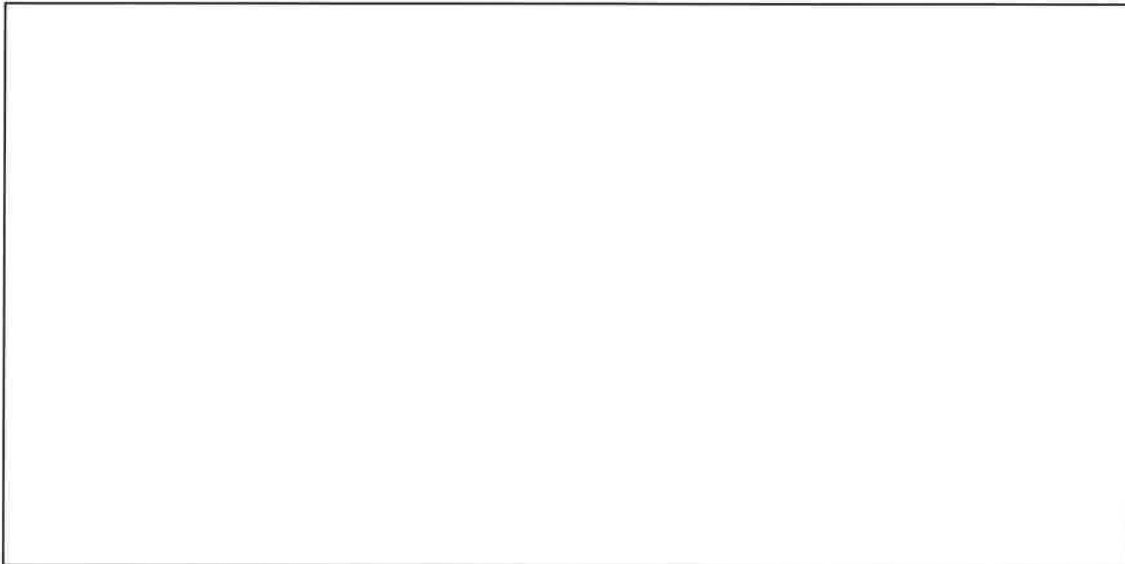


4. Motor Skills

- a. Fine motor difficulties
- b. Gross motor difficulties
- c. Are fine and gross motor skills age appropriate?

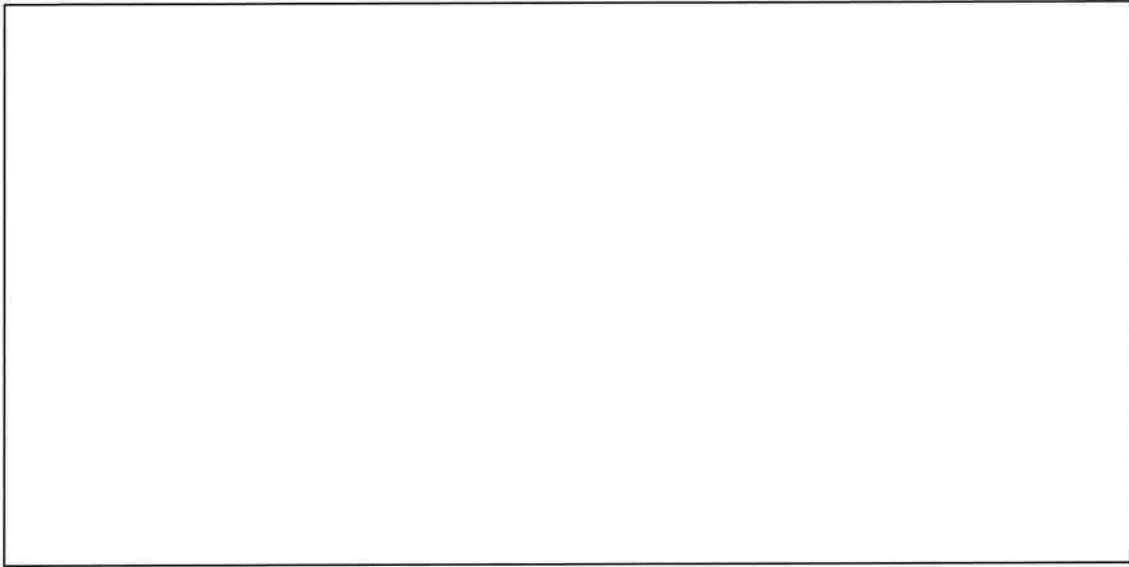
- d. Handwriting legibility
- e. Running, jumping, etc.
- f. Pencil Grip

Use this as a guide to address the student's progress in the general education classroom. Some questions may not be applicable; if so, don't provide answers for those questions.



5. Vocational (if student is 14 years old or older)

- a. Student interests
- b. Transition goals
- c. Student future goals/pathways
- d. Vocational assessment (yourfreecareertest.com)
- e. Ohio Means Jobs website results



6. Observation of Student

- a. Observations should be at least 20 minutes but not longer than 30 minutes.
- a. Observations **must** be conducted in setting for area(s) of concern.
- b. Observer **must** not be teacher who is teaching at the time of observation.
- c. Observations **must** occur for each area of suspected disability (must have more than 1 observation in each area if considering more than 1 area of disability).
- d. **Document the following specifics:**
 - i. Observation Setting:
 - ii. Activities Observed:
 - iii. Observation Date:
 - iv. Group Size (adults and students):

v. Start Time:

vi. End Time:

e. Please reference each of the following:

vii. Interaction with peers and adults

viii. Attention / Concentration, Work Habits, Organizational Skills, and Independence

ix. How does observation information impact educational performance?

x. What supports, services, and specially designed instruction does the child need?

7. Description of Educational Needs

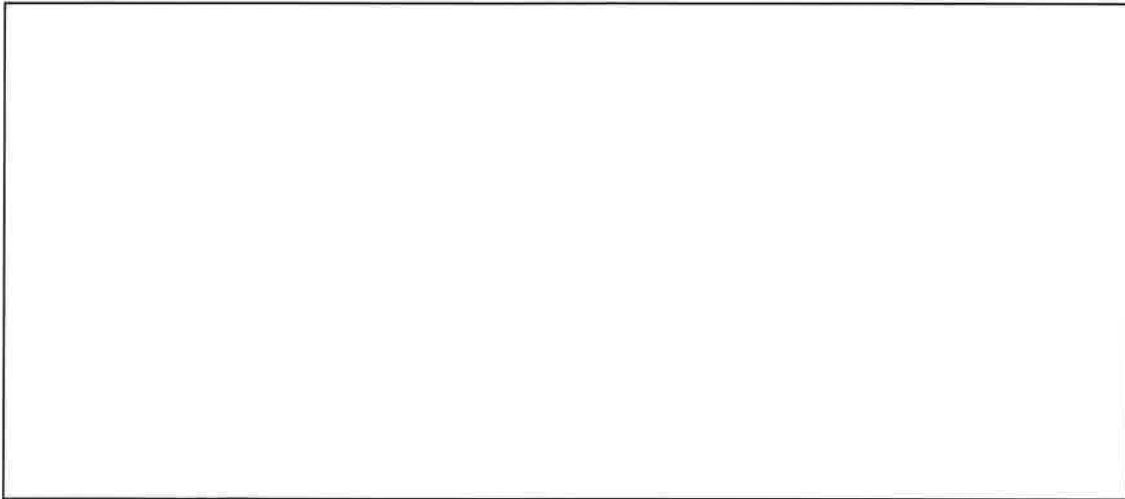
DO NOT WRITE THE EXACT THE SAME THING IN DESCRIPTION OF EDUCATIONAL NEEDS AND IMPLICATIONS FOR PROGRESS MONITORING.

DESCRIPTION OF EDUCATIONAL NEEDS should be used to describe WHAT the student needs. IMPLICATIONS FOR PROGRESS MONITORING should be used to describe HOW the student can achieve progress in the areas of deficit.

- a. Explain WHY the student cannot succeed in the regular education curriculum
- b. Explain WHAT the student NEEDS to be successful
- c. WHAT specially designed instruction (in addition to the regular education instruction) does the student need
- d. Include appropriate interventions that work
- e. Include any accommodations that the student NEEDS (they must be listed here or they cannot be in the IEP)
 1. Extra time, breaks, place to cool down, counseling, read aloud, etc.
- f. What instruction does the student need
- g. What skills does the student need instruction in
- h. What instructional tools does the student need
- i. What changes in environment does the student needs
- j. Quiet place, small group, 1-1, etc.

*Some of this information is **REDUNDANT**, and you may have already listed it. Unfortunately, this is an ODE requirement for it to be stated in many different areas.*

***Caution:** Consider using words/phrases, such as “may benefit, consider providing, might need” so as not to predetermine eligibility or services.*



8. Implications for Instruction and Progress Monitoring

DO NOT WRITE THE EXACT THE SAME THING IN DESCRIPTION OF EDUCATIONAL NEEDS AND IMPLICATIONS FOR PROGRESS MONITORING.

DESCRIPTION OF EDUCATIONAL NEEDS should be used to describe **WHAT** the student needs. **IMPLICATIONS FOR PROGRESS MONITORING** should be used to describe **HOW** the student can achieve progress in the areas of deficit.

- a. What would ideal instruction for this student be?

- b. How does this student need to be taught?
- c. What does this student need to be taught?
- d. Does the student need specialized wording of instructions
- e. List interventions to use that are research based
- f. Individualized instruction in WHAT SKILLS?
- g. Small group instruction in WHAT SKILLS?
- h. If Applicable: Teaching of behavioral skills, goals (self-monitoring, self-regulations, coping skills, following rules, being respectful, etc)

Some of this information is REDUNDANT, and you may have already listed it. Unfortunately, this is an ODE requirement for it to be stated in many different areas.

Caution: Consider using words/phrases, such as “may benefit, consider providing, might need” so as not to predetermine eligibility or services.

Appendix: C ETR Example

ETR Evaluation Team Report

Gallipolis City Schools

CHILD'S NAME:

ID NUMBER:

DATE OF BIRTH

INDIVIDUAL EVALUATOR'S ASSESSMENT

Section to be completed by each individual evaluator

EVALUATOR NAME: Shamaya Price
Classroom Teacher

POSITION:

AREAS OF ASSESSMENT: Classroom-Based Evaluations and Progress in the General Curriculum

Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan.

EVALUATION METHODS AND STRATEGIES

Indicate the types of assessment strategies used to gather information about the child's performance.

OBSERVATIONS

SCIENTIFIC, RESEARCH-BASED INTERVENTIONS

NORM-REFERENCED ASSESSMENTS

INTERVIEWS

CURRICULUM BASED ASSESSMENTS

CLASSROOM BASED ASSESSMENTS

REVIEW OF RECORDS AND RELEVANT TREND DATA (SCHOOL RECORDS, WORK SAMPLES, EDUCATIONAL HISTORY)

OTHER (Specify)

ASSESSMENT INFORMATION

Provide a summary of the information obtained from the assessment results per the evaluation plan including the child's strengths, areas of need and baseline data

SUMMARY OF ASSESSMENT RESULTS AND PROGRESS IN THE GENERAL CURRICULUM:

A complete academic assessment in the areas of early literacy was not completed due to Juwan's inability to remain seated and stay focused. Juwan expresses his needs and wants by grunting. He communicates using 1-2 sentence words. Juwan is able to stay seated 2-3 minutes at a time. Without adult supervision, he will run around the classroom and attempt to leave the building.

ACCOMMODATIONS/MODIFICATIONS YOU PROVIDE IN THE CLASSROOM:

Juwan attended school on a modified schedule and received one-on-one support to help him safely navigate around the building and function in the classroom. Strategies that were trialed consisted of:

visual schedules, timers, fidget spinners, squeeze peanuts, and a cushion to sit on in the classroom, and a if/then choice board.

STUDENT'S AREAS OF STRENGTH:

Juwan is able to name some letters on the carpet square in the classroom. He is able to feed himself independently, but sometimes requires assistance opening his milk and with his toileting needs.

ETR Evaluation Team Report

Gallipolis City Schools

CHILD'S NAME:

ID NUMBER:

DATE OF BIRTH

DESCRIPTION OF EDUCATIONAL NEEDS:

Juwan would benefit from a small group and or one on one instruction to assist him with focus and following directions. Juwan needs a communication system to express his needs and wants. He also needs assistance with his functional needs.

IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:

Juwan would benefit from small group and/or one-on-one support to assist with his functional needs and assistance in sitting down for longer periods of time. Juwan would also benefit from visual pictures (words, pictures, signs) in order to help him communicate his needs and wants.

Evaluator's Signature: _____ Date: _____

CHILD'S NAME:

ID NUMBER:

DATE OF BIRTH:

1

INDIVIDUAL EVALUATOR'S ASSESSMENT

Section to be completed by each individual evaluator.

EVALUATOR
NAME:

POSITION:

Observations

AREAS OF ASSESSMENT:

Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan.

EVALUATION METHODS AND STRATEGIES

Indicate the types of assessment strategies used to gather information about the child's performance.

<input checked="" type="checkbox"/> OBSERVATIONS	<input type="checkbox"/> SCIENTIFIC, RESEARCH-BASED INTERVENTIONS	<input type="checkbox"/> NORM-REFERENCED ASSESSMENTS
<input type="checkbox"/> INTERVIEWS	<input type="checkbox"/> CURRICULUM BASED ASSESSMENTS	<input type="checkbox"/> CLASSROOM BASED ASSESSMENTS

<input type="checkbox"/> REVIEW OF RECORDS AND RELEVANT TREND DATA (SCHOOL RECORDS, WORK SAMPLES, EDUCATIONAL HISTORY)	<input type="checkbox"/> OTHER (Specify)	

ASSESSMENT INFORMATION

Provide a summary of the information obtained from the assessment results per the evaluation plan including the child's strengths, areas of need and baseline data

SUMMARY OF ASSESSMENT RESULTS:

Date of Observation:	
Time of Observation (start and end time):	
Name and Title of Person Completing Observation:	
Lesson/Activity (i.e. whole group math instruction, small group reading lesson, independent seat work, etc.):	
Classroom environment/setting (i.e. student to adult ratio, number of students, location of student in relation to instruction, etc.):	

Specific Behavior Data:

	Tally/Number
# Observed incidents of inattention/distraction/off-task behavior	
# Verbal teacher prompts	
# Nonverbal teacher prompts	
# times student was out of seat	
# times student shouted out	
# incidents of noncompliance	
# teacher checked in with student/provided feedback	
# times student asked question	
# times student raised hand	
# incidents of physical aggression	
# incidents talking with peer (without permission)	
# times student observed to fidget with objects	
Other:	
Other:	

Notes/Narrative Description of Observation:

During observational period: (Check ONE)

- Student was on task at least 90% of the time
- Student was on task approximately 75-90% of the time
- Student was on task approximately 50-75% of the time
- Student was on task less than 50% of the time

Did student receive any reinforcements/rewards for positive behavior during observation?

- Yes
- No

Did student receive any consequences for negative behaviors during observation?

- Yes
- No

--

DESCRIPTION OF EDUCATIONAL NEEDS:

Based on observation data above, student needs to (check all that apply):

- Improve time on task
- Improve organization
- Improve social skills
- Remain in seat/designated area during instruction
- Reduce talking to peers and adults during instruction
- Reduce incidents of physical aggression
- Reduce incidents of verbal aggression
- Increase compliance with adult directives
- Other (specify): _____
- Behavior observation suggest that student is compliant, on task and completes work similarly to same-age peers and does not require additional support in behavior

IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:

Student would benefit from the following accommodations (check all that apply):

- Opportunity to work in a quiet area
- verbal and nonverbal prompts to stay on task
- Organizational support
- Peer or teacher check of materials and/or planner
- Extended time to complete work
- Extended time for assessments
- Preferential seating near instructional source and away from distractions
- Opportunity to work in a quiet area with reduced distractions
- Small group setting for assessments

Other (specify): _____

Other (specify): _____

At this time, data suggests that the student does not require any accommodations

Progress in behavior will be monitored through (check at least one):

Direct Observations from teachers

Observation Rubrics

Daily Check-in/check-out form

Other (specify): _____

Evaluator's Signature:		Date :	
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Evaluation Team Report Checklist

Student Name: _____ DOB: _____

Disability Category: _____ Initial: _____ Re-Evaluation: _____

DATE	<input checked="" type="checkbox"/>	REQUIRED DOCUMENTS
		ETR Cover Page - verify dates for accuracy
		Referral for Evaluation - <i>Only in the case of an initial evaluation & MUST be signed</i>
		Planning Form - Signatures and/or evidence of Team/Parent participation
		Prior Written Notice - before evaluation of student; ALL sections completed
		Parent Consent - <i>Within 30 days of receiving a request for an initial evaluation. If the date the parental consent is received differs from the date that the parent signed the consent form, the district should document the date of receipt</i>
		Parent Invitations
		Team Invitations
		Documentation of Attempts Page
		Individual Evaluators Assessment Pages - Covering all areas identified in the Planning Form – <i>MUST be signed by Evaluator</i>
		Team Summary - Includes all Team members' findings
		Documentation for Determining the Existence of a Specific Learning Disability - If appropriate, with specific areas noted
		Eligibility Determination (With Related Services)

		Signature Page -ETR completed <i>within 60 days from receipt of Parent Consent for initial evaluations</i> and at least one day prior to the 3 year anniversary of the last evaluation Parent Invitation
		Team Invitation
		Prior Written Notice - After INITIAL identification / placement as a child with a disability and for proposed change of identification / placement.
		EMIS page
		Parent provided a copy of ETR
		Parent provided a copy of Procedural Safeguards (Scholarship info. included)
		Comprehensive Vision Examination Parent Letter / Form (<i>Initial ETRs only</i>)
		Medicaid Form

