

# Sidney City Schools Procedures & Practices for Students with Disabilities for Graduation

## I. Policy Implementation Steps

### Step 1: Annual Review of Policies

- Action: Conduct a yearly review of policies P.O. 5460.02, P.2460, P.O. 2413, and P.O. 5460 to ensure compliance and effectiveness.
- Who: District leadership team (DLT), special education coordinators, building principals.
- Timeline: Annually before the start of the school year.
- Outcome: Updated policies and procedures aligned with federal and state laws.

### Step 2: Success and Graduation Plans

- Action: Develop and implement Success Plans (Grades 6-8) and Graduation Plans (Grades 9-12) for identified students with disabilities.
- Who: Special education teachers/case managers, counselors, students, parents.
- Timeline: Within the first 30 days of school and reviewed quarterly.
- Outcome: Individualized plans supporting academic success and graduation readiness.

### Step 3: Leadership Teams to Support Early Warning Systems

- Action: Establish District Leadership Teams (DLT), Building Leadership Teams (BLT), and Teacher-Based Teams (TBT) to oversee the Early Warning System (EWS).
- Who: Administrators, Intervention Specialists, General Education Teachers, Counselors.
- Timeline: Ongoing, with meetings held quarterly/monthly.
- Outcome: Data-driven identification and intervention for at-risk students.

### Step 4: Develop a Multi-Tiered System of Supports (MTSS)

- Action: Implement Tiered Support Systems to address academic, behavioral, and attendance concerns.
  - Who: Special education and general education teachers, school psychologists, principals
  - Timeline: Throughout the school year, reviewed quarterly.
  - Outcome: Targeted interventions to support student growth and prevent dropouts.
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### **III. Implementation Practices and Daily Actions**

#### **A. Positive Reinforcement Strategies within the Classroom**

- Implement PBIS (Positive Behavioral Interventions and Supports)
- Provide daily verbal praise, behavior tracking systems, and incentives
- Offer sensory breaks and mindfulness exercises for emotional regulation

#### **B. Virtual Learning Support System for SWD**

- One-on-one tutoring for students in virtual programs
- Provide tech support and accommodations in online platforms
- Weekly virtual check-ins with special education teachers
- Implementation of restorative circles and trauma-informed teaching practices

#### **C. IEP Process and Review Cycle**

- Initial Evaluation:
  1. Teacher submits a referral with data collected from tried interventions within the classroom for evaluation.
  2. Administrative review of referral.
  3. Parent meeting scheduled within 10 days.
  4. Evaluation conducted and eligibility determined within 60 days.
- IEP Development:
  1. IEP meeting scheduled within 30 days after eligibility is confirmed.
  2. Goals and accommodations established with student and parent input.
  3. Implementation and quarterly progress monitoring.

#### **D. Early Warning System (EWS) for At-Risk Students in Special Education**

- Teacher Referral Process:
  1. Identify students showing signs of academic, behavioral, or attendance struggles.
  2. Submit referral form and collected data on interventions to administrator.
  3. Administrator reviews data and convenes TBT meeting.
- Administrator Review & Parent Meeting:
  1. Conduct a team-based data review.
  2. Schedule a parent-student meeting within two weeks of identification.
  3. Assign intervention strategies (e.g., mentoring, tutoring, behavior intervention plan).

#### E. Credit Recovery/Remediation Process

- Online Course Support (Naviance):
  1. Identify students needing credit recovery/remediation in core subjects.
  2. Enroll students in online courses.
  3. Provide weekly check-ins and academic support from Intervention Specialists.
  4. Monitor student progress and provide feedback.
- After-School Credit Recovery Program:
  1. Offer structured in-person support for students needing credit recovery.
  2. Ensure certified instructors are available for individualized instruction.
  3. Weekly progress reports shared with students, parents, and counselors.

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#### IV. Leadership Team Data Review Process

Team	Focus Areas	Meeting Frequency	Data Reviewed
DLT (District Leadership Team)	Policy alignment, MTSS implementation	Quarterly	Graduation rates, IEP compliance, attendance trends
BLT (Building Leadership Team)	School-wide interventions, EWS monitoring	Monthly	ABC data (Attendance, Behavior, Coursework)
TBT (Teacher-Based Team)	Individual student interventions, instructional planning	Bi-weekly	Student progress in ELA, Math, behavior, credit recovery