Policies and Procedures for Initial Evaluations : Wickliffe Schools

The Wickliffe City Schools follows the policies and procedures listed below as it relates to the verified data appeal.

- How the educational agency maintains an education management information system: WCSD has an EMIS Coordinator that works within the Student Services Department. She has been trained by the Ohio Connect and guided by the ESC of NEO. These agencies have a contract with the school district to insure oversight.
- How the educational agency submits data to the Department as well as the data reporting required. WCSD and the agencies that provide oversight, work together to ensure that mandatory collections and all required uploads occur in a timely manner. Deadlines are shared via email and the EMIS Coordinator works to provide the required reporting and collections as the deadlines approach. The agencies that provide oversight provide guidance to ensure that reporting is accurate and complete.
- Procedures for collecting, transferring and reporting data to the department: The EMIS Coordinator works around the deadlines that are posted for the required collection uploads. The data will be reviewed monthly for errors and any infrequent fatal errors. EMIS data is shared with the Director of Student Services, who is familiar with the students in the small district. The data is also shared as needed to the Superintendent of Schools.
- Procedures for the security, privacy and retention of school district data records collected. Strict safeguards are put into place to ensure confidentiality. All personally identifiable student data is accessible within the data system via an accessibility standard and password within the information system.
- Procedures for compiling the data pursuant to division in the required sections. The data is compiled annually and is formatted in the school district as a whole and within each school building within the district. Data can include but exclusively, all student data, student performance academically, testing data and other pertinent data that is required.
- Procedure for user access to the education management information system data. The WCSD has a mechanism to determine what administrators and EMIS coordinator has access to aspects of the educational information system. The Superintendent of schools and EMIS coordinator collaborate to determine accessibility. ODES roles are assigned under the superintendent's jurisdiction.
- Reporting practices including EMIS are audited with an internal monitoring system that is in place. Hardcopy special education packets are sent to Pupil/Student Services and are reviewed by the EMIS Coordinator and Student Services Director to ensure compliance and correct coding. Student coding is reviewed in terms of LRE, and the insurance of timeline compliance. Cross referencing occurs with the use of spreadsheets that correspond to expiration dates, initiation dates, dates of consent as well as outplaced, court placed and open enrolled students. The EMIS Coordinator and Internal monitoring committee review the spreadsheets and error reporting that is run both monthly and quarterly.

- Additional information related to the evaluation process and Indicator 11 verification:

The Wickliffe City School District uses the Operating Standards to adhere to state requirements in 3301-51-06 in the manual.

The manual is used to ensure that the referral process is used in the evaluation and eligibility process. This is consistent with rule 3301-35-06 of the Administrative Code whereby each district will provide interventions and address concerns for any PS or school aged student that attends the district and is performing below grade level standards.

Initial Evaluation process complies with the 3301-51-05 of the Administrative Code in terms of the request for an initial evaluation to determine eligibility.
The District complies with the 30 day response to a request for an evaluation to determine if parental consent is needed to proceed with the evaluation or respond with a Prior Written Notice that the school district does not suspect a disability, and will not conduct an evaluation. ( See also page 103-104 of the Ohio Operating Standards paragraph A and B)

Reevaluations are required and must occur at least once every three years, unless the parent and district agree otherwise. The district complies with paragraph (E) to (I) of this rule to ensure that Evaluation Procedures occur as outlined in the Ohio Operating Standards.

Students that transfer into the school district will present existing evaluation data/report. The district will review the existing evaluation data and will accept the evaluation as written or have discussion about further evaluation data, interventions, observation, or further testing is required. Out-of -state evaluations are reviewed and if noncompliant within the expectations of the Ohio Operating Standards, the district will obtain parental consent to initiate a new evaluation assessment.

The district maintains a spreadsheet with expiration dates for both Individual Education Plans and Evaluation due dates to ensure compliance.

Policies, Practices and Procedures: Placement and Least Restrictive Environment

The delivery of services and least restrictive environment is driven by the Ohio Operating Standards; 3301-51-09.
Least Restrictive Environment: Wickliffe is a small school with a declining student population. As a result, class size and grade levels tend to run 80-100 students per grade. While the district seeks to ensure to the best of its ability to service all students within the school district, the opportunities and resources are less than many of its neighbors.

- The district ensures that all district resources are exhausted prior to exploring an alternative facility to meet the needs of the student in question and providing FAPE.
- In accordance with B (2) page 149 of the Ohio Operating Standards, "special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs ONLY if the nature or severity of the disability is such that education within the regular education setting with the use of supplementary aids and services cannot be achieved satisfactorially," in light of the child's circumstances.
- Meetings are held regularly to problem solve, brainstorm and explore customized options to ensure that district resources are totally exhausted to the end that the child is unable to progress in the general education setting.
- A continuum of services is used and individualized programming explored fully prior to using the most restrictive setting be instituted. All team members, including the parent/guardian are active participants in any discussion related to placement.
- Placements are discussed annually (minimally) and the LRE reviewed to all team members to ensure student progress is being met.
- Regular educators and special education staff are offered professional development to ensure that techniques and strategies to meet the needs of unique learners are offered. Teachers benefit from UDL strategies and positive behavior strategies to ensure that all learners have the opportunity to be exposed to this techniques.
- Communication between home and school is utilized to ensure that strategies that are making a positive impact in the school setting are also being offered for implementation at home.
- Intervention strategies that are research based are in place and follow up meetings are used to review the effectiveness of such with data collection that is ongoing. At risk cohorts are in place with intervention support in an effort to minimize the likelihood of an alternative placement.
- Adherence to the service delivery model also includes the Ohio Operating Standards recommendations for staff to student ratio (154-157). Monthly meetings are held to address student specific concerns and also a pathway to MTSS follow up as needed.