



## Student Services Manual

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**\*\*This is a live document, which means that the contents will be continuously edited, updated, or deleted as laws and procedural requirements change\*\***

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# **STUDENT SERVICES OVERVIEW**

## **STUDENT SERVICES**

The office of Student Services has oversight of the District's Special Education Services (PK-12), Section 504 Compliance, Registration, Home Instruction, Residency and Custody Verification, District Health Services, Early Entrance Testing, Kindergarten Screening and Homeless Families.

## **SPECIAL EDUCATION**

The Bedford City School District provides a multitude of Special Education and Related Services for students from Preschool through High School.

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. Children and youth (ages 3-21) who qualify under the IDEA receive Special Education and Related Services under IDEA Part B.

Under the Individuals with Disabilities Education Improvement Act of 2004: A preschool child with a disability is a child who is at least three years of age and not yet six years of age and meets the definition of a child with a disability or, at the choice of the school district, is a child who is experiencing developmental delays in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development or adaptive development; and because of it, needs Special Education and Related Services.

Under the IDEA, a school-age child with a disability is eligible for Special Education or Related Services if the child meets eligibility criteria under one of the following categories: Autism, Intellectual Disability, Deaf-blindness, Deafness, Emotional Disturbance, Hearing Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Orthopedic Impairment, Traumatic Brain Injury or Visual Impairment including Blindness.

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# Section 1

- Getting Started
- Evaluation Team Report (ETR) Compliance Timeline
- Individualized Education Program (IEP) Compliance Timelines
- New Student Procedures- Adoption/Amendment
- FAQs

## GETTING STARTED

At the start of every school year, intervention specialists and related service personnel must review caseload information and determine the following for each student:

- When is the annual review of the IEP?
- When is the ETR (triennial reevaluation) due?
- Does the child have any related services?
- Are there any special transportation needs?
- Are there any additional items that require attention?

**The information above is required and must be documented on a student information sheet.**

The information from the student information sheet **must be sent electronically** to the designated building representative (i.e. District Representatives: Marian Armstrong & Kristen Wray, Department Chairperson) by the due date set by the building representative.

### EXAMPLE: Student Information Sheet

Homeroom	Student	Grade	ETR Due Date	IEP Due Date	Related Services	Transportation	Testing Accommodations
Mrs. Smith	Johnny Doe	8	1/25/2022	12/12/2019	Speech	Yes / bus with lift for wheelchair	Small group, questions and answers read aloud...
Mrs. Jones	Janie Doe	9	504 Plan	1/23/2020	N/A	N/A	Small group, extended time (double)

**Updates will need to be made to your student information sheet throughout the year**

## **EVALUATION TEAM REPORT (ETR) COMPLIANCE TIMELINES**

### **Consent for evaluation**

- **Within 30 days of receiving a request for an initial evaluation of a child from either the child’s parents or a public agency**, the school district of residence will either obtain parents’ consent for an initial evaluation or provide the parents’ prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.
  - Parent Referral
    - Parent referral for evaluation can be made to anyone
    - Referral from parent does NOT have to be in writing
    - Date and Time of the request for evaluation need to be documented
    - Make sure that the MTSS team gets the request ASAP
  - Teacher Referral
    - The development of problem-solving strategies and interventions with a student's parent, grade level team, and specialists are encouraged. This can be done through the MTSS process.
    - In most cases, targeted interventions for a minimum of 6-8 weeks are implemented prior to a referral.
    - Progress monitoring data accompanies a referral

### **Conducting the Evaluation**

- **Within 60 days from receipt of parental consent to evaluate a child**, the school district will conduct a comprehensive initial evaluation of the child to identify the child’s educational needs and to determine if the child is a child with a disability as defined by the IDEA. For instance in calculating the 60-day timeline, refer to *Child Find Clarification Related to Calculating 60 days*, Ohio Department of Education, Office for Exceptional Children.
  - If the school district is using a Multi-Tiered Systems of Supports (MTSS) process, the district cannot use this process to reject a referral or delay the provision of a timely initial evaluation because a child has not participated in the MTSS process (*OSEP letter to State Directors of Special Education, January 21, 2011*)
  - If the school district has not implemented an MTSS process and it receives

a request for an evaluation from parents, the school district cannot begin the MTSS process apart from the evaluation timeline. The district must complete the MTSS process and the evaluation within the initial evaluation timeline. The timeline is up to **30 days** from the date of referral for the district to determine whether a disability is suspected and if an evaluation will be conducted and, if an evaluation will be conducted, an additional **60 days** to complete the evaluation from the date of parental consent. If the district does not suspect a disability, and declines to conduct an evaluation, the 60 day timeline for completion of the evaluation is not applicable.

***Preschool Note:*** School districts cannot require other agencies to use an MTSS process when identifying preschoolers with disabilities. Preschool students who are moving to school-based services from early intervention services must be evaluated within a timeframe that allows for an IEP to be **in place** on the child's third birthday if he/she is eligible for preschool services under the IDEA.

**Exceptions to 60-day timeline:** The 60-day timeline for conducting the evaluation does not apply to a school district if:

- The parents of the child repeatedly fail or refuse to produce the child for the evaluation;

**Or**

- The child enrolls in a new school district of residence after the 60-day period has begun and prior to a determination by the child's previous school district of residence regarding whether the child is a child with a disability. The exception applies **only** if the current school district of residence is making sufficient progress to ensure a prompt completion of the evaluation and **the parents and the current school district agree** to a specific time when the evaluation will be completed.

Between **nine months and 90 days** before a child's third birthday, a **Transition Planning Conference (TPC)** must be held to coordinate services between IDEA Part C (Early Intervention) and Part B (Preschool Special Education) [wraparoundohio.org+6ohioearlyintervention.org+6codes.ohio.gov+6ims.ocali.io+9parentmentor.osu.edu+9education.ohio.gov+9](http://wraparoundohio.org+6ohioearlyintervention.org+6codes.ohio.gov+6ims.ocali.io+9parentmentor.osu.edu+9education.ohio.gov+9). The parent and Part C service coordinator must attend, and the school district representative is required; additional providers may be included with parental consent. At this meeting, parents are informed of their rights

under Part B.

Once the school district receives notice of a potential preschool-aged child, they have **30 calendar days** to respond with either **prior written notice** declining evaluation or to obtain **written parental consent** to evaluate [education.ohio.gov/oced.org+2parentmentor.osu.edu+2ohioschoolboards.org+2](http://education.ohio.gov/oced.org+2parentmentor.osu.edu+2ohioschoolboards.org+2). After consent is received, the district must complete the evaluation within **60 calendar days** [sst11.org+4ohioschoolboards.org+4parentmentor.osu.edu+4](http://sst11.org+4ohioschoolboards.org+4parentmentor.osu.edu+4). If the child is found eligible, an IEP must be developed within **30 days** of evaluation completion—or by the child’s third birthday when applicable due to earlier referral timelines [disabilityrightsohio.org+15](http://disabilityrightsohio.org+15)

## **EVALUATION TEAM REPORT (ETR) AND DOCUMENTATION OF ELIGIBILITY STATUS**

Triennial reevaluations are required to determine continued eligibility of special education services and the educational needs of the student which will drive the specially designed instruction/related services in the IEP. Waiving a reevaluation is NOT permitted. Reevaluation teams are required to either complete a record review, OR complete a partial or full reevaluation.

**Within 14 days from the date of eligibility determination or the determination of continued eligibility and prior to the next IEP meeting**, the school district of residence must provide the parents a copy of the evaluation team report and the documentation of determination of eligibility. The district must also provide **prior written notice** documenting the team’s decision (even if there is agreement and no change in eligibility).

### **Re-Evaluation**

- An RETR, including any additional assessments to be conducted as a result of the planning meeting, **must be completed by the three-year anniversary date** of a child’s previous evaluation. **The last day the previous evaluation is effective in three years minus one day.**
- An RETR must be conducted to make a change in a disability category.
- A review of the child’s current IEP must be completed after the RETR meeting to ensure that the goals and services within the current IEP are aligned to the RETR.
  - A Prior Written Notice (PR-01) must be included in the RETR to reflect if

the IEP is accepted or must be amended to reflect the new ETR.

- If changes are necessary as a result of the RETR, an Amended Individual Education Program (AIEP) or a Periodic Review Individual Education Program (RIEP) should be completed within **30 days**.
- A Re-Evaluation Team Report (RETR) **may occur no more than once a year**, unless the parents and the school district agree otherwise.

### Reminders:

- The justification statement under the *Basis for Eligibility Determination* in section 4 of the ETR must provide a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria AND must include how the disability affects the child's progress in general education curriculum. It cannot simply be a definition of the disability category.

## INDIVIDUALIZED EDUCATION PROGRAM (IEP) COMPLIANCE TIMELINES

### Initial IEP

- A child's initial IEP must be developed and a team meeting must be conducted within **14 days** of a determination that the child qualifies for special education and related services.
- Special education and related services must be provided to the child in accordance with the child's IEP by the effective date reflected in the IEP. **An initial IEP cannot be implemented without the parent's written consent.**
- Prior written notice must be sent after the initial IEP meeting documenting the meeting and the action(s) proposed or refused by the district and, if needed, any next steps or follow-up.

### Annual Review of the IEP

- An IEP meeting must be held by the **anniversary date** of a child's previous IEP. **The expiration of an IEP is one year minus one day.** The new IEP must be implemented (start date) **prior to the expiration of the previous IEP.**
- **Prior written notice must be sent after the annual review IEP meeting documenting the meeting and the action(s) proposed or refused by the district and, if needed, any next steps or follow-up.**
- Parental consent is not required for the implementation of an AIEP unless the AIEP includes a change of placement. **Parental consent is required for a change**

of placement.

## MTSS Process

MTSS is a proactive and data-driven approach that allows educators to identify and address the individual needs of students through a layered continuum of support. The process begins with **universal screening** of all students, which helps to detect those who may need additional assistance early in the school year. These screenings occur multiple times throughout the year and involve academic assessments, behavior observations, and attendance records.

The MTSS framework is organized into three levels, or **tiers**, of support:

- **Tier 1** includes high-quality, evidence-based instruction and practices provided to all students in the general education setting. This universal level supports approximately 80–85% of students.
- **Tier 2** provides targeted interventions for students who are not responding adequately to Tier 1 supports. These small group interventions may address specific academic skills, behavior strategies, or social-emotional needs. About 10–15% of students typically require this level of support.
- **Tier 3** is reserved for students with the most intensive needs. This level involves individualized and highly focused interventions that may include support from specialists or referral for special education evaluation. Approximately 1–5% of students may need this level of intervention.

To ensure the effectiveness of interventions, we engage in **regular progress monitoring**. This allows our teams to make **data-based decisions** regarding the continuation, modification, or intensification of interventions.

### MTSS TEAM:

Each building has an MTSS chair; the team consists of various members of the school community from parents to an Intervention Specialist, General education teacher, counselor/SEL, and administrator.

<https://docs.google.com/presentation/d/1Y2sPaNrUTzNUzLOL7CiXhJnGWaDoFr6WqW0c-oD8INU/edit?usp=sharing>

### MTSS - SPEECH-LANGUAGE PATHOLOGY

While speech-language concerns may not be present for all students, oftentimes this

area is a primary facilitator to bringing a student to the MTSS team. These concerns may include: speech sound errors impacting the student's ability to access the general education curriculum; expressive or receptive language difficulties such as answering wh-questions or comprehending a reading passage; disfluencies impeding the student's ability to participate in the classroom; social skill deficits that create difficulty creating and maintaining relationships with peers and adults; among others. We recommend reaching out to your building speech-language pathologist if you are unsure what is considered appropriate for a student's age- or grade-level.

In cases where speech concerns are present, tiered interventions will be carried out in the following manner:

- **Tier 1:** High quality instruction that every student receives (example: rephrasing posed questions; PATHS curriculum; providing clear speech sound models; etc.)
- **Tier 2:** Supplemental instruction provided *by the teacher*, with guidance and support from the speech-language pathologist (example: SLP provides the teacher with speech sound cues for the /s/ sound, SLP provides the teacher with flashcards to target the /s/ sound, and the teacher takes data on a tracking sheet provided by the SLP)
- **Tier 3:** Small group interventions provided by the speech-language pathologist, for up to 6 weeks (example: SLP pulls student out of class for 15 minutes each week for group interventions targeting errored speech sounds)

For additional information on this process in regard to speech-language concerns, see the [Bedford SLP MTSS Handbook](#)

### [Speech-Language Pathology MTSS Outline](#)

#### Preschool MTSS:

[https://docs.google.com/presentation/d/1DbwdgHkpnU\\_v9jHYVd\\_koDUY6qXAUF0-mkcqlMr1c40/edit?usp=sharing](https://docs.google.com/presentation/d/1DbwdgHkpnU_v9jHYVd_koDUY6qXAUF0-mkcqlMr1c40/edit?usp=sharing)

#### **Transition IEP (Early Intervention Part C to Preschool)**

- For each child who transitions from Part C Early Intervention Services and qualifies for special education and related services, an IEP must be in effect by the child's third birthday.

#### **IEPs for children who transfer school districts in the same state**

- In all cases, the new district of residence (in consultation with the parents) must provide FAPE to an eligible child with a disability, including services comparable to those described in the child's current IEP, until the current IEP is adopted or a new IEP is developed.

- The district compliance coaches will determine whether the IEP from the student's previous school district will be accepted (as is) or whether a new IEP will be developed.
  - **Prior written notice documenting this decision must be sent to the parent.**
- If the district does not accept the IEP, the team must:
  - Notify the parent through prior written notice that the IEP is not being accepted.
  - Collect data, develop a new IEP (in collaboration with the parent and through an IEP meeting) within 30 days.
  - Issue prior written notice to the parent after the IEP meeting documenting the meeting and the district's proposal.
- All transfer IEPs, even when accepted, shall have an RIEP written within 30 days from enrollment.
- Refer to pages 49-50 for further information on out of state transfers.

## **Frequently Asked Questions**

**Q1:** What does the district do when there is no ETR or IEP or the ETR and IEP expired?

**A1:** If a child's IEP is not available upon enrolling in a new district of residence, the school district cannot deny the child's enrollment. The child is to be immediately enrolled in the new district. When the IEP is received from the sending district, the new district must determine whether it will be accepted (as is) or whether a new IEP will be developed. In either event, the student is entitled to comparable services while the decision is being made. If the sending district does not send the IEP, the receiving district must write a new IEP within 30 days of receiving the student based on the student's ETR. The district should make efforts to provide comparable services, even in the absence of an IEP, and in consultation with parents. Comparable service decisions should be documented in a prior written notice.

If a child comes to the district with a current IEP and either no ETR is sent or an expired ETR is sent, the district must complete an evaluation as soon as possible. All evaluation steps must be followed, including obtaining parental consent. Comparable services must be provided while the evaluation process is underway. All decisions regarding the evaluation and/or comparable services must be documented in a prior written notice.

If a new IEP or ETR must be completed, this should be done as soon as possible because the child is entitled to FAPE from the day the child enrolls in the district.

***If the district has concerns about a child's ETR from another district in state,*** the team should not accept the ETR and instead refer the child for additional evaluation. This would constitute a ***reevaluation*** and should be completed within a reasonable amount of time to ensure the child receives appropriate services.

**Q2:** What is done if, after agreeing to the IEP meeting date, the parents do not attend?

**A2:** A formal IEP meeting invitation must be sent for all meetings - even if the parent has agreed to the date/time via email or phone. The parent can respond through verbal or written communication. If the parents have agreed to the date and time of the meeting, but do not come to the meeting, the following options are available to the team:

- At the start of the meeting, attempt to contact the parents by phone or email to determine why the parent is not in attendance.
  - If the team reaches the parents, offer the option of a telephone conference.
  - If the parent agrees, hold the meeting via telephone conference.
  - If the parent requests that the meeting be rescheduled, determine whether it is possible to reschedule the meeting **and remain compliant with applicable timelines.**
    - If the meeting can be rescheduled, while remaining compliant with timelines, reschedule the meeting and send a new formal IEP meeting invitation.
    - If rescheduling the meeting would result in noncompliance with timelines, explain this to the parent and move forward with the meeting (even if the parent cannot attend).
      - Issue prior written notice explaining why the meeting could not be rescheduled **and offer to reconvene the team, including the parent, to gain the parent's participation in the process and discuss any changes that the parent might request to the IEP.**
      - If the team and parent have agreed on another meeting date, include this information in the prior written notice and also issue an IEP meeting invitation.
- If the team cannot reach the parent on the day of the meeting, determine whether it is possible to reschedule the meeting while remaining compliant with timelines or whether the meeting must move forward in order to remain compliant.

- If the meeting can be rescheduled while remaining compliant with timelines, the team may opt to reschedule and work with the parent to determine another meeting time. Document the decision in a prior written notice.
- If the meeting cannot be rescheduled while remaining compliant with timelines, proceed with the meeting and issue prior written notice as discussed above.

**If the parents do not respond to IEP meeting invitations (and other efforts to invite them to an IEP meeting):**

- Document all attempts to notify parents of the need to schedule an IEP meeting. These efforts can include:
  - Emails
  - Phone calls (documented in a call log)
  - Notes sent home with student (in addition to other communication)
  - Formal IEP meeting invitation(s) sent to parents via email and U.S. Mail.
- **At least three (3) reasonable varied attempts must be made to contact parents** regarding scheduling an IEP meeting. Different modes of communication should be used if the parent is not responding (e.g., if the parent is not responding to voicemail messages, other means of communication should be attempted).
- **Prior to holding an IEP meeting, a formal invitation must be sent.** If parents do not respond, attempts to follow-up should be made as noted above.
- If the team cannot get a response from the parent, the team should proceed with the IEP meeting without the parent.
  - If there is no change of placement and the IEP is not the initial IEP, send a Prior Written Notice to Parents PR-01 form to the parents with a copy of the IEP, and implement the IEP.
  - If it is an initial IEP, and the team has made documented attempts to obtain parent participation and the parent did not participate, the team must move forward with the meeting to develop the IEP and sign the IEP (participation section) within 14 calendar days of the IETR. Prior written notice must be issued after the meeting indicating that the district is offering to implement the IEP but cannot do so without parent consent and offering to reconvene the team to meet with the parent if the parent makes the request.
  - In situations that could involve a change in placement, if the parent has not responded to meeting invitations, contact Kristen Wray or Marian Armstrong for further guidance prior to meeting.

**Q3:** What do I do when I have a child in the foster system?

**A3:** For foster placed children, IEP and ETR meetings proceed as they would for any other student. However, the district must determine whether a surrogate parent is needed. A surrogate parent is needed when the biological (or adoptive) parent's right to make educational decisions has been removed via court order OR the child's biological (or adoptive) parent cannot be reached despite reasonable attempts to garner his/her participation. Biological (or adoptive) parents who have retained their rights to make educational decisions must sign all documents where consent is required if they are participating in the process. Required team members include General Education, Special Education, District Representative, Parent (if parent has rights and can be reached), Surrogate Parent (if needed), and Student (14years +). Invite the foster parents and the custodial agency (Department of Children & Family Services of the county involved in the student's care) to the meeting. The custodial agency is not required to be at the meeting. The foster parent(s) may be invited to the IEP/ ETR meetings, but are not required team members.

**Q4:** I need an additional "A Guide to Parent Rights in Special Education", who should I contact?

**A4:** [\*A Guide to Parent Rights in Special Education\*](#); [\*A Guide to Parent Rights in Special Education \(Spanish\)\*](#)

**Q5:** Where and to whom should I send the original IEP and/or ETR document?

**A5:** The IEP, IEP [checklist](#) (as a cover page), and all required documents as listed on the checklist should be uploaded into SameGoal and sent to student services within 5 school days.

The ETR, ETR [checklist](#) (as a cover page), and all required documents as listed on the checklist should be uploaded into SameGoal and sent to student services within 5 school days.

**Q6:** How do I handle Third Grade Reading Guarantee Exemptions for Students with Disabilities?

**A6:** Clarification of Third Grade Reading Guarantee Exemptions for Students with Disabilities: There are two types of exemptions for students with disabilities in the Third Grade Reading Guarantee policy. Students with significant cognitive impairments who are educated utilizing a substantially modified curriculum can be exempt from taking the test. Students who do not meet the aforementioned criteria can be exempt from the consequences of passing the test due to their documented deficits, but must sit for the

test. Exemptions are an IEP team decision. This decision should be made no sooner than February of the 3rd grade school year. Each exemption involves different types of students and exempts different parts of the policy.

The two exemptions are for:

- Students can be exempt before April 1st if they have a **significant cognitive impairment** coupled with a **substantially** modified curriculum (Ohio Extended Standards); and
  - IEP teams may specify that a child in any grade, kindergarten through grade three, is exempt from all provisions of the Third Grade Reading Guarantee if the student is participating in a significantly modified curriculum.
  - Under this exemption, the student is exempt from all provisions of the Third Grade Reading Guarantee. This includes:
    - Annual reading diagnostics;
    - Reading improvement and monitoring plans;
    - Student retention in the third grade.
  - This exemption should be an annual IEP team discussion and decision.
    - The student's IEP should still address the extended standards and include goals around precursors to literacy. For example, the IEP should address the student's mode of communication and communicative intent.
- Students can be exempt before April 1st if the student has an IEP and
  - The IEP includes CLEAR, targeted, reading interventions.
  - Data supporting the rationale for exemption within the present levels section clearly describing data, discussion and progress monitoring through the RIMP. Include rationale and decisions related to its consideration of a child's exemption from retention.
- A student's parent or guardian, in consultation with the student's reading teacher and principal, may request that a student be promoted to fourth grade regardless of the student's score on Ohio's State Test for grade 3 English language arts. The parent may contact the principal to set up a meeting to complete the [required documentation](#).

## Section 2

- IEP Process
- IEP Six Criteria of a Goal/Objective
- Writing a Goal/Objective
- Transportation As Related Service
- Extended School Year (ESY)
- Least Restrictive Environment (LRE)
- IEP Progress Reports

### IEP PROCESS

#### Prior to the IEP Meeting:

- Gather necessary data to write a draft IEP
- Notice in advance (**21 days**) of the due date to ALL required and supportive team members (General education teacher, District Representative, OT, PT, SLP)
- Schedule an appointment with the parent or legal guardian at least **two weeks** in advance
- Notify ALL required and supportive team members (Gen ed, District Representative, OT, PT, SLP) of the scheduled meeting date
- Send a PR-02 (Parent Invitation)
- Provide parent or guardian with a copy of the draft **5 days** before meeting date
- Complete progress report from prior IEP

#### During the IEP Meeting:

- Review Progress Report
- Parent confirm current information on page 1
- Review DRAFT IEP in total (review each section)
- Participation and Signatures
- Alternate Assessment page to be signed
- Procedural Safeguards provided to parent or guardian
- Provide JPS/Autism scholarship letter (include in the PR-01)
- Take notes about the events and topics discussed during meeting to be used in drafting the PR-01
- PR-01 Prior Written Notice should be sent home within **5 days** of the meeting and **MUST** be sent home **prior to the implementation of the new IEP**
- Start date needs to be after PR-01 sent, end date must be 364 days after the meeting date (i.e., one year, minus one day, from the date of the meeting)

## **Required Team Members:**

- Parent
- District Representative
- General Education Teacher
- Intervention Specialist
- Related Service Providers (if applicable)
- Student (whenever appropriate)

The excusal of a required team member is the **EXCEPTION**, not the rule and no more than **ONE** team member should be excused. If a required team member needs to be excused, the parent must be notified prior to the IEP meeting and given the opportunity to agree or disagree with the proposed excusal. A parent's consent to the excusal of a team member **must be in writing**. A Parent Excusal of IEP Team Member form must be completed. **A District Representative cannot be excused from the team meeting**. If a non-required team member is listed on the parent invitation and no longer attending, an excusal form must be completed with consent from the parent.

## **After IEP Meeting:**

- Send home and/or provide electronic copies of the IEP & PR-01 to the parent/legal guardian
- Complete IEP Checklist

## IEP SIX CRITERIA OF A GOAL/OBJECTIVE

A well-written IEP goal and objective has six critical elements...

- \* Who? This relates to the child for whom the goal is written.
- 1. Will do what? This is observable **behavior** describing what the child will do to complete the goal.
- 2. Under what conditions? These are the **conditions** that describe the situation, setting or given material that will need to be in place for the goal to be completed.
- 3. To what level or degree? This is the **quality** standard the student will perform the skill (e.g., independently, with no more than 1 verbal cue, etc.)
- 4. What is considered mastery? This relates to **criteria** and mastery of the goal. Criteria states how many times the behavior must be observed for the goal to be considered completed. Mastery states the level of achievement required.
- 5. In what length of time? This is a **timeframe** in which the goal is completed?
- 6. How will progress be measured? This is performance data. In Ohio's IEP, this information is documented by selecting a **method for measuring** from a list provided (i.e. curriculum based assessments, running records, portfolios, etc.)

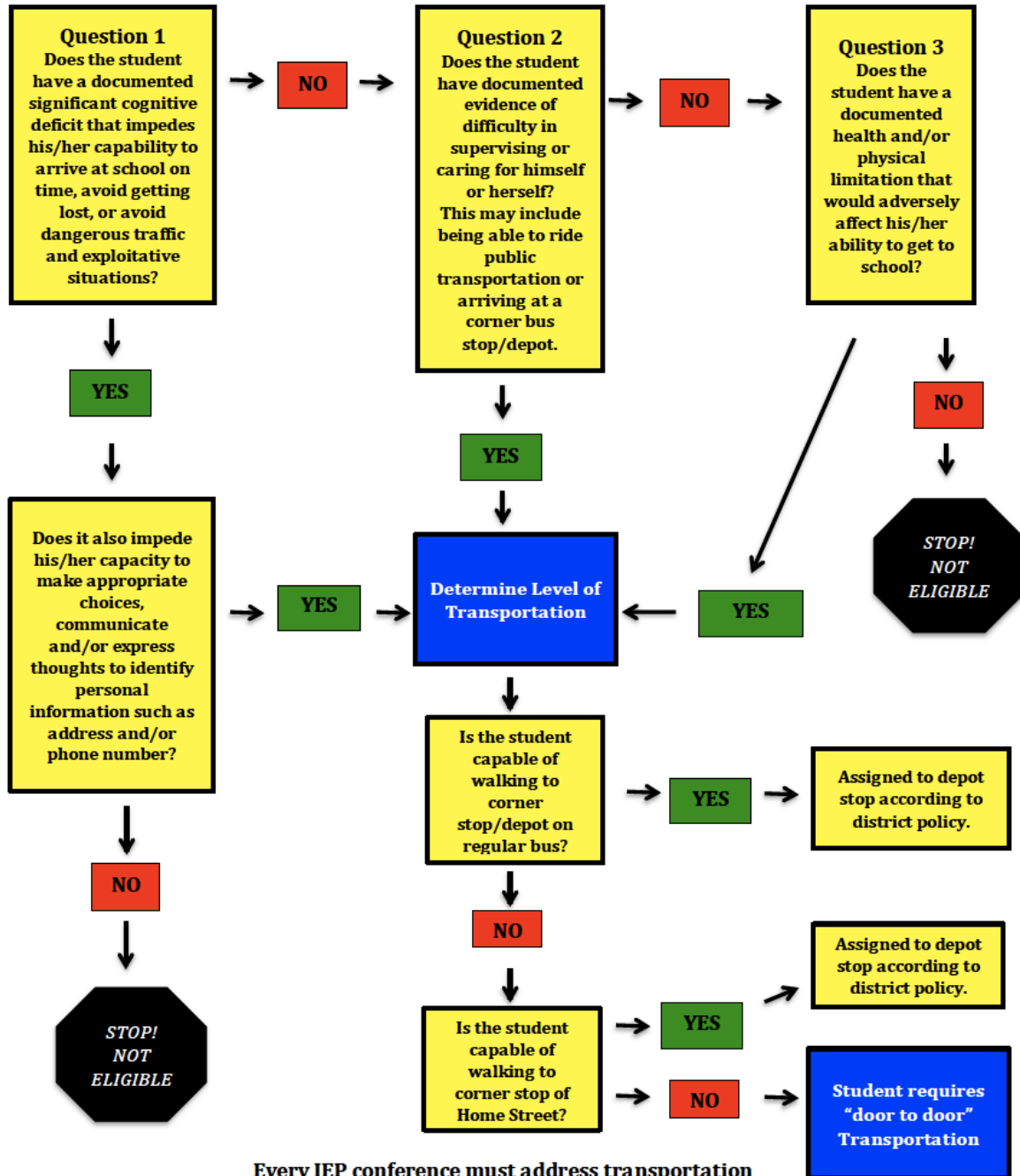
Performance criteria must contain the mastery level (e.g. 80% accuracy” or “4/5 trials”) and the number of times the child must demonstrate the skill or behavior (e.g. “over four consecutive sessions”).

# WRITING A GOAL/OBJECTIVE

Who		1. Will do what? non-measurable/non-observable terms: comprehend, feel, increase, learn, listen, understand, realize, know, participate, discover, manipulate...	2. Under what conditions?	3. To what level or degree? Criteria and level for mastery	4. To what quality (standard/degree) will the student perform the skill?	5. In what Length of time?	6. How will progress be measured?
Alphabetize	Generate	Locations	Misc.	Frequency	Independently	By June ___	Curriculum based assessments
Answer	Identify	During lunch	With typical peers	_x each day	With Prompting	By the end	assessments
Arrange	Include	In a large group	With adults	_x/min each day	Verbal	of this IEP.	Portfolio
Ask	Imitate	In a small group	With _ software (do not use brand names)	_ consecutive days	Visual		Observations
Bring	List	In a 1:1 setting	With _ grade vocabulary	Duration	Gestural		Anecdotal Records
Chart	Name	During free/play time	With two hands	For _ min	Physical		Short-Cycle Assessments
Choose	Organize	Across environments	With L/R hand	For _ repetitions	Limited		Performance assessments
Compare	Outline	During time readings	With a (#) key hit	Accuracy	In the correct order		Checklist
Complete	Paraphrase	In a sharing routine	sequence through the use of _ (AT)	_ % of the time	With correct capitalization		Running Records
Contribute	Point	In the community	Through use of _ strategy/behavior	No more than _ errors	punctuation of periods, question marks, commas,		Work Samples
Create	Read	Given _ paragraphs	In (type of) writing		With a main idea and # of supporting details		Inventories
Decode	Record	Given unfamiliar material	In (grade level) test/material	Latency/Speed	Legibly		Rubric
Describe	Retail	Given words or letters		_ words/min	Without assistance		
Determine	Say	Given a story starter		_ letters/min	Instantly or correctly		
Differentiate	Select	Given CVC words		_ in less than a min	On the first attempt		
Discriminate	Self-Correct	Given a calculator		Within _ min of a verbal prompt			
Determine	Share	Given a model					
Differentiate	Solve	Given a writing prompt					
Discriminate	Speak						
Edit	Spell						
Explain	Summarize						
Follow	Type						
	Volunteer						

## TRANSPORTATION AS A RELATED SERVICE

*Transportation: “(i) travel to and from school and between schools, (ii) travel in and around school buildings; and (iii) specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.” (34 CFR 300.24 (a) (15)).*



### Every IEP conference must address transportation

*A child who has an I.E. P. does not automatically receive transportation unless the I.E.P. team writes this into the related services. If transportation is not included on the I.E.P. a child will be transported similarly to regular education students in your district.*

## **EXTENDED SCHOOL YEAR (ESY)**

Extended School Year (ESY) services are special education and related services, which are provided to eligible students during the period of time between the close of one academic year and the beginning of the succeeding academic year. These services are not “summer school.” These services must be provided when, based on data and the IEP team’s decision, they are necessary for the student to receive FAPE.

ESY services are not limited to students in particular disability categories. Rather, eligibility for ESY services is based on the factors/considerations outlined below and data collected during the school year. An ESY decision must be made for every student. If adequate data is available, the ESY decision can be made at the student’s annual review meeting. If adequate data is not available, the team should indicate on the IEP that it will reconvene to review the data by a date determined by the team and documented in the IEP.

### **Extended School Year Services**

- are provided to a child with a disability
- beyond the normal school year of the school district; in accordance with the child’s IEP
- at no cost to the parents of the child

The determinations of the ESY program for a student is an **INDIVIDUALIZED** determination and must be done on an individual student basis.

### **Extended School Year Considerations**

Items the IEP team must consider the following to determine if a student should receive ESY services.

### **Regression and Recoupment**

There is no single criterion for determining if a student receives ESY. However, various judicial decisions suggest that there are two areas that need to be considered: regression and recoupment. Wrightslaw defines **regression** as a decline in knowledge and skills that can result from an interruption in education and **recoupment** as the amount of time it takes to regain the prior level of functioning.

Any decisions regarding needed ESY programming must take into account the child's history of significant regression and limited recoupment capability.

## **Collection of Data to Determine ESY Eligibility**

The determination of ESY service eligibility must be based on quantitative and qualitative data that is collected by the IEP Team. The Team needs to determine if ESY services are needed for a child to receive Free and Appropriate Public Education (FAPE). Teachers should continually monitor a student's progress.

### **Information that would be monitored includes:**

- Data collection in August, after summer break
- Progress in meeting short-term objectives over two or more marking periods
- Does the student demonstrate significant regression **and** is an extended period of time needed for recoupment of skills over short-term vacation periods or other breaks in the school year (e.g., summer vacation, winter break, spring break, long weekends, etc.)

## **LEAST RESTRICTIVE ENVIRONMENT (LRE)**

### **Determining a Child's LRE**

IDEA's LRE provisions clearly state a strong preference for educating children with disabilities in general education environments. In fact, a child's placement in the general education classroom is the *first* option the IEP team must consider when determining where a child with a disability will receive his or her special education and related services.

To decide that question, however, the IEP team must make an *individualized* inquiry into the possible range of supplementary aids, supports and services that are needed to satisfactorily educate the child in the general education environment. If the IEP team determines that the child *can* be adequately educated in that environment, then a general education placement is the LRE for that child.

**WHENEVER A STUDENT IS BEING CONSIDERED FOR A MORE RESTRICTIVE ENVIRONMENT (IN OR OUT OF DISTRICT) ONE OF THE SPECIAL EDUCATION ADMINISTRATIVE REPRESENTATIVES FROM THE ADMINISTRATIVE BUILDING MUST BE NOTIFIED AND INVITED TO THE MEETING.**

### **Service Delivery Models & Determining the LRE:**

The service delivery model describes the way in which services will be delivered to students with disabilities. The IEP team must consider the least restrictive environment (LRE) when determining the service delivery model for all students with disabilities. The team considers the goals and objectives for the individual student along with accommodations, supplemental aids and supports, modifications and related support services as they design the program. Students may fall in more than one of the following categories as part of the IEP. For example, a student may receive consultative services for speech, but requires collaborative teaching for English Language Arts (ELA).

- **Consultative Services:** Related service personnel, interventionists, mental health specialists, and/or behavior specialists provide consultative services to staff for students who require additional support within the general education environment. Consultative services empower the general education teacher to implement evidence-based strategies within the classroom. It is NOT the specialists' responsibility to implement the recommended strategies.
- **Collaborative Teaching/Co-Teaching:** General education teachers, interventionists, related service personnel, mental health specialists, and/or behavior specialists co-plan to co-teach to co-serve general education and special needs students within a classroom. Students may require differentiated teaching across content, product, process and environment. Students may require paraphrased directions. Students may require specialized instruction throughout the class period. Students may require extensive accommodations. Students may require assistance completing tasks, proximity control, reinforced prompts, and/or visual aids. Students may require supplemental activities to reinforce grade level standards. Students may require a behavior contract and/or token economy in addition to a positive support plan. Students may require more frequent progress monitoring. Instruction occurs in the general education classroom with a licensed general education teacher, OR a general education teacher and an interventionist.

- **Separate Class/Group:** A small group of special needs and general education students (up to six) are pulled out of class during a literacy or math block for fifteen-twenty minutes to receive Tier Two or Tier Three interventions to close a gap in ability. The group is pulled out 3-5 days per week. The educator is a general education teacher, an interventionist, or a related services professional (i.e., SP/L or OT).

**\*\*\*Note:** The ratio of special needs students and general education students must either be equal OR there must be more general education students in the group, otherwise, it becomes a resource room, and instruction must be facilitated by an interventionist or related services personnel (SP/L, OT, PT).

- **Resource Room (Part Day Pull Out):** 1:1 or a small group of special needs students who receive academic/behavior instruction and/or support, speech/OT/PT therapy with limited distractions in a separate setting. This setting provides the opportunity for intensive, direct instruction and guided practice. Special needs students within a single classroom environment receive specialized math, ELA, science, or social studies instruction throughout a class period using supplemental materials with the implementation of frequent positive reinforcements. Students require significant modifications to reinforce grade level standards. Students may receive instruction utilizing the Extended Standards. Instruction is delivered by an interventionist or related services personnel (SP/L, OT, PT).
- **Special Education Classroom (Full Day/Self Contained):** Special needs students within a single classroom environment receive specialized instruction for all academic instructional programming using supplemental materials with the implementation of frequent positive reinforcements. Students require significant modifications to reinforce grade level standards. Students may receive instruction utilizing the Extended Standards. Students require specialized instruction in the area of life skills, including but not limited to, social and emotional support.
- **Home Instruction-** Special needs or general education students are placed on a partial or full-day home instruction schedule due to social/emotional, behavioral, and/or physical impairments that prevent them from being able to fully access the classroom environment. A tutor is assigned to the student. Home instruction typically occurs at a mutual location and time within the district (i.e., local library). Students typically receive one hour of tutoring per academic subject, per week.

- **Homebound** - Students with significant medical impairments who are unable to receive instruction within a school building/facility who require instruction from an interventionist and/or therapist within the home environment.
- **Separate School:** Special needs students who have demonstrated an inability to be successful within a public school setting due to significant cognitive, social/emotional, behavioral, adaptive behavior, or mental health challenges who require a specialized instructional approach that is primarily therapeutic coupled with academic instructional content. Generally, though not always, these students were unsuccessful in a full day/self-contained classroom prior to being moved to a separate facility.

The student's disability should not be indicated on the IEP and does not drive placement decisions. Placement decisions are made based on individual student needs. Placement in a Resource Room OR a Special Education Classroom without it being agreed upon on the IEP is non-compliant. Section 7 of the IEP should indicate the location where the services are being delivered (e.g., resource room, general education classroom, etc.). Only one location can be identified for each specially designed instruction box. Section 11 of the IEP indicates the student's "least restrictive environment" (e.g., where the student falls on the continuum of placement options). Section 11 must address the reason(s) why a student requires a more restrictive placement, and why the student cannot be educated in the general education setting with accommodations, modifications, supplementary aids and supports.

## **LRE DECISION FLOWCHART**

When determining a student's LRE, teams are required to make placement decisions that are consistent with the guidelines set forth by the Individuals with Disabilities Education Act (IDEA). Followed are guided principles the team must consider before going through each step of the flowchart.

- The question of what will be provided for a student comes before the question of where it will be provided.
- Each educational setting is examined not only as is, but also as it might be modified by supplementary aids, supports and services.
- Each educational setting is examined one at a time in a particular sequence - along a continuum from least restrictive to most restrictive.
- Even after the primary placement is determined, additional opportunities for part-time integration, including integration during nonacademic periods, are

considered. **This holds true even for those students who are in a special education setting that is called “self-contained” or “full-day.” Students should only be in these settings for the amount of time necessary to meet their needs.**

**Step 1:** Define and articulate educational goals, as well as what educational services the student’s needs.

**Step 2:** Ask whether the IEP goals and services can be achieved in a general education classroom in its current form. **If the answer is Yes, that is the Primary Placement.** If the answer is No, go to the next step.

**Step 3:** Ask whether the IEP Goals and services can be achieved in a general education classroom by providing supplementary aids, services and supports in the general education classroom. (See the list on the following page of supplementary aids and services that could be considered.) **If the answer is Yes, that is the Primary Placement.** If the answer is No, go to the next step

**Step 4:** Move one step along the continuum to the next more restrictive setting and ask whether the IEP goals and services can be achieved in that setting in its current form. **If the answer is Yes, that is the Primary Placement.** If the answer is No, go to the next step.

**Step 5:** Ask whether the IEP Goals and services can be achieved in that slightly more restrictive setting, if it is modified by providing supplementary aids and services. **If the the answer is Yes, that is the Primary Placement.** If the answer is No, repeat step 4 for the setting that is yet a bit more restrictive, and then (if necessary) repeat step 5. In this manner, the decision process moves along the continuum of alternative placements one step at a time, repeating steps 4 and 5 until a Yes answer is obtained.

**Step 6:** Ask whether, in the context of the primary placement, are there additional opportunities for integration for some portion of the day?

## **Supplementary Aids and Services**

Supplementary aids and services are often critical elements in supporting the education of children with disabilities in regular classes and their participation in a range of another school’s activities. IDEA’s definition of this term reads:

**Supplementary aids and services means** aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Speaking practically, supplementary aids and services can be accommodations and modifications to the curriculum under study or the manner in which that content is presented or a child's progress is measured. But that's not all they are or can be. Supplementary aids and services can also include direct services and supports to the child, as well as support and training for staff who work with that child. That's why determining what supplementary aids and services are appropriate for a particular child must be done on an individual basis.

**Supports to address environmental needs** (e.g., preferential seating; planned seating on the bus, in the classroom, at lunch, in the auditorium, and in other locations; altered physical room arrangement);

**Levels of staff support needed** (e.g., consultation, stop-in support, classroom companion, one-on-one assistance; type of personnel support: behavior specialist, health care assistant, instructional support assistant);

**Planning time** for collaboration needed by staff;

**Child's specialized equipment needs** (e.g., wheelchair, computer, software, voice synthesizer, augmentative communication device, utensils/cups/plates, restroom equipment);

**Pacing of instruction needed** (e.g., breaks, more time, home set of materials);  
**Presentation of subject matter needed** (e.g., taped lectures, sign language, primary language, paired reading and writing);

**Materials needed** (e.g., scanned tests and notes into computer, shared note-taking, large print or Braille, assistive technology);

**Assignment accommodations or modifications** (e.g., shorter assignments, taped lessons, instructions broken down into steps, allow student to record or type assignment, graphic organizer, sentence starters);

**Self-management and/or follow-through needed** (e.g., calendars, teach study skills);

**Testing adaptations needed** (e.g., read test to child, modify format, extend time);

**Social interaction support needed** (e.g., provide Circle of Friends, use cooperative learning groups, teach social skills);

**Training** needed for personnel.

## **Supplementary Aids and Services**

One of the most powerful types of support available to children with disabilities are the other kinds of support or services (other than special education and related services) that a child needs to be educated with nondisabled children to the maximum extent appropriate. Some examples of these additional services and supports, called **supplementary aids and services** in IDEA, are:

- adapted equipment—such as a special seat or a cut-out cup for drinking;
- assistive technology—such as a laptop, iPad, special software, or a communication system;
- training for staff, student, and/or parents;
- a one-on-one paraprofessional;
- adapted materials—such as books on tape, large print, or highlighted notes; and
- collaboration/consultation among staff, parents, and/or other professionals.

It's important that teams identify supplementary aids and supports that permit the student to develop independence to the greatest extent possible. It is our goal to help students with disabilities to feel empowered within the general education environment by helping them to understand their differences, self-advocate age appropriately, and to utilize the resources that are available to them.

## **Frequently Asked Questions**

**Q1. Can the regular education teacher write the draft IEP?**

A1. No, however the general education teacher is expected to collaborate and consult with the IS who usually drafts the IEP for the IEP team. No one individual develops an IEP alone. There should be input from all IEP team members – including others who may have knowledge about the child, eg., paraprofessionals, related service providers, etc. The child’s parent is also involved in the development of the IEP.

**IEP PROGRESS REPORT**

- Progress reports are due with the student report cards
- In SameGoal, update progress for each trimester/quarter.
- Progress report (rev 2/2018) should be created for each IEP to monitor progress.

## Section 3

- **Testing**
  - **Accommodations**
  - **Third Grade Guarantee**
  - **AIR**
  - **End of Course Exams**
  - **Alternate Assessment**

### TESTING

Federal and state laws require all districts and schools to test all students in specific grades and courses. Ohio's students with disabilities also participate in state tests. The individualized education program (IEP) team is responsible for determining how a student with a disability will participate in the state assessments. The student's IEP team decides whether a student needs accessibility features, including accommodations, on district and statewide tests. For students with significant cognitive disabilities, the IEP team may determine that Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities is the appropriate test.

### Accommodations

Accommodations are changes in procedures or materials that increase equitable access during district and state-wide testing and generate valid assessment results for students who need them. Accommodations are for students for whom there is documentation of need on an IEP or 504 plan, so that these students show what they know and can do on the given test.

Accommodations for students with disabilities must be documented on 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 small group setting and color contrast are not considered testing accommodations, they do not have to be included on a plan to be provided.

Documenting the student's need for these accessibility features, ensures that the features are provided. ***To be eligible for a testing accommodation, a student must receive those accommodations on a daily basis via section 7 of the IEP.***

Testing accommodations must be reported to the appropriate grade band Curriculum Specialist/Testing Coordinators at the beginning of each school year. The building test accommodation sheet will be utilized by staff to document this information.

Examples of testing accommodations include: Familiar test administrator, Frequent breaks, Separate or alternate location, Small group, Specialized equipment or furniture, Specified area or seating, and/or time of day. Universal tools are not considered testing accommodations. Visit Ohio's Accessibility Manual for additional details for testing accommodations.

Ohio's Accessibility Manual:

<http://education.ohio.gov/getattachment/Topics/Testing/Accommodations-on-State-Assessments/OHAccessManual.pdf.aspx?lang=en-US>

## Third Grade Guarantee

Ohio's Third Grade Reading Guarantee is a program to identify students from kindergarten through grade 3 that are behind in reading. Schools will provide help and support to make sure students are on track for reading success by the end of third grade. The department provides policy guidance, instructional tools, and resources on the Third Grade Reading Guarantee.

Students meeting the minimum subscore requirement set by the Ohio Department of Education will be eligible for promotion at the end of the third grade year.

### Third Grade Reading Guarantee Exemptions for Students with Disabilities:

There are two types of exemptions for students with disabilities in the Third Grade Reading Guarantee policy. This decision should be made no sooner than February of the 3rd grade school year. Each exemption involves different types of students and exempts different parts of the policy. The two exemptions are for:

1. Students can be exempt before April 1st if they have a significant cognitive impairment coupled with a **substantially** modified curriculum (Ohio Extended Standards); and
  - a. IEP teams may specify that a child in any grade, kindergarten through grade three, is exempt from all provisions of the Third Grade Reading Guarantee if the student is participating in a significantly modified

- curriculum.
- b. Under this exemption, the student is exempt from all provisions of the Third Grade Reading Guarantee. This includes:
    - i. Annual reading diagnostics;
    - ii. Reading improvement and monitoring plans;
    - iii. Student retention in the third grade.
  - c. This exemption should be an annual IEP team discussion and decision.
  - d. The student's IEP should still address the extended standards and include goals around precursors to literacy. For example, the IEP should address the student's mode of communication and communicative intent.
2. Students can be exempt before April 1st if the student has an IEP and
    - a. The IEP includes CLEAR, targeted, reading interventions.
    - b. Data supporting the rationale for exemption within the present levels section clearly describing data, discussion and progress monitoring through the RIMP. Include rationale and decisions related to its consideration of a child's exemption from retention. For example, if a student with an IEP has a targeted goal for reading interventions and progress documented demonstrates limited growth, a team can determine the student to be exempt from the consequences.

*Students may not be exempted from testing without the consent of the Coordinator of 504s and Special Education or the Supervisor of Pupil Personnel.*

## **OST Tests**

State achievement tests tell us how well our students are growing in the knowledge and skills outlined in Ohio's Learning Standards. These tests help guide and strengthen future teaching so we can be sure that we are preparing our students for long-term success in school, college, careers and life. Test results also allow citizens to know how their local schools are performing compared to others around the state.

## Which tests will be given for what grade level?

### GRADES 3-8

	English language arts	Mathematics	Science
Grade 3	✓	✓	
Grade 4	✓	✓	
Grade 5	✓	✓	✓
Grade 6	✓	✓	
Grade 7	✓	✓	
Grade 8	✓	✓	✓

## End Of Course Exams

High school students will participate in six end-of-course state tests as a pathway to graduation.

Students must earn a **score of 684 in English 2 and Algebra 1** to meet graduation requirements. Students will continue to take these tests with remediation between sittings until the spring of their senior year if they cannot meet mastery. Students must earn a **score of 700** on remaining tests to meet state seal requirements.

End of Course Exams are:

- Algebra I
- Biology
- American History and American Government
- English II
- Geometry

## End of Course Exams Exemptions for Students with Disabilities:

Students are required to meet a testing participation requirement. Exemptions for students with disabilities is a team decision. **Students may not be exempted from Math or English requirement until fall scores have been reported in the student's senior year..** This team's decision must be documented in the IEP at an annual meeting or through an Amendment. **These amendments must be completed by March 15th of the student's senior year in order to participate in commencement.**

- If a student obtains a score of less than a 684 on an EOC for English 2 or Alg 1, the team reviews the data to target and intervene on the identified areas of concern prior to exempting a student from the consequences.
- The team determines if the student requires targeted interventions, or if an IEP goal needs to be created.
- Data supporting the rationale for exemption within the present levels section clearly describing data, discussion and progress monitoring through the IEP.
- Include rationale and decisions related to its consideration of a child's exemption from the consequences of not earning required points. For example, if a student with an IEP has a targeted goal for reading/math interventions and progress documented demonstrates limited growth, a team can determine the student to be exempt from the consequences.

### **Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)**

Participation in the Ohio AASCD reflects the pervasive nature of a significant cognitive impairment. **ALL** members of the IEP team must sign in agreement that each criteria below has been fully met to qualify a student to be alternatively assessed.

- **The student has a significant cognitive disability**
  - A review of the student's records indicates a disability or multiple disabilities that significantly impact intellectual functioning and two adaptive behavior deficits, as measured by a standardized assessment.
- **The Student is learning content linked to (derived from) Ohio's Learning Standards (i.e., Ohio Learning Standards Extended)**
  - Goals and instruction documented in the IEP for the student are linked to the enrolled grade level standards and address knowledge and skills that are appropriate and challenging for the student.
- **The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age appropriate curriculum.**
  - The student requires:
    - Extensive, repeated, individualized instruction and support that is not of a temporary nature or transient nature; and

- Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings

The individualized education program (IEP) team is responsible for determining how a student with a disability will participate in the state assessments. IEP teams must use various data sets in review of a student’s eligibility to take AASCD that could include, but are not limited to:

- Evaluation team reports (ETR)
- Benchmark academic assessment data
- Diagnostic assessments
  - Assistive technology evaluation
  - Speech and language assessments that determine expressive and receptive language communication status
  - IEP progress data on goals and objectives
  - Formative academic assessment data
  - Transition assessment data
  - Adaptive skills checklists and inventories
  - Progress on functional, daily living and life skill standards
  - Sensory and/or motor assessments describing access modes for communication, fine and gross motor tasks

Evidence for the decision to participate in the AASCD is **NOT BASED** on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language, or social, cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services the student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading or achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology; augmentative and alternative communication (AAC) to participate in the assessment process

<https://education.ohio.gov/Topics/Testing/Ohios-Alternate-Assessment-for-Students-with-Sign>

Alternative Assessment Decision Making Tool

[chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://education.ohio.gov/getattachment/Topics/Testing/Ohios-Alternate-Assessment-for-Students-with-Sign/AASCDDecisionmakingTool\\_Final\\_Accessible-pdf.aspx.pdf.aspx?lang=en-US](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://education.ohio.gov/getattachment/Topics/Testing/Ohios-Alternate-Assessment-for-Students-with-Sign/AASCDDecisionmakingTool_Final_Accessible-pdf.aspx.pdf.aspx?lang=en-US)

## **Section 4**

- Options for High School Graduation (After 2023)
- Course Requirements
- Postsecondary Transition Services
- Summary of Performance
- Social Graduation

Link to ODEW website:

<https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Summary-of-Graduation-Updates-%E2%80%93-2023-and-Beyond>

## **Graduating from Bedford City Schools:**

### **Credits:**

All students must meet the course requirements: Take and earn a minimum of 21 credits in specific subjects. The student in the class of 2026 and beyond must also receive instruction in economics and financial literacy.

### **Show academic competency:**

Passing scores on Algebra I and English II state end-of-course exams. A student must earn a 684 on each test to meet the competency requirement for graduation. Students will continue to take the Algebra 1 and English 2 OST test until their senior year or passage of the test.

**OR** 1 of the following three options:

Option 1 Demonstrate 2 of the following: proficient on webexams, earn a 12-point industry credential, accept an apprenticeship, complete work-based learning hours, attain the required WorkKeys score, earn the OhioMeansJobs seal

Option 2 Enlist in the Military

OR Option 3 Earn college credit in one math and one English course

**AND**

### **Show readiness:**

Earn two of the following seals: OhioMeansJobs, Industry Credential, College-Ready, Military, Science, Citizenship, Honors Diploma, Biliiteracy, Technology, or Community Service.

## **COURSE REQUIREMENTS**

Complete Courses: Take and earn a state minimum of 21 credits in specific subjects.

<b>Courses</b>	<b>State Minimum</b>
English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education, including swimming	½ credit
Science	3 credits
Social studies (including financial literacy for the class of 2026 & beyond)	3 credits
Electives (including 1 credit of art or CTE)	6 credits

## **POSTSECONDARY TRANSITION SERVICES**

All students reaching the age of 14 during the duration of their Individualized Education Program (IEP) are required to establish transition goals within Section 5 of the IEP. Planning by age 14 can be thoughts of planning for transition to high school and the first year. Planning at age 16 is done for the purpose of transition from high school to adult world. Transition is *multi-year*—there should be a building of services and activities to best prepare the student for life after graduation that is unique and individualized to the student.

Postsecondary goals must be updated annually. With newly collected and updated age-appropriate transition activities (AATAs) and other IEP data the goals may change or be revised to reflect new interests and/or experiences. The goals must start with “After graduation” or “After high school” and must be written in terms of what the student WILL DO -**not what they may do or have plans to do**. There must be evidence that the measurable postsecondary goals are BASED on AATA data and are written in measurable terms.

\*If the IEP team determines during the review that the data does not support or cause a change, the goal may remain the same; however, the rationale must be documented within the IEP. \*\*The post-secondary goals should show evidence of refinement from general, generic to more detailed and specific over time.

**PR02 – Parent Invite :** A student **MUST** be invited to any IEP meeting during which postsecondary transition goals and services are being discussed. **Documentation of this requirement can be verified by listing the student name on the parent invitation or they can receive their own invitation.** \*Don’t forget to check the “to

discuss transition from school aged to secondary programs/activities" box. There is no exception to this requirement. Check that the student was invited under the section "Other Persons Who Have Been Invited To Attend This Meeting". Also remember that there must be parental consent for any participating agency to attend.

The transition coordinator should be invited to all meetings when transition is discussed and can be a resource/provider for AATA's.

Progress must also be reported and evidence collected for transition activities, along with IEP goals and objectives.

Use the [Indicator 13 checklist](#) to determine if the transition service page is compliant with state requirements.

## **SUMMARY OF PERFORMANCE**

- For a child whose eligibility for special education terminates because the child is graduating with a regular diploma or exceeding the age eligibility for special education, the school district must provide the child with a summary of the child's academic achievement and functional performance, i.e., Summary of Performance (OP-8), which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.
- Use the [Summary of Performance Checklist](#) as a guide for completing this process.

## **SOCIAL GRADUATION**

Social graduation is an opportunity for students with individualized education programs (IEPs) to participate in high school graduation ceremonies without obtaining an official diploma. Students with IEPs who have completed all academic requirements for high school graduation, but who have not yet completed their transition-related IEP goals may be eligible for social graduation. Students may participate in social graduation only upon the recommendation of their respective IEP teams. If social graduation is recommended, the student may engage in all aspects of the graduation celebration (e.g., wearing a cap and gown; sitting with the graduating class; having his/her name printed in the program and read aloud at the ceremony; walking across the stage to receive a faux diploma). Instead of receiving an official diploma, however, the student will receive an unsigned diploma or a certificate of participation.

The determination of whether social graduation is recommended for any particular student will be done on an individual basis during the first semester of any year in which the student's chronological peer group is eligible to receive a high school diploma. The IEP team may raise the issue, or the student and/or his/her parents may raise the issue. The IEP team members should consider whether social graduation is appropriate to further the student's progress with regard to IEP goals. The team may also consider any objectives the student will be required to accomplish before s/he is eligible to participate. Finally, the team should determine additional arrangements or preparations, if any, that will need to be made to enable the student to participate in the ceremony. If the team determines that social graduation is recommended, the Director of Special Education shall be notified. The IEP team makes the final decision with regard to social graduation, in accordance with the student's IEP goals and Federal and State laws and regulations and local Board policies. Students for whom participation in graduation ceremonies is precluded for disciplinary issues (when the discipline was not a manifestation of the student's disability) or nonpayment of school fines may not participate in social graduation.

After participating in the ceremony, the student is expected to continue working on his/her IEP transition goals and objectives. The student will also continue to receive services to address his/her transitional, vocational, and/or independent living skills as delineated in his/her IEP. An official high school diploma will be granted to the student when the IEP team determines that the transition goals have been met and the student exits school.

## Section 5

- Prior Written Notice (PR-01)
- Required Forms by Meeting Type

### PRIOR WRITTEN NOTICE (PR-01)

#### Guidelines For Prior Written Notice (PR-01)

- A Prior Written Notice (PR-01) must be sent to parents within 5 days of ANY parent meeting (or sooner if the IEP must be implemented sooner in order to meet compliance deadlines).
- The Parent receives the PR-01 before the new IEP goes into effect.
- Failure to send a PR-01 when required is a violation of the IDEA
- The district representative at the meeting is responsible for writing the PR-01.
- Do NOT leave any blanks on the PR-01.
- Do NOT write N/A in any section

#### PR-01 Helpful Information

The PR-01 must include information that was discussed at the IEP meeting. Be sure to document any questions the parent had, as well as the team's responses. Be sure to add any clarifying information that was discussed at the meeting. Be sure to include the **rationale** for any decisions that were made at the meeting.

The team does not complete the PR-01 before the meeting.

Once the PR01 is complete all team members should review before it is sent to the parent.

- **Section 1**
  - If you check Other, fill out the information box
- **Section 2**
  - KEEP IT SIMPLE and include meeting participants along with their role.
    - i.e. The district proposes to review the IEP dated 11/26/26.
    - i.e. The district proposes to implement the IEP developed at the 10/8/24 IEP meeting.
    - i.e The district purposes to complete a 3 year reevaluation.

- **Section 3**
  - The MEAT of the document
  - Level of parent agreement, basis for decisions and parent participation in that decision
- **Section 4**
  - Reserved for Outlier situations
  - DO NOT USE N/A
    - example of what is appropriate to say: No other options have been considered or rejected at this time
- **Section 5**
  - Description of each evaluation procedure, assessment, record or report the district used as a basis for the proposed or refused action (e.g., current ETR, current progress reports, etc.)
  - Parent input or observations can also go in this section if applicable.
- **Section 6**
  - A statement that the parents of a child with a disability have protection under the procedural safeguards. State that the parents have received a copy of the procedural safeguards.
  - Also document any other information that is relevant.
- **Other Important Factors**
  - A PR-01 is required for any IEP meeting, including an amendment.
  - A PR-01 is required if a parent requests an evaluation and the team agrees or disagrees. The PR-01 is required within 30 days of request.
    - A request for an evaluation does **NOT** need to be written. A parent may inform any school official of their desire to have their child evaluated, and this includes classified staff such as the building secretary.
  - ETR PR-01 should include categories suspected, why or why not and which areas were evaluated.
  - A PR-01 must be completed for any evaluation or reevaluation.
  - A PR-01 is required when an evaluation has been initiated and completed.
  - PR-01 is the document used by the district to document decisions that were made and the basis for the decision.
  - Add the date you sent the PR-01 to your documentation of attempts.
  - The PR-01 **MUST** be individualized! Do NOT cut and paste

## **REQUIRED FORMS BY MEETING TYPE**

## **Must be Provided to the Parents Once a Year**

- <https://education.ohio.gov/Topics/Special-Education/A-Guide-to-Parent-Rights-in-Special-Education>

## **Initial Referral by Parents for a Suspected Disability**

- Inform Multi Tier System of Supports Team (MTSS)
- Upon referral by the parents for a suspected disability, the district must provide a copy of the *Procedural Safeguards Notice*
- For a parent referral, the date of referral is the date that the district received either the verbal or written request from the parents to conduct an evaluation
- Within 30 days of the date of initial referral an MTSS meeting must occur to determine if the team suspects or does not suspect a disability
- If the district does suspect a disability, it will provide the parents with a Parent Consent for Evaluation (PR-05)
- PR-01 must be sent to parents within 5 days of the meeting documenting the decision that was made and the rationale

## **Initial Referral by District for a Suspected Disability**

- Initial referral by District Personnel for suspected disability, the district must provide the parents with a copy of the *Procedural Safeguards Notice*
- The district must complete a Referral for Evaluation (PR-04)
- The date of referral is the date that the screening or review team decided and then an evaluation should be conducted
- If the parents agree for an initial evaluation, the district will provide the parents with a Parent Consent for Evaluation (PR-05)
- PR-01 must be sent to parents within 5 days of the meeting whether or not parents agree for an initial evaluation

## **Initial Evaluation and Offer of IEP**

- When the district completes the initial evaluation and finds the child eligible for services, the district will complete an IEP meeting within 30 days of eligibility.
- The initial IEP meeting is scheduled within (2) weeks of eligibility.
- A Parent Invitation (PR-02) is sent to the family upon obtaining an agreed upon date and time for the team meeting.
  - If a family does not respond to requests to schedule at an agreed upon date/time, issue a PR-02 scheduling a meeting that is convenient for the

district and letting parents know the district is open to selecting a different time if they are not available.

- Document attempts to schedule at a mutually convenient time.
- The district holds an IEP meeting and presents a draft IEP to the parent within 30 days of eligibility.
- If the parent agrees to services, the parent must sign section 15 indicating their consent to implement the IEP.
  - Send PR-01 documenting initiation of services.
- If the parent refuses services, the parent signs Section 15 on the PR-07 Form of the IEP under the 'Initial IEP'. The parent checks the box indicating that they do not give consent for special education and related services at this time. Alternatively, the parent can simply never sign the IEP. The IEP cannot be implemented without parent signature (this is for initials ONLY).
  - Send Prior Written Notice (PR-01) to the parent noting the lack of consent and the fact that the district cannot implement an initial iep without parent consent. Also offer to reconvene the team to discuss any additional parent concerns and let the parent know who to contact to schedule a meeting.

## **IEP Meeting**

- The case manager must use the required Parent Invitation (PR-02) to notify and invite the parents to an IEP meeting
- The case manager must take steps to ensure that one or both parents are present in each IEP meeting or are afforded the opportunity to participate
- If the child, who is the subject of the IEP meeting, will be 14 years of age prior to the expiration of the new or revised IEP it is recommended that the child also be invited to the IEP meeting if appropriate. The child's name may be added to the parent invitation to fulfill this requirement.
- If the child will be 17 years of age prior to the expiration of the new or revised IEP, the student must be present to sign the Transfer of Rights as Majority
- If the child will be 18 years of age prior to the expiration date of the IEP, the student must attend the IEP with a parent/guardian to sign the document with the team.
- If the child is 18 years old or older at the time of the IEP meeting, the student must attend the meeting to provide consent to implement the IEP. The parent may attend upon receiving consent from the student to participate in the meeting.
- In sending the invitation the case manager must:

- Notify the parent (2) weeks before the due date of an initial or annual review to ensure the parent has the opportunity to attend.
- The meeting is scheduled at a mutually agreed-upon time and place
- The case manager must complete the OP-9 Attempts to Obtain Parent Consent form. The form is required for all IEP meetings. Every attempt made to obtain parent participation must be documented on the form.
- The district must provide Prior Written Notice (PR-01) to the parents after an IEP meeting but before implementation of the new or revised IEP
- District must provide Prior Written Notice (PR-01) to parents and receive written informed consent from the parents before the initial placement of a child in special education
  - Written informed consent to initiate special education and related services is provided through the parents' signature on the IEP (PR-07)
- The district must provide the parents with a copy of the *Procedural Safeguards Notice*
- The building-level IEP team does not allow an IEP to expire, this includes initials and annual reviews. The team must complete the following:
  - Document attempts to obtain parent participation and consent (OP-9 Form)
  - Provide the parent with three meeting attempts. The process begins (2) weeks before the IEP expires or is due if it is an initial IEP meeting attempt
  - The team signs the IEP on the third unsuccessful attempt.

### **IEP Amendment**

- Follow the [Amendment Checklist](#)
- The district must use the required Parent Invitation (PR-02) to notify and invite the parents to an IEP meeting for purpose of amending the IEP
- The district must provide Prior Written Notice (PR-01) to the parents after an IEP meeting but before implementation of the new or revised IEP
- The district should provide the parents with a copy of the <https://education.ohio.gov/Topics/Special-Education/A-Guide-to-Parent-Rights-in-Special-Education>

### **Reevaluation with Assessments Conducted**

- The district must use the required Parent Invitation (PR-02) to notify and invite the parents to a planning meeting for purpose of reevaluation
  - The district must provide Prior Written Notice (PR-01) to the parents and obtain informed parental consent using the Parental Consent for Evaluation (PR-05) from the parents before conducting any tests or assessments.

- The district must provide the parents with a copy of the *Procedural Safeguards Notice*

## **Student that Transferred in District with an IEP**

The Special Education Compliance coaches receive copies of the ETR and the IEP within 48 hours of enrollment if the district received the documents. The Student Services Department will forward the documents once received, if they are not provided during registration.

- The building administrator or special education department chair assigns a case manager within 24 hours of a completed registration and notification of the student's enrollment.
- The Psychologist for the building will accept or reject the ETR within one week of enrollment. Afterwards, the Special Education Compliance Coach reviews the IEP document and accepts or rejects the IEP within one week of enrollment.
  - The Psychologist contacts the parent/guardian to inform the parent/guardian that the team has accepted or rejected the ETR. The psychologist will get parental consent for Medicaid and complete a PR-01.
  - The compliance coach contacts the parent/guardian to inform the parent/guardian that the team has accepted or rejected the IEP. The compliance coach will complete a PR-01.
  - A PR-01 is written, and a copy of the is given to the parent.
  - Within 30 calendar days of enrollment, the case manager will complete an RIEP for accepted IEPs.
- If the team does not accept the IEP when the ETR is accepted
  - Send PR-01 to the parent letting the parent know the IEP was not accepted by the district and that the student will receive comparable services while the team works with the parent to develop a new IEP.
  - Work with the parent to schedule an iep meeting and send PR-02 (formal meeting invitation)
  - The IEP meeting should be held within 30 calendar days of the student's enrollment into the district.
  - The IEP team continues to provide comparable services to the services listed in the IEP from the student's previous school district until a new IEP is developed
  - Send PR-01 to the parent after the meeting documenting the district's intention to implement the new IEP and the meeting

- Phone Conferences are acceptable.
  - The team may note on the IEP and in the PR-01 that the team agreed via phone.
  - **Parent and team signatures are required if the team decides to change placement to a more restrictive setting (e.g., general education to special education classroom)**
  - If the team determines that a reevaluation is warranted the following is required:
    - The team continues to provide services that are on the existing IEP until the reevaluation has been completed and a new IEP has been written.
    - If the child who transfers from another district in the state for an evaluation, the evaluation is considered to be a reevaluation,
    - The district must use the required Parent Invitation (PR-02) to notify and invite the parents to a planning meeting for purpose of reevaluation,
    - The district must provide Prior Written Notice (PR-01) to the parents and obtain informed parental consent using the Parental Consent for Evaluation (PR-05) from the parents before conducting any tests or assessments.

### **Transfers From Out of State and Team Determines to Reevaluate**

- If the child moves into the district from another state, the assigned case manager must provide the parents with a copy of the *Procedural Safeguards Notice*.
- The district must determine whether a new evaluation is needed after reviewing the evaluation from the student's out of state previous school district.
- A PR-10 must be sent to the parents documenting the decision regarding the evaluation.
- If the district determines that a new evaluation is necessary, the evaluation is considered an initial evaluation and the district must provide Prior Written Notice (PR-01) to the parents and obtain written parental consent using the Parent Consent for Evaluation (PR-05)
  - The team continues to provide services that are on the existing IEP until the initial evaluation has been completed and an initial IEP (IIEP) ~~IEP~~ has been written and agreed upon.
- If the team agrees that the most recent evaluation meets state requirements, the team must develop an Ohio IEP based on the evaluation.

- Send PR-01 to parents documenting the decision to accept the evaluation and the need to develop a new IEP.
- Follow the procedures for developing an annual IEP review (RIEP).
- The team continues to provide services that are on the existing IEP until the new IEP (RIEP) has been written and agreed upon.

### **Exit from Special Education (child ages out / graduates)**

- The IEP team must provide Prior Written Notice (PR-01) to the parents at the conclusion of the IEP meeting where it was determined that the child will exit special education
- For a child whose eligibility for special education terminates because a child is graduating with a regular diploma or exceeding the age eligibility for special education:
  - The IEP team must provide the child with a summary of the child's academic achievement and functional performance; (SOP)
  - Must include recommendations on how to assist the child in meeting the child's postsecondary goals
- The IEP team must provide the parents or student (if  $\geq 18$ ) with a copy of the *Procedural Safeguards Notice*  
<https://education.ohio.gov/Topics/Special-Education/A-Guide-to-Parent-Rights-in-Special-Education>
- The IEP team will provide the student with the latest copies of the child's IEP and ETR
- Use the [Summary of Performance Checklist](#) as a guide for completing this process.

### **Exit from Special Education (evaluation completed/no longer eligible)**

- The IEP team must provide Prior Written Notice (PR-01) to the parents whenever a child exits special education due to the child being found no longer eligible through the completion of a re-evaluation
- The IEP team will provide the parents with a Prior Written Notice prior to the reevaluation and will provide a Prior Written Notice to the parents at the conclusion of the meeting of the team where the re-evaluation is discussed
- PR-01 must be received by parents prior to ending the child's special education services
- The IEP team must provide the parents with a copy of the *Procedural Safeguards Notice*

## **Transfer of Parental Rights**

- By the child's 17th birthday, the child AND the child's parents or surrogate parent must receive a copy of their *Procedural Safeguards Notice* and notice of the transfer of procedural safeguard rights under IDEA that will take place on the child's 18th birthday
- During the IEP meeting both the child and parent will sign that they have received this in the designated section of the IEP
- This is also noted in the Prior Written Notice (PR-01)

## Section 6

- Education Management Information System (EMIS)
- Student Disability Categories
- Outcome IDs for Every Event Requiring a Code

### EMIS

Before beginning an EMIS entry your IEP must be completed in SpS.

That means:

- Meetings are held and all parties have signed the document.
- All edits to the signed document above have been made in SpS.
- The documents have been uploaded into SpS
- The document has been marked complete.

### STUDENT DISABILITY CATEGORIES

Disability Categories: Describes the disability of a student at or below 22 years of age who has been officially identified with a disability by an ETR, an IEP (Individualized Education Program), and one of the valid disability condition options.

\*\*Not Applicable

01 Multiple Disabilities

02 Deaf-Blindness

03 Deafness (hearing impaired)

04 Visual Impairments

05 Speech and Language Impairments

06 Orthopedic Impairments

08 Emotional Disturbance

09 Cognitive Disability

10 Specific Learning Disability

12 Autism

13 Traumatic Brain Injury

14 Other Health Impaired (Major)

15 Other Health Impaired (Minor)

16 Developmental Delay

ETDP-ETR ETR resulted in Due Process

ETEX-ETEX Exiting Special Education

**Choose an Event:**

(PSTC) Preschool Transition Conference Date

(PSTC) Preschool Transition Conference Date - This is the date of the preschool transition conference arranged by the Early Intervention Service Coordinator (Department of Health) with the school district.

The conference is for a student who is suspected of having a disability and may be transitioning from Part C (Early Intervention/Help Me Grow) to Part B preschool special education services. It is federally mandated that the district attend this conference.

- The conference generally occurs between 90 and 120 days before the child's 3rd birthday
- This option can only be used for preschool students that are suspected of having a disability and may be transitioning from Part C (Early Intervention/Help Me Grow) to Part B preschool special education, NOT to be used for school-age children.

(RFRL) Referral for Evaluation Date

(RFRL) Referral for Evaluation Date - The date the PRO4-Referral for Evaluation form is received by the District. This date should be reported for all students referred for evaluation since the last reporting cycle.

(CNST) Parent/Guardian Consent for Evaluation Date

(CNST) Parent/Guardian Consent for Evaluation Date - The date the parent/guardian grants/refuses consent for evaluation, from PRO5-Parent Consent for Evaluation Part 1 (Grant Consent) or Part 2 (Refuse Consent). This element should be reported with an Outcome ID to indicate status (e.g., Consent Granted, Consent Refused, etc.).

- (CNDP) Consent moved to due process
- (CNGI) Consent granted for initial evaluation (IETR)
- (CNGO) Consent granted for other special education activity (neither IETR)
- (CNGR) Consent granted for review evaluation (RETR)
- (CNNR) Consent not returned
- (CNRF) Consent refused

(IETR) Evaluation Team Report Completion Date - Initial

(IETR) Evaluation Team Report Completion Date - Initial - The date the PRO6-Evaluation Team Report is completed (from Part B, PRO6). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to be eligible for services; Student was determined to NOT be eligible for services, etc.). If the Evaluation Team Report initial completion date does not meet mandated federal timelines then a Non-compliance ID is required.

(IIEP) IEP Completion Date - Initial

(IIEP) IEP Completion Date - Initial - The meeting date when the Individualized Education Program was completed. From page 1, PRO7- Individualized Education Program meeting date. If the Individualized Education Program initial completion date does not meet mandated federal time lines, then a Non-compliance ID is required.

Non-Compliance Id: Code identifier for the reason an event has not met federally mandated timelines.

(\*\*) Not Applicable - THIS SHOULD BE THE ENTRY EXCEPT IN RARE CASES

(01) No identified reason

(02) Staff nor available – summer months

(03 ) Staff not available – school year

(04) Scheduling conflicts with family

(05) Parental choice

(06) Parent refused consent

(07) Child’s health

(08) Student’s incarceration

(09) District in compliance with due process timelines, but incorrect/missing data reported in EMIS in prior reporting period

Secondary Planning: The result of transition planning on the IEP for students age 14 and above.

Additional notes on codes:

**TFYG:** Student plans to meet graduation requirements four years after entering ninth grade.

**TMYG:** Student plans to meet graduation requirements more than four years after entering ninth grade.

**TPCE:** Student has met graduation requirements but needs additional

education services prior to enrollment in college or employment and will continue to be enrolled and receive services as a Grade 23 student.

**(IISP)** Individual Services Plan Completion Date - Initial

**(IISP)** Individual Services Plan Completion Date - Initial. The meeting date when the Individual Service Plan was completed. This element should be reported with an Outcome ID Element value of "IE39".

**(RIEP)** IEP Completion Date - Periodic Review

**(RIEP)** IEP Completion Date - Periodic Review - The meeting date when the Individualized Education Program was completed. From page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program reevaluation completion date does not meet mandated federal timelines, then a Non-compliance ID is required.

**(RISP)** Individual Services Plan Completion Date - Periodic Review

**(RISP)** Individual Services Plan Completion Date - Periodic Review. The meeting date when the Individual Service Plan was completed. This element should be reported with an Outcome ID Element value of "IE39".

**(RETR)** Evaluation Team Report Completion Date - Reevaluation

**(RETR)** Evaluation Team Report Completion Date - Reevaluation - The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to NOT be eligible for services, student was determined to have Autism, etc.). If the Evaluation Team Report reevaluation completion date does not meet mandated federal timelines then a Non-compliance ID is required.

**(TETR)** Evaluation Team Report Completion Date - Transfer

**(TETR)** Transfer Evaluation Team Report Completion Date - Date the district adopted an ETR developed by another public educational entity WITHOUT modification. This element should be reported with an Outcome ID to indicate status. This is the date the student enrolls in the district. Look at Websis enrollment date. If team meets and makes NO CHANGES to the ETR from out-of-state district, you are done. Any Ohio ETR should be adopted in its entirety.

**(TIEP)** Transfer Student IEP Adoption Date

(TIEP) Transfer Student IEP Adoption Date - Date the district adopted an IEP developed by another public educational entity WITHOUT modification. If district chose to modify the IEP for a transfer student they should report the date the IEP was modified as an "IEP Completion Date-Periodic Review" (RIEP).

**(CIEP) IEP Consent Withdrawn by Parent**

(CIEP) IEP Consent Withdrawn by Parent - The date the parent/guardian withdraws consent for a previously written IEP that is still in effect.

**(AIEP) IEP Amended Completion Date**

(AIEP) Amended IEP - The meeting date when an existing IEP was amended that resulted in changes to data that must be reported to EMIS. From page 1, PR07-Individualized Education Program meeting date. No Non-compliance ID is required. The "begin date" reported must be on or after the date of the amendment; the end date must be the same as or earlier than the most recent previous IEP.

## **OUTCOME IDS FOR EVERY EVENT REQUIRING A CODE**

Below are further descriptions of IExx codes, to aide with reporting IIEP, RIEP, and TIEP date types.

**IE13 Special education outside the regular class less than 21% of the day.**

Students with a disability receiving special education and special education services outside the regular classroom for less than 21% of the school day.

This may include placement in:

- Regular classes with special education/special education services provided within the regular classes
- Regular classes with special education/special education services provided outside regular classes
- Regular classes with special education services provided in resource rooms. IE14 Special education outside the regular class at least 21% of the day and no more than 60% of the day

This may include placement in:

- Resource rooms with special education/special education services provided within the resource room
- Resource rooms with part-time instruction <21% of the school day in a regular class

Regular classes with special education services provided in resource Rooms.

**IE14 Special education outside the regular class at least 21% of the day and no more than 60% of the day.**

This may include placement in:

- Resource rooms with special education/special education services provided within the resource room
- Resource rooms with part-time instruction in a regular class

**IE15 Special education outside the regular class more than 60% of the day.**

Student with a disability receiving special education and special education services outside the regular classroom for more than 60% of the school day. Students who receive education programs in public or private separate day or residential facilities should NOT be reported with this code

This category may include:

- Self-contained special education classrooms with part-time instruction in a regular class
- Self-contained special classrooms with full-time special education instruction on a regular school campus
- Students with disabilities whose parent(s) have opted to homeschool them and who receive special education at public expense

**IE16 Public Separate School**

Student with a disability receiving special education and special education services, at public expense, for greater than 50% of the school day in public separate schools.

This may include:

- Students with disabilities attending County Boards of MR/DD, Ohio School for the Deaf, Ohio State School for the Blind (if the student does not reside there during the week);
- Public day schools for students with disabilities
- Public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day

*This does not include students being educated at a Community School.*

**IE17 Private Separate School**

A student with a disability receiving education programs in private separate day school facilities. This includes children with disabilities receiving special education and special education services, at public expense, for greater than 50% of the school day in private separate schools.

This may include:

- Private day schools for students with disabilities
- Private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day
- Private residential facilities, if the student does not live at the facility

### **IE18 Public Residential Facility**

A student with a disability receiving education programs and living in a public residential facility during the school week. This includes children with disabilities receiving special education and special education services for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Ohio School for the Deaf, Ohio State School for the Blind (if the student resides there during the week)
- Public residential schools for students with disabilities
- Public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools in regular school buildings for the remainder of the school day
- Correctional facilities such as Department of Youth Services (DYS) or Ohio Central School; Do not include students who received education programs at the facility, but do not live there during the week (see public separate facility)

### **IE19 Private Residential Facility**

A student with a disability receiving education programs and living in a private residential facility during the school week. This includes children with disabilities receiving special education and special education services, at public expense, for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Private residential schools for students with disabilities
- Private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day

Do not include students who received education programs at the facility and are not living there.

### **IE20 Homebound/Hospital**

A student with a disability receiving education programs in a homebound/hospital environment includes children with disabilities placed in and receiving special education and special education services in:

- Hospital programs;
- Homebound programs

Do not include children with disabilities whose parents have opted to homeschool them and who receive special education at public expense.

### **IE21 Correctional Facility**

A student with a disability receiving education programs in any correctional facility, regardless of the amount of time spent with typically developing peers including

- DYS
- County jails
- Juvenile detention facilities

### **IE38 A student with a disability placed in a state-approved nonpublic school by a public school district and receives services through an IEP.**

### **IE39 A student with a disability who was enrolled by his/her parent(s) or guardians in a regular parochial or other state-approved nonpublic or private school and whose basic education is paid for through private resources and who receives special education and special education services at public expense from an LEA under a Services Plan.**

Include children whose parents chose to home school them but who receive special education and special education services at the nonpublic school at public expense. Do not include children who are placed in private schools by the LEA.

### **IE51 Regular Early Childhood Program 10 or more hours per week and most services in EC program.**

Children attending a regular early childhood program at least 10 hrs. Per week and receiving the majority of special education and special education services in the regular early childhood program.

### **IE53 Regular Early Childhood Program less than 10 hours per week and most services in EC program.**

Children attending a regular early childhood program less than 10 hrs. Per week and receiving the majority of special education and special education services in the regular

early childhood program.

**IE55 Regular Early Childhood Program 10 or more hours per week and most services not in EC program.**

Children attending a regular early childhood program at least 10 hrs. per week and receiving the majority of special education and special education services in some other location.

**IE56 Regular Early Childhood Program less than 10 hours per week and most services not in EC program.**

Children attending a regular early childhood program less than 10 hrs. per week and receiving the majority of special education and special education services in some other location.

**IE60 Preschool- Special Education Program-Separate Class**

A special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if a student is also enrolled in Regular Early Childhood Program.

**IE62 Preschool-Special Education Program-Separate School**

A special education program in which a student receives all of his/her special education and special education services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if a student is also enrolled in Regular Early Childhood Program.

**IE64 Preschool-Special Education Program-Residential Facility**

A special education program in which a student receives all of his/her special education and special education services in a publicly or privately operated residential school or in a residential medical facility on an inpatient basis. Do not report if a student is also enrolled in Regular Early Childhood Program.

**IE70 Pre-School-Home**

A program in which a child receives all of his/her special education and special education services in the principal residence of the child's family or caregivers and who did not attend an early childhood program or special education program provided in a special class, separate school, or residential facility. Included are children who receive special education BOTH at home AND at a service provider location.

**IE72 Pre-School-Service Provider Location**

A program in which a student receives all of his/her special education and special education services from a service provider and did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction is provided in private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.

## Section 7

- Discipline
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Manifestation Determination

### **Discipline of Students with Special Needs:**

The Board recognizes that while discipline for students with disabilities must be effective and appropriate, it must also be implemented in accordance with state and federal laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Although the District holds the safety and welfare of all students and staff in the highest regard, disciplinary procedures for students with disabilities may differ to ensure protections afforded under the law. The Board delegates to school officials the authority to enforce District policies and student conduct rules while ensuring that disciplinary actions involving students with disabilities comply with applicable legal requirements.

Students with disabilities may be disciplined for violating school rules; however, when removals exceed 10 cumulative school days in a school year (and for each subsequent removal after 10 cumulative school days), the District must conduct a Manifestation Determination Review (MDR) to determine if the behavior was a manifestation of the student's disability. If the behavior is determined to be related to the disability, the student cannot be subjected to the same disciplinary measures as peers without disabilities and must receive services as outlined in their Individualized Education Program (IEP). When appropriate, a Functional Behavioral Assessment (FBA) must be conducted and a Behavior Intervention Plan (BIP) developed or revised. If the behavior is not a manifestation of the disability, the student may be disciplined similarly to their nondisabled peers, but the District must continue to provide educational services to ensure progress toward IEP goals.

Expulsion or other disciplinary changes in placement will follow all due process procedures as required under IDEA and Ohio law. Students may also be referred to law enforcement if their conduct constitutes a crime, consistent with both district policy and federal regulations. The District remains committed to balancing the need for school safety with the provision of a free appropriate public education (FAPE) for all students.

## **FUNCTIONAL BEHAVIOR ASSESSMENT**

### **What is a Functional Behavioral Assessment (FBA)?**

- An FBA is an **evaluation**, therefore, parent consent is required **prior to an FBA being conducted**.
  - All evaluation procedures such as obtaining consent and issuing a PR-01 apply to completing and FBA.
- Data-driven collaborative process
- Used to describe the function or purpose served by a child's behavior
- Gather information and baseline data through direct and indirect measures
- Assists team in understanding the cause or purpose of the behavior
- Identifying the function of a behavior determines the child's need(s) and results in the design of effective behavioral interventions that teach more appropriate behavior and may result in the child having his or her needs appropriately met
- Results in a Behavior Intervention Plan

### **When must a FBA be completed?**

- When the team (IEP) determines that the student's behavior is a manifestation of the student's disability
  - Must be completed within a reasonable time after the manifestation determination review.
- As determined appropriate by the student's team (IEP or MTSS), if the student's behavior results in disciplinary action that changes the child's placement on the continuum of alternative placement options

### **Who is responsible?**

#### **IEP student:**

FBA: Behavior Specialist/ School Psychologist

BIP: Intervention Specialist

#### **504 Plan:**

FBA: Behavior Specialist/ School Psychologist

BIP: School Counselor

# **BEHAVIOR INTERVENTION PLAN (BIP)**

## **What are Behavior Intervention Plans (BIP)?**

Behavior intervention plans are teaching tools.

Four areas of focus

- Adjustment of environmental factors
- Decrease of interfering behaviors
- Acquisition of replacement behaviors
- Strengthen existing skills

All behavior intervention plans should include proactive approaches to changing behavior. The purpose of a behavior intervention plan is to ensure the environment is conducive to learning and to teach the student what "to do instead." The purpose of a behavior plan is not to simply track behavior. Rather, it is a tool for teaching replacement behaviors.

## **The design of behavior intervention plans leads to positive outcomes for students.**

The behavior intervention plan is developed as a means of coordinating intervention activities. Discipline, when used as a proactive approach in the behavior intervention planning process, addresses the cause of the behavior and helps to create a safe, positive learning environment for all. Effective discipline provides appropriate logical consequences for behavior and results in long-term positive behavioral changes. Discipline does not focus on the behavior in isolation or "quick fixes". Rather, it is a learning process that provides the child with an opportunity to learn new skills so that he/she can be an effective student.

## **The behavior intervention planning process is a collaborative problem solving approach involving all stakeholders.**

A behavior intervention plan serves as a communication tool developed by a team that is made up of "stakeholders". Stakeholders, as used in this context, may mean the student, the parents/family members, general and special educators who work with the student, peers, a key administrator and support service providers who may provide support services. These individuals know the student best and are essential to behavior planning.

## **How should the functional behavioral assessment be conducted in the behavior intervention planning process?**

Functional behavioral assessment is a collaborative problem-solving process that is used to describe the "function" or purpose that is served by a student's behavior.

Understanding the "function" that an impending behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success. The collaborative problem-solving process is the foundation for many team processes in education including the IEP planning process, functional behavior assessment, behavior intervention planning process and intervention-based assessment.

The following sections outline a systematic collaborative problem solving process to guide behavior intervention planning, either as a component of the IEP

## **MANIFESTATION DETERMINATION REVIEW (MDR)**

- A manifestation determination is required any time the district contemplates removing a student with a disability for more than 10 days in any school year.
- The team should not hold a manifestation determination review meeting until the disciplinary action will carry the student beyond the 10th day of suspension for the current school year.
- The manifestation determination review occurs for each disciplinary action after the student has been suspended, expelled or emergency removed for a total of for more than 10 school days in any school year.
- The manifestation determination review is conducted by the IEP team. The IEP team must include the parent and relevant school personnel as determined by the parent and the district.
- The purpose of the manifestation determination review is to allow the IEP team to decide if the student's behavior was caused by or had a direct and substantial relationship to his/her disability.
- If the behavior WAS a manifestation of the student's disability, the district must allow the student to return to school immediately unless:
  - The parent agrees to change the student's placement
  - The events involved drugs/weapons/serious bodily injury;OR
  - A Hearing Officer appointed by the Ohio Department of Education issues an Order changing the student's placement

### **■ The district must also:**

- Conduct a functional behavior assessment, and
  - Create/Revise a behavior intervention plan
- If behavior **WAS NOT** a manifestation of the student’s disability, the student may be removed from school for the same length of time that a general education student would be removed for the same offense
  - For example: if a general education student would be expelled for 80 days for assaulting a staff member, a special education may be removed from school for the same length of time IF the behavior WAS NOT a manifestation of the student’s disability
- Although special education students may be removed from school, the district must continue to provide all services necessary to allow the student to meet his/her IEP goals and objectives and have access to general education curriculum
- These services must be provided in an interim alternative educational setting (“IAES”) determined by the student’s IEP team
  - Examples include home instruction, day treatment, computer based programs, etc
  - The administrator imposing discipline may not unilaterally change a student’s placement to an interim alternative educational setting. This decision must be made by the student’s IEP team
  - The team should consider whether an FBA/BIP is appropriate to prevent a recurrence of the behavior
  - The parent can request an expedited due process hearing to challenge the IEP team’s decision that the behavior was not a manifestation of the student’s disability or the IAES

## Section 8

- 504 Plans
  - Time Lines
  - Evaluation
  - Accommodations
  - Creation
  - Implementation

## 504 PLANS

A 504 plan is a blueprint for how the school will provide support and remove barriers for a student with a disability. 504 plans are **ANNUAL** documents which provide accommodations that adjust the school day in order to provide access to the general education curriculum. A referral for service can be made by the parents (verbally or written), or by staff.

### Timeline

Once the team determines a 504 plan is necessary:

- The 504 Evaluation must be completed within 60 days from the team suspecting a disability under Section 504
- The 504 Plan must be completed 30 days after eligibility is determined
- Annual review **MUST** occur prior to current 504 end date
- Reevaluation for eligibility is every 3 years

### Evaluation

A student must be determined to: have a physical or mental impairment that substantially limits one or more major life activities; or have a record of such an impairment; or be regarded as having such an impairment. A medical diagnosis is **NOT** required. A student can present with symptoms of the medical diagnosis which should be reflected in the Evaluation. A re-evaluation for eligibility for a 504 plan should occur every 3 years. Every year, prior to the expiration of the current 504, a new 504 should be written.

### Accommodations

Should be individualized and ensure the student's academic success and access to the learning environment. [Examples of Accommodations:](#)

### Creation

#### Steps to Writing a 504 Plan

1. Complete the **referral for a 504 Plan AND the Section 504 Evaluation** form (in SPS). When it is time to review Section 504 plan or implement a 504 plan, teachers and/or staff need to provide data about how often specific accommodations are being used, what works well for the students, what things might need to be changed, and what things you might be able to eliminate because they were ineffective.

2. Complete **Team Summary Report:**
  - a. Include current student needs.
  - b. Medical diagnosis or symptoms which demonstrate a need for accommodations.
  
3. Complete **Eligibility Determination**. Answer all areas completely and with data supported information. Be sure to complete to what degree the child is impacted by the condition.

[Level of Impact of Impairment on School Participation: Guiding Rubric](#)

4. Creating the **504 Plan**: [504 Plan Procedures Guide Printout](#):
  - a. **Cover Page**: All date sections should be completed.
    - i. (i.e. Meeting Date 03/22/2019)
    - ii. Start Date: One day after meeting date (03/23/2019)
    - iii. End Date: One day less than meeting date (03/21/2020)
    - iv. Next Review: One day less than meeting date (03/21/2020)
  - b. **Plan**:
    - i. Section 1: Use the information from the evaluation to assist with completion of the top section.
    - ii. Accommodations: Determine (using data) what accommodations the child needs in order to access the curriculum.
    - iii. As a team determine who are the responsible individual.
  - c. **Testing**:
    - i. Test accommodations are any adjustments made to **tests** or **testing conditions** that allow the students the ability to demonstrate their knowledge and skills in a testing situation.
  - d. **Signatures**:
    - i. All required team members must sign.
    - ii. Required Members: Parent, Building 504 Coordinator/School Counselor, General Education Teacher, District Representative/Administrator, Student (over 14 years of age by the end of the 504 plan).
    - iii. Parental consent is required prior to initiating **initial** 504 placement/services.
  - e. **Upload**: Upload all signature pages in SPS.
  - f. **PR-01**: Complete a PR-01 (see section 5).
  - g. Send original to Student Services Office with 504 Plan Checklist within **5 days** of the meeting. [504 Plan Checklist](#)

## **Implementation**

The school counselor is responsible for ensuring that **ALL STAFF** involved in the student's education are notified of the 504 plan and accommodations for the school environments.

**ALL STAFF are responsible for compliance of the accommodations listed on the 504 plan.**

## **Section 9**

- Health Care Plans
- Homelessness/McKinney Vento

### **HEALTH CARE PLANS**

The Individualized Healthcare Plan (IHP) is a written document that outlines the provision of student healthcare services intended to achieve specific student outcomes

#### **Description**

Chronic mental and physical health conditions or disabilities can interfere with school participation and achievement. Many students with stable conditions, such as attention deficit-hyperactivity disorder or mild intermittent asthma, require basic school nursing services such as healthcare monitoring or medication administration. Some students need specialized services that require an IHP, which may include an Emergency Care Plan (ECP) and/or a field trip plan. The need for an IHP is based on required nursing care, not educational entitlement such as special education or Section 504 of the Rehabilitation Act of 1973

Sometimes, students need the additional protections of federal laws in order to fully participate in an educational program. Section 504 identifies criteria that indicate accommodations may be required (504 plans) for an eligible student. The individuals with Disabilities Education Improvement Act (IDEA) entitles students who are eligible for special education to receive services that are necessary to access or benefit from their educational program. Special healthcare services are outlined in the Individual

Education Plan (IEP). For special education students, the IHP may be included as an attachment of the IEP

Students with any of (but not limited to) the following conditions **may** need an Individualized Healthcare Plan:

- Allergies
- Anorexia Nervosa
- Asthma
- ADHD
- Autism
- Bulimia
- Cerebral Palsy
- Congenital Heart Disease
- Cystic Fibrosis
- Depression
- Diabetes Mellitus
- Down Syndrome
- Duchenne Muscular Dystrophy
- Hearing Implant
- Hemophilia
- Illness- Possibly Terminal
- Obesity
- Seizure Disorder
- Spina Bifida
- Visual Impairment

## **Writing an Individual Healthcare Plan**

The school nurse must determine, with physician and parental input, which students require an IHP, prioritizing those students whose healthcare needs affect their daily functioning or safety. These students may have multiple healthcare needs, require lengthy procedures and treatments, require routine or emergency contact with the school nurse or unlicensed assistive personnel during the school day, or require special healthcare services as a part of their IEP or Section 504 plan

The *Scope and Standards of Practice* outlines how each step of the nursing process is implemented to strengthen and facilitate educational outcomes for students. These steps parallel components of a well-written IHP:

**History:** First step in the assessment process. Collecting data from the family, physician, and student when it is appropriate and essential. This helps determine the student's current health status and any actual or potential health concerns

**Diagnosis:** This is the method of organizing and summarizing data to define student's health. Only a licensed physician can provide a diagnosis, which may include a diagnostic label, etiology, and presenting signs and symptoms

**Goal of Care:** Goals are broad based statements that address the educational relevance of the Individualized Healthcare Plan. The school nurse identifies the desired results of nursing intervention and states these in measurable terms

**Selected Nursing Actions or Interventions:** These are actions (interventions) taken to achieve a desired student outcomes

**Expected Student Outcomes:** These are statements that describe how a student’s situation will be “different” or “healthier” as a result of the nursing interventions received

**Evaluation Plan of Care:** School nurse measures the effectiveness of nursing interventions in meeting the identified outcome. The plan must be **reviewed annually** or whenever a change in status is noted

It is recommended that the Individual Healthcare Plan be signed by the parent/guardian indicating that their agreement with the IHP. The nurse needs to keep a copy of the IHP in their working files. The IHP needs to be shared with pertinent school personnel. If the student has an Individualized Education Plan (IEP) the Individual Healthcare Plan (IHP) can be attached

## **Documentation**

Performance and documentation of the nursing process are professional school nursing functions that cannot be delegated. The registered professional school nurse is responsible and accountable for:

- creating the Individualized Healthcare Plan (IHP),
- managing its activities,
- for its outcomes even when the implementation of the plan requires delegation to unlicensed assistive personnel

The IHP is developed collaboratively with information from the family, the student, the student’s healthcare providers, and school staff as appropriate. The IHP includes medical orders implemented at school. Evaluation identifies progress toward achieving student outcomes, the IHP is reviewed at least annually, updated as needed and revised as significant changes occur in the student’s health or medical treatment

# **Families without homes**

## **Definition**

Students who are identified as meeting the federal definition of “families without homes” will be provided a free appropriate public education (FAPE) in the same manner as other students of the district. Students meet the definition of not having a home when they:

- Lack a fixed, regular, adequate nighttime residence
- Are sharing the housing of another person (doubled up) due to loss of housing, economic hardship or a similar reason
- Are living in motels, hotels, RV parks or campgrounds due to lack of alternative adequate accommodations
- Are living in emergency or transitional shelters
- Are abandoned in hospitals
- Are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting

## **Identification**

The identification of a student without a home is the first step in ensuring educational stability and providing necessary services and supports. A district that is active in identification will be able to better support a student’s educational, social and emotional stability and encourage full participation in school

## **Best Interest Determination**

The top priority is educational stability for a student without a home. A school needs to work with the student and his or her parents or guardians to decide where a student will attend school

- Students can stay in the school he or she was attending prior to the family losing stable housing. (school of origin)
- Students can move to the school in the district where the student is currently living. A student should only move schools if staying in the school of origin creates barriers to educational stability or if the parent requests a move

In making this decision, the preference of the student and family are paramount. If there are concerns, the student’s parents or guardians, school counselors and teachers with a connection to the student should play a significant role in determining the best interest of the student. For this reason, we must make reasonable attempts and accommodations for parental involvement.

## **Enrollment**

The District has an obligation to remove barriers to the enrollment and retention of students without stable housing so as to not discriminate based on living situation. The school chosen on the basis of best interest determination must immediately enroll the student even if the student does not have the documentation typically necessary for enrollment

## **Services**

The District will provide services to students without stable housing (including preschool) that are comparable to other students in the District, including:

- Programs for students with disabilities
- Programs for English Learners
- Programs in career and technical education
- Programs for gifted and talented students
- School nutrition programs
- District sponsored before and after-school programs
- Preschool programs

Once identified for services, the District will make sure that the student without stable housing is attending classes, and not facing barriers to accessing academic and extracurricular activities including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (if available). In making decisions regarding the student's best interest, the district takes into account the same factors as it does for any student regardless of age. It also considers preschool age specific factors such as

- Child's attachment to preschool teachers and staff
- Impact of school climate on the child (including safety, availability of services to meet the child's needs, health, developmental, and social-emotional needs)
- Travel time to and from school

## **Section 10**

Special Programs:

- BEAR
- EXCEL

- EXCEL V

## **BEAR program**

The BEAR (Building Excellence in Autism Response) program at Bedford City Schools, located at Mt. Zion Church in Oakwood Village, is a specialized, multisystems initiative dedicated to supporting students with autism within the Bedford City School District. Designed around a higher staff-to-student ratio, the program operates in a quiet and calm environment with minimal disruptions, ensuring each child receives individualized attention. By integrating academic instruction and therapeutic support, BEAR focuses on developing daily living and academic skills that prepare students for a successful return to their home schools. Following the Bedford City Schools yearly calendar, the program offers a condensed school day from 9 AM to 2 PM, maximizing focused learning opportunities while addressing each child's unique needs.

Enrollment into the BEAR program is based upon recommendation only. Please contact building administrators for further questions.

## **EXCEL**

Bedford City Schools offers innovative, flexible programming through the EXCEL Academy, allowing students to complete coursework on an online platform while attending school in person. Using the Edmentum platform, students work at their own pace with daily support from certified teachers who provide academic coaching, structure, and accountability. The school day runs from 9:15 AM to 1:36 PM and follows the Bedford City Schools calendar, with a specially designed schedule that promotes routine and a high level of student support. Students who successfully complete the program earn an EXCEL Academy diploma through Bedford City Schools. Enrollment is based on recommendation, and students must demonstrate adequate progress to remain in the program.

[Excel Academy Application](#)

## **EXCEL V**

Bedford City Schools offers additional innovative and flexible options through the EXCEL V Academy, a fully virtual learning program. For students who are immunocompromised and have medical documentation confirming they cannot attend school in person, the district offers EXCEL V, a fully virtual option. EXCEL V students are required to participate in synchronous learning and daily Google Meetings with teachers, complete a minimum of 25 hours of online work weekly, and engage in at least 10 hours of independent learning to remain in good standing. This program offers a personalized, supportive learning environment, and students who successfully complete the requirements earn an EXCEL Academy diploma through Bedford Schools.

### [Excel V Application](#)

Note: a parent conference is required for registration in the EXCEL/EXCEL V programs

### **Special Education students in EXCEL/EXCEL V**

Students with Individualized Education Programs (IEPs) are also eligible to participate in the EXCEL Academy, including both in-person and virtual options. Dedicated intervention specialists are available to provide individualized support, accommodations, and services aligned with each student's IEP goals. These specialists collaborate closely with general education teachers and families to ensure that students receive the academic, behavioral, and emotional support they need to succeed in a flexible learning environment. This inclusive approach helps ensure equitable access to high-quality instruction while promoting progress toward graduation.

# **Appendix**

## **DEFINITIONS OF DISABILITY TERMS**

### **Autism**

“Autism” means a developmental disability significantly affecting verbal and nonverbal

communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with "autism" are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

- (a) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (B)(10)(d)(v) of this rule.
- (b) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (B)(10)(d)(i) of this rule are satisfied.

### **Deaf-Blindness**

Concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

### **Deafness**

A hearing impairment is so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

### **Developmental Delay**

For children from birth to age 3 (under IDEA Part C) and children from ages three through nine (under IDEA Part B), the term developmental delay, as defined by each state, means a delay in one or more of the following areas: physical development; cognitive development; communication social or emotional development; or adaptive [behavioral] development.

### **Emotional Disturbance**

"Emotional disturbance" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.

- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (f) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (B)(10)(d)(v) of this rule.

## **Hearing Impairment**

An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but it's not included under the definition of deafness.

## **Intellectual Disability**

“Intellectual disability” means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance. This definition replaces the definition of mental retardation in 34 C.F.R. 300.8(c)(6) (October 13, 2006) and shall be used instead whenever the federal regulations at 34 C.F.R. Part 300 (October 13, 2006), state statutes at Chapter 3323. of the Revised Code, or the state rules in Chapter 3301-51 of the Administrative Code refer to mental retardation or cognitive disability.

(a) “Significantly subaverage general intellectual functioning” refers to an intelligence quotient of seventy or below as determined through a measure of cognitive functioning administered by a school psychologist or a qualified psychologist using a test designed for individual administration. Based on a standard error of measurement and clinical judgment, a child may be determined to have significant subaverage general intellectual functioning with an intelligence quotient not to exceed seventy-five.

(b) “Deficits in adaptive behavior” means deficits in two or more applicable skill areas occurring within the context of the child’s environments and typical of the child’s chronological age peers.

(c) A child who was identified by an Ohio school district as having a developmental handicap prior to July 1, 2002 shall be considered a child with a disability if the child continues to meet the definition of “developmentally handicapped” in paragraph “N.” of former rule 3301-5101 of the Administrative Code and the eligibility requirements of paragraph “F.1” of former rule 3301-5104 of the Administrative Code that are both contained in the “Rules for the Education of Handicapped Children,” which were effective July 1, 1982 and were rescinded July 1, 2002. A child who meets these provisions shall be eligible to receive special education and related services in accordance with the “Operating Standards for Ohio’s Schools Serving Children with Disabilities” effective July 1, 2008.

## **Multiple Disabilities**

Concomitant [simultaneous] impairments (such as mental retardation-blindness, mental retardation-orthopedic impairments) the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

## **Orthopedic Impairment**

Severe Orthopedic impairment that adversely affects a child's educational performance.

The term includes:

- Impairments caused by a congenital anomaly (clubfoot, absence of a member, etc.)
- Impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc)
- Impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures)

## **Other Health Impairments**

Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, the results and limited alertness with respect to the educational environment that:

- Due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- Adversely affects a child's educational performance

## **Specific Learning Disability**

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

- Includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia
- Does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage

## **Speech or Language Impairment**

a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance

### **Traumatic Brain Injury**

An acquired injury to the brain caused by an external physical force or by other medical conditions, including but not limited to stroke, anoxia, infectious disease, aneurysm, brain tumors and neurological insults resulting from medical or surgical treatments.

- The injury results in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance
- The term applies to open or closed head injuries, as well as to other medical conditions that result in acquired brain injuries
- The injuries result in impairments in one or more areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech
- The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma

### **Visual Impairment Including Blindness**

An impairment in vision that, even with correction, adversely affects a child's educational performance.

- The term includes both partial sight and blindness
- The term "visual impairment" does not include a disorder in one or more of the basic psychological processes, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia

Taken from the Ohio Operating Standards for the Education of Children with Disabilities EFFECTIVE JULY 1, 2014 and revised May 2024.

Reference Library:

These are some of the tools that are available for use in a variety of areas, please speak to area specialist if your have any questions

MTSS:

[https://docs.google.com/forms/d/e/1FAIpQLSfAOWofOsEoQ8nhvAdzOPPLQGLvAak7JzfFbd9z4J1FO8sW\\_w/viewform?usp=sharing](https://docs.google.com/forms/d/e/1FAIpQLSfAOWofOsEoQ8nhvAdzOPPLQGLvAak7JzfFbd9z4J1FO8sW_w/viewform?usp=sharing)

[https://docs.google.com/document/d/1m52dQulgBwEqqAqwJC\\_c7\\_sPCQDb6th8gbEVxIRyaiI/edit?usp=sharing](https://docs.google.com/document/d/1m52dQulgBwEqqAqwJC_c7_sPCQDb6th8gbEVxIRyaiI/edit?usp=sharing)

[https://docs.google.com/document/d/18eXbQTCxO\\_8cYuJEJNooiSGklspoM1FXWcz3i\\_1IWOs/edit?usp=sharing](https://docs.google.com/document/d/18eXbQTCxO_8cYuJEJNooiSGklspoM1FXWcz3i_1IWOs/edit?usp=sharing)

Speech:

## **Special Education Procedural Safeguards Guide**

The special education procedural safeguards notice, A Guide to Parent Rights in Special Education, is now available for district and parent use. This publication replaces the earlier version of the Guide to Parent Rights in Special Education. As of July 1, 2025, districts must no longer use that publication.

<https://education.ohio.gov/getattachment/Topics/Special-Education/A-Guide-to-Parent-Rights-in-Special-Education/Parent-Rights-Document-2025-1.pdf.aspx?lang=en-US>