
***MEIGS LOCAL SCHOOL
DISTRICT***

2025-26

Special Education Manual



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**Information provided in this manual will be updated annually or as changes occur which warrant an update.*

MEIGS LOCAL DISTRICT VISION STATEMENT:

We envision an educational environment where students, parents, teachers, and community members encourage exploration, creativity, innovation and change with sufficient resources necessary to meet the needs of all students and help them become productive members of society.

DISTRICT MISSION STATEMENT:

The Meigs Local School District, a rural school district comprised of students with various abilities and backgrounds, makes the commitment to empower students with capabilities to become life-long learners and productive citizens in a global society.

DISTRICT BELIEFS:

1. Our schools will provide a varied and diverse curriculum based on and not limited to identified standards, using the best instructional practices to ensure lifelong learning.
2. Our schools will consistently adhere to high moral principles, valuing individual self-worth, dignity and rights that will be respected by all in a safe, secure, nurturing environment.
3. We believe the students, families, schools and community share the responsibility for education.
4. We will strive for the highest level of achievement recognizing that each student is unique, with individual talents, needs and learning styles.

CHILD FIND:

The Meigs Local School District is committed to serving all students in our district and is required by law to locate all children who may have a disability, ages birth through 21, who reside within our district. Special education services are available in our schools to any child identified with a disability from ages 3-21. If you have a child or know of a child that you suspect may have disability, please call or email one of the district or school-aged contact personnel listed on the previous page.

Meigs Local School District

Bylaws & Policies

2460 - SPECIAL EDUCATION

The Board of Education is committed to providing a free appropriate public education (FAPE) to children with disabilities identified in accordance with applicable State and Federal laws, rules, and regulations. This includes students who are confined to community corrections facilities or juvenile detention centers. The District shall provide students with disabilities the services to which they are entitled pursuant to their individualized education programs (IEPs) and in accordance with the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities, including Child Find and Evaluation requirements. Students with disabilities who are in adult county jails shall continue to receive FAPE during incarceration subject to their continued eligibility for services and subject to exceptions related to security and safety.

In order to satisfy the requirements of the Ohio *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities* ("Ohio Operating Standards"), the Board of Education adopts the model policies and procedures promulgated by the Ohio Department of Education's Office of Exceptional Children (ODE-OEC), which is incorporated by reference into this policy. While the Special Education Model Policies and Procedures ("Model Policies") issued by the ODE-OEC are comprehensive, the document does not include every requirement set forth in the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"), the regulations implementing the IDEIA, the Operating Standards, the Ohio Revised Code, and/or the Ohio Administrative Code. As such, the Board affirms its obligation to follow these laws and regulations, regardless of whether their provisions are restated in the Model Policies.

Copies of Model Policies and Procedures are available at the office of the Board of Education.

R.C. 3323.05, 3323.051, 3323.08
A.C. 3301-51-01 et seq., 3301-51-02(F)
IDEIA, 20 U.S.C. 1400 et seq.
34 C.F.R. Part 300

Revised 2/28/96
Revised 5/27/03
Revised 11/11/09
Revised 11/17/16

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Struggling Students:

There is a student in my class who is just not "getting it" and needs help beyond what I have already done in the classroom. What should I do?

When a student begins to struggle, the first step should be for the teacher to initiate the district-adopted multi-level intervention process, IAT/MDT. As part of the district's participation in Each Child on Track (ECoT), the District Leadership Team (DLT) has developed a new IAT/MDT referral process. This process requires a review of the student's cumulative folder, work samples, and behavior logs. Classroom interventions are implemented and monitored for 4–6 weeks, with documentation of baseline data, frequency, duration, outcomes, and overall effectiveness. Following this period, a Targeted Action Plan (TAG) is created. The IAT/MDT process is designed to involve all stakeholders, including general education teachers, even when the referral is based on concerns such as speech and language deficits.

What is IAT?:

The purpose of the Intervention Assistance Team (IAT) is to identify children who have greater academic/behavioral needs beyond those met with the general classroom instruction and accommodations provided to every student, and to develop a plan to meet the referred student's individual needs. A student may be referred to IAT by a parent, teacher, building administrator or other school official after Level 1 (Tier 1) interventions have been determined unsuccessful.

Who is on the IAT?

Each school has a team made up of teachers (both gen ed and intervention specialists), administrator(s) and related services providers who meet at least once per month to review the progress of struggling students. Interventions for students who are not making adequate progress are suggested, a goal for the student is developed and an intervention plan is written to be followed by the classroom teacher for a period of at least 5-6 weeks. Questions on the process should be directed to your building's School-Age Special Education Contact.

What IAT is not:

IAT is **not** the first step in qualifying a child for special education services! IAT operates under the assumption that the referred child is in fact **not** a child with a disability, but instead a child who requires additional support and interventions to successfully access the general education curriculum.

What comes after IAT?

Interventions have been used in the classroom, data has been collected for the required amount of time, and monitoring has happened through the IAT process, but the student is still struggling. What happens next?

Referral for Special Education Evaluation:

Referral for special education evaluation following the IAT process will typically come from the building administrator in charge of special education for the building where the child is receiving his/her education. The administrator will contact the district special education coordinator, in writing, or the school psychologist assigned to that building, and will have the referring teacher or IAT team complete the PR04, Referral for Evaluation, to include in the completed ETR.

Once the request for full testing has been received, either the school psychologist or special education coordinator will schedule an ETR planning meeting. The meeting will include the following individuals:

- *Parent/Legal Guardian or Parent Surrogate when appropriate (No initial planning meeting will be held without either parent/legal guardian or parent surrogate input through attendance or via phone call.)
- *School psychologist
- *Speech Language Pathologist
- *Building administrator
- *General education Classroom teacher
- *Special Education Coordinator
- *Student (when appropriate)
- *Intervention Specialist
- *Related services providers (when applicable)

The school psychologist must be involved in all meetings where a suspected disability is discussed, including cases of Speech or Language Impairment (SLI), even if only in a consulting role. Their expertise provides an additional layer of insight into the concerns raised, ensuring that all issues are thoroughly considered and addressed.

The process of developing an ETR typically requires two full team meetings. The first is to develop a comprehensive plan which will review data already available through the IAT process, and determine what additional data needs to be collected or what evaluations need to be completed related to the child's suspected disability. Listed below are the disability categories the team will consider when completing the ETR planning page:

Autism	Orthopedic Impairment
Cognitive Disability	Other Health Impairment
Deaf-Blindness	Specific Learning Disability
Deafness	Speech / Language Impairment
Emotional Disturbance	Traumatic Brain Injury
Hearing Impairment	Visual Impairment
Multiple Disabilities	

A definition of each disability category can be found in Appendix A of this manual.

Below is a sample planning page that will be completed by the ETR team at the first ETR meeting.

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ETR Evaluation Team Report Planning Meigs Local Schools

EVALUATION PLANNING FORM (Required) Return to ETR Preschool Prior P-12 PDF

School Age Disability Determination

CHILD'S NAME: Karla Brown DATE OF PLAN

ID NUMBER

DATE OF BIRTH

TEAM CHAIRPERSON

SUSPECTED DISABILITY

TEAM MEMBERS

☒ INITIAL EVALUATION
☐ REEVALUATION

Insert Team Members

☐ Karla Brown

Default for Team Members Checkboxes

Karla Brown

Default Persons Responsible for Pop Up List

ASSESSMENT AREAS RELATED TO SUSPECTED DISABILITIES	DATA AVAILABLE	FURTHER TESTING NEEDED	PERSON RESPONSIBLE FOR ASSESSMENT AND REPORT
Information Provided by Parent		☐	
General Intelligence		☐	
Academic Skills		☐	
Classroom Based Evaluations and Progress in the General Curriculum		☐	
Data from Interventions		☐	
Communicative Status		☐	
Vision		☐	
Hearing		☐	
Social Emotional Status		☐	
Physical Exam/General Health		☐	
Gross Motor		☐	
Fine Motor		☐	
Vocational/Transition		☐	
Background History		☐	
Observations		☐	
Behavior Assessment		☐	
Adaptive Behavior		☐	
Other (specify)		☐	
Braille needs as determined by VI teacher or appropriately trained/licensed personnel		☐	
Audiological needs as determined by certified/licensed audiologist		☐	
Assistive Technology needs		☐	
Other		☐	

Sufficient data to determine eligibility
Additional data required to determine eligibility Check if further testing is needed

☐ The Team has taken into consideration limited English proficiency to plan this assessment
☐ The Team has taken into consideration possible sources of racial or cultural bias in planning this assessment

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Once the planning page has been discussed and areas of assessment and/or data collection have been determined and assigned to appropriate staff to complete, the district will obtain signatures on the planning page and will obtain written consent (form PR05) from the parent/guardian to proceed with the evaluations. A Prior Written Notice (PR01) is also completed and given to the parent to further explain the evaluation process and the plan moving forward. The parent/guardian will also be given a copy of *A Guide to Parent Rights in Special Education*.

As the ETR is being developed, interventions implemented through the IAT part of the referral process should continue to be provided to the student. Specific areas which will be addressed through the ETR include the information gathered through the intervention and the IAT process and the student's academic and/or behavioral response to those interventions. Within the ETR, individual sections will be labeled which will correspond with those decided upon and marked on the planning page. The ETR will not be considered complete without all agreed upon components of the planning page evident in the report.

Because ETRs can become quite lengthy, each is required to have a summary of all assessments at the end of the report. When assessments are completed by someone other than the school psychologist, the summaries for those assessments will be completed in the ETR by the assessor. This summary will provide a brief description of the findings in each area assessed in the report. The ETR will also contain a

description of the educational needs of the student, in language that is easily understood and is based on the results of testing. This description provides information on relative strengths and weaknesses of the student in regard to each area assessed and offers suggestions on methods and practices which may be used to address those areas.

The second ETR meeting occurs after all the assessments agreed upon through the planning meeting have been completed and involves the same team as the first meeting. **The second ETR meeting must occur within 60 calendar days of the first ETR meeting. The meeting also needs to be scheduled for a date & time that is two (2) weeks in advance of the 60-day deadline.** During the meeting, the school psychologist (or designee) will explain to the parent/guardian and the rest of the team which evaluations were completed, how the student performed on each evaluation and if the evaluation showed an educational need in each area that was evaluated. ETR meetings are typically led by the district's School Psychologist or the Speech Language Pathologist and involve the student's full team, as determined on the planning page, including a district and/or building-level administrator.

At the end of the meeting, the team will determine whether or not the student meets the eligibility criteria for special education or related services. The ETR is important because it specifies which services a student needs to make progress in the general education curriculum. If, for example, the team assessed fine motor skills through an occupational therapy evaluation, the outcome of that assessment would determine whether or not the student qualified to receive occupational therapy services. At the conclusion of the ETR review meeting, all participants will be asked to sign the Signatures page of the ETR (PR06) and mark whether they agree or disagree with the ETR findings. When disagreement is marked by a participant, he/she is required to attach an explanation as to why or what is specifically disagreed upon. The parent is then given a copy of the signed ETR and another copy of *A Guide to Parent Rights in Special Education*. The original ETR, with the original signature page, is sent to the special education coordinator's office.

For students who do qualify for special education services, the next step for the team members is to write an Individualized Education Program that specifically addresses the individual student's needs to successfully access grade-level curriculum according to his/her ability. Students who qualify for special education services will have a reevaluation for an ETR completed every three (3) years (or more frequently, if requested by a team member) to monitor progress and provide updated information to the educational team.

Summary of Evaluation Procedures

The district is committed to ensuring that all evaluations of students suspected of having a disability are conducted in a fair, thorough, and timely manner. Evaluations are designed to identify a student's unique needs and to provide the data necessary for determining eligibility for special education services under the Individuals with Disabilities Education Act (IDEA). All procedures are consistent with state and federal regulations and emphasize collaboration among staff, parents, and service providers.

Initial Evaluations

When a student is suspected of having a disability, an initial evaluation is conducted with parental consent. Evaluations are carried out by a multidisciplinary team that may include general education teachers, intervention specialists, related service providers, and the school psychologist. This process includes a

review of cumulative records, classroom work samples, behavior data, and other relevant information, as well as formal assessments. Multiple sources of data ensure that the evaluation reflects the student's overall strengths and needs.

Reevaluations

Reevaluations occur at least once every three years, or sooner if conditions change or if requested by a parent or teacher. The purpose is to determine whether the student continues to meet eligibility criteria, whether the disability continues to adversely affect educational performance, and what services and supports may be needed moving forward.

Evaluation Procedures and Assessments

All evaluations are nondiscriminatory and administered in the student's native language or preferred mode of communication whenever feasible. Assessments are carefully chosen to match the suspected area(s) of disability and are always administered by trained personnel in accordance with standardized instructions. A variety of tools are used—such as standardized tests, curriculum-based assessments, rating scales, and observations—to ensure that results are valid, reliable, and comprehensive.

Determination of Eligibility

Eligibility decisions are made by a multidisciplinary team that includes parents. Using the evaluation data, the team determines whether the student meets IDEA criteria for one or more disability categories and whether specially designed instruction is required.

Specific Learning Disability (SLD)

For students suspected of having a Specific Learning Disability, additional procedures are followed. The evaluation must document that the student is performing below expectations, confirm that the difficulties are not primarily the result of cultural factors, environmental influences, or lack of instruction, and include data on the student's response to scientific, research-based interventions.

Multiple Disabilities (MD)

For students suspected of having Multiple Disabilities, evaluations must address how the conditions interact and collectively impact the student's educational performance. This process requires collaboration among multiple specialists to ensure that the evaluation captures the complexity of the student's needs and informs the development of an appropriate educational program.

By following these procedures, the district ensures that evaluations are accurate, equitable, and useful for making informed decisions about eligibility and services. The goal is always to identify student needs in a timely manner so that appropriate supports and specially designed instruction can be provided to promote success in the general education environment.

Delivery of Services:

**Through assessments and evaluations completed by the ETR team, the student qualifies for special education services. How will he/she receive those services?*

The Individualized Education Plan (IEP):

The IEP is the method through which services which have been determined as appropriate and necessary through the evaluation process are developed, defined, and recorded. **A student must have an IEP completed within 30 calendar days of the ETR review meeting**, and then annually, one year minus one day from the **meeting date** of the current IEP. (IEP meeting date of 11/14/2023 is due for review on 11/13/2024) The IEP develops annual measurable goals for the student to work toward achieving through the use of specially designed instruction, also provided through the IEP. Each section of the IEP is more thoroughly explained below:

The IEP team will look very similar to the ETR team. Each IEP team must have the following participants:

- Intervention Specialist (IS) to act as the team leader (Special education teacher)
- Service providers, if needed (OT, PT, SLP)
- Principal or building administrator
- General education teacher of the student
- Parent
- Student (as appropriate, but MUST be invited if 14 years old or older)
- School psychologist (if needed)
- Special Education Director (if needed)

The Intervention Specialist is responsible for leading the meeting, reviewing previous IEP progress, reviewing information from recent ETR, securing necessary signatures, preparing copies of IEP and required documents for distribution, and for sending all information to the Special Education office upon completion of the IEP. If the student qualifies for special education services with a disability of speech/language, the SLP will step into the role of the IS for the IEP meeting.

** Individual sections of the IEP are defined at the end of this section.

Initial and Annual Review IEP Meetings:

Both Initial and Annual Review IEP Meetings are scheduled with the parent by the assistant principal or guidance counselor and the intervention specialist, who is responsible for communicating the date/time/location of meeting to all who are required to attend. Intervention specialists are to submit an IEP for review to the assistant principal/guidance counselor 3 days prior to the scheduled IEP meeting.

Acceptable methods of inviting parents/students to IEP meetings include:

- Person-to-person conversation
- Phone call
- Invitation sent through the mail
- Invitation sent home with student
- Email invitation (must print off and attach to IEP when meeting has been held)

Each written attempt to schedule a meeting must be done using the Parent Invitation document (PR02) (even for student invitations) and each attempt made, regardless of method chosen, must be documented on the Documentation of Attempts to Obtain Parent Participation form. Each is found in the FileMaker Pro program, "SameGoal", used by the district for special education. Multiple written attempts should be made on different PR02 forms. Although the same forms are used, student invitations must be separate from parent invitations. Documentation of attempts may be recorded on the same page as parent, as long as a differentiation is made as to whether the attempt was for the parent or the student. Once a time/date has been agreed upon and the IEP is completed, all documents that show attempts as well as the Documentation of Attempts page must be attached to the original IEP and sent to the special education coordinator's office.

IEP Meeting Checklist:

Originals of everything listed below must be submitted to the Special Education Office at the conclusion of the IEP meeting.

- Signed IEP
- Parent Invitation
- Student Invitation
- Attempts page—both parent and student
- Excusal form, if needed*
- Signed Autism and Jon Peterson Scholarship parent notification form**
- Signed copy of parent Notice of Required Comprehensive Eye Exam (initial IEP only) **
- Signed copy of AASCD (Alternate Assessment) Decision-Making Tool, (if applicable) **
- Prior Written Notice (PR01)

*An Excusal form must be completed and submitted for parent signature prior to the IEP meeting for any team member who has contributed to the IEP but is unable to attend the meeting. If the parent wishes to wait until that team member is able to attend, the meeting must be rescheduled; **however, the thirty-day timeline for initial IEP completion and the due date for annual review IEPs must be met.**

**Autism and Jon Peterson Scholarship parent notification forms, along with Notification of Required Comprehensive Eye Exam forms are available in each school office. The Alternate Assessment Decision-Making Tool must also be filled out prior to a decision being documented in the IEP. A copy of all required forms will also be emailed to the special education staff at the beginning of each school year

The IEP has been in place for some time, but we now feel we need to change some things. How is that done?

Amending an IEP:

Sometimes it is necessary to make a change to an IEP prior to the next scheduled annual review meeting. These changes may be to change demographic information, or to amend a goal, objective, accommodation, modification, etc. When the need arises to make an amendment to the IEP, the Intervention Specialist or Service Provider should follow these steps:

- *Contact the Special Education Coordinator and building administration to discuss the proposed amendment
- * Schedule a meeting or phone conference with parent to discuss proposed amendment
- *Document parent invitation and attempts (required even for phone conference)
- *Amend the IEP using the amendment form in the IEP program and collect required initials
- *Send copy of amended IEP and Prior Written Notice to parent.
- *Send a copy of the amended IEP attached to the original IEP, along with the Prior Written Notice and parent invitation and attempts pages to the special education coordinator's office.

An amendment **cannot** be used to change the placement of a student unless a formal meeting is held. The amendment does not change the dates of the IEP. The amendments made to the IEP should be attached to the back of the current IEP when sent to the parent and Special Education office.

Prior Written Notice and Procedural Safeguards (A Guide To Parent Rights in Special Education):

The purpose of Prior Written Notice (form PR01) is to notify a child's parents about any specific actions the district is proposing/planning to initiate regarding their child's educational plan, placement, or ETR or to inform the child's parent of a district's refusal to take actions. (Further information below)

Procedural Safeguards (previously, Whose IDEA is This) are provided to a parent to inform them of their rights to a "free and appropriate public education" (FAPE) for their child who does or may have a qualifying disability under special education law as well as to provide them with information and resources to aid in the understanding of supports and services available to their child through special education. Procedural Safeguards must be provided to the parent annually or upon their request.

The table on the following page outlines exactly when parents/guardians (or students at age of majority) should receive a PR01 and/or procedural safeguards.

When to Provide Prior Written Notice and Procedural Safeguards:

Special Education Event	Provide Prior Written Notice?	Provide Procedural Safeguards?*
Referral for suspected disability	Yes	Yes
Initial Referral by the parent	Yes	Yes
Initial Evaluation	Yes	Yes
IEP Meetings	After Meeting	Yes
Reevaluation with assessments completed	Prior to evaluation	Yes
Reevaluation without assessments completed	Prior to evaluation and after if parent does not attend	Yes
Reevaluation waived	Yes	Yes
Transfers from out of state/district	After IEP revision meeting	Yes
Change in placement	Yes	Yes
Change in type/amount of services	After IEP meeting	Yes
Exit from Special Education	Yes	Yes
District refuses services requested by parent	Yes	Yes
District proposes/refuses to change disability category	Yes	Yes
Transfer of Parent Rights at age 18	Before & After IEP meeting. It should be documented on PR01 which outlines IEP meeting.	Yes—parent and child
Manifestation Determination (MD) meeting	Yes	Yes
Upon receipt of a Due Process Complaint	Yes	Yes
Disciplinary Change in Placement	Yes	Yes
Revocation of parental consent	Yes	Yes

**If parent is offered Procedural Safeguards and refuses the copy, please indicate that offer and refusal on the PR01. (Also, on IEP if during an IEP meeting.)

Best practice suggests sending a Prior Written Notice (PR-01) to the parent for all special education events.

THE IEP:

Child's Information:

1. Please double check to make sure that you are using the most up-to-date demographic information for the child and the parent(s).
2. A child in foster care is considered a "ward of the state" and should be marked as such on the front page of the IEP. If surrogate parent information is not known, please check the school office or the special education office.
3. In the Other Information section, please click the information for the Autism/Jon Peterson Scholarship program. (The parents will also sign for this at the conclusion of the meeting.) Also, to be included in this section is relevant medical, custody, allergy, etc., information which may not be included in the child's profile.
4. Meeting Date—Should be the date that the IEP team convenes. If the parent has been invited and does not attend, the team should still meet and sign and then attempt to either reschedule or schedule a phone conference with the parent at their convenience.
5. IEP Timelines—If you are not sure of the ETR date, please check with the special education office or in the student file. The IEP effective dates should reflect the time it will take for the parent to receive the PR01 (if mailed, 2 days, minimum; if done at meeting, the IEP may start the next school day) with an end date that is one year minus one day from the **meeting** date.

Section 1--Future Planning:

This should include input from the parent as well as from the student, when applicable. If a transition plan is required for the student, the student should be included in future planning. This is *not* just what the teacher plans or hopes to see for this student.

Section 2--Special Instructional Factors:

Any item checked "YES" should be addressed in the IEP.

Does the child have behavior that impeded his/her learning or the learning of others? Check YES if the child has behavioral issues which were addressed in the ETR and/or in the classroom. If checked YES a behavior goal and/or behavior plan will need to be added to the IEP.

Does the child have limited English proficiency? Check YES if the student's native language or language used in his/her home is not English.

Is the child blind or visually impaired? Mark YES if there is documentation that this student is blind or visually impaired to a level that cannot be corrected with corrective lenses. If this option is chosen, section 15 Children with Visual Impairments, found in the "extra forms" section of the IEP program must be completed and attached to the IEP.

Does the child have communication needs? (Required for deaf or hearing impaired) Mark YES if the child has a documented hearing impairment, wears hearing aids, or requires an amplification system in the classroom, or uses an alternative communication system (PECS, ipad, etc). This should also be marked YES for students receiving speech/language therapy.

Does the child need assistive technology devices and/or services? Mark YES if the child wears hearing aids, uses a classroom amplification system, is in a wheelchair, uses PECs or an electronic device for communication, etc. (These devices should also be listed in the Assistive Technology portion of Section 7)

Does the child require specially designed physical education? Mark YES if the child requires adapted P.E.

Section 3--Profile:

The Profile should give an overview of the child and his/her current levels, but it does not need to be in measurable terms. The following information should be included in the Profile:

1. Information from the most recent ETR, including date and information relevant to goals or information included in the ETR that the team will *not* focus on for the duration of the IEP being written. This should **not** be a cut and paste from the ETR!
2. Successful accommodations and modifications used with this child.
3. Interests of the child both in and out of school.
4. Child's strengths and weaknesses/needs
5. State/District level assessment results
6. Any relevant medical/safety information
7. Progress toward meeting graduation requirements for grades 9-12
8. Early warning data - ABCs (attendance, behavior, course work) for grades 6-12
9. Any interventions or supports needed to get/stay on track to graduate with a regular diploma.

Section 4—Extended School Year Services (ESY):

Provision of Extended School Year Services (ESY) is necessary to prevent significant regression of skills or knowledge retained by the child so as to seriously impede the child's progress toward educational goals. Most students will show some regression over the long summer break. ESY is given to those students who experience significant regression that causes regression in their learning with the start of the new school year. For IEPs done before April 1 of the school year, a plan should be in place to revisit this section before the end of the school year to determine the need for ESY.

Section 5--Postsecondary Transition:

- This section of the IEP is required for students who are or will turn 14 or older during the duration of the IEP. The transition section should describe the child's needs relating to transition from school to work or postsecondary education. It should outline the student's anticipated course of study through high school as required to meet the goal set. **This section should also describe transition services/activities that reflect support for graduating with a regular diploma and not dropping out. The transition goals need to align with the Student Success Plan and/or Graduation Plan.** Post-secondary transition activities are never the responsibility of the student or parent, but, instead, a description of what the *teacher/school/district will provide* to the student in an effort to support their goal(s) identified in their plan.
- **Ohio has one diploma and does not have a certificate of completion. Therefore, students with disabilities cannot be counted as graduates receiving a regular high school diploma if they do so by meeting requirements not available to students without disabilities. Instead, they must be counted as receiving a certificate as stated within federal guidelines.**
- **Students with disabilities who are taking alternate assessments, excused from consequences of standard high school assessments or graduating by meeting their IEP goals are included in the total number of youth with IEPs who left high school but not the number of youth with IEPs who graduated with a regular high school diploma for this calculation. These students are not counted as graduates as required for this calculation.**
- This section of the IEP needs to be written in collaboration with the school counselor and/or career coach and include specific communication with parents about graduation requirements & progress at each grade level 8-12. There must also be communication with the student about locally available pathway options and any support needed (grades 8-12).

The Office for Exceptional Children has compiled a checklist for transition (Indicator 13 Checklist) which can be found on the ODE website and in Appendix B of this manual. When writing an IEP, please be sure to use the checklist to ensure that all required components of the transition plan are in place in the IEP. Post-secondary transition must be based on an Age-Appropriate Transition Assessment and the specific student's preferences, interests, needs and strengths.

As the student progresses toward graduation or exiting the program or district, the goals for transition should become narrower in focus and more specific to the student's individual goals.

Section 6--Present Levels of Academic and Functional Performance (PLOP):

1. Measurable baseline data to be used to create the annual goal immediately following it.
2. Concrete data detailing where the child is currently functioning.
3. Description of how the child's disability affects his/her progress in the general education curriculum.
4. How the child's current skills compare to those of typical, non-disabled peers.

The PLOP should provide measurable baseline data that will be used to create the annual goal immediately following it. The PLOP should include concrete data and provide information on where the child is currently functioning and where it is hoped the child will be in 12 months. The PLOP should also contain information about how the child's current ability in the specific content area compares to typical, non-disabled peers and relevant academic achievement of functional performance assessments that may include: formative assessments, curriculum-based assessments, transition assessments, and/or functional behavior assessments.

Please see the Present Levels of Performance Checklist in Appendix C of this manual.

Measurable Annual Goals:

Measurable annual goals are developed to provide specially designed instruction to meet the child's unique needs resulting from his/her disability, as determined through the Evaluation Team Report, to enable the child a greater chance of successfully progressing in the general education classroom. They should be prioritized, stated in measurable terms, and **directly relate** to the PLOP preceding it.

Measurable annual goals should directly relate back to the PLOP and should answer these questions:

1. Who?
*The student (name)
2. Will do what? (Clearly defined behavior or action the student will be expected to perform)
*Use action verbs—answer, match, count, define, spell, list, label, etc
3. To what level or degree
*Number of times per week, number of consecutive trials, number of minutes, accuracy level, speed, etc.
4. Under what conditions? (Situation, setting, given what materials...)
*Hand over hand, during circle time, in small group setting, with written prompts, using a graphic organizer, etc.
5. How will progress be measured? (Level the student must demonstrate for mastery and the number of times the student must demonstrate the skill or behavior)
*Checklist, work samples, classroom-based assessment, etc.

Please see the Goals and Objectives Menu in Appendix C of this manual for further assistance.

It is also important to remember that a behavior goal must be included if;

- You checked the box under special factors that states that the student has behavior which impedes his/her learning or the learning of others.
- The student has a current behavior plan or contract
- The student is identified as ED
- The student's behavior was addressed in the Profile section of the IEP.

A student who is identified as Intellectually Disabled should have an adaptive behavior goal unless the reason for not including one is clearly defined in the Profile section of the IEP.

Measurable Objectives:

Once the measurable annual goal has been developed, short term objectives or benchmarks must be developed to serve as a plan for mastering the annual goal. Objectives break the annual goal into smaller skill sets that, when mastered, allow the child to successfully attain the annual goal mastery level. These objectives are monitored to determine and report the student's annual goal progress. The same criteria that are required for an annual goal is also required for an objective, which must answer the following questions:

1. Who?
2. Will do what?
3. To what level or degree?
4. Under what conditions?

Method and Frequency for Reporting Child's Progress to Parent:

Progress toward mastery of annual goals must be reported out with the same frequency as grades are reported. Meigs Local School District reports grades at the interim and end of 12-week grading cycles at the primary, intermediate and middle school, and at interim and the end of 9-week grading cycles at the high school. All progress should be reported to parents in written form using the IEP based progress report generated through the IEP program. The Progress Reports need to reflect that the IEP team is responding to data to increase the likelihood of students staying in school and earning a regular diploma.

Section 7—Description of Specially Designed Services:

The services section of the IEP details what specially designed instruction, assistive technology, accommodation(s), modification(s), support for school personnel, and service to support medical needs are necessary to obtain each goal in the IEP as well as who will provide those services, where they will be provided, the amount of time devoted to each, where appropriate, and the dates the services will begin and end. Each service is defined below:

Specially Designed Instruction:

Description of how the content, methodology or delivery of instruction will be adapted to meet the unique needs of the child as related to his/her disability to ensure access to the general education curriculum to the extent possible for the child. **Specially Designed Instruction must be specifically described for each goal.** (Ex: (Student's) reading fluency instruction will include modeling, daily practice, pre-teaching of new vocabulary and weekly choral reading.) The amount of time reported for each area should be specific to the amount of time that the provider will spend

working on that specific goal and providing those listed specially designed instructional strategies to that student. In most cases, it should be reported as a weekly number of minutes.

Some important points to remember about SDI:

- SDI is what the TEACHER does to present information to the student that is DIFFERENT than what other students receive, to close the performance gap between students with disabilities and their general education peers.
- SDI should be based upon specific skills the student does not have which are necessary for them to improve their academic performance.
- To determine what SDI should be allowed for a student, the IEP team should look at the information provided through the PLOP and the Annual Goals. SDI should be goal-specific and individualized to the student for whom it is being addressed. A “one size fits all” approach to SDI is not acceptable. Each goal should have its own SDI.
- The SDI should be written so that anyone who reads it understands exactly what the teacher is providing for the student in relation to the goal the SDI addresses.
- SDI for each goal may be “lumped together” under that goal in section 7 as long as the same person is providing all the SDI in the same location for the same amount of time. If some portion of the SDI is provided in a different location or for a different amount of time or by a different provider, it should be listed separately with those differences identified.
- In the “Amount of Time” box on the IEP, only list the amount of time that will be spent on that specific SDI—not the time that is spent on that goal. For example, a student may spend 45 minutes in reading class each day, but only 15 minutes total per week working on decoding skills. The amount of time for that SDI would be 15 minutes and the frequency would be weekly. (It is best not to make the SDI frequency “daily” as this would require that missed time be made up.)

Related Services:

These services include speech/language services, physical and occupational therapy, audiology services, interpreting services, orientation and mobility services, counseling services including rehabilitative counseling, and medical services for diagnostic or evaluation purposes. These services are corrective or supportive in nature and are designed to assist the child with a disability to improve the success with which he/she is able to access the general education curriculum. The related service must also be clearly described in the same language used for the specially designed instruction. Time for these services should be determined in the same way as time is determined for specially designed instruction.

****All related service providers in the Meigs Local School District will be required to complete the Meigs Local School District Related Service Contact Log weekly.**

Assistive Technology:

This includes any device or service that directly assists a child with a disability to increase, maintain or improve their functional capabilities. Examples of items which may fall under the umbrella of Assistive Technology include, but are not limited to hearing aids, interactive tablets, computers, communication devices, wheelchairs, eating utensils, etc.

Accommodations:

Accommodations are put in place for a student to assist with accessing course content without altering the complexity of the information taught to a student. Accommodations are changes which are made in the way material is presented to a child or the way in which the child demonstrates learning, as well as changes in timing, setting, and scheduling. Accommodations must be described, for example: extended time not to exceed twice the time allowed for non-disabled peers, testing in one-to-one setting, shortened assignments requiring at least ½ the assignment required of non-disabled peers, etc. The type of accommodation and the extent to which it will be used must be clearly defined in the services section of the IEP. If the accommodations are not identical in all areas, each accommodation must be listed in a separate box under section 7.

Modifications:

A modification alters the content that is being taught to a student and the expectations for achievement of grade level indicators. Modifications result in the child being taught something different or being taught the same information but with the complexity of the material significantly altered from what is being taught to non-disabled peers. Modifications must be described, for example: use of curriculum one grade level below that of typical grade level peers, performance-based assessments instead of paper-pencil assessments, project-based assessments, etc. The type of modification and the extent of its use must be clearly identified in the services section of the IEP. If modifications are not identical in all areas, each must be listed in a separate box under section 7.

Support for School Personnel:

Support for school personnel provides support to those who may need assistance implementing a child's IEP. Additional supports may include a personal assistant, additional training or professional development for staff, specific equipment, or consultation with other professionals and the support provided for the *adults* in those roles. The support must be fully described.

Services to Support Medical Needs:

This includes any medical need for which a child may need support to receive a free appropriate public education (FAPE). This may include the dispensation of medications during the school day, insulin level checks with/without the school nurse, breathing treatment for asthma, intermittent

catheterization, etc. The services to support medical needs must be fully described, although it is not necessary to tie the service to a specific goal.

Please see the Section 7 Clue Sheet and Specially Designed Instruction Rubric in Appendix D of this manual for further assistance.

Section 8--Transportation as a Related Service:

The key phrase in this section is "related service." This section of the IEP addresses what the student needs in order to access FAPE. Some students may need transportation on a bus which accommodates those with physical handicaps. Others may need a harness on the bus or a wheelchair lift. If any special accommodation is needed for a student, the IEP should address it in this section. It will then be the responsibility of the assistant principal or the guidance counselor to make the special education office aware of those needs so that they can be secured for the student through the transportation coordinator's office.

Because all related services are provided on campus, students will typically not need transportation to provider services; however, if the situation would occur where transportation is needed, the transportation coordinator should be included in the IEP meeting.

Section 9--Nonacademic and Extracurricular Activities:

All students in the Meigs Local School District are afforded the same opportunities to participate in all activities both in and out of the classroom, including extracurricular activities, regardless of whether the student has a handicapping condition. If a student is participating in an extracurricular activity and requires special transportation to participate, that should be defined in this section and, as above, the assistant principal or guidance counselor should notify the special education coordinator's office to schedule that transportation.

Section 10--General Factors:

The general factors section of the IEP should be done at the IEP meeting with the input of the team. Any area of concern (any area marked "No" by the team) should be addressed in the IEP before it is completed and signed.

Provision of Extended School Year Services (ESY) is necessary to prevent significant regression of skills or knowledge retained by the child so as to seriously impede the child's progress toward educational goals. Most students will show some regression over the long summer break. ESY is given to those students who experience significant regression that causes regression in their learning with the start of the new school year. For IEPs done before April 1 of the school year, a plan should be in place to revisit this section before the end of the school year to determine the need for ESY.

Section 11--Least Restrictive Environment:

For all students with disabilities, the least restrictive environment is the general education classroom; however, for some students with more severe disabilities, it is necessary to provide services and/or instruction outside of that setting. This section of the IEP addresses where the student will receive instruction and, if necessary, explains the extent to which a student will not be in the general education classroom. The justification for deciding to remove a student from the classroom for instruction or related services should:

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

Section 12--Statewide and Districtwide Testing:

This part of the IEP is used to determine and document what allowable accommodations a student will receive on statewide and districtwide testing. Also required are the assessment title and a detailed explanation of the accommodation being provided to the student. If questions arise while making these determinations, the team is encouraged to use *Ohio's Accessibility Manual*, available on the Ohio Department of Education website to answer those questions. It should be noted that for a student to receive an accommodation on either state or district tests, it must be an accommodation that is used regularly in the classroom and documented as such in the accommodations section of the IEP (Section 7).

Alternate Assessment:

For students with significant cognitive disabilities, Ohio offers the AASCD (Alternate Assessment for Students with Significant Cognitive Disabilities) as an alternative to traditional testing required of all other students. The AASCD is aligned to Ohio's Learning Standards-Extended and will be administered by grade band (3-5, 6-8, and High School). The decision to allow a student to participate in the AASCD should be made at the annual review IEP meeting and should be based on various data used to measure the abilities of the student. The flow chart that should be completed by the team during the IEP meeting as part of this determination and is included in Appendix E of this manual and through a link on the IEP form. If it is determined that a student will participate in the AASCD, then there must be consideration of "Alternative Pathway" options.

Section 13—Exemptions:

If a student is determined to be eligible for exemption from testing or from the consequences assigned with not participating in an assessment, those exemptions and justifications must be made and explained in this section of the IEP. The section labeled, "Graduation Tests" is only to be completed for students who are high school age or older and should be completed for each course assessment from which the student is being exempted. However, if it is determined that a student will be excused from the consequences of not passing the EOC exams there must be a consideration of "**Alternative Pathway**" options for graduating with a diploma.

Section 14--Meeting Participants:

All members of the IEP team who are present for the IEP meeting are required to sign this page of the IEP. If a member is not present *and has been excused by the parent*, he/she would sign the bottom section of the IEP and make sure that a written excuse, signed by the parent, is on file and attached to the IEP.

Section 15--Signatures:

It is on this page that the parent either agrees or disagrees with the plan set forth in the IEP and where documentation of any change in a student's placement is approved.

Parent consent is required if:

- It is the student's initial IEP.
- A change in placement is recommended.
- A parent or a student, at age 18, wishes to revoke consent for special education and related services.

This page also provides the opportunity to document that a signed copy of the IEP and Procedural Safeguards were given to the parent at the IEP meeting.

A very important section of the Signatures page is the **Transfer of Rights at Majority** section.

Transfer of Rights at Majority:

When a child with a disability reaches the age of majority under Ohio law (18 years of age) all rights accorded to the parent under Part B of the Individual with Disabilities Education Act and Chapter 3323 of the Ohio Revised Code transfer to the child. To ensure compliance with that law, the intervention specialist or service provider in charge of the IEP should:

*Notify parents prior to the child's 17th birthday that the transfer of rights occurs on the student's 18th birthday.

*Notify the student that the transfer of rights will occur when he/she turns 18 and provide them with a copy of the Procedural Safeguards.

*Have the parent and student sign and date the back page of the IEP showing they have been notified of the transfer of rights.

**Timeline for submission of information for the process of referral from IAT to ETR and ETR to IEP are included in Appendix E of this manual*

Data Management, Reporting, and Compliance Procedures

In alignment with the requirements of the Office for Exceptional Children (OEC) and to ensure full compliance with federal and state mandates, the district has established comprehensive policies, practices, and procedures for managing and reporting student data, specifically as it pertains to special education. These procedures are designed to support accurate, timely, and secure data submission in accordance with Ohio Administrative Code Rule 3301-14-01, the Individuals with Disabilities Education Act (IDEA), and relevant sections of the Ohio Revised Code (ORC).

To support ongoing compliance and internal accountability, the district maintains an Internal Monitoring Team (IMT) composed of the Special Education Coordinator, the Special Education Secretary, building administrators, school psychologist(s), and the EMIS Coordinator. This team is responsible for reviewing data quality, identifying discrepancies, and implementing corrective measures to ensure accuracy in special education reporting.

The district uses the Education Management Information System (EMIS) as the central platform for managing all student and staff data. The EMIS Coordinator oversees the system's integrity and ensures that updates, validations, and submissions are completed in accordance with state guidelines. Staff members responsible for data entry receive regular training and support to promote consistent and accurate input across buildings and departments.

The district submits data to the Ohio Department of Education & Workforce (ODEW) in accordance with Rule 3301-14-01 of the Administrative Code and 20 U.S.C. §1418. These submissions include child count, placement information, attendance data, discipline data, and other federally required indicators. Data is collected from multiple sources (including SameGoal & Infinite Campus), verified at the building level, and reviewed by the IMT prior to submission to ensure accuracy and completeness.

Data is collected at the building level by authorized staff, including general education and special education personnel, and then securely transferred to the EMIS Coordinator. Regular data uploads and synchronization occur throughout the school year. Data is reviewed internally at multiple checkpoints before being reported to the Department. The district follows the collection, transfer, and reporting requirements outlined in ORC 3301.0714, divisions (A)(2) and (D).

The district prioritizes data security and student privacy in accordance with ORC 3301.0714 and FERPA (20 U.S.C. §1232g). All EMIS users are required to use secure logins with role-based access. Personally identifiable information, such as social security numbers, is not included in any state reports. Data is stored

securely and retained per the Ohio Records Retention Schedule, with special education records kept post-exit from services.

The process for compiling data includes multi-level reviews and validations. Initial data is entered by staff closest to the student (teachers, related service providers, psychologists) and then reviewed by building and district-level personnel. The EMIS Coordinator uses built-in system tools and error reports to identify inconsistencies and to ensure that final submissions meet all criteria outlined in ORC 3301.0714 divisions (A)(3) and (E).

Each year, the district publishes data in compliance with ORC 3301.0714 divisions (A)(4) and (F), ORC 3319.32, ORC 3319.321, and FERPA. This includes data related to district performance, graduation rates, discipline, and special education indicators. Public reports exclude all personally identifiable information and are posted in accessible formats on the district website.

Access to the EMIS platform is strictly limited to authorized personnel based on job responsibilities. Access permissions are reviewed annually. All users are required to complete training on data security and confidentiality policies. Activity logs are maintained to ensure accountability and to detect unauthorized access or modifications.

To mitigate reporting errors, the district conducts regular internal audits and cross-verification processes. Monthly data meetings are held among the IMT to discuss anomalies, review upcoming deadlines, and coordinate data reviews. The district uses Level 1 and Level 2 EMIS reports to identify and correct errors prior to final submission. Building staff are trained annually on proper data entry and documentation procedures, with ongoing support available throughout the year.

These procedures reflect the district's commitment to maintaining high standards of data integrity, security, and compliance. Through collaboration between departments and continuous monitoring, the district ensures that all required data is accurately captured, securely managed, and appropriately reported to support both student outcomes and federal/state accountability measures.

Role of General Education Teacher:

**Once a child has been evaluated and is receiving services through an IEP, does the responsibility of the student transfer to the Intervention Specialist?*

In a word, NO!

The task of providing a free appropriate public education (FAPE) to every student in the district, regardless of disability, is the responsibility of the entire school community. Although Intervention Specialist will ultimately be responsible for ensuring that a student's IEP is being followed and for creating a new IEP or amending a current when needed, the job of educating the student falls to all teachers who instructor interact with the student. Whether developing lesson plans with an intervention specialist to provide needed accommodations or modifications for a student with a disability, providing differentiated instruction to a classroom to include and reach all students regardless of learning style, or collaborating in the development of the ETR and the IEP, students with disabilities are a shared responsibility among all staff members.

Summary of Performance (OP-8):

The Summary of Performance document reflects the graduation pathway completed by the student as well as the supports/services provided to accomplish the pathway. The Summary of Performance is required when a student exits from special education services by "aging out" or graduates. IDEA does not explicitly require a Summary of Performance for students who are leaving school before the end of their entitlement period for other reasons. However, ODE recommends that districts provide it anyway.

Discipline:

**Is a child on an IEP disciplined the same way as a student who does not receive special education services?*

Not necessarily. While general school rules and policies apply equally to all students in The Megs Local School District, the administration of discipline may look different on a case-by-case basis, most especially when dealing with students with disabilities. In some cases, the school district may have to continue providing special education services to a child with a disability, even after the district has suspended, expelled or otherwise removed your child from his or her current educational placement (refer to the child's IEP for more information on his or her current educational placement).

Educational Placement and Alternatives:

If a child is removed from his or her current educational placement for violating school district rules for *fewer* than 10 consecutive school days, the district does not have to provide the child with special education services during that time. If the child is removed from school for *more* than 10 consecutive school days, the school must continue to provide the child with special education services, even if it is in another educational setting (for example, another classroom, building, or at the student's home). If the school district removes a child from his/her current placement for more than 10 consecutive school days in the same school year, it is considered a change of the child's educational placement. **(This includes "Emergency Removals.")** If the school district has removed a child from his or her current educational placement on separate occasions (a series of removals) that add up to more than 10 days in a school year, the district must determine if those removals constitute a change of the child's educational placement. (*A Guide to Parent Rights in Special Education*, p. 29)

If through a proposed discipline a change in placement will occur or if the student is being recommended for expulsion, the district has ten days to conduct a Manifestation Determination (MD) meeting which should include the child, the parent/guardian, all teachers responsible for implementing the child's IEP, the school psychologist, and building administration. Prior to the meeting the parent/guardian must be supplied with written notice of the proposed discipline, a written invitation to the MD meeting, Prior Written Notice, and a copy of procedural safeguards.

The MD meeting will review the incident leading up to the proposed discipline, any previous records of discipline which apply to the current school year, the student's IEP to ensure implementation, and, when applicable, the child's behavior plan and any new information the parent may wish to share with the team.

After review of all documents and discussing the issues addressed through the IEP and the ETR, the team must determine if the incident in question is a manifestation of the child's identified disability or not.

If the team determines that the behavior **was** a manifestation of the child's disability, the child must be returned to his/her original placement and the IEP team must convene within ten days to conduct a Functional Behavior Assessment (FBA) if not already part of the student's file and write a Behavior Intervention Plan (BIP). If the student currently has a BIP, the team will need to review and revise the plan as necessary. (More information on both the FBA and BIP can be found in the following section of this manual.)

If the team determines that the behavior **was not** a manifestation of the child's disability, the district may continue with the discipline as proposed.

More information on discipline can be found on pages 29-31 of *A Guide to Parent Rights in Special Education*, available on the ODE website or by request in any Meigs Local School District office.

**A student in my classroom has very disruptive behavior. What can I do to get assistance for the student and for myself?*

The first step in addressing any concerns, whether academic or behavioral, is to begin the Intervention Process.

FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLAN (FBA/BIP):

As part of the Intervention Process, it may become necessary to do a Functional Behavior Assessment and a Behavior Intervention Plan. Both are explained in greater detail below.

According to the Ohio Department of Education Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion, **a Functional Behavior Assessment (FBA)** 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 impeding behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success." **A Behavior Intervention Plan (BIP)** is a plan that is based on the FBA. A BIP can help to replace a student's problem behaviors with more positive behaviors.

When a student is exhibiting behaviors that impede the learning of him/herself or others, the classroom teacher will contact his/her building administrator to begin the intervention process. If during that process, it is determined that an FBA/BIP may be appropriate for the student, the building administrator will contact the school psychologist assigned to that building to begin the process of completing an FBA and a BIP.

The school psychologist in conjunction with the building administrator will be in charge of scheduling a meeting with the student's parent/guardian, educational team, building administrator and the school psychologist assigned to that building. After the meeting, if the team determines that conducting an FBA is

appropriate and the parent consents, the school psychologist will complete the assessment. Upon completion, the school psychologist will reconvene the team to share the results of the assessment.

If it is determined through the FBA that the student would benefit from a Behavior Intervention Plan (BIP), the team, led by the school psychologist, will complete the plan and determine the appropriate amount of time for implementation before the team reconvenes to determine the plan's efficacy.

If the student for whom the FBA/BIP was developed is a student already receiving special education services, the plan will be attached to that student's IEP and will be reviewed annually as part of the IEP review process.

Both the FBA and the BIP are considered assessments by the Meigs Local School District, and therefore must only be completed with parent consent and by a school psychologist.

****District forms used for the FBA and BIP can be found in Appendix F of this manual.***

Career Tech:

**What career training is available at Meigs High School to students who are on an IEP and interested in pursuing a career in a skilled trade, applied science or technical field?*

The Meigs Local School District contains one of the unique comprehensive high schools in the State of Ohio in that it offers a complete academic and career and technical offering under one roof. The high school also offers the career and technical programs to the two other high schools, Eastern High School and Southern High School, in Meigs County.

In the spring of their sophomore year, students from Eastern and Southern High Schools are invited to tour Meigs High School and learn about the Career Tech programs offered. Following their home school policy, the students who are interested in attending Meigs High School as a career tech student complete their course scheduling for the upcoming school year and the guidance counselors in the two districts contact Meigs High School guidance to inform them of what students they will be sending into which career tech programs.

Students from all three districts (Meigs, Eastern and Southern) who are served on an IEP and are not enrolled in college preparatory classes are strongly encouraged to choose a career tech path. Career tech provides educational programs that specialize in the skilled trades, applied sciences, modern technologies and career preparation. Once the students from outside the district have chosen to attend Meigs High School, it is the responsibility of the home district and the requirement of the career tech program, that the student have a current and comprehensive ETR and IEP completed prior to enrolling in their chosen program. Once a student is attending Meigs High School through the career tech program, progress monitoring for IEP and annual review and/or amendment of the IEP becomes the responsibility of Meigs High School, although participation by the student's home school is required; however, if additional evaluations are required through the ETR process, that testing is the responsibility of the student's home district.

Protocol for Tracking Early Warning Data & Student Progression to the Next Grade or Graduation:

MLSD in cooperation with Each Child on Track (ECoT) aims to ensure systematic and consistent tracking of student data related to attendance, behavior, and curriculum to identify at-risk students and provide timely interventions.

Tracking of Indicator Data:

- Attendance:
 - High School – 10% or more of instructional time (absences).
 - Middle School – 20% or more of instructional time (absences).
- Behavior:
 - High School & Middle School – Number of Suspensions or Expulsions
- Course Performance:
 - High School – Failure in one or more courses OR Earned a 2.0 or lower GPA (4-pt scale)
 - Middle School – Failure in English Language Arts or Mathematics Course.

We will report this data Quarterly and share it with the district ECoT team members who will then disseminate the data with TBTs and the high school "Solution Teams" for attendance and student at-risk. The members of the Solution Teams will also be tracking the same types of data through Infinite Campus's Early Warning System, which will be shared at the ECoT team meetings. Additionally, in compliance with HB 410, communication will be made with the students & parents/guardians and individualized interventions provided to the students as needed.

Graduation Rate and Dropout Rate Compliance

Graduation Rate

The district shall maintain policies and procedures to ensure that students with disabilities, ages 14 through 21, graduate by meeting the same requirements as students without disabilities. Revisions shall include:

1. **Credit Requirements**
 - Students with disabilities shall obtain the required 21 credits for graduation in alignment with state and district standards.
 - Accommodations and modifications in instruction or assessment may be provided as determined by the IEP, but graduation requirements shall remain equivalent to those for nondisabled peers.
2. **Progress Monitoring**
 - The district uses an Early Warning System (EWS) to track progress toward graduation for all "at-risk" students including those with disabilities.
 - Progress shall be reviewed regularly through IEP meetings, Building & District Level Team meetings, Each Child on Track meetings, and "At-Risk Solution" Team Meetings.
 - These At-Risk teams will track student achievement by cross-referencing IEPs, Student Success Plans, and Graduation Plans.

3. Graduation Exemptions

- The district has established procedures to review and determine the appropriateness of any graduation exemptions.
- Decisions regarding exemptions shall be documented, justified, and approved by the IEP team in accordance with state law and district policy. However, if it is determined that a student will be excused from the consequences of not passing the EOC exams there must be a consideration of “**Alternative Pathway**” options for graduating with a diploma.

Dropout Rate

The district shall maintain policies and procedures to ensure appropriate interventions, documentation, and follow-up for students with disabilities, ages 14 through 21, who withdraw or are at risk of dropping out. Revisions shall include:

1. Credit Deficiency Interventions

- The district provides opportunities for students with disabilities to recover or earn credits needed for graduation.
- Options may include credit recovery programs, extended learning opportunities, online coursework (VLA), or alternative scheduling.
- Graduation plans coordinated with a student’s IEP will address any credit deficits by offering alternative pathways to graduation through vocational opportunities, industry credentials, and graduation seals.

2. Dropout Prevention Tracking

- The district maintains the EWS and the At-Risk Team tracks and evaluates dropout prevention strategies and interventions.
- Data shall be reviewed regularly to determine the effectiveness of interventions and guide future planning.

3. Withdrawal Documentation and Follow-Up

- The district documents/tracks student withdrawals through Infinite Campus, EMIS, & ODDEX to include:
 - ♣ Date and school of withdrawal
 - ♣ Reason(s) for withdrawal
 - ♣ Alternatives recommended to the student
 - ♣ Verification of last known and attempts to verify the anticipated address
 - ♣ Follow-up actions taken by district staff, if any
- Records shall be maintained in accordance with state and federal requirements.

Preschool Special Education:

**My four-year-old seems behind his/her siblings and peers. Are special education services offered to preschoolers?*

The Meigs Local School District partners with the Athens Meigs Educational Service Center and Carleton School to provide preschool services to students at Bradbury Learning Center and Carleton Preschool. Preschool screenings are scheduled a minimum of two times during each school year and are communicated to the public through social media, radio advertising, the local newspaper, and fliers in local restaurants, doctor's offices and notes sent home with all Meigs Local school-aged children. Screenings include general vision and hearing, speech/language, social/emotional, and preschool academic skills. Concerns or deficits in any area are then referred to the district for either further assessment or monitoring. If a student is found to be a student with a disability, an IEP is developed, and services are provided to that student. Services in speech/language, occupational therapy, physical therapy, and itinerant services are available on site at each preschool location.