



DECA Special Education Handbook

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Special Education Roles and Contact Info

District Representative, DECA Prep- Devon Richardson- drichardson@daytonearlycollege.org
District Representative, DECA Middle- Dr. Crystal Phillips- crphillips@daytonearlycollege.org
District Representative, DECA High- Cierra Shoecraft- cshoecraft@daytonearlycollege.org
Superintendent, David Taylor, dtaylor@daytonearlycollege.org
Deputy Superintendent, Charlie Bull, cbull@daytonearlycollege.org
Director of Curriculum, Lane Clegg, lclegg@daytonearlycollege.org
School Psychologist, Kathy Ferguson, kferguson@daytonearlycollege.org
Speech and Language, Jasmine Crimes-Speechworld, jcrimes@daytonearlycollege.org
Occupational Therapy, Vision, Audiology, ELL, other related services- Montgomery County ESC-See
Director for more information or www.daytonearlycollege.org/

Intervention Specialists

Intervention Specialists (IS) act as IEP case managers for students assigned to their caseload. As the case manager, the IS should consider the whole child and provide them with assistance in every part of their educational experience.

The list below is not inclusive but acts as a guide for the case manager.

- **Be the primary contact with parents.**

Action Step: Send an introductory letter or email by September 15th to each parent of a student on your caseload. Include contact information for the case manager and any related service providers.

- **Throughout the year, maintain contact with the parents.**

Action Step: Strive to maintain at a minimum, bi-weekly contact. Any form of contact can be made and should be documented in the progress monitoring weekly form in SameGoal.

- **Be the primary contact for teachers.**

Action Step: Meet with or email general education teachers to share each student's IEP during the first week of the school year. Share the IEP at a glance document on SameGoal.

- **Complete progress reports on time.**

Action Step: Include data points that reflect bi-weekly progress monitoring. ●

Ensure that the measurable goals and objectives of the IEP are being met.

Action Step: If a student is consistently not on track to meet a goal, therefore, not making adequate progress, convene the IEP team to set a reasonable goal.

Action Step: If a student meets a goal prior to the expiration of the IEP, convene the IEP team to develop a new goal.

- **Respond to parent concerns appropriately throughout the school year.** Action Step:

Parent requests are discussed in IEP team meetings. When a parent makes a request there are two options:

1. Upon approval from the building principal, adhere to the request and amend the IEP.
2. Plan an IEP team meeting to discuss the request.

- **Amend the IEP when appropriate throughout the school year.**

Action Step: If the team discusses a change of placement, a meeting must be held for the amendment. If there is no change of placement, the District Representative may determine a meeting is not necessary.

- **Develop compliant initial and annual IEPs and facilitate IEP meetings.** Action Step: Review and apply this document to all aspects of IEP planning, development and implementation.

- **Work with building MTSS/PBIS/Student Support Coordinator Teams to develop and remain aligned with building goals.**

Action Step: Provide knowledge of interventions and collaboration with building teams specific to the area of expertise.

- **Contribute to the multi-factored evaluations.**

Action Step: Utilize ongoing progress monitoring data, and assist with administering diagnostic instruments and techniques appropriate for the area of disability or suspected disability, as part of the multidisciplinary team.

- **Assist educational staff with implementing or modifying instructional strategies.** Action Step: Develop clear classroom management procedures, intervention strategies, and ongoing collaboration with general education teachers, related service providers, administrators, outside providers, and other stakeholders supporting the whole child.

- **Assist the District Representative with manifestation determination reviews.**

Action Step: Complete the Manifestation Determination Review Worksheet prior to the Manifestation Review team meeting.

Action Step: Follow the steps provided by the Director of Special Education at the time of scheduling a Manifestation Determination Review Meeting.

- **Collaborate with stakeholders and develop both informal and formal behavioral intervention plans.**

Action Step: Address behaviors through working with district behavior specialist, building PBIS initiatives, individualized reward systems, behavior contracts, informal behavior plans, and IEP goals.

Action Step: Collaborate with the Behavior Specialist to complete Functional Behavior Assessments and Behavior Improvement Plans when deemed necessary.

- **Facilitate student participation in all aspects of educational programming.** Action Step: All students, regardless of disability, should be encouraged to attend field trips and other special events; and participate; to the level they are able.

- **Keep documentation of all Specially Designed Instruction to show compliance with IDEA regulations.**

Action Step: Maintain up to date documentation indicating the SDI the student receives as indicated by the goals in the IEP. Ensure the documentation reflects that SDI is targeting individual objectives. Written documentation of time spent on SDI is monitored by the district representative.

Speech Pathologists and Related Service Providers

Speech Language Pathologists (SLP) act as IEP case managers for students who qualify for a Speech and Language Impairment. As the case manager, the SLP should consider the whole child and work collaboratively with building teams if additional concerns regarding accessing the educational program arise. The list below is not inclusive but acts as a guide for the case manager. The use of teletherapy is currently in use in the DECA school district. Occupational Therapists and Physical Therapists can be stand alone service providers and are contracted services through the local state support team. Please contact a Special Education Coordinator if there is a need for an evaluation for these services.

Related Services include those services a child requires in addition to what is being provided by the case manager. The most common are an Occupational Therapist (OT), Physical Therapist (PT), or SLP. Related services providers can also be mental health providers deemed required or Behavior Specialist among other things.

- **Be the primary contact with parents of students to whom you serve as the case manager or related services personnel regarding the area you are knowledgeable about.**

Action Step: Send an introductory letter or email by September 15th to each parent of a student on your caseload. Include contact information for the case manager and any related service providers.

- **Throughout the year, maintain contact with the parents.**

Action Step: Strive to maintain at a minimum, bi-weekly contact. Any form of contact can be made and should be documented in the progress monitoring weekly form in SameGoal.

- **Be the primary contact for teachers of students to whom you serve as the case manager or the area you are knowledgeable about.**

Action Step: Meet with or email general education teachers to share each student's IEP during the first week of the school year.

- **Complete progress reports on time.**

Action Step: Include data points that reflect bi-weekly progress monitoring.

- **Ensure that the measurable goals and objectives of the IEP are being met.**

Action Step: If a student is consistently not on track to meet a goal, therefore; not making adequate progress, convene the IEP team to set a reasonable goal.

Action Step: If a student meets a goal prior to the expiration of the IEP, convene the IEP team to develop a new goal.

- **Respond to parent concerns appropriately throughout the school year.**

Action Step: Parent requests are discussed in IEP team meetings. When a parent makes a request there are two options:

1. Upon approval from the building principal, adhere to the request and amend the IEP.
2. Plan an IEP team meeting to discuss the request

- **Amend the IEP when required throughout the school year.**

Action Step: If the team discusses a change of placement, a meeting must be held for the amendment. If there is no change of placement, the District Representative may determine a

meeting is not necessary.

- **Develop compliant initial and annual IEPs and facilitate IEP meetings for students to whom you serve as the case manager or related services professional.** Action Step:

Review and apply this document to all aspects of IEP planning, development and implementation.

- **Work with building MTSS/PBIS Teams to develop and remain aligned with building goals.**

Action Step: Provide knowledge of interventions and collaboration with building teams specific to the area of expertise.

- **Contribute to the multi-factored evaluations.**

Action Step: Utilize ongoing progress monitoring data, and assist with administering diagnostic instruments and techniques appropriate for the area of disability or suspected disability, as part of the multidisciplinary team.

- **Assist educational staff with implementing or modifying instructional strategies.** Action

Step: Develop clear therapy management procedures, intervention strategies, and ongoing collaboration with general education teachers, related service providers, administrators, outside providers, and other stakeholders supporting the whole child.

- **Facilitate student participation in all aspects of educational programming.**

Action Step: All students, regardless of disability, should be encouraged to attend field trips and other special events; and participate; to the level they are able.

- **Keep documentation of all Specially Designed Instruction to confirm compliance with IDEA regulations and specific to medicaid billing.**

Action Step: Maintain up to date billing procedures to reflect the SDI the student receives as indicated by the goals in the IEP. Ensure the documentation reflects that SDI is targeting individual objectives.

School Psychologists

School psychologists are highly trained members of school teams with unique qualifications that support students' ability to learn and teachers' ability to teach. Training for school psychologists is specialized and required through advanced graduate preparation that includes coursework in practical experiences relevant to psychology and education. While school psychologists are responsible for testing students who are suspected of having a disability under the IDEA, they play a crucial role in supporting teachers, administrators, parents, students, and related service providers throughout all aspects of special education. DECA contracts services for school psychological services through an outside vendor. It is the responsibility of the Child Find team and process to connect the school psychologists to the school psychologists.

Schedules

Intervention Specialists and related service providers may be asked to provide their schedules to their building administrators and/or special education administrators. A copy of the schedule should also be in the intervention specialist's substitute folder. Likewise, paraprofessionals

should get a copy of the schedule developed by the classroom teacher. Below is a sample template that can be copied and edited:

| Day of the week | time/period | teacher/room | student(s) served |
|-----------------|-------------|--------------|-------------------|
| Monday | | | |
| | | | |
| | | | |
| Tuesday | | | |
| | | | |
| | | | |
| Wednesday | | | |
| | | | |

| | | | |
|----------|--|--|--|
| | | | |
| Thursday | | | |
| | | | |
| | | | |
| Friday | | | |
| | | | |
| | | | |

Caseloads

Intervention Specialists: District Representatives in collaboration with Building Administration will determine caseloads. Caseloads will be assigned in SameGoal each year no later than one week prior to the teachers first day of school.

Speech Language Pathologists: The administrator overseeing speech will provide caseloads to Speech-Language Pathologists no later than one week before the Speech-Language Pathologists' start date.

School Psychologists: The Administrative Assistant of Special Education will provide caseloads to School Psychologists no later than their first day of work.

Related Service Professionals: Upon request, The Administrative Assistant of Special Education will provide a caseload list.

Before, During and After the IEP meeting

Before the meeting

Begin scheduling the meeting at least 30 days before the IEP is due

When choosing a day, identify a date at least 2 weeks before the due date Collect behavioral checklists, and/or grades from teachers, specialists, and parents Send a PR-02 (parent invitation) to the parents/student (13+)

Send a Google calendar invite to all team members, include the SPED calendar in the invitation

Provide the draft IEP to the guardian prior to the meeting on a timeline indicated by the building principal

Leave section 1, 4 and 10 blank in the draft

Upon confirmation of review by the identified District Representative, provide the draft IEP to parents at least 24 hours (1 day) before the team meeting

During the meeting

State the purpose of the meeting and do introductions (Agenda's can be helpful)

Review progress of previous IEP and objectives using the most recent progress report (this information should also be in the goal present levels)

Ensure student and parent information is accurate on the IEP cover page

Discuss the draft IEP and make edits to the IEP as appropriate

Include parent/guardian input throughout the IEP

Be sure all members of IEP team sign all necessary forms

After the meeting

Write a prior written notice in collaboration with the District Representative Send the Prior Written Notice to parent, with the final IEP (prior to the service start date) Notify educational team members of the updated IEP

Create a Scholarship Notification Form in SameGoal and share it with the parent/guardian

Create the discussed data collection sheets

Establish procedures for any new accommodations

Make any necessary changes to your daily/weekly schedule

Within 7 days, file hardcopy of documents in your files and folders and send required documents to the EMIS Coordinator, Stephanie Williams, in the following order:

EMIS at a glance

Implementation PR-01 with details of the meeting in the PR-01

Completed IEP with the original signatures of everyone in the meeting on section 14.

Excusal form if you excused a team member

Parent Invitation

Attempt to Obtain Parent Participation (documented attempts) 3 minimum, 2 different modes. Please do not copy and paste email content into the OP-9.

Progress Report

Section 1- Future Planning

Request input from parents and other team members (including students) before the meeting. Future Planning is a blueprint for the IEP. It should be what is guiding the entire IEP. It can include many things but **must** reflect parent input as well as input from the IEP team. Short and long-term goals for the student's future will include:

- Plans for future education including current and future strengths and needs.
- Plans for future employment after high school. Open Ended questions to obtain parent input:
- What interests does the student have?
- What strengths does the student have?
- What are areas of need for the student?
- How can the student's interests, strengths, and needs be incorporated into the child's IEP?
- What skills does the child have now and what skills should they be working on?
- What does the student want to do after high school?
- Where will they work?
- Where will they live?
- What will the child need to learn (college, vocational training, on-the-job training)
- What do the parents and teachers see for the student's future?
- What coursework, job shadowing, and/or career tech programs will assist the student in accomplishing their goals?

Section 2- Special Instructional Factors

Items checked "YES" must be addressed in the IEP:

Does the child have behavior that impedes their learning or the learning of others? The team will determine how this will be addressed. Examples of when this may be yes include:

- A goal
- An informal behavior plan
- A formal behavior plan
- Accommodations are being used to mitigate the students' behavioral needs

Does the child have limited English proficiency?

- Is the child identified as an English Language Learner?
- Communication weaknesses do not fall under this area Is the child blind or visually impaired?
- Is a Teacher of the Visually Impaired (TVI) involved? (section 16 is completed)
- A student who requires glasses does not meet the eligibility for checking yes.

Does the child have communication needs (required for deaf or hearing impaired)?

- If the student receives speech and language services, check yes.
- If the student is deaf or hearing impaired check yes.

Does the child need assistive technology devices and/or services?

- Consider if the student needs AT devices or services beyond what is provided in a regular education classroom to all students
- If yes, include them in section 7

Any item marked yes in this section must be addressed in the profile section of the IEP.

IEP services are also reflected in sections 6/7 of the IEP except for a student who is an English Language Learner.

An English Language Learner's EL plan is required to be summarized in the profile:

- Identify the skills being targeted
- Method being used (if applicable)
- Pull out vs push in
- Time weekly/monthly seen
- Most recent OELPA scores

Section 3-Profile

The profile should paint a picture of the student. After reading, the reader should have knowledge of who this student is in regard to present levels, interests, strengths, and needs. When completing a profile, use the headings (below) which are stored in Samegoal to guide you.

- Headings may be updated as guidance changes from federal, state, and local entities.
- Guidance will accompany any changes via email.
- Headings should not be rearranged or moved.
- Headings not relevant to the student may be deleted.
- Specifically address the following areas:

School Age:

Required headings:

Background:

Child's Interests:

Strengths: Needs:

Information or Concerns of the Parent:

Most Recent ETR:

Description of the school day:

Current Grades/progress in the standards:

Teacher Observations:

Most Recent State and Districtwide testing Results:

Medical/Safety information:

Successful Interventions/Accommodations:

Circumstantially Dependant headings that may be required

Related Services:

Speech:

OT:

PT:

APE:

Hearing:

Vision:

Orientation and Mobility:

Behavior: Medical Support:

Changes to a goal area and reasoning:

Response to Intervention services (Rtl):

English Language Learner (ELL):

Behavioral Information:

Progress in Transition:

Graduation status (credits):

Extended School Year information (ESY):

Reading Improvement Monitoring Plan (RIMP) information/TGRG rationale (elementary only):

Section 4-ESY

Teams must have data to determine ESY eligibility when it is being proposed. Bring data from before and after school breaks to the meeting in order to make an informed decision. Only a small percentage of students are eligible for ESY services. If eligible for ESY, teams must identify which goal(s), and how many total minutes are required to prevent regression for each goal. The principal will review the data with the IS and include the Director of Special Education (as needed) in decision-making.

What are extended school year (ESY) services?

Extended school year services mean that special education and related services are provided to a child with a disability beyond the normal district school year, in accordance with the child's IEP. ESY services are provided at no cost to the parents and meet the standards of the Ohio Department of Education and Workforce (ODEW).

How does the team determine the need for extended school-year services?

Extended school year services are not limited to a particular category of disability. The need for ESY services must be determined on an individual basis, based upon the judgment of the IEP team members and the team's decision-making process. ESY must be provided only if a child's IEP team determines that the services are necessary to provide FAPE to the child. To determine the need for ESY, the team must have sufficient documentation to show that it made an appropriate, individualized determination regarding the provision of ESY services.

Extended School Year is not:

Extra help in the summer due to a slow rate of progress.

Action Step: Convene the IEP team. Was the goal attainable? Within the goal, what did the student obtain? How can the team adjust the IEP so it reflects what the student is learning and what the student is working towards?

Extra help to meet general education expectations.

Action Step: The District may provide a Summer School Program to meet this need.

Extra time to work on IEP goals due to having not received all the services identified in the IEP.

Action Step: The District may provide [compensatory education](#) to meet this need.

Section 5- Transition

This must be completed for any student who is 14 or older or who will turn 14 during the life of the IEP. It is typically completed during the IEP annual review when the child is

Where will the student be after high school and how will we prepare them for it? Each statement in each section should start with, "After high school, Student will...."

Three Sections:

- Postsecondary training and education
 - On-the-job training
 - Military
 - College
 - Vocational school

- Competitive Integrated Employment
 - Where will the student work after high school?

- Independent Living
 - Where will the student live after high school?
 - How will they pay bills and get around?

Transition Planning: Resource-Transition Road Map ODEW

- Each year, there must be 2 age-appropriate transition assessments
- Assessments are administered yearly and may not be a record review from the previous IEP
- Must have PINS for each - preferences, interests, needs, and strengths ● Transition activities must align with the area's needs and goal
- Needs in each area should be addressed in the IEP through transition activities

Course of Study: Write this well once and copy into all 3 courses of study boxes. ● Most students will participate in the common core standards

- If the student is participating in the extended content standards, write that here ● Activities listed need to link to the post-secondary statement/goal and use staff-first language. ● Progress is reported when Progress Reports go home.
- The target graduation date is always 6/10/XX

[ODEW-Transition Road Map](#)

Section 6- Present Level of Academic and Functional Performance

This gives the information that is needed to support the goal area. This is a specific set of information including current baseline data as required by the IDEA that directly links to the measurable goal it describes. The IDEA clearly tells us what it expects of this section under the [Definition of Individualized Educational Program](#). This lays the groundwork for writing Measurable Annual Goals and Objectives. The outline in Samegoal is used to identify the areas that must be included. Do not change or remove the headings.

Summary of current daily classroom behavior, academic and functional performance:

What do informal classroom observations tell us about the classroom performance?

Previous IEP Progress on this goal:

Data from the last previous progress report

Current Baseline Data:

Data used to develop the goal that directly supports the goal. From where the student is starting, where does the IEP team feel the student will be in one year?

Successful Interventions for this skill:

What do you do now that works?

Performance in relation to grade level standards (typical peers):

Can we add my standards example? What are students at that age/grade expected to do?

Impact in the General Education Curriculum:

How does this specific area impact the overall performance/progress in the general education curriculum?

Parent input related to the goal:

Do not state “parent agreed.” This does not show that the parent participated. Ask open-ended questions or have someone else in the meeting assist to get parent input documented while conversations are taking place. This is specific to each goal area. Some examples of open-ended questions that will help get relevant parent input include:

- Does your child read at home? Do they ever read to their siblings?
- What’s it like at home when your child tries to work on Math homework?
- Do you notice that they struggle with understanding the word problems?
- Are there sound errors you notice when your student is talking?

Section 6- Writing Measurable Annual Goals

Once a present level is clear, an IEP goal can be written. The goal should always be explained by the information at the present level. It is important to note, there are to be no Benchmarks used in IEP development. IEP goals are supported by 2-5 objectives to assist the student to meet the goal identified and supported by the baseline data. The included PDF will help guide the process:

[IRIS center-PDF with additional goal elements](#)

| | | |
|----------|-----------------|--|
| S | Specific | Clearly stated descriptions of each goal element: the conditions, the academic or functional skill, the criterion for success, and the timeframe within which the criterion should be met |
|----------|-----------------|--|

| | | |
|----------|-------------------------|---|
| M | Measurable | Quantifiable by a defined standard that can be observed in some way, particularly so that any amount of change can subsequently be identified and/or evaluated |
| A | Actively phrased | Involving actions that are clearly observable (e.g., "Write a five-sentence paragraph.") rather than implied (e.g., "Improve your writing.") |
| R | Realistic | Practical but ambitious and challenging and based on relevant information (e.g., evaluation results, previous rates-of-growth, the student's unique circumstances, IEP team members' professional judgment) |
| T | Time-limited | Involves a specified timeframe within which the skill is anticipated to be mastered |

Note: There are multiple versions of SMART in which the letters stand for different terms (e.g., ambitious for 'A' or relevant for 'R'). The primary factor to consider when using any of them is to determine whether they will help develop better IEP goals.

The IEP team should keep in mind that these goals should be written in brief, specific, and clear language that can be easily understood by all members of the IEP team. Keeping the SMART acronym in mind as seen in the example below:

| Condition | Target Behavior | Performance Criterion | Timeframe |
|-----------|-----------------|-----------------------|-----------|
|-----------|-----------------|-----------------------|-----------|

| | | | |
|--|-------------------|--|-----------------------------|
| Given a third-grade level reading passage, | K will read aloud | at a rate of 115 words correct per minute (wpm) with 95% accuracy, over 3 consecutive sessions | by the end of the IEP year. |
|--|-------------------|--|-----------------------------|

The next two goals were written for a different student whose IEP included PLAAFP statements with identified needs in the areas of mathematics calculation (double-digit multiplication) and initiating appropriate peer interactions.

| Condition | Target Behavior | Performance Criterion | Timeframe |
|-----------|-----------------|-----------------------|-----------|
|-----------|-----------------|-----------------------|-----------|

| | | | |
|--|-------------------------------|---|-----------------------------|
| When given a sheet of 20 double-digit multiplication problems, | J will calculate the problems | with at least 85% accuracy on 3 consecutive weekly progress monitoring probes | by the end of the IEP year. |
|--|-------------------------------|---|-----------------------------|

Note: The order in which the goal elements are written depends on the information laid out in the overall goal. For example, the timeframe may be placed prior to the condition in some instances and after the performance criterion in others.

Because the Ohio Department of Education and Workforce requires the case manager to keep evidence of progress monitoring data, only choose one tool per goal (ie: checklists). When using observations, however, a data collection tool must be identified.

Progress Reports

Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to **all** children. If the district provides interim reports to **all** children, progress reports must be provided to all parents of a child with a disability. Intervention Specialists do not have to complete the progress report for all goals at the interim, but should have an accurate measurement of progress with goals that have been addressed in the 4 ½ week time frame.

To support the District's 2025-2026 goal, the creation of present levels and measurable annual goals aligned with the IDEA guidelines is the focus area for all intervention specialists. Only precise measurable annual goals can be used to effectively progress monitor and track student performance. If goals and objectives are not supported by baseline data and are not clearly written as measurable, an IEP amendment will be needed.

Section 7- Specially Designed Instruction

- Specially Designed Instruction - SDI is what a teacher does to present information to the student that is different from what other students receive.
- It may be instruction that is additional to what other students receive and/or different methods or techniques to present the instruction that is not used with other students. ● SDI is what makes special education “special.”
- SDI is what is done by the provider (you), not the student, to help close the academic performance gap between students with disabilities and their general education peers. ● There must be a SDI for each and every goal, and only one provider/line per goal, which rarely includes general education teachers, please list the goal number in the goals addressed box
- Staff Support identifies support provided to staff to assure the student has access to their educational program.

Accommodations– an adjustment in the delivery of instruction or method of student

performance that does NOT change the standard of focus. Accommodations improve student access to the general education curriculum. Accommodations are not necessarily the same for all classes. A student may need graphic organizers for writing but not need them for any other subject area. This should be documented clearly and concisely on the IEP.

Examples of accommodations: extended time for tests 1.5, or 2x that of general education peers, preferential seating, graphic organizers, guided notes, instructions given in different ways (written and spoken), and chunking.

Modifications – An adjustment to the delivery of instruction or method of student performance that changes the content of the standard.

Be specific so anyone picking up the IEP will know exactly how to serve the student

Documentation:

Documentation for SDI is kept in SameGoal. There will be no exceptions.

The important thing to remember is that you will only be keeping track of SDI for the Goals, not each of the objectives. Related Service Providers will document SDI through their documentation standards. Do not delete any goals, DO delete objectives. Documentation of SDI is not submitted with your paperwork. Instead, lock it and create a new document when you have a new IEP. This will populate with your new goals.

Section 8- Transportation

Students who are unable to ride the regular education bus due to their disability may be considered for special transportation. Like other areas of Special Education, this decision is individualized based on the whole child and their individual needs.

First, the IEP team considers whether the student can ride the regular education bus with accommodations or supports that can be supported by the District's current resources.

If the answer is no, the District Representative should consider resources beyond what is currently in place. If there are no resources deemed to be considered an approved option, the child may require special transportation. If the team determines the child requires special transportation, the answer here is yes. The IEP reflects what the child requires to access their educational program. Most often, a student with a physical disability or intense mental health impairment will be the most common rider.

Section 9- Nonacademic and Extracurricular

All students should have access to Nonacademic and Extracurricular activities. In the event aide support is needed, the Director of Special Education will work with the building principal to identify a plan to allow the student to participate on an as-needed basis.

Section 10- General Factors

All items in the list should be covered in the IEP and checked yes at the meeting, do not mark

these prior to the meeting. Leave it blank in the draft copy of the IEP and make a direct effort to ask the IEP team, including the parent if the areas were covered.

In the event the parent feels something was not covered, the IEP team should then go back and review that area. If the parent still does not feel the team has considered a concern, it must be detailed in the PR-01 how the educational team considered the parent's request or concern.

On-Track for the Third-grade reading guarantee: If a student K-3 is on a RIMP, they are not on track for the TGRG. Students in grades 4-12 mark NA for this box. Students in grade K-4 should have a heading in the profile describing the students' current circumstances, and a summary of the Reading Improvement Monitoring Plan (RIMP) when applicable.

Section 11- Least Restrictive Environment

In most cases a student attends the building they would attend if they were not disabled (including students on scholarship). Students who the District places elsewhere due to not having the resources in the District to allow the student to access their educational program, as defined by their IEP, are "program placed" in other schools.

When considering if a child receives all special education with nondisabled peers, this question is asking if they are in the classroom with students who do not have an IEP.

If the answer is yes, there is nothing else needed. If the answer is no, the team should "justify" why the student can not attend the classes that non-disabled peers are in. There are sentence starters in the dropdown in SameGoal. It is very important this is clear and uses the language of the IDEA:

- This should be clear so anyone who reads it knows the student's LRE.
- Include a statement for each related services justification.
- There is no "inclusion classroom" under the IDEA. Do not write that here. There are 3 classrooms for this purpose:
 - general education classroom with nondisabled peers
 - therapy room or
 - resource room.
- The description of the school day is not included here. This information should be under the description of the day heading in the profile (section 3).
- This accounts for all minutes of the school day as demonstrated

below. **DECA Prep Student Day is 410 Minutes**

(Outside reg. class less than 21%): Up to and including 86 minutes daily

(Outside reg. class 21% to 60%): Between 86 and 246 minutes daily

(Outside reg. class more than 60%): More than 246 minutes daily

DECA Middle Student Day is 415 Minutes

(Outside reg. class less than 21%): Up to and including 87 minutes daily

(Outside reg. class 21% to 60%): Between 86 and 249 minutes daily

(Outside reg. class more than 60%): More than 249 minutes daily

DECA High Student Day is 405 Minutes

(Outside reg. class less than 21%): Up to and including 85 minutes daily

(Outside reg. class 21% to 60%): Between 85 and 243 minutes daily

(Outside reg. class more than 60%): More than 243 minutes daily

Section 12- Testing

All students are expected to take State and District assessments. Some may require accommodations through the IEP to participate.

- District tests - Discuss as a team.
 - State tests - Only state-approved accommodations can be provided for state tests.
- When considering accommodations, consider, does the child's disability necessitate a need for the accommodation.

Accommodations for state tests must be used regularly in the classroom as noted in section 7.

[Most recent ODEW Accessibility Manual](#)

Alternate Assessment - this is only appropriate for approximately 1% of the population and is discussed each year at the annual review. A student's testing category could change, however, any changes beginning in 9th grade must be carefully considered to assure it does not impact the student's graduation requirements.

- Action Steps: [The Ohio Alternate Assessment Participation Decision-Making Tool](#) (found in SameGoal and must be selected) must be completed as a team, and appropriate team members must sign the form. If a general education teacher was excused from the meeting, they must still review the information and sign the form.

Section 13- Exemptions

Exemptions require approval prior to the IEP team meeting from the building principal. The most common exemption is an exemption from one or more areas of the OELPA. The team must first consider if the student is a candidate to participate in the Alternative OELPA. Decisions regarding exemptions for the OELPA must include the student's ELL teacher and follow the Domain Exemption Guidelines.

[ALT-OELPA Participation Guide](#)

[OELPA FAQs including Domain Exemption Q/A](#)

Another exemption is to the retention provision of the third-grade reading guarantee (TGRG). Students will take the fall administration of the Ohio State Test before the team can make an informed decision regarding the student's need for an exemption. For a student to be considered for an IEP team exemption, the student must be receiving interventions for reading. There should be a goal in the IEP as well as sufficient SDI to help the student make growth in reading. Building principals lead decision making processes for exemptions. For a student being

considered for an exemption, the team should hold an IEP team meeting and amend the IEP if the team agrees to exempt the student from retention.

- This is only an exemption eligible for students K-3rd grade

Exemptions to a graduation requirement require approval prior to the IEP team meeting which will be done through collaboration between the building principal, Director of Special Education, District Representative and school counselor. Students with an IEP may also graduate via other options based on the IEP team's decision (per Ohio Revised Code

3323.0) but are encouraged to earn a diploma by meeting the same requirements as their peers. For this reason, no exemptions should be added to the IEP prior to the full review of the student's ability and steps taken to receive a diploma through traditional means. It is important that the IEP team carefully consider the use of these options so as not to lower expectations and limit student opportunities for post-school engagement. Students are permitted to stay until their 22nd birthday to continue to work towards meeting graduation requirements.

[N2Y-through SST 11-A comprehensive guide to the IEP process](#)
[Ohio Revised Code-Individualized Education Program](#)

Section 14- Meeting Participants

Required IEP team members' participation must be reflected on the signatures page. The required IEP team members include the **General Education Teacher, Intervention Specialist, District Representative, Parent and student in some cases.** If a general education teacher must be excused from the meeting, prior to the IEP team meeting, the case manager must obtain the parent's permission. The District can not unilaterally decide not to include a required team member unless the parent agrees. An excusal form must be completed and it must be indicated on section 14 that an excusal is on file. IEP team members who are not required team members should sign and date the IEP below indicating they provided information to the development of the IEP but did not attend the meeting.

Section 15- Signatures

The case manager should explain to the parent where to sign the IEP. A parent can sign the IEP reflecting their participation in the IEP team meeting **and** indicate that they do not agree with a portion of the IEP. If this occurs, information in the PR-01 must clearly reflect the steps the District took to consider and come to an agreement as well as other options the District proposed.

Amendments

Revision to an IEP can happen through a written IEP amendment at any time. It can happen multiple times during the course of the IEP year. When amending the IEP, one or more sections of the IEP are updated and the amendment clearly states what changes are made. Nothing in the IEP is changed except the sections indicated in the amendment section on the cover page. A PR-01 is required after each IEP amendment.

NIEP/TIEP/TETR Adoption

DECA, Inc. has specific times for open student enrollment. Students may apply for open seats once enrollment begins in January of each year (k-9). DECA does not allow for student transfers during the school year. If a student applies to and is accepted with a valid 504/IEP/ETR, that student's documents must be reviewed and either adopted in its current state, or adopted with amendments. The student must be identified as new to the school district and the district representative must review any services outlined in the IEP/ETR documents. Those services must be reported to the appropriate service providers for review/adoption processes to begin (i.e. SLP, School Psychologist, OT, Audiologist etc.).

Intervention Specialists must schedule team meetings with the school psychologist and the remaining required team members so we have effective communication concerning the IEP and ETR. An Intervention Specialist cannot make a decision about accepting or rejecting an IEP until a decision has been made concerning the ETR. All decisions must be made in consultation with parents by either having a face-to-face meeting or by conducting a phone conference within 30 days of the beginning of the school year.

Key Terms:

Complete a No valid IEP in district (NIEP) EMIS Form- within 2 weeks of the beginning of the school year.

Host an IEP team meeting to transfer IEP (TIEP)- Complete EMIS Form with date no later than 30 days into the school year.

School Psychologists will host transfer ETR (TETR)- within 30 days of the new school year and complete the EMIS form.

No Valid IEP in this District (NIEP)– This is when the district first began providing services based on an IEP that they have not yet adopted. The IEP in which services are described might have been developed by another district prior to the student's enrollment in the current district, or could have been written by the current district but was not reviewed within one year of its adoption. This code provides ODE with a **TEMPORARY** means to include a student in funding calculations, but must be followed by a code reflecting the development of a current IEP within a reasonable time period.

- The form is required for **ALL** transfer students
- It communicates that services were provided to student despite the transfer IEP being accepted; allows funding to be continued despite no active IEP
- Is good for 30 days; we can do a second one if absolutely necessary, but it could be flagged as suspicious if too many students have multiple NIEPs
- Event and first day should be the first day of school
- End date should be 30 days after the first date of school

You **must** complete an EMIS form for any student who meets this criteria immediately upon

knowing the student is transferring into the school district. There is a requirement for **all** new 9th grade students with IEPs to go through this process as DECA High is a separate district.

***coordinate these events to avoid meeting multiple times with the family and submit all EMIS forms to Stephanie as soon as the events have taken place. The options are: Adopted As Is, Adopted with Revisions, Not Adopted (which means you have to rewrite the whole document).**

IF ACCEPTING THE ETR AND IEP: *(the following documents are needed)*

| | |
|---------------------------------|--|
| 1. Prior Written Notice (PR-01) | ~Please fill out all sections of the PR-01 and send originals to Stephanie |
|---------------------------------|--|

2. New Front Page of the IEP

~A New front page to the IEP must be created. Please ensure the address is correct for the student and get new information for parents.

~MEETING INFORMATION:

Meeting Date should be the date the team met to accept the IEP (and ETR)

~Check Other and document

Transfer IEP on the line.

~IEP TIMELINES- ETR date will be the date of the ETR not the date the ETR was accepted. **This date does not change.**

~Next ETR date is three years minus one day from the current ETR date.

~IEP EFFECTIVE DATES- Start

Date: This is the date the IEP was accepted The **End Date: This is NOT a year from when the IEP is accepted.** The end date is the same end date that is on the out of district IEP.

Next IEP Date: This should be one year minus day from the end date.

For example if the end date is 9-17-2025, the Next IEP Date should be 9-16-2026.

OTHER INFORMATION: In the box please type this sentence: *On (date of acceptance meeting) and in consultation with parents, the IEP team has decided to accept the IEP from (list other district) as written.*

Then all required team members should sign under this statement. Including parents! Please attach the new front page to the complete out of district IEP.

| | |
|--|---|
| | Keep copies at the building for all necessary |
|--|---|

| | |
|--|---|
| | personnel, but originals should be sent to Stephanie. |
|--|---|

| | |
|------------------|---|
| 3. EMIS document | <p>~Fill out the top of the EMIS form as normal. Remember School Year should be in the current school year.</p> <p>~#10 – TETR (Transfer ETR) This date will be the date the team met to accept the ETR (should be the same date the team accepts the IEP).</p> <p>~Please check the correct disability code.</p> <p>~The S (Start) Date – Should be the date the team accepts the ETR again.</p> <p>~The E (End) Date- Should be 3 years from the ETR date from the out of district IEP. (This is not 3 years from the day the ETR was accepted).</p> <p>~#11 – TIEP (Transfer IEP) This is the date the team accepted the IEP.</p> <p>Please check the correct box the corresponds with the correct LRE code.</p> <p>~The S Date will be the day the team accepted the IEP.</p> <p>~The E Date is <u>NOT a year from when the IEP is accepted.</u> The end date is the same end date that is on</p> |
|------------------|---|

| | |
|--|--------------------------|
| | the out of district IEP. |
|--|--------------------------|

IF THE TEAM ACCEPTS THE ETR AND REJECTS THE IEP: *(the following documents are needed)*

| | |
|--|---|
| <p>1. Prior Written Notice (PR-01)</p> | <p>Please complete this form with reasons why the team is accepting the ETR and then why the team is rejecting the IEP.</p> <p>~On #2 A statement must be written here explaining the district is accepting the ETR but rejecting the IEP. This sentence must be included on #2: <u><i>The district is rejecting (student's name) IEP but the district will provide a free and appropriate public education.</i></u> Please continue to explain the type of service(s) the child will receive.</p> <p>~On #6, please explain that a new IEP will be written and a team meeting will be held to review the new IEP in approximately 10 school days. Please explain that a school official will be inviting them to this meeting.</p> <p>~The district MUST provide appropriate services during this transition period until a new IEP is written.</p> |
| <p>#2 New Front Page of an IEP</p> | <p>New front page of an IEP will not be completed at this time.</p> |

| | |
|--|--|
| <p>#3 Complete an EMIS form</p> | <p>~#10 – TETR (Transfer ETR) This date will be the date the team met to accept the ETR (should be the same date the team accepts the IEP).</p> <p>~Please check the correct disability code.</p> <p>~The S (Start) Date – Should be the date the team accepts the ETR again.</p> <p>~The E (End) Date- Should be 3 years from the ETR date from the out of district IEP. (This is not 3 years from the day the ETR was accepted).</p> <p>~#11 TIEP – Please write REJECT on this line and then it is finished.</p> |
| <p>#4 Procedural Safeguard Booklet</p> | <p>Please give parents a copy of this document.</p> |

IF THE TEAM REJECTS BOTH DOCUMENTS: *(the following documents are needed)*

| | |
|---------------------------------|---|
| <p>#1 PR-01</p> | <p>Please complete this document explaining that both documents will be rejected and why they are both rejected. Please consult with the school psychologist about what should all be written. It will be similar to the middle scenario but with information concerning the ETR.</p> |
| <p>#2 Front Page of the IEP</p> | <p>Does not need to be completed at this time.</p> |
| <p>#3EMIS</p> | <p>~On #10 and #11 write REJECT for both TETR and TIEP with the date on both lines that the team meets to make this decision.</p> |

| | |
|--|---|
| <p>#4 Procedural Safeguard Booklet</p> | <p>Please provide parents with a copy of this document.</p> |
|--|---|

Parent Invitation (PR-02)

Each school district is required to provide the parents of children with disabilities the opportunity to participate in meetings regarding the identification, evaluation, educational placement, and provision of FAPE to the child. The district should document all parent invitations on the documented attempts page. The PR-02, IEP invitation, should be sent to the parents when a meeting is scheduled. At that time, begin documenting the attempts to contact the parent in the form in SameGoal. Meetings require a minimum of three verified documented attempts.

Include related service providers, counselors, ELL teachers, nurses and other agencies, etc. as meeting participants on the invitation. **IMPORTANT:** For foster placements and guardian situations, be sure to invite the district of residence representative and a parent surrogate when necessary. The Parent Invitation (Form PR-02) has been universally designed to address invitations to various types of meetings.

Reference: Rule 3301-51-05 (B) (3) and (J), Rule 3301-51-07 (F), Operating Standards for Ohio's Schools Serving Children with Disabilities

A Written Invitation to the IEP meeting must be sent every time you schedule an IEP meeting. Please also document on the OP-09 (Attempts to Obtain Parent Participation).

Students aged 14 or older must also be sent an invitation to the IEP meeting and the Student box must be checked on the invitation to the parent. This can be done by including the student's name next to the parent on the invitation.

If a parent does not want a student 14 or older in attendance of the IEP meeting, this must be documented in the PR01 and/or by filling out a meeting excusal form.

Best practices for completing a [PR-02](#). Use the resource when there is a need to verify when it's appropriate to send the PR-02 home to families.

Prior Written Notice (PR-01)

Prior Written Notice must always be sent to the parent after an IEP meeting AND before services begin. At the conclusion of every IEP meeting and BEFORE services are impacted the IDEA requires proper notification to the guardian of the change. The PR-01 is the Notification required by law.

IEP/PR-01 Guidance:

1. List the date of the meeting in the "Meeting Date" space on the top of the IEP
2. List the "Effective Date- Start" at least 1 day after the "Meeting Date"
3. List the "Effective Date- End" for one year minus one day from the "Meeting Date" and not from the effective "Start" date on the IEP
4. Send a PR-01 to the parent after the meeting and before the service start date

Example #1: Old IEP dates- 3/27/2023-3/26/2024

Meeting Date- 3/5/2024

Effective Date- Start- 3/8/2024 (Implementation Date)

Effective Date- End- 3/4/2025

Send the PR-01 home via email after the meeting. The date on the PR-01 is the date it was provided to the parent. This date must be the day before the IEP is implemented.

Best practices for completing a [PR-01](#). Use the resource when there is a need to verify when it's appropriate to send the PR-01 home to families.

The Evaluation Process

The Multi-Factored Evaluation is the process required by IDEA to determine if a child is eligible for special education services. The Ohio Department of Education and Workforce provides an [Evaluation Roadmap](#) to assist in understanding this process. The process may be initiated by either school personnel or a parent. Education professionals along with a child's parents are members of the MFE team, who work together to determine if a child qualifies for special education services. Team members should include a school psychologist, the child's parent(s) or guardian(s), a special education and/or general education teacher, appropriate related service personnel, such as a speech-language pathologist or an occupational therapist, and others based on the child's needs.

The purpose of the MFE is twofold:

1. To determine whether or not the child has a disability
2. To identify the child's specialized educational needs

Having a diagnosed disability is not a guarantee that a student will receive special education services. The disability must also have a "significant impact" on your child's educational, emotional, and/or functional skill. This means that a student's ability to learn and function in school is impaired by the disability to the extent that a general education staff member alone, cannot meet the student's identified needs.

All IEP team members are active participants in the MFE process. The School Psychologist are responsible for coordinating initial evaluations and 3-year re-evaluations. For "speech primary" initial evaluations and reevaluations, the speech therapist serves as the coordinator for the evaluation process and for IEP development when the student is eligible for services. Important timelines must be followed for MFE and IEP completion. Initial evaluations must be completed within 60 calendar days of parental consent. **Initial IEPs must then be completed within 30 days of the Evaluation Team Meeting date.**

Intervention Specialists and Related Service Providers shall attend the Evaluation Team Meeting which determines eligibility for special education. The School Psychologist and ETR Chair will coordinate these meetings and send a Google invite to the district team. Every effort will be made to coordinate the alignment of the ETR and IEP. This may not always be possible.

If the student is eligible for special education, the Intervention Specialist is responsible for drafting and coordinating the initial IEP. The date and time for the IEP meeting is set either at the Evaluation Team Meeting or coordinated by the Intervention Specialist. This should be accomplished quickly (within two weeks) so the student begins receiving services as soon as possible, and the **IEP can be implemented within 30 days of the ETR meeting.**

Tracking the Eye Exams as Required by S.B. 316

| Student ID | Date Initial IEP's Services Began | Date Parents Notified of Requirement for Eye Exam | Date of Eye Exam | Special Circumstances Preventing Exam |
|------------|-----------------------------------|---|------------------|---------------------------------------|
| | | | | |
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Student ID — This can be a district ID, the child’s name, or the SSID. Using the EMIS SSID will make it much easier for you to troubleshoot if the count’s of IIEPs reported here do not match the counts of IIEPs in EMIS.

Date Initial IEP’s Services Began — For all Initial IEP’s written after July 1, 2014. This should match the beginning date in EMIS.

Date of eye exam — S.B. 316 requires exam within nine months prior to IEP implementation can be as simple as a note from parent citing date of exam or a summary of a phone conversation.

Special circumstances preventing exam — If there is no date of an eye exam, this information must be provided. Examples are parental refusal, parental non-response, hospitalization, incarceration, lack of resources. Circumstances are reported by the parent and documentation can be as simple as a note from parent citing or a summary of a phone conversation.

Guidelines for Annual Review

IEPs: Intervention specialists and speech therapists are responsible for developing IEPs for each student on their caseload list. IEPs are written annually. A district representative must attend all meetings, in full. Principals, Assistant Principals, Special Education Coordinators and the Director of Special Education can serve as a District Representative. Attending annual IEP review meetings is one role of the [District Representative](#). Additional roles and responsibilities that the administrators at the building hold are included in the District Representative sheet above.

To prepare for IEP conferences please follow these guidelines:

Ongoing - Review your caseload list to determine when your IEPs are due.

Begin scheduling the meeting 30 days prior to the expiration of the IEP. This assures scheduling of team members' needs can be met.

Plan your IEP meetings at least 10 school days in advance of their due dates to allow for cancellations or rescheduling needs.

Send an IEP invitation to parents, when you schedule the meeting and document the attempts to contact the parent. Include related service providers, counselors, agencies, etc. as meeting participants on the invitation. **IMPORTANT: For foster placements and guardian situations, be sure to invite the district of residence representative and a parent surrogate when necessary**

NOTE: Annual IEP meetings MUST be held two days before the due date, and have a start date prior to the due date. Schedule them enough in advance so they can still be in compliance, even with a cancellation (i.e. snow day or other unforeseen event).

Exiting Special Education

Before determining that a student no longer has a disability and exiting them from special education, a re-evaluation must be completed. This applies to all disabilities, including "speech only". A planning meeting will be held, and the typical ETR process followed.

Graduating Seniors:

For students graduating from high school, a re-evaluation is not necessary. Once graduation requirements have been confirmed the Prior Written Notice to Parents (PR 01) should be provided to the parent indicating that graduation from high school is expected by _____(date).

A Summary of Performance (SOP) must also be completed on all graduating seniors, in SameGoal.

Parts of the Summary of Performance:

- Background Information
- Student's Postsecondary goals
- Summary of Performance in
 - Academic
 - Cognitive
 - Accommodations, modifications, and assistive technology needed
- Recommendations to assist the student in meeting postsecondary goals
- Student input
- Include the name of the person completing the SOP along with their title and phone number.

A copy must be sent home to parents, as well as the original sent to Danya Berry % Stephanie Williams.

Manifestation Determination

A Manifestation Determination Review (MDR) meeting must be held when a student has been removed from daily instruction regarding discipline. An MDR meeting will be scheduled by the

Special Education Director if a child has been suspended 10 days or has multiple suspensions getting close to 10 days that display substantially similar behavior.

The student's intervention specialist, school psychologist (when necessary), behavior specialists, director of special education and general education teachers will be invited to attend the team meeting.

If the team determines that the behavior in question is a manifestation of the student's disability:

- The student must return to school (or other placement) the next day
- The school psychologist will obtain parent permission to complete an FBA with a team across settings

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

Multi-tiered Systems of Support

[MTSS \(Multi-Tiered System of Supports\)](#) is a system that creates conditions for timely, comprehensive problem-solving to provide early and targeted support to students in academic and non-academic areas at increasing intensity or tiers of instruction.

MTSS supports the idea that the earlier we can identify a strength or a problem, analyze it so we can best understand our learners' needs, implement a plan providing each student the level of support they need using research-based interventions matched to their specific challenges, and frequently monitor for fidelity and effectiveness, the higher the likelihood we can help our students achieve success more quickly.

DECA has a vast set of resources that, when properly aligned, help students navigate our schools and systems. The resources include, but are not limited to, rigorous academic programming, academic interventions and supports, tutoring services, access to high quality in-house counseling and mental health services, social workers, social and emotional supports, extracurricular clubs and activities, STEM based programming, access to college courses etc. The MTSS process takes all support and services offered through the district to meet all students where they are, academically, socially and emotionally.

Addressing Behaviors

Specialized services to support the vast needs of students throughout the entire district. Specific services from the school psychologists or behavior specialists should not be initiated at the teacher level.

Behavior is often a part of a student's disability. When a student has a pattern of behavior that is impacting their ability to progress through the curriculum, these are the steps:

STEP 1: Schoolwide Positive Behavior Intervention Supports (PBIS)

All students begin with the same behavior supports. This is done with fidelity as determined by District and Building PBIS guidelines.

STEP 2: Intervention Specialist Oversight

The intervention specialist is implementing a behavior goal AND has significant data to support the interventions that are being implemented. Ongoing IEP meetings should be taking place every 6-8 weeks (repeating) until the behavior is improved. Consultation with related services professionals regarding sensory, communication, behavior strategies, etc. should occur and documentation kept. Simple behavior plans such as contracts and agreements are a helpful tool at this step.

STEP 3: Intervention Specialist Oversight in Collaboration with the Behavior Specialist

If there is little to no improvement in behaviors after the above steps were followed, the Behavior Specialist conducts a Functional Behavior Analysis (FBA) and (if needed), supports the Intervention Specialist to develop a formal Behavior Intervention Plan. The Behavior Specialist may (not will) assist with observations, consultations, and provide suggestions during the FBA at the request of the director of special education or psychologist and as noted on the team planning form for the evaluation. The Behavior Specialist will consult the School Psychologists when they feel they need additional information to conduct a comprehensive FBA. Ongoing IEP meetings should be taking place every 6-8 weeks (repeating) until the behavior is improved. Consultation with related services professionals regarding sensory, communication, behavior strategies, etc. should occur and documentation kept.

The three things above are the tools to implement prior to any conversation initiated by the educational team about involvement from the behavioral specialists as a member of the IEP team.

The Behavioral Specialist is at no time to be considered an aide in the classroom or used as the point person for a student's problem behavior. When the Behavior Specialist is a member of the IEP team, the case manager remains the point person for the management of the student's IEP services. The intervention specialist is responsible for following all recommendations at this level and implementing the intensive behavior intervention plan.

DECA Terms & Common Acronyms

ADA- Americans with Disabilities Act
ADD- Attention Deficit Disorder
ADHD- Attention Deficit with Hyperactivity Disorder
ASD- Autism Spectrum Disorder
AU- Autism Scholarship
BIP- Behavior Intervention Plan
CBI- Community-Based Instruction
CM- Case Manager
CP- Cerebral Palsy
DB- Deaf Blindness
DD- Developmental Delay
ECDD- Early Childhood Developmental Delay
ECSE- Early Childhood Special Education

ESCCO- Educational Service Center of Central Ohio
ED- Emotional Disorder
EI- Early Intervention
EPF- Evaluation Planning Form
EPM- Evaluation Planning Meeting
ESY- Extended School Year
FAPE- Free Appropriate Public Education
FBA- Functional Behavior Assessment
FERPA- Family Educational Rights and Privacy Act
HI- Hearing Impairment
IDEA- Individuals with Disabilities Education Act
IEE- Independent Educational Evaluation
IEP- Individualized Education Program
IFSP- Individualized Family Service Plan
ID- Intellectual Disability
JPS- John Peterson Scholarship
LEP- Limited English Proficiency
LEA- Local Education Agency (Local School District or Charter School)
LRE- Least Restrictive Environment
MD= Multiple Disabilities
MDR- Manifestation Determination Review
MET- Multidisciplinary Evaluation Team
MFE- Multi-factored Evaluation
O&M- Orientation and Mobility
ODEW- Ohio Department of Education and Workforce
OCR- Office of Civil Rights
ODR(O)-Office of Disability Rights (Ohio)
OOD- Opportunities for Ohioans with Disabilities
OI- Orthopedic Impairment
OHI- Other Health Impairment
OSE- Office of Special Education
OSEP- Office of Special Education Programs (federal)
OT- Occupational Therapy
PR-01- Prior Written Notice (IEP and 504)
PR-02- IEP Parent Invitation
PR-05- Parent Consent for Evaluation
PLAAFP- Present Level Academic Achievement + Functional Performance
PT- Physical Therapist
SLD- Specific Learning Disability (means same as LD)
SLI- Speech and Language Impairment (same as SL)
SLP- Speech/Language Pathologist
SPA- School Psychologist Assistant
SSC- Student Support Coordinator/Social Worker
TBI- Traumatic Brain Injury
VI- Visual Impairment

Glossary of Special Education Terms

Accommodations-Changes in curriculum or instruction that do not substantially modify the requirements of the class or alter the content standards or benchmarks. Determined by the IEP Team and are documented in the student IEP Team report.

Advocate-A person that works for the rights of and needed services for a disabled individual. The person can be a parent, guardian or professional. Consent is needed if the advocate does not hold educational rights.

Age of Majority/Transfer of Rights-When a student with a disability reaches the age of 18, all rights accorded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student's 18th birthday.

Americans with Disabilities Act (ADA)-A federal law requiring accommodations for people with disabilities in the community and workplace.

Assessment-Testing or evaluation – including mental, social, psychological, physical, speech, occupational, vocational, achievement or executive functioning done by school district personnel to gather information about a student.

Assistive Technology Device-Any item, piece of equipment, or product that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive technology needs are determined by the IEP Team.

Attention Deficit Hyperactivity Disorder (ADHD)-Persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development and that interferes with developmentally appropriate social/academic functioning.

Autism-A developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects an individual's educational performance. (federal definition)

Behavior Intervention Plan (BIP)-A specific, proactive plan for managing behavior that is included in a student's IEP and is primarily for use in the school setting. It is based on a functional behavior assessment and includes specific, measurable, and positive ways to promote more functional, appropriate behavior.

Board Certified Behavior Analyst (BCBA)/Behavior Specialist- A trained professional that assesses and analyzes data to reduce maladaptive behaviors and increasing desired behaviors through evidence-based interventions .

Child Find- is a legal requirement under the Individuals with Disabilities Education Act (IDEA) that mandates schools to actively locate, identify, and evaluate all children with disabilities who may need special education and related services. This includes children from birth through age 21, regardless of whether they attend public or private schools, are homeless, or are wards of the state.

Continuum of Service-The range of supports and services that must be provided by a school district that allows students with disabilities to be provided free appropriate public education.

Disproportionality- Disproportionality is one measure of educational equity. It occurs when students from a racial or ethnic group are identified for special education, placed in more restrictive settings, or disciplined at markedly higher rates than their peers. The federal government considers disproportionality "significant" when the overrepresentation exceeds the threshold defined by each state.

Due Process-A procedure guaranteed by federal law for resolving disputes regarding special education services.

Extended School Year (ESY)-Special education and related services provided to a qualified student with disabilities beyond the normal school year in accordance with the student's Individualized Education Program and at no cost to the parent of the child. The need for Extended Services is determined by the student's IEP Team based on the student's regression

or concern for regression as seen in the progress of specific IEP goals.

Free Appropriate Public Education (FAPE)-Special education and related services are provided to students with disabilities by the Local Education Agency (LEA) at public expense and under public supervision and direction at no cost to the student's parents. **Family**

Educational Rights and Privacy Act (FERPA)-A federal law that gives parents and students over 18 years of age access to and control over all education records. **Functional Behavior Assessment (FBA)**-A method for gathering information to determine the function behavior(s) serve. This is used to determine an appropriate intervention for that behavior. An FBA must include both formal and informal methods of gathering information and should be conducted in a variety of settings over a period of time. This assessment is required following a MDR.

Gateways- A series of criteria set forth by the board of education at DECA, Inc., required for students to earn a high school diploma certified by DECA Inc.

Inclusion-This is the placement of students with disabilities in classrooms with typically developing students of the same age. Full inclusion has two central features. The first is moving students with disabilities into regular education classrooms and the second is sending special education support/specially designed services into those same classrooms. **Individuals with Disabilities Education Act (IDEA)**-The federal law that requires school districts to provide students with disabilities with a free appropriate public education at public expense. The Act provides procedural safeguards, due process rights, as well as specific mandates regarding a free appropriate public education.

Independent Educational Evaluation (IEE)-Education evaluations of a student by an evaluator who does not regularly work for the school district. Parents who do not agree with the schools evaluation can request an IEE from the Supervisor of Special Education at public expense in line with Board Policy.

Individualized Education Program (IEP)-The legal written plan that details the special education and related services that must be provided to each student who receives special education services. It must be reviewed and revised every year. All staff working with the student have knowledge of the IEP and impact compliant implementation. **Local Education**

Agency (LEA)-The school district or public school academy (charter school) that is directly responsible for providing special education services in a geographical area. **Least Restrictive Environment (LRE)**-A federal mandate that states that to the maximum extent appropriate, a child with disabilities must be educated with children who are not disabled.

Mainstreaming-Refers to the placement of children with special needs into educational settings for typically developing children. It differs from "inclusion" in that the individual is expected to work on and accomplish the same goals as the typical children without using special education teachers or excessive accommodations and modifications.

Modification – A change in curriculum or instruction that substantially alters the requirements of the class or the content standards.

Multi-Tiered Systems of Supports (MTSS)- is a system that creates conditions for timely, comprehensive problem-solving to provide early and targeted support to students in academic and non-academic areas at increasing intensity or tiers of instruction.

Occupational Therapy (OT)-A related service that focuses on the development of a student's fine motor skills and/or the identification of adapted ways of accomplishing activities of daily living.

Office of Civil Rights (OCR)-An agency within the U.S. Department of Education that enforces Section 504 of the Rehabilitation Act and Title II of the ADA. OCR investigates allegations of discrimination based upon disability.

Related Service (RS)-Special education services required to assist an individual with disabilities to benefit from special education, including but not limited to: transportation, OT, PT, Speech, and School Social Work.

School Psychologist-A trained professional who assists in the identification of needs regarding behavioral, social, emotional, educational and vocational functioning of individuals. **School**

Social Worker (SSW)-A trained professional who supports the educational program of individuals by assisting in identification and assessment of the individual's educational needs including social, emotional, behavioral and adaptive needs; provides intervention services.

Section 504-A section of the federal law named the Rehabilitation Act of 1973, which prohibits discrimination of people with disabilities by any entity that accepts federal funds. **Special**

Education-Specifically designed instruction, at no cost to the parents, to meet the unique needs of an eligible individual, includes the specially designed instruction conducted in schools, in the home, in the hospitals and institutions, and in other settings. **Special Education Profile**- Every

year, districts receive a Special Education Profile that indicates whether they are meeting their goals, over time, for students with disabilities. The design of the Special Education Profile helps districts use data about services and outcomes for students with disabilities to keep improving their special education programs. **Speech-Language Pathologist (SLP)**-A trained professional

who analyzes speech and language comprehension and production to determine communication competencies and provides intervention strategies and services related to speech and language development as well as disorders of language, voice, articulation, and fluency.

Transition Services-A coordinated set of activities that promote movement from school to post school education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation.

Transition goals-Determined by the IEP Team usually beginning during the IEP when the student turns 14 and are based on student and family vision, preferences, and interests.