



Delaware City Schools
Achieving Excellence, Honoring Tradition

Delaware City Schools
Special Education Handbook

Delaware City Schools
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Introduction

This handbook contains information, guidelines, policies, procedures, and forms to achieve compliance with respect to the education of the District's students, in a manner consistent with the District's policies. The District expects its employees to be knowledgeable about special education services and students with disabilities. This is a living document that will be updated periodically based on updated guidance from the Ohio Department of Education. Updates will also be made as we continue to develop and improve our programming as a district. Major updates will be communicated to all staff in a timely manner.

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Administrative Considerations

Please reference the chart below to determine which administrator (building or district level) needs to be present at meetings and/or consulted with regarding potential decisions that may be made at ETR and IEP meetings.

DECISION CONTINUUM		
Building Level.....	Building/District Collaboration.....	District Level
<p>Principals must be consulted with: <i>(Principals need to be aware of these situations and will reach out to the supervisor as needed.)</i></p>	<p>Supervisors must be consulted with: <i>(At least two weeks prior to the parent meeting, a meeting between staff and supervisor must be scheduled and tangible documentation/data must be shared with supervisor to review.):</i></p>	<p>Supervisors MUST attend: <i>(Staff must check the supervisor’s calendar and make sure they are available to attend prior to scheduling.)</i></p>
<ul style="list-style-type: none"> ● Use of restraint or seclusion ● Unusual incident (e.x. Student is injured) ● Scribe or speech-to-text as an IEP accommodation* (both day to day assessments and state/district assessments) ● Read-aloud or text-to-speech on a language arts assessment* ● Need for assistive technology or other equipment ● Exemption from district wide assessments ● Exemption from the consequences of statewide testing 	<ul style="list-style-type: none"> ● Alternate Assessment is a serious consideration ● A Change of Placement (more or less restrictive) is being considered within your school building <ul style="list-style-type: none"> ○ Going to a separate facility ○ Returning from a separate facility ○ Home instruction ○ Placed into or out of a self-contained classroom ○ Change from small group/special education to co-taught classroom/general education ○ Change from co-taught/general education to small 	<ul style="list-style-type: none"> ● Suspected Disability Meetings <i>(See ETR section for clarification)</i> ● Initial ETR/IEP ● Addition or removal of an Educational Assistant (1:1 or support). <u>Team must provide tangible documentation/data up to two weeks prior to the event being scheduled for supervisor review.</u> ● Advocate/Lawyer is involved ● Change of placement that involves the following: <ul style="list-style-type: none"> ○ Student being privately placed out of district ○ Student returning from private

<ul style="list-style-type: none"> ● Discontinuation of a service, goal or modified curriculum <p>*In order to ensure a student is eligible for OST testing accommodations you must always consult the current edition of Ohio's Accessibility Manual prior to adding accommodations to an IEP.</p>	<p>group classroom/special education</p> <ul style="list-style-type: none"> ○ Significantly changing the amount of time with typical peers ● Addition of a service, goal or modification of curriculum ● ESY has been requested or being considered as a likely option ● The student is being placed in a specialized unit within the District 	<p>placement or scholarship</p> <ul style="list-style-type: none"> ○ Change in the student's LRE ○ LRE Rubric for considerations. LRE Considerations ● Change test to or from Alternate Assessment
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If a situation is not listed above and you are unsure of who to ask, please talk to your building principal first.

A Guide to Parent Rights in Special Education

The following is a modified excerpt from the guide:

The Individuals with Disabilities Education Act (IDEA) protects the rights of students with disabilities and the rights of their guardians. [This guide](#) explains those rights. We must give guardians a copy of the guide once every year if their child receives special education services. We also must provide a copy:

- If they ask for their child to be evaluated because they think their child may have a disability;
- If the school district wants to have their child evaluated because we think their child may have a disability;
- If they file (submit) a complaint – in writing – with the Office for Exceptional Children at the Ohio Department of Education, and it is their first complaint of the school year;

- If they file (submit) a request – in writing – with the Office for Exceptional Children at the Ohio Department of Education for a due process hearing regarding their child’s education, and it is the first time in the school year they have asked for one;
- If the child has been removed from school for disciplinary (behavior) reasons – and their child has already been removed from school for 10 days or more during the current school year; or
- Any time they ask for a copy of the guide.

This guide has been translated into 21 other languages. Those translations can be found here: [Guide to Parent Rights - English and Translations](#)

Calamity Day Policy

A calamity day is a day in which school is canceled due to severe weather conditions or unsafe conditions at the school or within the district. ODE’s Office for Exceptional Children does not accept a calamity day as a compliant excuse for an IEP expiring due to a canceled IEP meeting. **To prevent such an expiration from happening, IEP meetings must be held at least two weeks prior to the expiration date of the IEP.**

In the event there is a calamity day on the day of an IEP meeting there are two options:

- The guardians are contacted and the meeting is rescheduled to an alternative date that precedes the expiration of the IEP.
- If all parties agree, the meeting can be held virtually

Benchmarking and Progress Monitoring Expectations

The special education department uses Acadience Reading 4-6 & Reading 7-8 and Acadience Math K-6 as our benchmarking and progress monitoring tools. For students who have reading and/or math goals, the Intervention Specialist is required to benchmark and progress monitor in these areas. The data collected from benchmarking and progress monitoring is used to guide instruction for the student on their IEP goals.

Benchmarking:

Fall Window: August 25- September 5

Winter Window: December 1-19

Spring Window: April 6-16

Progress Monitoring occurs every two weeks

Care Coordination Form (PT Only)

The Care Coordination Form (Physical Therapy Services in the IEP) is used to document the district's attempt to notify the student's primary care physician of any related services that the student is receiving. This is something that medicaid requires in order for the district to be reimbursed for those services. This must be completed and signed at the IEP meeting by any guardian who has a child that receives physical therapy as a related service. **If the guardian opts to not sign, this will not prevent their child from receiving those services.** The "School Representative" signature can be that of an administrator, intervention specialist, or related service personnel. The physical therapist will send or email a copy of this home with the guardian and the original will be scanned and emailed to specialeducation@delawarecityschools.net along with the IEP and supporting documents.

----- **Compensation for IEPs Not on Your Caseload**

Based on the language in the **2025 DCEA Contract, under Article 28 K**, "Individualized Education Plans that need to be written for students not on an educator's caseload will be paid one hundred dollars (\$100) per IEP. Related services will be paid twenty-five dollars (\$25) per IEP if they have to be included on an IEP for a student not on their caseload. It is agreed that these duties will not count as part of the educator's caseload and the compensation will be paid at the end of the year. "

It is the expectation that the assigned staff member will write the Scholarship or Out of District IEP for the student who they are assigned. If a staff member wants to write more than one scholarship or out of district IEP, then they are welcome to work with their colleagues and Krista Keipper to secure additional IEPs to write. If a staff member is willing to give their IEP writing to another staff member, please complete the following steps to notify the supervisor of any changes to IEP writers:

1. The assigned staff member will email Krista Keipper using the subject line "IEP Writer Change" and Cc the staff member who will now be writing the IEP.
2. In the body of the email, list the student's name and the name of the staff member who has agreed to write the IEP.
3. Krista will respond back to all requesting confirmation from the new IEP writer
4. Once confirmed, Krista will update the Owner of the documents in IEP Anywhere.

Krista will include the IEP writer in communications with the providers and will share all information received to support the writing of the annual IEP. Please remember that scholarship IEPs are written as if the student is attending our district. Angie Burris is the school psychologist assigned to writing the scholarship and out of district ETRs, and she will reach out to the appropriate case managers..

Here is the [link to the Google Form](#) for all Intervention Specialists and Related Service personnel in the DCEA to document your participation in completing IEPs for students not on your caseload. In order to be compensated at the end of the school year, staff members will need to complete this Google Form before **May 10th**. Please plan to hold all annual IEP meetings not on your caseload before this date. We understand that there may be exceptions, but all annual meetings should be scheduled before May 10th.

For more information and answers to Frequently Asked Questions about the Autism and Jon Peterson Scholarships, please click [this link](#).

Please reach out to Krista Keipper directly with any questions about the Autism or Jon Peterson Scholarship programs or students placed by the district to a specialized educational program. This is an exception to communicating directly to your school principal first because only district administrators oversee the Jon Peterson/Autism Scholarship or students placed out of the district.

Evaluation Process - Suspected Disability

SUSPECTED DISABILITY MEETINGS

These meetings are held whenever a parent, staff member, or other entity requests an evaluation or provides information that would cause the district to make a decision as to whether or not a disability is suspected. The outcome of a suspected disability meeting would be one of the following:

1. No disability suspected and a prior written notice is provided.
2. Disability is suspected and consent for an evaluation is obtained.

When should a suspected disability meeting be held?	Who should attend?	What information should be available?
A referral has been received from the MTSS process.	MTSS Data Team School Psychologist Parent General Education Teacher Special Education Supervisor Intervention Specialist Related Service Providers (as related to areas of concern)	Academic Performance Data <i>Student Success Reports</i> <ul style="list-style-type: none"> ● Attendance ● SWIS Reports ● Intervention Data
A referral has been received from a parent/guardian or outside agency. (This can include verbal or written requests and/or provision of an outside report/evaluation)	MTSS Data Team School Psychologist Parent General Education Teacher Special Education Supervisor Intervention Specialist Related Service Providers (as related to areas of concern)	Outside evaluation or testing Medical Diagnosis Parent Concerns Academic Performance Data <i>Student Success Reports</i> <ul style="list-style-type: none"> ● Attendance ● SWIS Reports ● Intervention Data
A student is already eligible under IDEA/504 and the parent has provided new information (additional diagnosis, new report, etc.)	School Psychologist Parent General Education Teacher Special Education Supervisor Intervention Specialist Related Service Providers (as related to areas of concern)	Outside evaluation or testing Medical Diagnosis Parent Concerns Academic Performance Data <i>Student Success Reports</i> <ul style="list-style-type: none"> ● Attendance ● SWIS Reports ● Intervention Data

Evaluation Team Report (ETR)

The Evaluation Team Report is an evaluation process used to determine if a child is to be considered as a student with a disability. In order to complete an evaluation, the district must receive consent from the guardian. This process gathers information from school personnel, the guardian, the student, and relevant outside medical or therapeutic personnel. Once the information is condensed into a report, the team meets to determine if the child qualifies to receive special education services. For an initial ETR, the meeting to determine eligibility must be held within 60 days from the date that consent was received. If it is determined that the student qualifies, the team creates an Individualized Education Program within 30 days of determining eligibility. A reevaluation and review of the resulting ETR is required at least once every three years.

Eye Exam Requirement per House Bill

State law requires that within three months of the time a student receives special education services under an Individualized Education Program (IEP) for the first time, a comprehensive eye examination must be completed by an optometrist who is licensed under Chapter 4725 of the Ohio Revised Code, or by a physician authorized under Chapter 4731 of the Ohio Revised Code to practice medicine and surgery or osteopathic medicine and surgery who is comprehensively trained and educated in the treatment of the human eye, eye disease, or comprehensive vision services. This comprehensive eye examination must occur unless any of the conditions below apply:

1. An eye exam has been conducted within a nine month period prior to the date that the student was determined to have a disability.
2. There are special circumstances that prevent the student from undergoing such an examination. The Superintendent of the school district may determine that this requirement has been met based upon this information.

If the eye examination is not completed within three months of the time the student initially receives special education services under an IEP, the student will still continue to receive services indicated in his or her IEP.

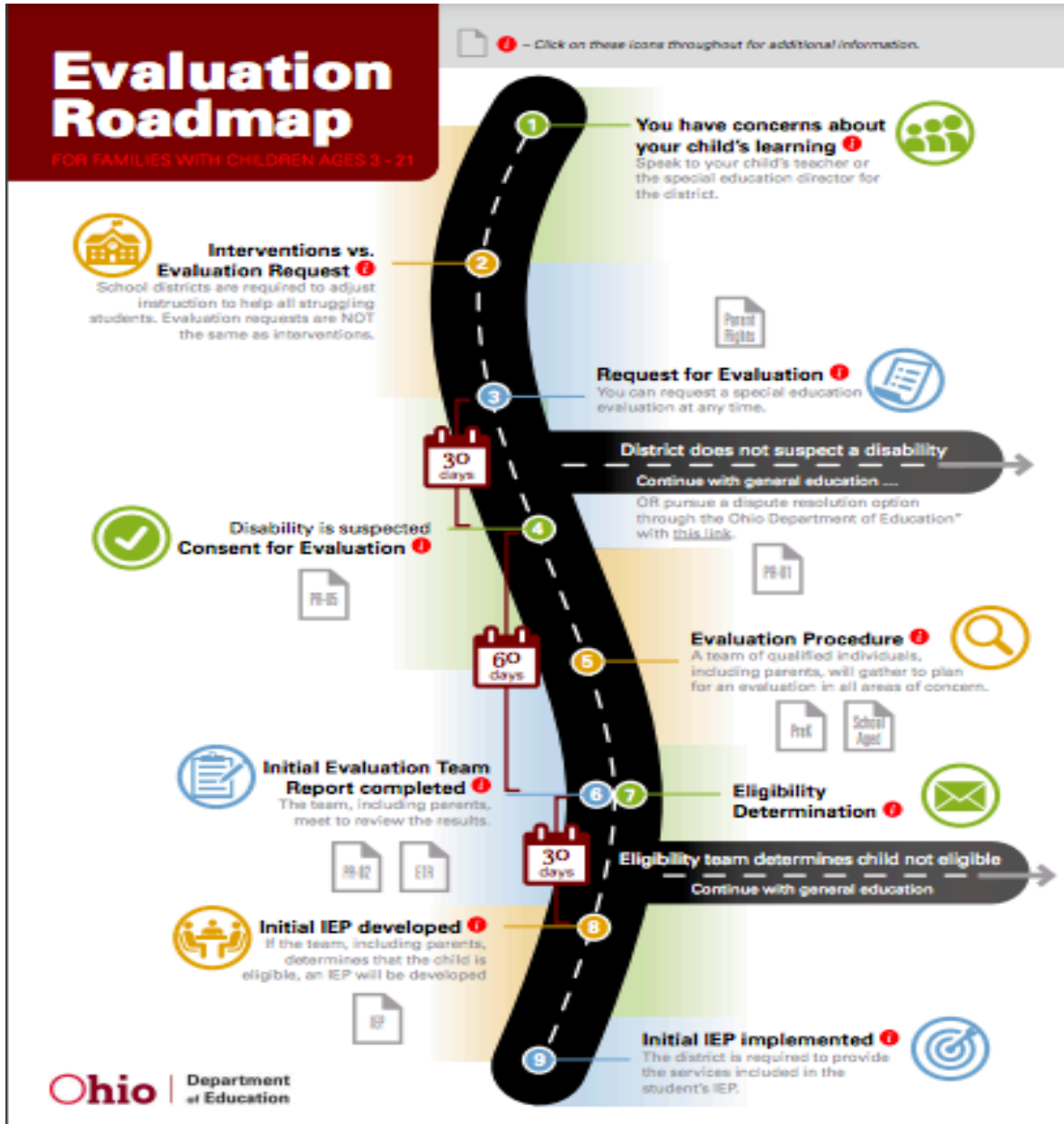
The Delaware City School District is not responsible for paying any costs whatsoever for the eye examination required by this law. The parent is fully responsible for any and all costs of the eye examination.

When consent for an initial evaluation has been obtained, the evaluation chairperson must provide the parent with the Eye Exam Notification ([Referral Letter](#)).

When a student has been determined eligible for special education services through an initial evaluation, the evaluation chairperson must provide the parent with the [IEP Notification Form](#) (found in SameGoal).

[Child Find Clarification Related to Calculating 60 Days](#) (includes 60 day grid for reference)

[ODE's Evaluation Roadmap](#)



Failing Student with a Disability

The purpose of an IEP is to implement specially designed instruction, accommodations, modification, related services, and an educational placement that is necessary in order for the student to succeed academically. If a student is in danger of failing, efforts must be made to notify guardians of the academic status of their child. This communication to guardians must be done through collaboration between the intervention specialist and the general education teacher, and school counselor when applicable. **The IEP team should meet regularly to ensure that the disability is not the reason for failure. The IEP team needs to ensure the IEP is being implemented as written and all accommodations in the IEP are being provided and used by the student.** If a child is at risk of failing, the IEP team should convene to determine if the disability is the cause for difficulty and if the team needs to amend the IEP or develop a plan to ensure the student is receiving FAPE. If the disability is determined to be the reason for a failing grade in the course, it is the responsibility of the IEP team to meet and review the accommodations and modifications listed in the IEP for the student to be able to access, participate and progress in the general education curriculum.

HOW CAN WE PREVENT FAILURE FOR A STUDENT WITH A DISABILITY? It is the responsibility of the IEP case manager to review student attendance, grades, behavior referrals, and assignment completion. These need to be reviewed halfway through each nine-week period and at the end of each nine-week period.			
What information should be reviewed?	What could trigger an IEP meeting?	What would the IEP team need to consider?	What are <u>potential</u> outcomes of the IEP meeting? <small>*NOT AN EXHAUSTIVE LIST</small>
Attendance	Mid-Qtr: 30 unexcused hours <hr/> End of Qtr: 60 unexcused hours <i>*IEP team meetings can be called before hitting this threshold if attendance is impacting student</i>	Why is the student absent? Is the IEP being implemented with fidelity? How can the school support the student's attendance issues?	Incentive Plan Provide information to family regarding community services Implement evidence based practices (ex: relationship building activities, check in and check out)

	<i>progress</i>		
Grades	Mid-Qtr: 69% or below in any class	Student input	Plan to make up work
	End of Qtr: 69% or below in any class	Observational data	Extended due dates
		Teacher input	Chunked assignments that are turned in for grades if assignment is lengthy
		Is the student in the appropriate setting?	Extra credit
		Is the content meeting the students' learning style and needs?	Alternate assignments or activities to ensure learning
		Are accommodations being provided?	Involve student in developing a plan that works for them
	<i>*IEP team meetings can be called before hitting this threshold if grades are impacting student progress</i>	Is the IEP being implemented with fidelity?	
Missing Assignments	Mid-Qtr: 4 missing	Student input	Plan to make up work
	End of Qtr: 8 missing	Observational data	Extended due dates
		Teacher input	Chunked assignments that are turned in for grades if assignment is lengthy
		Is the student in the appropriate setting?	Extra credit
		Is the content meeting the students' learning style and needs?	Alternate assignments or activities to ensure learning
		Are accommodations being provided?	Involve student in developing a plan that works for them
	<i>*IEP team meetings can be called before</i>	Is the IEP being implemented with fidelity?	

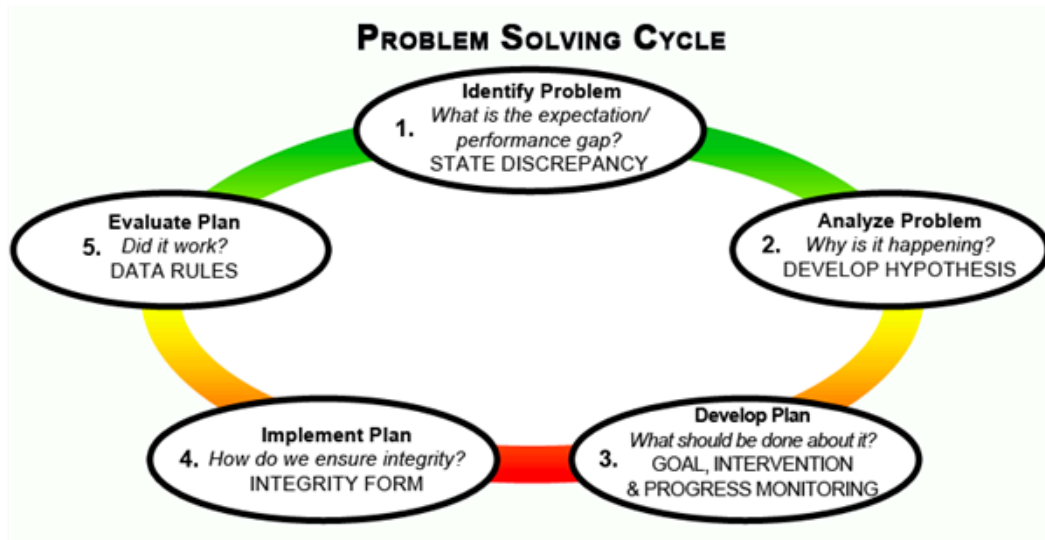
	<i>hitting this threshold if missing assignments are impacting student progress</i>	Do any goals need to be added or changed to meet the student's needs?	
Behavior Referrals	Mid-Qtr: 3 referrals	Student input	Consultation with Guidance Counselor/School Psychologist/ Behavior Specialist Restorative Practices Opportunity to build a relationship Involving the student in developing a plan
	End of Qtr: 6 referrals	Observational data Teacher input Is the student in the appropriate setting? What is the function of the behavior? Does a goal need to be added? Are accommodations being provided? Is the IEP being implemented with fidelity?	
	<i>*IEP team meetings can be called before hitting this threshold if behavior is impacting student progress</i>		

Behavior Intervention, Functional Behavior Assessment and Behavior Intervention Plan

Behavior Interventions

In order for some students identified with a disability to succeed, they must be given behavioral interventions beyond that of their peers. The district expects the intervention specialist to call an IEP team meeting to review data and discuss current behavioral interventions. Your school psychologist, school counselor(s), or social skills specialist are resources for ideas on interventions. If after Tier 1 and Tier 2 behavioral interventions have been implemented with fidelity for 6-8 weeks and the student is not demonstrating progress, the IEP team should

convene to problem-solve the interventions currently in place and the school psychologist should be a part of the meeting.



Source: Peoriapublicschools.org

Functional Behavior Assessment

If the behavior persists, the student will be referred for a Functional Behavior Assessment (FBA). The school psychologist is a required team member and will facilitate this process.

1. When to refer for an FBA:
 - a. When a student's behavior is interfering with the education of that student and/or other students.
 - b. When behavior accommodations and interventions have been attempted and documented with little to no success.
 - c. Prior to discussion of change of placement, addition of staff, or special education referral for behavioral reasons.
2. Refer for an FBA and obtain permission from guardians.
3. Collect data on target behavior(s).
4. Administrator and school psychologist to review data.
5. The student is observed by the school psychologist (multiple observations across settings).
6. FBA meeting held and function determined.
 - a. The team is required to use the FBA form that is in IEP Anywhere.
 - b. Meeting should include a comprehensive group (School psych, district rep, intervention specialist, general ed. teacher, and guardian)
 - c. Review data collected as well as observations and agree on function.
7. FBA must become part of the student building file and be emailed to specialeducation@delawarecityschools.net.

Behavior Intervention Plan (BIP)

A BIP meeting will be held and a plan developed. The professionals required to develop an initial plan include an Intervention Specialist, BCBA (if one is assigned to your building) and/or the School Psychologist. The plan is a collaborative effort based on current behavioral data and desired outcomes. The BIP team (Intervention Specialist, BCBA and/or School Psychologist) are responsible for sharing the plan with the IEP team prior to implementation. The “owner of the document” is the Intervention Specialist, but it is developed in conjunction with either a BCBA or a School Psychologist. Please keep in mind that a BIP meeting is an IEP meeting and all required documentation needs to be developed and submitted. Please refer to [IEP/ETR/504 processing checklist](#) for required documentation and submission procedures.

The team is required to use the BIP form that is in IEP Anywhere.

Meeting should include a comprehensive group (School psych, district rep, intervention specialist, general ed. teacher, and guardian)

BIP must become part of the student building file and be emailed to specialeducation@delawarecityschools.net along with the amended IEP and supporting documents. Please refer to [IEP/ETR/504 processing checklist](#) for required documentation and submission procedures.

BIP implemented with fidelity and consistency in 6-8 week intervals.

Determine a follow-up meeting date at each BIP review meeting.

NOTE: School Counselors and Social Skills Specialists can complete this process with students without identified disabilities under Section 504 or IDEA.

Guidelines for Exemption from the Consequences of the Third Grade Reading Guarantee

*Determination of exempting a student is an IEP team decision. Below are guidelines as each situation may call for different information depending on the situation. You must always consult [Ohio's Guidance Manual on The Third Grade Reading Guarantee](#) prior to making a final determination.

1. The decision as to whether a student is exempt from the Third Grade Reading Guarantee retention provision must occur during the year the student is in third grade AFTER they have participated in the fall OST administration. This is an IEP team decision and can occur during the annual IEP review meeting or through an amendment.
2. It must be added to section 13 in the “Third Grade Reading Guarantee” section. Follow these steps:
 - a. Check “Applicable”

- b. For the question “Does the child have a significant....”, check ‘Yes’ if the student has a cognitive disability (i.e. identified as ID or MD). If not, check “No”.
 - c. If no, check the second option “To exempt the child from the retention.....”
3. PR-01
- a. Check “Other” and insert “Exemption from the consequences of the Third Grade Guarantee.”
 - b. Box 2: “The team would like to exempt _____ from the consequence of retention.”
 - c. Box 3: “ _____ has been provided with multiple reading interventions over the years including _____. Even with these interventions, and accommodations, _____ was not successful with meeting the benchmarks needed. This is the result of ...(use a. ‘ _____ requiring accommodations that are beyond what is allowed for the test.’ Or b. ‘ _____ participating in a curriculum that is significantly modified in comparison to that of their peers that are required to take the test.’).”
 - d. Box 4: The team considered retention but rejected this due to _____ performance being the result of his/her disability.
 - e. Box 5: “The most recent ETR, MAP assessments, progress in the curriculum, OST Scores, MAP scores.”
 - f. Box 6: Guardian Input was taken into consideration

Home Instruction

The following documents must be given to the parents when home instruction is being discussed due to **a new medical need**. The Physician’s Form must be returned before the IEP change of placement/amendment meeting can be held to ensure appropriate SDI and minutes are being provided for the student during the home instruction time period. If a student is able to return to their school, then a second change of placement/amendment meeting must be held prior to the student returning to the building. The building special education supervisor must be included to ensure a home instructor is assigned to this student.

[Administrative Guidance](#)

[Policy](#)

[Physician’s Form](#)

Individualized Education Program (IEP)

The following definition of an IEP is taken from the Ohio Operating Standards for the Education of Children with Disabilities:

An Individualized Education Program (IEP) is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting with required team members (minimally parent/guardian, general education teacher, intervention specialist, and district representative) and that must include:

- A statement that discusses the child's future
- A statement of the child's present levels of academic achievement and functional performance
- A statement of measurable annual goals, including academic and functional goals and benchmarks or short-term objectives
- A description of how the child's progress toward meeting the annual goals rule will be measure; and when periodic reports on the progress the child is making toward meeting the annual goals will be provided
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided
- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class or activities
- A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district wide assessments
- If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or district wide assessment of student achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child
- The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.

The implementation and maintenance of those documents at the building level is facilitated by the case managing intervention specialist or speech therapist. Below are processes and procedures necessary to carry out those duties:

IEP Completion Guidelines

[LINK TO CURRENT IEP TRAINING](#)

<p>Page 1-Basic Info.</p>	<p>Grade- The current grade at the time of the meeting</p> <p>District of Residence- The district in which the parents of the children live in. If a foster child, court placed, or open enrolled, the district from which they were placed. District of residence <u>must be invited</u> to all IEP/ETR meetings. (Case Manager coordinates invitation)</p> <p>District of Service- The district in which the child is attending school. This district <u>must be invited</u> to all IEP/ETR meetings.</p> <p>Ward of the State- This should be answered 'yes' if the student is foster placed.</p> <p>IEP Dates- Ex. If the meeting was held on 08/31/2021 the dates would be. Start: 9/1/2021, End: 08/30/2022, Next IEP Review: 08/30/2022</p> <p>Other- Put very important things here such as medication, health plan, etc.</p>
<p>Section 1- Future Planning</p>	<p>This statement should include information on the vision/hopes and interests of what the guardian(s) and the student would like to see for the near future. For transition aged students, it should focus more on life after school.</p>
<p>Section 2- Special Factors</p>	<p>Check all that apply. For any factors that are checked, there must be information on the factor in the profile as well as addressing that factor somewhere in the IEP (goal, accommodation, etc.).</p>
<p>Section 3- Profile</p>	<p>IEP Anywhere contains drop-down boxes for PreK, K-12 and High School required profile components. These must be used in their entirety.</p> <p>A detailed description of the student's academic day should be included in the Profile (Type of class- CT/SG, Inclusion, Resource, or GE and a clear picture of the students day and where they are on the continuum of service -LRE). This is not located in the drop down</p> <p>High School students must have the K-12 and High School profile drop-down components.</p> <p>IEPs must contain <u>objective</u> information only as this is a factual, legal document.</p>
<p>Section 4- Extended School Year</p>	<p>This section should NOT be filled in prior to the meeting. You should come to the meeting with data to share. Use the ESY Considerations Form to evaluate if a student may meet requirements for being granted ESY. You</p>

	<p>are NOT making a decision by filling in this form, rather you are collecting necessary information to share at the IEP meeting.</p> <p>If the full IEP team determines a student is eligible for ESY services you must fill out the ESY Notification Form.</p>
<p>Section 5- Transition Section</p>	<p>IEP Anywhere contains drop-down boxes for Postsecondary Transition. Use the templates provided in the drop down menu to complete each area of section 5.</p> <p>The transition plan must meet all 8 required elements for IDEA:</p> <ol style="list-style-type: none"> 1. There are appropriate measurable postsecondary goal(s). 2. The postsecondary goals are updated annually. 3. The postsecondary goals were based on age-appropriate transition assessment (AATA). 4. There are transition services that will reasonably enable the student to meet the postsecondary goal(s). 5. The transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s). 6. The annual goal(s) are related to the student's transition service needs. 7. There is evidence the student was invited to the IEP team meeting where transition services were discussed. 8. When appropriate, there is evidence that a representative of any participating agency was invited to the IEP Team Meeting.
<p>Section 6- Measurable Annual Goals</p>	<p>IEP Anywhere contains drop-down boxes for the Present Levels of Performance are of section 6. Choose the drop-down applicable to your grade level. These must be used in their entirety.</p> <p><u>Present Levels of Performance contains:</u></p> <p>Present Levels of Performance must include the following information as it relates to each goal:</p> <ul style="list-style-type: none"> ● Summary of current daily academic/behavior and/or functional performance compared to expected grade-level standards or to expected age-appropriate performance in order to provide a frame of reference for annual goal development in the specific area of academic and/or functional need; ● Baseline data provided for developing a measurable goal (for example, ETR results, if current, formative academic assessments, curriculum-based measurements, transition assessments or functional behavior assessments); ● Current performance measurement directly relates to the goal measurements <p><u>Annual Goals and Objectives</u></p>

	<p>Annual goals are stated in measurable terms that describe what can be taught to the child using specially designed instruction within a twelve-month period. A measurable annual goal must contain the following:</p> <ul style="list-style-type: none"> • Clearly defined behavior: the specific action the child will be expected to perform; • The condition (situation, setting or given material) under which the behavior is to be performed; • Performance criteria desired: the level the child must demonstrate for mastery AND the number of times the child must demonstrate the skill or behavior. The goal must be measurable on its own. <p>There is alignment between the academic needs identified in the ETR and the annual goals; OR There is evidence in the IEP that the IEP team, based on the severity of needs, decided to prioritize certain needs above others; OR There is a statement that the IEP team has determined there is no longer a need for a specific goal.</p> <p>Example objective: When given an academic task, Jose will start the task with no more than one verbal prompt within one minute in 3/4 data collection sessions by the end of the IEP.</p> <p><u>Method and frequency of reporting</u> Select method of Progress Monitoring</p> <p>Progress is reported every 9 weeks and families must receive IEP Progress Reports with Report Cards.</p>
<p>Section 7- Specially Designed Instruction</p>	<p>Specially Designed Instruction/Related Services: The IEP specifically identifies the provision of specially designed instruction (SDI) and related services AND describes the nature of the instruction that aligns with the needs of the child AND supports achievement of annual goals. The SDI describes skills and methods used for instruction specific to the goal; OR The child is receiving related services that the IEP team has determined is specially designed instruction.</p> <p>The IEP specifically identifies the location of services. If more than one location, each location is separated to show the specially designed instruction and/or related services for each location.</p> <p>The statement of specially designed instruction and/or related services specifically identifies the amount of time and frequency of services the child will receive AND it is clear and understandable to the guardian.</p>

District guidance:

- *Be specific regarding the SDI method(s) being used*
- *A different section for each content area in which there is a goal*
- *One section for each **related service***
- *Discuss the instructional methods that will be utilized as described in your goals.*
 - *Example: Direct instruction in the area of reading focusing on fluency through the use of repeated reading, sight word memorization, and decoding.*
 - *Do not indicate specific programs or methodologies.*
- *Provider Title- There should only be one provider and one location per section. Provider should never be a paraprofessional.*
- *Do not use “and/or” for location or provider.*
- *Do not use “as needed” - instead give detailed information on when “it” is required*
- *Minutes are the amount of time that will be spent working on the actual goal and should be specified per week or monthly. This is not the length of the class period or group session.*

Assistive Technology

The IEP includes assistive technology and/or assistive technology services to meet the described needs for the child. For clarity, the statement should include how the device or the service meets the needs of the child.

300.5 Assistive Technology Device: any device item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that directly assists a child with a disability to increase, maintain, or improve his or her functional capabilities. A medical device that is surgically implanted or the replacement of such a device is not included under the term “assistive technology device.”

300.6 Assistive Technology Service: Any service that directly assists the child in the selection, acquisition or use of an assistive technology device.

Accommodations

[Ohio Accessibility Manual](#)

The IEP describes accommodations provided to the child and explains the conditions for and the extent of each accommodation. Accommodations provide access to course content but do not alter the scope or complexity of the information taught to the child.

District Guidance:

- *Be specific re: when it is required (Extended time- How much?)*
- *Must be mentioned in the profile.*

	<ul style="list-style-type: none"> ● <i>To be listed in Section 12 it must be listed in Section 7 and utilized in day to day instruction/assessment.</i> ● <i>If a student requires support from an educational assistant, this must be listed in the accommodation section and defined in Support for School Personnel.</i> <p>Modifications The IEP describes the type of modification and the extent of the modification provided to the child. Modifications mean changes made to the content that students are expected to learn where the amount or complexity of materials is altered from grade-level curriculum expectations. When an instructional or curriculum modification is made, either the specific subject matter is altered, or the performance expected of the student is changed. Sometimes the nature and severity of the student’s disability require that both the materials and the performance expected of the student be changed. 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.</p> <p>Support for School Personnel The IEP describes support(s) to school personnel who may need assistance in implementing the child’s IEP. The section describes what support adult staff are receiving from other adult staff. For each support, the team must list the school personnel to receive the support, the specific support that will be provided and who will provide the support.</p> <p><i>District Guidance:</i></p> <ul style="list-style-type: none"> ● <i>Paraprofessionals- (Access to a paraprofessional to address personal hygiene needs, support a student in the hallway, transitioning between activities, supervising during lunch/recess, collecting behavioral support data, implementing sensory breaks etc.) Be specific in the function and purpose of the paraprofessional support for the student.</i> ● <i>Related service individuals who do not directly work with the student (consult)</i>
Section 8- Transportation	<p>Special transportation is provided if the student requires transportation in a different way than that of a typical peer as a result of the student’s disability.</p> <p>For preschool, all students on an IEP require special transportation and this should be marked accordingly on the IEP.</p>
Section 9- Participation in	<p>Please use the dropdown menu in SameGoal:</p>

<p>Extracurricular Activities</p>	<p>“will have access to information about all school activities in the same manner as their same age peers (i.e. newsletter, announcements, fliers, website, bulletin boards) and may participate in clubs and activities for which ___ is otherwise eligible.”</p> <p>OR</p> <p>The Intervention Specialist will share information orally or in the student's necessary mode of communication to ensure that the student has access to information about school extracurricular activities and the student may participate in clubs and activities for which ___ is otherwise eligible.</p>
<p>Section 10- General Factors</p>	<p>This should be left blank until reviewed during the IEP meeting then checked at that time. If the student is in grades K-3 and not on track, the final question must be answered <u>no</u>. If that is the case, a prompt will appear, reminding you to document the RIMP in the profile and the present levels.</p>
<p>Section 11- Least Restrictive Environment</p>	<p>If you check no for either question, justification must be written as to why the child was removed from the general education classroom, AND</p> <ul style="list-style-type: none"> ● It is based on the individual needs of the child, not the child's disability, and aligns with SDI or related services location; ● It reflects that the team has given adequate consideration to meeting the student's needs in the general classroom with supplementary aids and services; ● There is documentation 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; ● It describes potential harmful effects to the child or others, if applicable. <p>IEP Anywhere contains drop-down boxes for the Least Restrictive Environment area of section 11. Choose the drop-down applicable to your grade level. These must be used in their entirety.</p> <p>LRE Considerations Rubric</p>
<p>Section 12- Testing</p>	<p>If the student requires accommodations for any type of District or State assessment, yes must be checked. Ohio accessibility manual</p> <p>District Testing:</p>

	<p>This is for tests that will be taken district-wide including: MAP, CogAT, etc. Be sure to verify which accommodations are allowable per the specific test manual.</p> <p>State Testing: Use the Drop Down Menus for the name of the test</p> <p><i>Even after high school students meet the requirements for state testing, their state testing needs to remain the same through graduation (STA/ALT)</i></p>
Section 13- Exemptions	<p>Mark each section appropriately. All sections must be included/addressed in some way.</p> <p>Third Grade: Students cannot be made exempt until after taking the 3rd grade assessment in the fall. If a student is Exempt, but passes the TGRG in the spring, an amendment meeting needs to be held to remove that exemption so that the student's passing score is accounted for by the state of Ohio</p> <p>For Graduation Test Exemptions: utilize dropdown options. Students cannot be made exempt until May of their graduating year</p>
Section 14- Participation	<p>Required participants: Guardian, Intervention Specialist, General Education Teacher, District Representative, any Related Service Personnel working with the student. Any team member (district rep, gen. ed teacher, intervention specialist) not present must have an excusal form filled out and approved by the guardian prior to the start of the meeting. District Representatives cannot be excused.</p>
Section 15- Parent/Guardian Signature	<p>-If the student is foster placed, the surrogate parent must be the one to sign this section. -If the student is 18 and the parents do not have guardianship, the student must sign. -Be sure to get a signature for the transfer of rights if the student will be turning 17 during the time of the IEP.</p>

[IEP Procedure Checklist for Before and During Meeting](#)

[IEP/ETR/504 Processing Checklist](#)

[New Student Enrollment Procedures](#)

A new student moved into the district and is assigned to my caseload
What should I do next?

**Please note that the district has received updated guidance from ODE that we are able to adopt out of state ETRs and IEPs/504s. We do not need to hold an Initial ETR meeting as long as the out of state documents meet our state standards. Please read the appropriate links for more information about this process.*

STEPS TO FOLLOW:

1. Review the attached notes from your supervisor.
2. If the student is transferring from an Ohio school, and you do not already have access in SameGoal to this student's previous documents, request the previous documents be transferred in SameGoal by contacting the Special Education Administrative Assistant at extension 1126 or specialeducation@delawarecityschools.net. There are some districts that do not use SameGoal, and documents cannot be transferred.
3. The school psychologist will read over the ETR, consult with the team and choose one process to follow:
 - a. [The District Adopts the ETR](#)
 - b. [The District Rejects the ETR](#)
4. The Intervention Specialist/Speech Therapist or 504 Case Manager will read over the IEP/504 with relevant related service personnel and then choose one process to follow:
 - a. [The District Adopts the IEP/504](#)
 - b. [The District Amends the IEP/504](#)
 - c. [The District Rejects the IEP/504](#)

Please keep in mind that when a student comes to our district with an IEP or 504 from another school district or returns to the district from homeschooling or a scholarship program, we are responsible for providing FAPE (services and/or accommodations comparable to the IEP/504 from their previous district or placement) until the Delaware City Schools team either adopts it as is or amends/rewrites the document. Delaware has **30 calendar days after the student's enrollment** to adopt, amend or reject the documents from the previous district and begin next steps.

No matter which path the district follows, the case manager needs to call the family to introduce themselves.

[Amendment Procedure](#)

Amendments are made by the IEP Team: District Representative, General Education Teacher, Intervention Specialist, Guardian, and student (when applicable).

Use the links below to amend an IEP and to process the paperwork after the meeting.

[Amending an IEP Checklist](#)

[Amendment IEP Processing Checklist](#)

Manifestation Determination

A Manifestation Determination Review (MDR) meeting must be held when a student has been removed from daily instruction regarding discipline. An MDR meeting will be scheduled by the Special Education Supervisor if a child has been suspended 10 days or has multiple suspensions getting close to 10 days that display substantially similar behavior.

Before the meeting

1. The Supervisor of Special Education will send a calendar invite for the meeting to the student's intervention specialist, school psychologist, building administrator, parent, and a general education teacher.
2. The Supervisor of Special Education will create the Manifestation Determination Review and Manifestation Determination Worksheet in SameGoal and share with the IS, gen ed teacher, school psychologist and building administrator.
3. The IS, school psychologist, and building administrator will complete the appropriate sections of the manifestation determination worksheet and manifestation determination review.

During the Meeting

1. The Supervisor of Special Education will conduct the meeting.
2. The school psychologist will start the PR-01 and take notes.
3. If the team determines that the behavior in question IS a manifestation of the student's disability:
 - a. The student must return to school (or other placement) the next day.
 - b. If the team decides that an FBA is appropriate the school psychologist will obtain parent permission to complete an FBA with a team across settings.

4. If the team determines that the behavior in question IS NOT a manifestation of the student's disability:
 - a. The student will return to school after the determined suspension period.
 - b. The team will agree to a plan for services during the suspension period. The IEP team will determine the extent to which FAPE services are needed to enable the student to continue to participate in the gen ed curriculum and progress toward meeting IEP goals.

After the meeting

1. The Special Education Supervisor will complete and email the completed PR-01, Manifestation Determination Review Form, and the MDR *EMIS at a Glance* Form (under the print icon at the top right of the page) to the special education email.

For more information see the [Discipline of Special Education Students under IDEA flowchart](#)

Senior IEP Completion Guidelines

We cannot “extend” an IEP for the remainder of a senior year. A new IEP must be created.

- Open a new IEP document and complete all sections. This is the IEP that the student will carry with them into adulthood, so please be thorough and make sure all information is current.
- Dates on the front page and in section 7 need to span a full year (since we cannot predetermine that a student will meet graduation requirements by any certain date).
- Determine as a team if there are any exemptions from state tests, if the student has not passed and hasn't been exempt in a previous IEP. Be sure to include which tests they have been exempt from.
- The student must sign all legal documents if they are 18 and parents do not have guardianship, but the parent should be invited. A separate invitation should be addressed to the student.
- A Summary of Performance must be completed for each student in the spring of their senior year, prior to graduation. This should be reviewed with the student and the guardian in a meeting that includes an invitation, a PR-01 and all other pertinent documentation.

Prior Written Notice (PR-01)

PR-01 RIEP example

PR-01 Change of FAPE example

The Prior Written Notice (PWN or PR01) is a required legal document that details the events of a meeting between the District (and its designees a.k.a. Team members) and the family. This document is intended to capture an explanation of why the District agreed to a change in an ETR/IEP or proposed and refused a change to an ETR/IEP. A school district must provide a guardian with prior written notice within a reasonable amount of time before it proposes or refuses to take certain actions. These actions include the district initiating or changing the identification, evaluation or education placement of a student child. A PR01 should be generated anytime the District meets to discuss the ETR/IEP.

Below are the required elements to be included when completing a PR01:

- All sections must be filled out.
- N/A cannot be used in any boxes.
- Objective statements only
- List of meeting attendees by title and name
- Team members titles, not personal names should be used when cited in the PR01 summary
- Below is a brief explanation of sections 2-6 of the document.
 - Section 1- This section is the “What” of the document. What is the action being taken?
 - Section 2- This section is the “Why” of the document. Why did the team decide to take this action. It may also include an elaboration of the “What”.
 - Section 3- Use this section to document any other options that were discussed. If no other options were discussed, then use the statement that is in the district bank of the document. ‘
 - Section 4- This section is for the information/data that was used to make the decision. You can use the examples in the goal bank and add additional if necessary.
 - Section 5- List any other factors or information that helps clarify or explain why an action was taken or refused. List any future meetings or timelines

[Required Notifications Chart from ODE](#) - This chart indicates when the Guide to Parent’s Rights, Prior Written Notice, PR-02 or PR-05 need to be provided to a parent or guardian.

Progress Reports

- IEP Progress Reports must be completed and sent to guardians when report cards are issued at the end of each nine weeks. This must be accomplished by sending an email to the guardian with the progress report attached.
- Progress must be reported on each goal and objective on the IEP. The data must be quantitative (numbers) not qualitative (Sentences without numbers) in both goals and objectives.
- Exit progress reports must be completed and reviewed at each IEP annual review. These progress reports are used to “close-out” the previous IEP goals and objectives. The data should be used to determine if the goals and objectives have been mastered and can be used as present level data for the next IEP.
- If an IEP meeting was held within 30 days of the end of the quarter, you should insert data from the baseline that was used in the present levels of the goals in the new IEP.
- You may use the last quarterly progress report as the exit progress report if the end of the quarter was within 30 days of the IEP meeting.
- Transition progress reports need to be completed by the case manager (with input from colleagues as appropriate) and sent to guardians when report cards are issued at the end of each nine weeks. These reports only need to be completed if the student has information in the transition section (section 5) of the IEP.

There must be only one progress report generated for the life of each IEP. This will make it easier for guardians and IEP team members to see a student’s progress throughout the life of the IEP, rather than needing to view/print four reports and compare them. This applies to the transition progress report as well.

At the end of each grading period, you will either generate a new progress report (if a new IEP has been implemented for the student within the grading period) OR you will add a data row (Click “Add Data Row”) for each goal/objective to the existing progress report in order to enter the data/progress from the new reporting period. (PLEASE NOTE: In the quarter when one IEP ends and another one begins, you will need to complete the progress report that has already been started with progress from the old IEP AND create a new one to report on progress with the new IEP.)

When you get to the next quarter, you will need to change the date at the top of the progress report to add the date for the current quarter. You can not add multiple dates separated by commas or else the document won’t lock at the completion of the life of the IEP. Each data row

should include dates/quarter information so that it is clear which date the data has been collected.

Do NOT lock the progress report at the end of each grading period. This is one of the few documents that will not say “DRAFT” across it when printed while unlocked. At the end of the life of the IEP, the final progress report will be locked by the owner of the document after all team members have entered their data.

Related Services - Adding Outside of Triennial Evaluation

The district is required to add a related service to a student’s IEP or 504 Plan whenever that service is required for the student to access and make progress in the curriculum.

Follow these steps when the IEP or 504 Team recommend a related service outside of the triennial evaluation process:

- The related service provider will communicate to the parent that the student has been recommended to possibly receive a related service to access and make progress in the curriculum.
- If additional testing is required, the **related service provider** must receive consent from the parent using the Parent Consent for Evaluation Form in SameGoal.
- After determining that the student requires the related service to access and make progress, the related service provider will add a statement to the profile that focuses on the child’s strengths, add goals and objectives/benchmarks and the Specially Designed Instruction required to make progress on the goals.
 - This addition can be made at the annual review or with an amendment to the IEP
 - Consult services can also be added if that is what is required for the student
- A statement must be made in the Prior Written Notice that a new related service was added to the student’s IEP.

Restraint and Seclusion Policy and Reporting

Qualified staff members who have current certification in the administration of physical restraint are able to perform physical restraint/seclusion under limited and specific circumstances. DCS trains select building staff in Non-Violent Crisis Intervention Training. Every building has a crisis response team responsible for responding to crisis situations. Your building administrator will share how you call for help in your school building.

Definitions

1. Physical Restraint is the use of physical contact in a way that immobilizes or reduces the ability of a student to move the student's arms, legs, body or head freely. Such a term does not include a physical escort, mechanical restraint or chemical restraint.
 - a. Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe or effective intervention is available. Physical restraint only may be used in a manner that is age and developmentally appropriate.
 - b. Physical restraint does not include brief, physical contact for the following or similar purposes:
 - i. To break up a fight.
 - ii. To knock a weapon away from a student's possession.
 - iii. To calm or comfort.
 - iv. To assist a student in completing a task/response if the student does not resist the contact.
 - v. To prevent immediate risk of injury to the student or others.
2. Seclusion is defined as the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier. (Only document if a student tried to leave and was stopped from doing so.)
3. The following are not to be used under any circumstances:
 - a. Prone restraint;
 - b. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that:
 - i. Involves the use of pinning down a student by placing knees to the torso, head or neck of the student;
 - ii. Uses pressure point, pain compliance or joint manipulation techniques; or
 - iii. Otherwise involves techniques that are used to unnecessarily cause pain.
 - c. Corporal punishment, as defined in Revised Code;
 - d. Child endangerment, as defined in Revised Code;
 - e. Deprivation of basic needs;
 - f. Seclusion or restraint of preschool children;
 - g. Chemical restraint;
 - h. Mechanical restraint;
 - i. Aversive behavioral interventions; and
 - j. Seclusion in a locked room or area.

If a student is restrained or secluded:

1. Ensure the student is deescalated and all parties involved are safe.

2. If there are any visible marks or injuries on students or staff contact your school nurse so they can document all injuries or marks. If the student has a mark or injury the nurse needs to fill out a student injury report and communicate directly with the family in person or via phone call. .
3. The staff involved in the restraint/seclusion incident must notify the building administrator immediately following the event (if building administrator was not involved).
4. Legally, guardians need to be notified verbally within 24 hours of when restraint or seclusion is administered. DCS strongly encourages staff to communicate with families as soon as the student is deescalated and the situation is stable.
5. Building administrators and staff fill out the digital Restraint and Seclusion Reporting form.
6. Staff involved in restraint/seclusion incidents must engage in the debrief process by filling out the debrief form (per Rule 3301-35-15).
7. After all staff involved review both forms for accuracy the forms are submitted digitally.
8. The guardian must receive a paper or email copy of the Restraint and Seclusion Reporting form within 24 hours of the event.

If a student is not restrained or secluded but an incident took place:

1. An unusual incident resulting in injury to a student requires the school nurse to fill out a [student injury](#) form and call the guardian.
2. Staff members involved in the incident are encouraged to document the events in objective neutral language and report the incident to their building principal.
3. The building principal will determine who, when, and how the incident should be reported to the family.
4. If a staff member is injured during a restraint or seclusion event the injury needs to be reported to the building principal and the human resources department immediately. Staff need to fill out an injury report (do not include student names or initials in your report) immediately following the injury.

Reporting:

Restraint and Seclusion reporting forms are digital forms that your building principal will share with you in the event of a restraint or seclusion. The digital restraint and seclusion reporting form needs to be filled out every time a student is restrained and/or secluded.

Debrief Process:

Each building is responsible for ensuring that a debriefing process is completed after all incidences of restraint and seclusion. Staff must use and submit the digital 'Debrief' form created by the District.

Restraint and Seclusion Training

Building principals determine the trained building staff (crisis response team) in conjunction with the Director of Special Education. Staff shall be trained annually and must meet the criteria of the course including passing a written exam. Training requirements can be found on the Ohio Department of Education's [website](#).

All DCS staff members are required to complete the Public School Works Training: Restraint and Seclusion. This training provides an overview of Ohio's Restraint and Seclusion law.

[Delaware City Schools Board of Education policy 5630.01 POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS AND LIMITED USE OF RESTRAINT AND SECLUSION](#)

Specially Designed Instruction and Data Collection

Students with IEPs require Specially Designed Instruction (SDI). SDI is targeted, explicit instruction on defined skill deficits outlined in the current ETR. Service providers of specially designed instruction must provide the instruction as written in the IEP and collect data on the student's performance in the targeted areas as defined in the IEP. Service providers must keep a log for each student for when the instruction was provided and the level of performance for each session (data).

We require all intervention specialists and related service providers to track their Specially Designed Instruction. Staff may only choose to use the following:

IEP Specially Designed Instruction Log in SameGoal. Once an IEP is locked, the SDI Log will auto-populate with the student's IEP goals and objectives.

The district provided [SDI Log](#) (Must be shared with SPED Supervisor)

Speech-language pathologists, occupational therapists, and physical therapists will continue to enter SDI into the HBS system.

Supporting documentation for your SDI, such as work samples, checklists or other tools should be maintained so that they are accessible as needed. One suggestion could be to create a Google Folder for each of your students and upload digital files for storage, access, review and

sharing. This is NOT a requirement, but you must have some system for maintaining and organizing this supporting documentation.

State Testing Accommodations

Ohio's Accessibility Features:

Through a combination of universal design principles and computer-embedded accessibility features, Ohio has designed an inclusive assessment system by considering accessibility from initial design through item development, field testing and administration of the assessments to all students. Although some students may require accommodations to demonstrate what they know and can do, the computer-embedded accessibility features should reduce the need for accommodations during testing. This ensures more inclusive, accessible and fair testing for students participating in Ohio's state assessments.

Accommodations for students with disabilities must be documented on individualized education programs (IEPs) or 504 plans. Other accessibility features are not required to be documented to be provided. However, if there is an accessibility feature that a team wants to ensure a student receives, the team should document the feature on the student's IEP or 504 plan as well. For example, if a student with a disability needs to have the test administered in a small group setting or have color contrast for testing, these features should be included on the IEP or 504 plan. Since a small group setting and color contrast are not considered testing accommodations, they do not have to be included on an IEP or 504 plan to be provided. Documenting the student's need for these accessibility features, teams ensure that the features are provided.

For Ohio's State Tests, accommodations are considered adjustments to the testing conditions, test format or test administration that provide equitable access during assessments for students with disabilities and students who are English learners. The administration of the assessment should never be the first occasion in which an accommodation is introduced to the student.

Accommodations should:

- Provide equitable access during instruction and assessment;
- Mitigate the effects of a student's disability or English learner status;
- Promote learning or performance expectations;
- Preserve the construct being assessed; and
- Maintain the integrity or validity of the assessment.

For a complete list of accommodations go to the [Accessibility Manual](#). The accommodations listed in the IEP must match the language used in the Accessibility Manual.

Transportation: Communication and Expectations

When considering the addition or removal of specialized transportation as a related service in a student's IEP, clear and timely communication is essential. Prior to any scheduled IEP meeting or proposed amendment, the case manager must notify both the building principal and the building's special education supervisor of the potential change. This ensures alignment with building resources, transportation procedures, and district board policy [8600 - Transportation](#). Additionally, the family must be included in all discussions related to specialized transportation to ensure that their perspectives and any logistical concerns are considered. All stakeholders should be kept informed throughout the decision-making process to support transparency, proper documentation, and a smooth implementation of services.

Once a team decision has been made to add / remove specialized transportation, the building principal, special education supervisor, or designated district representative will complete the DCS Transportation Change Form which will notify the transportation department of the change.

Translation of Documents/Meeting Interpretation

Language Line is the District's primary source for meeting interpretation.

Follow these steps to use Language Line during a phone call:

1. Dial **1-866-874-3972 from ANY phone**.
2. Provide: Client ID **512074**
3. Indicate language (Spanish 1, Other 2)
4. Provide Personal Code (just say your name & school)
5. Give student/guardian's name & phone number if calling home/cell

Follow these steps to use Language Line during a GoogleMeet:

1. Join the GoogleMeet
2. Go to the Add Caller option
3. Enter the phone number 833-711-3324
4. If asked for Client ID, add 512074

5. If asked for a Personal Code, provide your name and school.

[Language Line Tip Sheet](#)

All documents that need to be translated must be emailed to your Special Education Supervisor with the subject line: Needs to be translated.

IDEA requires that prior written notices and procedural safeguards notices be provided to guardians in their native language. Districts must also take whatever action is necessary to ensure that LEP guardians understand the proceedings of IEP team meetings, including arranging for an interpreter for guardians with deafness or whose native language is other than English (34 CFR 300.322 (e)). IDEA does not require districts to translate all IEP documents (Letter to Boswell, 49 IDELR 196 (OSEP 2007)). However, failing to ensure that guardians can participate in the IEP process and understand IEP decisions is a procedural violation that can amount to a denial of FAPE.

For IDEA compliance purposes, a district will want to ask itself if the actions it takes will allow an individual guardian to participate in, and understand, the IEP process. For anti-discrimination purposes a district will want to ask itself if the information being provided is “essential.”

Preschool Transition from Part B to Part C

The role of the school district during the transition In accordance with IDEA Part C, the Early Intervention provider must identify (with parent consent), the district in which the child resides, this is the district of residence (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. If invited by a representative of the Part C system, a school district representative is required to attend a conference to discuss the child’s transition from Early Intervention services to preschool special education services. This conference is called the transition conference or the transition planning conference. 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 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.

Please be aware that "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 and PR-01. The IEP Time Lines section on the cover page of the IEP is where dates are recorded to document events. Indicator 12 was previously calculated using the IEP meeting date but will now 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 Time Lines section includes IEP Effective Dates. The "Start" line is where the date of implementation should be recorded. Remember, this is the date that all identified services begin. It should be noted that the Effective Start Date is the date EMIS will use to determine compliance with Indicator 12. Although EMIS uses the term "Outcome Begin Date", it is synonymous with the programmatic term of the IEP Effective Start Date that the district is more familiar with. The team psychologist or transition specialist attending the TPC process must notify the district EMIS coordinator of transitioning students in order to create an educational record. The team psychologist or transition specialist attending the ETR process must notify the EMIS coordinator if a transitioning student is not found eligible for Part B services.

Part C to Part B Checklist

- The district in conjunction with the HMG program will:
 - Review the records of transitioning children sent by the HMG/Part C Service Coordinator;
 - Decide if additional information is needed to determine if a disability is suspected
 - Work with the HMG/Part C Service Coordinator to obtain additional information, if needed.
- The district will:
 - Attend the transition planning conference;
 - Inform the family of due process and procedural safeguards (as required by IDEA);
 - Review current HMG/Part C (Early Intervention) records.
 - Either sign the Referral for Evaluation (PR-04) if the district suspects the child has a disability, or complete the Prior Written Notice (PR-01) if the district does not suspect a disability;

- Obtain the Parental Consent for Evaluation (PR-05) or discuss when the document will be signed;
- Consider evaluation data completed by HMG/Part C (Early Intervention) providers.
- Complete the evaluation and determine eligibility no later than 60 days after parental consent is signed;
- Explore other options if a disability is not suspected.
- Complete the initial IEP with a parent's signature. (Note: When a child transitions from Part C to Part B services, the educational placement does not have to change. The child may stay in the same program, except that he or she will be governed by an IEP instead of an IFSP. This circumstance may have financial implications for the district.)
- Invite the service coordinator, if parents so desire, to the initial IEP meeting
- The Help Me Grow Service Coordinator will:
 - Review the IEP with the child's family ;
 - Enter the exit data into HMG/Part C (Early Intervention) early track data system.
- The district will:
 - Ensure the IEP has been signed by a parent to indicate that the parent agrees with the specified services and initial date of services as listed;
 - Explain that if the child has a summer birthday, extended school year (ESY) services may be initiated based upon the HMG data and the need for continuity of services so the child maintains his or her level of performance. If ESY is unnecessary (as determined through the IEP process), services begin no later than the start of the school year.
 - Ensure the IEP is completed by the child's third birthday or it must be completed 90 days from parental consent (Operating Standards (3301-51), which ever comes first.