



The Academy For Urban Scholars High School

All Campuses

Special Education Department Manual



Table of Contents

Introduction

- **Mission Statement:**
- **Vision Statement:**

Legal Framework

- **Federal Laws**
- **State Laws**
- **Key Definitions**

Section 1

Identification and Assessment

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

Section 2

Individualized Education Program (IEP)

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



Section 3

State and District Testing

- Accommodations
- End of Course Exams
- Alternate Assessment

Section 4

Graduation Requirements

- Options for High School Graduation
- Course Requirements
- Social Graduation

Section 5

Prior Written Notice

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

Section 6

Education Management Information System (EMIS)

- Student Disability Categories
- Outcome IDs for Every Event Requiring a Code

Section 7

Student Discipline and Compliance

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

Section 8

Section 504 Planning and Compliance

- 504 Plans



Section 9

Professional Development

- *Training Programs: Opportunities for staff development and training.*
- *Certification Requirements: Necessary certifications and ongoing education for special education staff.*

Section 10

Collaboration and Communication

- Parent Involvement: Encouraging and facilitating parent participation.
- Interdisciplinary Collaboration: Working with other professionals (e.g., speech therapists, occupational therapists).
- Community Partnerships: Building relationships with community organizations.

Section 11

Policies and Procedures

- Dispute Resolution: Processes for resolving disagreements between parents and the school.
- Emergency Procedures: Protocols for handling emergencies involving special education students.

Section 12

Appendices

- Forms and Templates: Include necessary forms and templates for IEPs, assessments, and referrals.
- Resources: List of additional resources, such as websites, books, and organizations.



Introduction

Mission Statement:

At the Academy for Urban Scholars (AUS), our mission is to empower students to become college-ready, work-ready, and socially responsible leaders. We foster critical thinking, resilience, and lifelong learning to prepare them for success in a diverse global community.

Vision Statement:

The vision of the special education department at The Academy for Urban Scholars can be summed up into three words:

- § **Empower**: Students will be able to advocate for themselves and make life happen, rather than allowing life to happen to them!
- § **Educate**: Students will acquire skills in reading, writing, and math, as well as in industry skills and soft skills so that they can navigate their world.
- § **Independence**: Students will foster skills that allow them to live independently of any public assistance system, and in such a way that their lives are financially sound, and their families are taken care of.



Legal Framework

Federal Laws:

Education for all Handicapped Children Act: Passed by Congress in 1975, this was the first special education law directed at students with physical and mental disabilities. The law stated that public schools must provide children with special needs with the same opportunities for education as other children. It also required any public school that received federal funds to provide one free meal a day for these children.

The mission of this act was to:

- make special education services accessible to children who require them;
- maintain fair and appropriate services for disabled students;
- institute systematic evaluation requirements for special education; and
- endow federal resources to public schools for the education of disabled students.

Individuals with Disabilities Act: The Individuals with Disabilities Education Act, or IDEA, was created in 1990 and is a modification of the Education for All Handicapped Children Act. This law ensures that special needs students receive appropriate free public education in the least restrictive environment necessary to meet those students' needs. It helps students receive the extra assistance they need but allows them to participate in the same activities as children without special needs whenever possible.

No Child Left Behind: In 2001, the Elementary and Secondary Education Act, commonly known as the No Child Left Behind Act, called for schools to be accountable for academic performance of all students, whether they had disabilities. The act requires schools in every state to develop routine assessments of students' academic skills. While it does not stipulate that these assessments meet a national standard, the law does oblige each state to come up with its own criteria for evaluation. No Child Left Behind provides incentives for schools to demonstrate progress in students with special



needs. It also allows students to seek alternative options if schools are not meeting their academic, social, or emotional needs.

State Laws:

Ohio Revised Code: Please use the link to view the Ohio Revised Code as it relates to Special Education: [Ohio Revised Code](#)

Key Definitions

To ensure common understanding, below are definitions of foundational terms:

- **IDEA (Individuals with Disabilities Education Act):** A federal law ensuring services to children with disabilities. It governs how states and public agencies provide early intervention, special education, and related services.
- **FAPE (Free Appropriate Public Education):** A provision of IDEA that guarantees special education and related services are provided at no cost to the family, designed to meet individual needs and prepare students for further education, employment, and independent living.
- **LRE (Least Restrictive Environment):** A requirement that students with disabilities are educated with their non-disabled peers to the greatest extent appropriate.
- **IEP (Individualized Education Program):** A legally binding document that outlines a student's special education program, including goals, services, accommodations, and placement.
- **ETR (Evaluation Team Report):** The formal multidisciplinary evaluation that determines eligibility under IDEA.
- **SDI (Specially Designed Instruction):** Instruction that is tailored to meet the unique needs of a student with a disability.
- **FERPA (The Family Educational Rights and Privacy Act):** US federal law that protects the privacy of student education records. It applies to all schools that receive funding from the US Department of Education.
- **HIPPA (Health Insurance Portability and Accountability Act):** Is a federal law enacted in 1996 to protect sensitive patient health information
- **Ohio Operating Standards:** State regulations aligned with IDEA that further define special education processes, timelines, and requirements in Ohio schools.



Section 1

- Getting Started/ **Beginning of the Year Procedures**
- Evaluation Team Report (ETR) Compliance Timeline
- Individual Education Program (IEP) Compliance Timelines
- New Student Procedures- Adoption/Amendment
- FAQs



GETTING STARTED

Beginning of the Year Procedures

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

- Beginning of Year Procedures
- EMIS Protocol
- Uploading a Transfer IEP
- Generate EMIS IEP
- Transfer ETR and Generate EMIS

SameGoal

All special education staff are required to use SameGoal for writing student IEPs, ETR Part 1, Progress Reports, Section 504 and any other necessary forms.

- [Link: SameGoal](#)
- [Link: SameGoal General Training Video](#)
- [Link: SameGoal User Guide](#)

End of Year Close Out Procedure

Checklist



CHILD FIND and the EVALUATION TEAM REPORT (ETR) COMPLIANCE TIMELINES

Child Find

Each educational agency shall adopt and implement written policies and procedures approved by the Ohio department of education, office for exceptional children, that ensure all children with disabilities residing within the district, including children with disabilities who are homeless children or are wards of the state, and children with disabilities attending nonpublic schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated as required by the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004, December 2004 (IDEA) and federal regulations at 34 C.F.R. Part 300 (October 13, 2006) pertaining to child find, including the regulations at 34 C.F.R. 300.111 and 300.646 .

- [Resource: Ohio Department of Education Child Find Review Guide](#)
- [Child Find](#)

Consent for evaluation

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



Conducting the Evaluation

- **Within 60 days from receipt of parental consent to evaluate a child**, the school district will conduct a comprehensive initial evaluation of the child to identify the child's educational needs and to determine if the child is a child with a disability. For instance in calculating the 60-day timeline, refer to *Child Find Clarification Related to Calculating 60 days*, Ohio Department of Education, Office for Exceptional Children.
 - If the school district is using a Multi-Tiered Systems of Supports (MTSS) process, the district cannot use this process to reject a referral or delay the provision of a timely initial evaluation because a child has not participated in the MTSS process (*OSEP letter to State Directors of Special Education, January 21, 2011*)
 - If the school district has not implemented an MTSS process and it receives a request for an evaluation from parents, the school district cannot begin the MTSS process apart from the evaluation timeline. The district must complete the MTSS process and the evaluation within the 90-day timeline from the date of the referral (30 days from date of referral and 60 days from parental consent) unless the district does not suspect a disability.

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

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

Or

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

When the existence of a specific learning disability is being determined; the 60-day timeline also can be extended with mutual written agreement between the parents and eligibility team if additional data are needed that cannot be obtained within the 60-day timeline.



EVALUATION TEAM REPORT (ETR) AND DOCUMENTATION OF ELIGIBILITY STATUS

Ohio Department of Education Evaluation Roadmap

ETR Development Video

Triennial reevaluations are required to determine continued eligibility of special education services. Waiving a reevaluation is NOT permitted. Reevaluation teams are required to either complete a record review, OR complete a partial or full reevaluation.

Within 14 days from the date of eligibility determination or the determination of continued eligibility and prior to the next IEP meeting, the school district of residence must provide the parents a copy of the evaluation team report and the documentation of determination of eligibility.

Preschool Note Timelines reflect the maximum number of days. For children transitioning from Help Me Grow, timelines may be less than 120 days since an IEP must be implemented by the child's third birthday.

Re-Evaluation:

- A RETR, including any additional assessments to be conducted as a result of the planning meeting, **must be completed by the three-year anniversary date** of a child's previous evaluation. **The last day the previous evaluation is effective in three years minus one day.**
- A RETR must be conducted to make a change in a disability category.
- A RETR must be conducted when a preschool child, who has met the eligibility criteria as a preschooler with a developmental delay, transitions from preschool to school-age services.
- A review of the child's current IEP must be completed after the RETR meeting to ensure that the services within the current IEP are aligned to the RETR.
 - A Prior Written Notice (PR-01) must be included in the RETR to reflect if the IEP is accepted or must be amended
 - If changes are necessary as a result of the RETR, an Amended Individual Education Program (AIEP) or a Periodic Review Individual Education Program (RIEP) must be completed within **30 days**
- A Re-Evaluation Team Report (RETR) **may occur no more than once a year**, unless the parents and the school district agree otherwise



AUS Referral Process:

Scholars are identified for additional services in many ways. Those methods can be (but not limited to):

- § A teacher's recommendation after observations during classroom activities and/or poor performance on assignments and tests.
- § A scholar stating that they believe they would benefit from additional services.
- § A parent's recommendation that their scholar should receive additional services.

A scholar must complete the Multi-Tiered Systems of Support (MTSS) program before they meet full eligibility requirements for evaluation of special education services. The Title I/Literacy Coach must complete the Referral for Evaluation Form (PR-04) in collaboration with the Special Education Team prior to formal evaluation by School Psychologist.

The scholar must have appropriate data collected by the MTSS team for a minimum of 45 academic days. Appropriate data includes:

- Reading scores (from STAR assessment or any other reading diagnostic)
- Math scores (from STAR assessment or any other mathematical computation diagnostic)
- Written documentation concerning behavior interventions (i.e. case notes, discipline referrals, suspension data)
- Data collected from targeted, evidence-based interventions in all areas (i.e. academic, social/emotional, attendance)

Assessment Procedures:

Scholars are assessed for eligibility for special education services in the following areas:

- Reading scores (from STAR assessment or any other reading diagnostic)
- Math scores (from STAR assessment or any other mathematical computation diagnostic)
- Written documentation concerning behavior interventions (i.e. case notes, discipline referrals, suspension data)
- Data collected from targeted, evidence-based interventions in all areas (i.e. academic, social/emotional, attendance)

The scholar's progress is monitored by the MTSS team and discussed weekly in the Teacher Based Team (TBT) meeting. Proper documentation is produced and communicated with the team, as well as the scholar's parent, on a consistent basis.



Eligibility Criteria:

Eligibility for receiving special education services include (but not limited to):

- Questionable academic performance (in class and on assessments)
- Questionable attendance (absent more than two days a week consistently)
- Questionable behavioral concerns (consistently in verbal altercations, physical altercations, in school or out of school suspensions)
- Observable difficulty navigating social/emotional situations (irate behavior, lack of self-awareness, lack of self-regulation)
- Observable difficulty in executive functioning (late arrival to school and/or class, consistent forgetfulness, lack of organization of schoolwork, withdrawn socially)

Timeline for evaluations

For special education services to be offered to a student, an evaluation must be conducted. Before a student is eligible for an evaluation, he/she must have completed the RTI process with the MTSS/Title I Literacy Coach and be formally referred. The entire initial evaluation process (from parent signature on the Parent Consent to Evaluate Form (PR-05) to the date that the ETR begins) must be completed within 60 calendar days. There are no exceptions! The entire review evaluation process (from parent signature on the Parent Consent to Evaluate Form (PR-05) to the date the RETR begins) must be completed within 30 calendar days.

Sections of the Evaluation Team Report:

Cover Page:

The cover page must be fully completed including the date of the meeting, the completion date of the previous ETR, the referral date (if the document is an IETR), and the date parent consent was received by the district. Additionally, the consent outcome code must be populated with the correct code:

CNGI: Consent granted for initial evaluation (used for initial ETRs)

CNGO: Consent granted for other special education Activity (used for transfer ETRs)

CNGR: Consent granted for review evaluations (used for RETRs)

CNNR: Consent not returned (used when no consent has been returned)

CNRF: Consent refused (used when parent has waived the evaluation)

CNDP: Consent moved to due process (used when



Planning Page:

After the scholar has been referred by the RTI/Title I Coordinator, (or is due for a triennial review), the planning meeting must be set with the parent to begin planning on how the scholar will be evaluated. At this meeting, the special education team (which consists of the parent, the student, school psychologist, the Intervention Specialist, the General Education teacher, and a district representative) will complete the planning form, which is a part of the Evaluation Team Report (ETR).

When filling out the planning form, please remember:

- ⌘ The date of the plan must be at least one day after the date on the Parent Consent to Evaluate Form (PR-05).
- ⌘ The suspected disability field must be completed. It must also match the diagnosed disability in Section 4 of the ETR.
- ⌘ The planning form must be completed for initial evaluations and renewed ETRS.
- ⌘ The entire team signs the signature page for the planning form. The dates with the signatures should match the dates at the top of the plan itself.
- ⌘ In the “Data for review” field, only populate the fields that are specific to the scholar (for example: do not evaluate braille needs if the student is not blind.)
- ⌘ In the “Person responsible for assessment and report,” please populate with the person that will be giving the information.

Individual Assessments (Section One):

After the planning form is completed, then all parties can begin their individual assessments. The results of each assessment will be captured in Section 1 of the ETR, and then summarized in Section 2 of the ETR. For an initial evaluation, there will be at least three individual assessments (the school psychologist, the Intervention Specialist, and the General Education teacher). Each individual assessment is to be signed and dated by whomever completed it. For review evaluations and records reviews, the school psychologist and at least one other member of the special education team (Intervention Specialist or General Education teacher) should complete an individual assessment. Templates to individual assessments can be found here: [Intervention Specialist Evaluation for Records Review Template.docx](#)

- Team Summary (Section Two): All the information captured in Section One will be compiled in Section Two. Remember to populate every field that relates to that student.



- Specific Learning Disability Documentation for Determination (Section Three): Only complete Section Three if the suspected disability is Specific Learning Disability. If not, leave it



- completely blank. The form has specific directions on how it should be completed. Follow the directions and do not leave any fields blank.
- Eligibility for Special Education Services: The official diagnosis can be found with justification of the diagnosis in this section. All fields are completed.
- Signatures: All team members must sign AND approve the ETR. The “approve” bubble must be shaded in, as well as the current date accompanying the signature.

Types of Evaluation Team Reports

- Initial Evaluation Team Report
- Review Evaluation Team Report (with parent consent to evaluate)
- Review Evaluation Team Report (with waived parent consent to evaluate)
- Transfer Evaluation Team Report



INDIVIDUAL EDUCATION PROGRAM (IEP) COMPLIANCE TIMELINES

IEP Development Video

Initial IEP

- A meeting to develop a child's IEP is conducted within 30 days of a determination that the child needs special education and related services
- As soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with the child's IEP

Annual Review of the IEP

- An IEP meeting must be held by the **anniversary date** of a child's previous IEP. **The expiration of an IEP is one year minus one day.**
- At the beginning of each school year, each school district must have an IEP in effect for each child with a disability within its jurisdiction.
- An IEP must be in effect at the beginning of each school year and be implemented as soon as possible following the annual IEP meeting.

NEW STUDENT PROCEDURES - IEP ADOPTION or AMENDMENT

IEPs for children who transfer school districts in the same state

- In all cases the new district of residence (in consultation with the parents) must provide FAPE to an eligible child with a disability, including services comparable to those described in the child's current IEP, until the current IEP is adopted or a new IEP is developed
- If the district accepts the IEP (as is) the team must write a PR-01 detailing that an RIEP is not required
- The district may accept the IEP with amendments, a PR-01 must be written explaining the amendments to the accepted IEP.
- If the district does not accept the IEP, the team must collect data and complete a new IEP within 30 days



AUS IEP Development

Initial IEP (IIEP): Evaluation: After the Referral for Evaluation Form (PR-04) and the Parent Consent for Evaluation Form (PR-05) have been signed and received by the Director of Special Education (or a representative of the special education department), the Director of Special Education will set up an evaluation with the school psychologist. Appointments can be set up via email or phone call.

Additional requirements for an Initial IEP (IIEP) include:

- A referral from the RTI/Title I coordinator after administering intervention for at least 45 days, captured on the Referral Form (PR-04).
- A physical examination and an eye exam to be completed by the end of the academic school year, but preferably during the process.
- Parent Consent to Evaluate Form (PR-05)
- Full evaluation completed by the school psychologist.
- Parent participation at the initial meeting. If the parent is absent, the meeting must be rescheduled.

Initial Meeting: Upon completion of the evaluation, the school psychologist will create the Evaluation Team Report in Same goal and populate his findings under section one (Individual Evaluators Assessment). The meeting participants will consist of the scholar, the parent(s) of the scholar, the school psychologist (in person or virtually), the Intervention Specialist, a district representative, and a general education teacher. For all initial evaluations and IEPs, a parent **MUST** be present.

Implementation of IEP and ETR: Upon completion of the initial meeting, the Individualized Education Program and the Evaluation Team Report needs to be implemented into the district. The ETR can be implemented immediately, while the IEP is implemented after the date of the meeting (best practice is at least 7 days after the meeting, if it is within the 60-calendar day limit for initial evaluations.)

Review IEP (RIEP): The RIEP is to be completed at least two weeks prior to the expiration date of the most current IEP for in-house observation and feedback.

- ⌘ The Parent Invitation (PR-02) to the meeting must be dated *at least seven days* prior to the Meeting date.
- ⌘ The PR-01 (Prior Written Notice to Parents Form) must be dated for the next school day **AFTER** the meeting date.
- ⌘ The Meeting date must be at least 7 days *prior to* the Start date of the IEP.
- ⌘ The IEP Start Date must be at least one day after the Meeting Date. The best practice is to have the Start date 7 days after the Meeting Date.



- ⌘ IEP End date must be dated for a year minus a day of the Meeting date.
- ⌘ The OP-9 (Attempts for parent participation form) must contain all of the dates that attempts went out to parents. Lastly, in the “other” section, you populate the date of which the meeting occurred.
- ⌘ The ETR Completion Date is the Meeting date on the Evaluation Team Report (ETR).

Transfer IEP (TIEP):

When a scholar transfers into the district, the special education team has thirty calendar days to decide if the IEP will be transferred directly or rewritten, AND to have the team meeting. For an IEP to be transferred in, the IEP must have all signatures present in Section 14 of the IEP. With a transferred IEP, the original document will receive a transfer “stamp” to be filled out with the following information: the transfer from district, the transfer to district, and the date of the transfer. The stamp should be placed in a clear area on the cover page of the original IEP document.

Null IEP (NIEP):

When a scholar transfers into the district with a current ETR, but an expired or missing IEP, the special education team can create a NIEP, stating that the scholar should receive services based upon their previous IEP. The special education team will have thirty (30) calendar days to decide whether to rewrite an IEP or to find the original IEP document.

IEP Meetings:

Internally, all IEP meetings will be set for two weeks *prior* to the expiration of the current IEP. A task will be assigned in Microsoft Loop to the Intervention Specialist responsible for drafting the IEP. The results of the meeting must be documented in a Prior Written Notice dated one day after the IEP meeting.

IEP Implementation:

The Intervention Specialist of the campus will provide each teaching staff with a copy of the IEP at a Glance for every scholar that receives special education services no later than one week after the IEP meeting. It is federal law that each teacher honors the accommodations and modifications for every scholar with disabilities within the general education classroom. The Intervention Specialist will collaborate with all general education teachers to ensure the rights of the scholar with disabilities are protected.



Frequently Asked Questions

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

A1: If a child's IEP is not available upon enrolling in a new district of residence, the school district cannot deny the child's enrollment. The child is to be immediately enrolled in the new district and provided with an education until the time the IEP is received for the sending district. If the sending district does not send the IEP, the receiving district must write a new IEP within 30 days of receiving. This also holds true for evaluations and evaluation team reports (ETRs). If a new IEP or ETR must be completed, this should be done as soon as possible because the child is entitled to FAPE from the day the child enrolls in the district. If appropriate services are not provided in the interim between enrollment and the completion of these documents compensatory education may be required. Therefore, it is in the district's best interest to complete these tasks as quickly as possible.

If the district has concerns about a child's ETR from another district in state, the IEP team should refer the child for additional evaluation. This would constitute a **reevaluation** and should be completed within a reasonable amount of time to ensure the child receives appropriate services.

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

A2: The parent can respond through verbal or written communication. If the parents have agreed to the date and time of the meeting, but do not come to the meeting, the team should attempt to contact the parents by phone or email.

- If the team reaches the parents, offer the option of a telephone conference;
- Reschedule the meeting at the parents' request; or
- If the parents cannot be reached after **three documented attempts** (different communication types: i.e., email, US mail, phone) for **three separate meetings**, proceed with the meeting

If the parents cannot be reached:

- If no response happens the final attempt should be made through certified mail.
- If there is no change of placement and the IEP is not the initial IEP, send a Prior Written Notice to Parents PR-01 form to the parents with a copy of the IEP, and implement the IEP.
- If it is an initial IEP, and the team has made documented attempts to obtain parent participation to no availability, the team must move forward with the meeting and sign the IEP within 30 days of the IETR. However, arrangements must be made with the parents to review



the IEP and acquire the parents' signatures on the IEP indicating parental consent BEFORE the IEP can be implemented.

- If there is a change of placement, arrangements must be made with the parents to review the IEP and acquire the parents' signatures on the IEP indicating parental consent BEFORE the IEP can be implemented.

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

A3: Required team members include General Education, Special Education, Related Services with service minutes, District Representative, Surrogate Parent, and Student (14years +). A Surrogate signs all documents. Notify the foster parents and the custodial agency (Department of Children & Family Services of the county that the student previously residing) for the meeting. The custodial agency is not required to be at the meeting. The foster parent(s) may be invited to the IEP/ ETR/ 504 meetings, but are not required team members.

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

A4: The Ohio Department of Education website has electronic copies of *A Guide to Parent Rights in Special Education* available for download in multiple languages. This can be shared with parents electronically or print.

[A Guide to Parent Rights in Special Education](#)

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

A5: IEP with checklist and Medicaid Form, and ETR document should be sent to (INSERT NAME) at the (INSERT LOCATION) after uploading signatures and sent to student services within ? school days.



Section 2

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



IEP PROCESS

Prior to the IEP Meeting:

- Gather necessary data to write a draft IEP
- Notice in advance (30 days) of the due date to ALL required and supportive team members (Gen ed, District Representative, OT, PT, SLP)
- Schedule an appointment with the parent or legal guardian at least two weeks in advance
- Notify ALL required and supportive team members (Gen ed, District Representative, OT, PT, SLP) of the scheduled meeting date
- Send a PR-02 (Parent Invitation) with a copy of the draft IEP
- Provide parent or guardian with a copy of the draft 5 days before meeting date
- Complete progress report from prior IEP
- Check google document for Medicaid signature/ print Medicaid signature form for parents to sign

During the IEP Meeting:

- Review Progress Report
- Parent confirm current information on page 1
- Review New IEP in total
- Participation and Signatures
- Alternate Assessment page to be signed
- Procedural Safeguards provided to parent or guardian
- Mention JPS/Autism scholarship (include in the PR-01)
- Take Notes about the events and topics discussed during meeting and add them to PR-01
- PR-01 Prior Written Notice MUST be sent home within 5 days of the meeting and before IEP is implemented
- Start dates need to be after PR-01 sent, end date must be 1 day before meeting date

Required Team Members:

- Parent
- District Representative
- General Education Teacher
- Intervention Specialist
- All Related Direct Services on current IEP: OT, PT, SLP, TVI, nurse (if care plan on file)
 - Related Services can participate via phone
 - Related services cannot be excused if services are being discontinued



A MAXIMUM OF ONE team member may be excused from the meeting, parent must be informed of the excusal before the beginning of the meeting, a Parent Excusal of IEP Team Member form must be completed (District Rep must be in attendance without exception).

After the IEP Meeting:

- Send home or give copies of the IEP, PR-02 & PR-01 to the parent/legal guardian
- Complete Special Education Events page



IEP SIX CRITERIA OF A GOAL/OBJECTIVE

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

- | | |
|-----------------------------------|---|
| 1. Who? | This relates to the child for whom the goal is written. |
| 2. Will do what? | This is observable behavior describing what the child will do to complete the goal. |
| 3. Under what conditions? | These are the conditions that describe the situation, setting or given material that will need to be in place for the goal to be completed. |
| 4. To what level or degree? | This relates to criteria and mastery of the goal. Criteria states how many times the behavior must be observed for the goal to be considered completed. Mastery states the level of achievement required. |
| 5. In what length of time? | This is a timeframe in which the goal is completed? |
| 6. How will progress be measured? | This is performance data. In Ohio's IEP, this information is documented by selecting a method of methods from a list provided (i.e., curriculum based assessments, running records, portfolios, etc.) |
- Performance criteria must contain the mastery level (e.g., 80% accuracy" or "4/5 trials") and the number of times the child must demonstrate the skill or behavior (e.g., "over four consecutive sessions").



WRITING A GOAL/OBJECTIVE

1. Who

2. Will do What?		3. Under What Conditions?	4. To What Level or Degree? Criteria and Level for Mastery	5. In What Length of Time?	6. How will Progress be Measured?
Non-measurable/ non-observable terms: comprehend, feel, increase, learn, listen, understand, realize, know, participate, discover, manipulate...					
Alphabetize Answer Arrange Ask Bring Chart Choose Compare Compile Complete Compose Contrast Contribute Create Decode Demonstrate Describe Determine Differentiate Discriminate Edit Explain Follow Generate	Identify Include Imitate Label List Match Name Organize Outline Paraphrase Point Read Record Retell Say Select Self-Correct Share Solve Speak Spell Summarize Type Volunteer	In math class (reading...) In a small group during structured activities Across environments in the community Independently With prompting Verbal Visual Gestural Physical Limited Given Pictures Given unfamiliar pictures Given a topic Given a story starter With typical peer With two hands Through use of _____ strategy/behavior With no more than one redirection	Frequency ___x each day ___x / min each day ___ consecutive days Duration For ___ min For ___ repetitions Accuracy ___% of the time No more than ___ errors Latency/Speed ___ words / min ___ letters / min ___ in less than a min Within ___ min of a verbal prompt	By June 20__	Curriculum based assessments Portfolio Observations Anecdotal Records Short-cycle Assessments Performance Assessments Checklist Running Records Work Samples Inventories Rubric



IEP Writing: Common Pitfalls

DON'T:

- **Cut and Paste from ETR** - Avoid directly copying charts, tables, or assessment data from the ETR into the IEP document. Instead, synthesize and interpret this information in narrative form that is accessible to all team members.
- **Use Jargon Without Explanation** - Technical terminology and acronyms should be defined and explained in parent-friendly language to ensure all IEP team members can fully participate in the process.
- **Include Vague Goals** - Goals must be specific, measurable, achievable, relevant, and time-bound (SMART). Avoid general statements that cannot be objectively measured through progress monitoring.
- **Overlook Present Levels** - The Present Levels of Academic Achievement and Functional Performance (PLOP) section forms the foundation for all other IEP components. It must be comprehensive and based on current data.

IEP Writing Do's:

- **Use Clear Language** - Describe student strengths, needs, and accommodations using clear, concise language that is easily understood by all team members.
- **Collaborate on Goals** - Work with all team members to set realistic, individualized goals that promote student growth and independence.
- **Engage Parents Early** - Ensure parent input forms are sent home prior to the meeting to encourage meaningful participation and ensure student needs are fully understood.
- **Document Thoroughly** - Document all discussions and decisions made during the meeting to ensure transparency and accountability.
- **Review & Update Regularly** - Regularly review and update the IEP to reflect the student's evolving needs and progress over time.



EXTENDED SCHOOL YEAR (ESY)

Ohio's **new ESY eligibility criteria** are based on the **latest Ohio Operating Standards** and revised Model Policies (April 2025 edits) ([Ohio Department of Education](#)).

Extended School Year (ESY) services are special education and related services, which are provided to eligible students during the period of time between the close of one academic year and the beginning of the succeeding academic year.

Extended School Year Services

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

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

Extended School Year Considerations

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

Regression and Recoupment

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

Regression & Recoupment: Determine whether the student loses critical skills during school breaks and requires **substantial instructional time beyond typical** to regain them. ([Disability Rights Ohio](#))

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



Guidance for teams:

- the degree of the child's impairment
- the parent's ability to provide structure at home
- the child's rate of progress
- the child's specific behavior and/or physical problems
- the availability of alternative resources
- the child's ability to interact with non-disabled children
- the specific curricular areas in which the child needs continuing attention
- the vocational and transition needs of a child

Collection of Data to Determine ESY Eligibility

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

Information that would be monitored includes:

- Data collection in August, after breaks and after long weekends
- Progress in meeting short-term objectives over two or more marking periods
- Does the student demonstrate significant regression **and** recoupment over short-term vacation periods or other breaks in the school year
- The unique nature of any instruction or related service that requires extended school year programs

LEAST RESTRICTIVE ENVIRONMENT (LRE)

Federally & State-Mandated

IDEA (34 C.F.R. §300.114–118) requires that, *to the maximum extent appropriate*, children with disabilities are educated with non-disabled peers. Removal to a more restrictive setting is only allowed if their disability is such that supplementary aids and services cannot ensure satisfactory education in regular classes

In **Ohio, Administrative Code 3301-51-09** reinforces this LRE mandate, outlining:

1. Placement decisions must be made annually by the IEP team including parents, educators, and specialized staff.



2. Placement must align with the student's IEP, be as close as possible to home, include necessary supplementary services, and consider the child's harmful effect or benefits

Determining a Child's LRE

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

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

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

Service Delivery Models & Determining the LRE:

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

- **Consultative Services:** Related service personnel, interventionists, mental health specialists, and/or behavior specialists provide consultative services for students who require additional support within the general education environment. Consultative services empower the general education teacher to implement evidence-based strategies within the classroom. It is NOT the specialists' responsibility to implement the recommended strategies.
- **Collaborative Teaching/Co-Teaching:** General education teachers, interventionists, related service personnel, mental health specialists, and/or behavior specialists co-plan to co-teach or



- to co-serve general education and special needs students within a classroom. Students may require differentiated teaching across content, product, process and environment. Students may require paraphrased directions. Students may require specialized instruction throughout the class period. Students may require extensive accommodations. Students may require assistance completing tasks, proximity control, reinforced prompts, and/or visual aids. Students may require supplemental activities to reinforce grade level standards. Students may require a behavior contract and/or token economy in addition to a positive support plan. Students may require more frequent progress monitoring. Instruction occurs in the general education classroom with a licensed general education teacher, OR a general education teacher and an interventionist.
- **Separate Class/Group:** A small group of special needs and general education students (up to six) are pulled out of class during a literacy or math block for fifteen-twenty minutes to receive Tier Two or Tier Three interventions to close a gap in ability. The group is pulled out 3-5 days per week. The educator is a general education teacher, an interventionist, or a related services professional (i.e., SP/L or OT).

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

- **Resource Room (Part Day Pull Out):** 1:1 or a small group of special needs students who receive speech/OT/PT therapy with limited distractions in a separate setting. This setting provides the opportunity for intensive, direct instruction and guided practice. Special needs students receive therapy on average of thirty minutes a session for approximately 3-5 days per week.
- **Resource Room (One or More Academic Instructional Periods):** Special needs students within a single classroom environment receive specialized math, ELA, science, or social studies instruction throughout a class period using supplemental materials with the implementation of frequent positive reinforcements. Students require significant modifications to reinforce grade level standards. Students may receive instruction utilizing the Extended Standards. Instruction is delivered by an interventionist or a related service personnel (SP/L, OT, PT).
- **Special Education Classroom (Full Day/Self Contained):** Special needs students within a single classroom environment receive specialized instruction for all academic instructional programming using supplemental materials with the implementation of frequent positive reinforcements. Students require significant modifications to reinforce grade level standards.



Students may receive instruction utilizing the Extended Standards. Students require specialized instruction in the area of life skills, including but not limited to, social and emotional support. Music, Art, and Gym occur in the general education environment with the support of a paraprofessional.

- **Home Instruction-** Special needs or general education students are placed on a partial or full-day home instruction schedule due to social/emotional, behavioral, and/or physical impairments that prevent them from being able to fully access the classroom environment. A tutor is assigned to the student. Home instruction typically occurs at a mutual location and time within the district (i.e., local library). Students typically receive one hour of tutoring per academic subject, per week.
- **Homebound** - Students with significant medical impairments who are unable to receive instruction within a school building/facility who require instruction from an interventionist and/or therapist within the home environment.
- **Separate School:** Special needs students who have demonstrated an inability to be successful within a full day/self-contained classroom due to significant cognitive, social/emotional, behavioral, adaptive behavior, or mental health challenges who require a specialized instructional approach that is primarily therapeutic coupled with academic instructional content.
- **Residential Placement:** Special needs students who have demonstrated an inability to be successful within a separate school who consistently demonstrate unsafe behaviors within their home or community environments due to significant cognitive, social/emotional, behavioral, or mental health challenges, and require a residential placement for their safety and/or the safety of others. Students are in receipt of a specialized instructional approach that is primarily therapeutic in nature, and allows for the delivery of specialized academic instructional content.

The student's disability should not be indicated on the IEP. Placement in a Resource Room OR a Special Education Classroom without it being agreed upon on the IEP is non-compliant. The agreed upon placement is in section 7 of the IEP. Section 11 must address the reason(s) why a student requires a more restrictive placement, and why the student cannot be educated in the general education setting with accommodations, modifications, supplementary aids and supports.



LRE DECISION FLOWCHART

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

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

Step 1: Define and articulate educational goals, as well as what educational services the students need.

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

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

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

Step 5: Ask whether the IEP Goals and services can be achieved in that slightly more restrictive setting, if it is modified by providing supplementary aids and services. **If the the answer is Yes, that is the Primary Placement.** If the answer is No, repeat step 4 for the setting that is yet a bit more restrictive, and then (if necessary) repeat step 5.

In this manner, the decision process moves along the continuum of alternative placements one step at a time, repeating steps 4 and 5 until a Yes answer is obtained.



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

Supplementary Aids and Services

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

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

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

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

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

Planning time for collaboration needed by staff;

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

Pacing of instruction needed (e.g., breaks, more time, home set of materials);

Presentation of subject matter needed (e.g., taped lectures, sign language, primary language, paired reading and writing);



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

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

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

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

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

Training needed for personnel.

Supplementary Aids and Services

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

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

It's important that teams identify supplementary aids and supports that permit the student to develop independence to the greatest extent possible. It is our goal to help students with disabilities to feel empowered within the general education environment by helping them to understand their



differences, self-advocate age appropriately, and to utilize the resources that are available to them independently.

***Whenever a team is considering supplementary aids and supports that include a financial cost, the data supporting this team decision must be reviewed and approved by the Director of Special education before it is placed on a student's IEP.

IEP PROGRESS REPORT

Progress Monitoring Video

- IEP Progress is reported (by method defined in IEP) to the parent at least as frequently as interim or report cards are sent to all students.
- Progress Reports must be provided quarterly
- Progress Reports can be accessed in the IEP Anywhere System. The IEP must be marked complete before you will be permitted to input data. When clicking on the button, three options are available to choose from (OP-06, Grid & Narrative). Select and use the **GRID** format.
- There may be a time when the OP-06 format should be used (i.e., students who are transferring to another district and do not have an IEP in the system).

Yes, you must summarize the measurable data utilized to access progress. Additional supporting data and/or comments must be added in addition to the progress codes.



Section 3

- **Testing**
 - Accommodations
 - End of Course Exams
 - Alternate Assessment



TESTING

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

Accommodations

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

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

Testing accommodations must be reported to the Director of Assessment Data at the beginning of each school year.

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



Ohio's Accessibility Manual:

[Decision-Making Tool for Written Response \(scribe\)](#)

[Decision Making-Tool for Read Aloud \(text-to-speech\)](#)

End Of Course Exams

High school students will participate in seven end-of-course state tests as a pathway to graduation. On these tests, a student earns one to five graduation points. Students have the potential to earn a total of 35 points. To meet this graduation pathway, a student must earn a minimum number of 18 points from the seven tests.

This graduation pathway gives a student flexibility in accumulating 18 points. A high score on one test can balance a low score on another test. A student must earn a total of at least four points on English tests, four points on math tests and six points on science and social studies tests.

End of Course Exams are:

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

End of Course Exams Exemptions for Students with Disabilities:

Students are required to meet a testing participation requirement. Exemptions for students with disabilities is a team decision that can be made at any time with supporting data. This team decision must be documented in the IEP at an annual meeting or through an Amendment.

- Data supporting the rationale for exemption within the present levels section clearly describing data, discussion and progress monitoring through the IEP.
- Include rational and decisions related to its consideration of a child's exemption from the consequences of not earning required points. For example, if a student with an IEP has a targeted goal for reading/math interventions and progress documented demonstrates limited growth, a team can determine the student to be exempt from the consequences.



Alternate Assessment

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

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

Ohio Department of Education Evidence for the decision to participate in the AASCD is **NOT** BASED on:

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

Note: Intelligence quotient (IQ) scores are not a reliable measure to determine eligibility as many of the assessment tools used to determine IQ are not fully accessible for learners with significant motor,



communication and sensory complexities. Educators should never use IQ scores in isolation to determine eligibility

For additional guidance for participation in AASCD visit:



Section 4

- Options for High School Graduation (After 2023)
- Course Requirements



OPTIONS FOR HIGH SCHOOL GRADUATION (2023 and beyond)

[Graduation Decision-Making Tool](#)

[Summary-of-Graduation-Updates 2023-and-Beyond](#)

[OHIOMEANSJOBS.COM](https://ohiomeansjobs.com)

[AUSCareer Advising Advice](#)

Ohio law outlines the course requirements all students must complete to earn a diploma. Ohio students must earn a minimum of 20 course units in specified subject areas. **Districts and schools may have requirements that exceed the state minimums outlined below.**

COURSE REQUIREMENTS

Complete Courses: Take and earn a state minimum of 20 credits in specific subjects.

Courses	State Minimum
English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education, including swimming	½ credit
Science	3 credits
Social studies	3 credits
Electives	6 credits

Other Requirements

Students must receive instruction in [economics and financial literacy](#) (in high school) **and** complete at least two semesters of [fine arts](#) (during grades 7-12).

** Beginning with students who enter 9th grade after July 1, 2022, students will need ½ credit of financial literacy.*

***Fine arts may not be required for students in career-tech programs unless it is a component of local course requirements.*



Section 5

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



PRIOR WRITTEN NOTICE (PR-01)

Guidelines For Prior Written Notice (PR-01)

- A Prior Written Notice (PR-01) must be sent to parents within 5 days of ANY parent meeting.
- When a PR-01 is not sent, you are denying parent participation
- Do not leave any blanks on the PR-01. It is not leave a space blank or write N/A
- Parent must receive the PR-01 before the new IEP can go into effect

PR-01 Helpful Handout

- **Section 1**
 - Other: Fill out information
- **Section 2**
 - KEEP IT SIMPLE. No fluff, quick explanation
 - i.e., The district purposes to review the IEP dated 11/26/18
 - i.e., The district purposes to complete a three-year reevaluation).
- **Section 3**
 - The MEAT of the document
 - Level of parent agreement, basis for decisions and parent participation in that decision
 - ALL 12 sections of the IEP should be referenced in this section, especially section 6, 7 and 11
 - Document any changes from one year to the next
 - Consider bullet points for each section of IEP-doesn't need to be a paragraph
- **Section 4**
 - Reserved for Outlier situations
 - DO NOT USE N/A
 - example of what is appropriate to say: No other options have been considered or rejected at this time
- **Section 5**
 - Description of each evaluation procedure, assessment, record or report the district used as a basis for the proposed or refused action
- **Section 6**
 - A statement that the parents of a child with a disability have protection under the procedural safeguards. State that the parents have received a copy of the procedural safeguards.
- **Other Important Factors**
 - NO PR-01 is considered a violation because we denied parental participation.
 - PR-01 is the last chance to tell your side of the story.



- Add the date you sent the PR-01 to your documentation of attempts.
- The PR-01 MUST be individualized!
- ETR PR-01 should include categories suspected, why or why not and which areas were evaluated.

REQUIRED FORMS BY MEETING TYPE

Procedural Safeguards Must be Provided to the Parents Once a Year

- Must be provided minimally once per year

Initial Referral by Parents for a Suspected Disability

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

Initial Referral by District for a Suspected Disability

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



Initial Evaluation and Parents Want Services

- When the district completes the initial evaluation and finds the child eligible for services and the parent agrees that they want to write an IEP for services, the district will provide a Parent Invitation (PR-02) early enough to allow the parent to attend the IEP meeting

Initial Evaluation and Parents Refuse Services

- The district completes the initial evaluation and finds the child eligible for services and the parent refuses the services and participation in an IEP team meeting, the district will provide the parents of a Prior Written Notice (PR-01)

IEP Meeting

- The district must use the required Parent Invitation (PR-02) to notify and invite the parents to an IEP meeting
- The district must take steps to ensure that one or both parents are present in each IEP meeting or are afforded the opportunity to participate
- If the child, who is the subject of the IEP meeting, will be 14 years of age prior to the expiration of the new or revised IEP the child must also be invited to the IEP meeting. The child's name may be added to the parent invitation to fulfill this requirement
- In sending the invitation the district must:
 - notified parents of the IEP meeting early enough to ensure that they have an opportunity to attend; and
 - schedule the meeting at a mutually agreed-upon time and place
- The district must provide Prior Written Notice (PR-01) to the parents after an IEP meeting but before implementation of the new or revised IEP
- District must provide Prior Written Notice (PR-01) to parents and receive written informed consent from the parents before the initial placement of a child in special education
 - Written informed consent to initiate special education and related services is provided through the parents' signature on the IEP (PR-07)
- The district must provide the parents with a copy of the *Procedural Safeguards Notice*

IEP Amendment

- The district must use the required Parent Invitation (PR-02) to notify and invite the parents to an IEP meeting for purpose of amending the IEP
- The district must provide Prior Written Notice (PR-01) to the parents after an IEP meeting but before implementation of the new or revised IEP
- The district must provide the parents with a copy of the *Procedural Safeguards Notice*



Reevaluation with Assessments Conducted

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

Transfers From Out of State and Team Determines to Reevaluate

- If the child moves into the district from another state, the district must provide the parents with a copy of the *Procedural Safeguards Notice*
- If the district determines that a new evaluation is necessary, the evaluation is considered an initial evaluation and the district must provide Prior Written Notice (PR-01) to the parents and obtain written parental consent using the Parent Consent for Evaluation (PR-05)

Transfers from Another District in State

- If the child moves into the district from another district in the state, the new district must provide the parents with a copy of the *Procedural Safeguards Notice*
- All principals and special education instructional specialists receive copies of ETR and IEP within 48 hours of enrollment. Sometimes longer if the student enrolled without the document
 - The district will assign a case manager who will accept the IEP as is or make amendments to the IEP within 10 calendar days.
 - If no changes, call introduce yourself, inform of accepted IEP and write a PR-01
 - Amendments require a scheduled team meeting (Parent Invite, AIEP, PR-01) -- Phone Conferences are acceptable.
 - *Signature Required for a more restrictive setting
 - If the IEP team refers to a child who transfers from another district in the state for an evaluation, the evaluation is considered to be a reevaluation
 - The district must use the required Parent Invitation (PR-02) to notify and invite the parents to a planning meeting for purpose of reevaluation
 - The district must provide Prior Written Notice (PR-01) to the parents and obtain informed parental consent using the Parental Consent for Evaluation (PR-05) from the parents before conducting any tests or assessments

Exit from Special Education (child ages out / graduates)

- The district must provide Prior Written Notice (PR-01) to the parents at the conclusion of the IEP meeting where it was determined that the child will exit special education



- For a child whose eligibility for special education terminates because a child is graduating with a regular diploma or exceeding the age eligibility for special education:
 - The school district must provide the child with a summary of the child's academic achievement and functional performance; (SOP)
 - Must include recommendations on how to assist the child in meeting the child's postsecondary goals
- The district must provide the parents with a copy of the *Procedural Safeguards Notice*
- The district will provide the student with the latest copies of the child's IEP and ETR

Exit from Special Education (evaluation done / no longer eligible)

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

Transfer of Parental Rights

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

Mediation or Resolution Session when a Parent Files for a Hearing

- Where the district is neither proposing or refusing a change to the identification, evaluation for educational placement of a child or the provision for a free appropriate public education (FAPE) but agrees to listen to the parents concerns and resolution for those concerns a Prior Written Notice (PR-01) is provided to parent noting why the district refuses these actions.
- If as a result of the mediation or resolution session the child's IEP is changed, an amendment to the IEP must be completed and the parents are provided a Prior Written Notice (PR-01)
- The district must provide the parents with a copy of the *Procedural Safeguards Notice*



Section 6

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



EMIS

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

That means:

- Meeting held and all parties have signed the document.
- All edits to the signed document above have been made in SameGoal.
- The document has been marked complete.

STUDENT DISABILITY CATEGORIES

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

****Not Applicable**

01 Multiple Disabilities

02 Deaf-Blindness

03 Deafness (hearing impaired)

04 Visual Impairments

05 Speech and Language Impairments

06 Orthopedic Impairments

08 Emotional Disturbance

09 Intellectual Disability

10 Specific Learning Disability

12 Autism

13 Traumatic Brain Injury

14 Other Health Impaired (Major)

15 Other Health Impaired (Minor)

16 Developmental Delay

ETDP-ETR ETR resulted in Due Process

ETEX-ETEX Exiting Special Education

Choose an Event:

(RFRL) Referral for Evaluation Date

(RFRL) Referral for Evaluation Date - The date the PR04-Referral for Evaluation form is received by the District. This date should be reported for all students referred for evaluation since the last reporting cycle.

(CNST) Parent/Guardian Consent for Evaluation Date

(CNST) Parent/Guardian Consent for Evaluation Date - The date the parent/guardian



grants/refuses consent for evaluation, from PR05-Parent Consent for Evaluation Part 1 (Grant Consent) or Part 2 (Refuse Consent). This element should be reported with an Outcome ID to indicate status (e.g., Consent Granted, Consent Refused, etc.).

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

(IETR) Evaluation Team Report Completion Date - Initial

(IETR) Evaluation Team Report Completion Date - Initial - The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to be eligible for services; Student was determined to NOT be eligible for services, etc.). If the Evaluation Team Report initial completion date does not meet mandated federal time lines then a Non-compliance ID is required.

(IIEP) IEP Completion Date - Initial

(IIEP) IEP Completion Date - Initial - The meeting date when the Individualized Education Program was completed. From page 1, PR07- Individualized Education Program meeting date. If the Individualized Education Program initial completion date does not meet mandated federal time lines, then a Non-compliance ID is required.

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

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

- (01) No identified reason
- (02) Staff not available – summer months
- (03) Staff not available – school year
- (04) Scheduling conflicts with family
- (05) Parental choice
- (06) Parent refused consent
- (07) Child's health
- (08) Student's incarceration
- (09) District in compliance with due process timelines, but incorrect/missing data reported in EMIS in prior reporting period



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

Additional notes on codes:

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

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

TPCE: Student has met graduation requirements but needs additional education services prior to enrollment in college or employment and will continue to be enrolled and receive services as a Grade 23 student.

(IISP) Individual Services Plan Completion Date - Initial

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

(RIEP) IEP Completion Date - Periodic Review

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

(RISP) Individual Services Plan Completion Date - Periodic Review

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

(RETR) Evaluation Team Report Completion Date - Reevaluation

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

(TETR) Evaluation Team Report Completion Date - Transfer

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



(TIEP) Transfer Student IEP Adoption Date

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

(CIEP) IEP Consent Withdrawn by Parent

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

(AIEP) IEP Amended Completion Date

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

Common OUTCOME ID'S REQUIRING A CODE

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

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

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

This may include placement in:

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

This may include placement in:

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

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



than 60% of the day.

This may include placement in:

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

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

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

This category may include:

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

IE20 Homebound/Hospital

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

- Hospital programs;
- Homebound programs

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

IE21 Correctional Facility

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

- DYS
- County jails
- Juvenile detention facilities



Section 7

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



FUNCTIONAL BEHAVIOR ASSESSMENT

What is a Functional Behavioral Assessment (FBA)?

- Data-driven collaborative process
- Used to describe the function or purpose served by a child's behavior
- Gather information and baseline data through direct and indirect measures
- Assists team in understanding the cause or purpose of the behavior
- Identifying the function of a behavior determines the child's need(s) and results in the design of effective behavioral interventions that teach more appropriate behavior and may result in the child having his or her needs appropriately met
- Results in a Behavior Intervention Plan

When must a FBA be completed?

- When the team (IEP) determines that the student's behavior is a manifestation of the student's disability
- As determined appropriate by the student's team (IEP or MTSS), if the student's behavior results in disciplinary action that changes the child's placement on the continuum of alternative placement options

Who is responsible?

IEP student:

FBA: Psych

BIP: Intervention Specialist, Behavioral Specialist

504 Plan:

FBA: Psych

BIP: General Education Teacher, Guidance Counselor, Behavioral Specialist



BEHAVIOR INTERVENTION PLAN (BIP)

What is a Behavior Intervention Plans (BIP)?

Behavior intervention plans are teaching tools.

Four areas of focus

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

All behavior intervention plans should include proactive approaches to changing behavior. The purpose of a behavior intervention plan is to ensure the environment is conducive to learning and to teach the student what "to do instead."

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

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

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

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

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

Functional behavioral assessment is a collaborative problem-solving process that is used to describe the "function" or purpose that is served by a student's behavior. Understanding the "function" that an impending behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success. The collaborative problem-solving process is the foundation for many team processes in education including the IEP planning process,



functional behavior assessment, behavior intervention planning process and intervention-based assessment.

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

MANIFESTATION DETERMINATION

- A manifestation determination is required any time the district contemplates removing a student with a disability for more than 10 days in any school year
- The manifestation determination is conducted by the IEP team. The IEP team must include the parent and relevant school personnel as determined by the parent and the district
- The purpose of the manifestation determination is to allow the IEP team to decide if the student's behavior was caused by or had a direct and substantial relationship to his/her disability
- If the behavior **WAS** a manifestation of the student's disability, the district must allow the student to return to school immediately unless:
 - The parent agrees to change the student's placement
 - The events involved drugs/weapons/serious bodily injury;
OR
 - A Hearing Officer appointed by the Ohio Department of
 - Education issues an Order changing the student's placement
 - **The district must also:**
 - Conduct a functional behavior assessment, and
 - Create/Revise a behavior intervention plan
- If behavior **WAS NOT** a manifestation of the student's disability, the student may be removed from school for the same length of time that a general education student would be removed for the same offense
 - For example: if a general education student would be expelled for 80 days for assaulting a staff member, a special education may be removed from school for the same length of time IF the behavior **WAS NOT** a manifestation of the student's disability
- Although special education students may be removed from school, the district must continue to provide all services necessary to allow the student to meet his/her IEP goals and objectives and have access to general education curriculum
- These services must be provided in an interim alternative educational setting ("IAES") determined by the student's IEP team



- Examples include home instruction, day treatment, computer-based programs, etc
- The administrator imposing discipline may not unilaterally change a student's placement
- To an interim alternative educational setting. This decision must be made by the student's IEP team
- Parental consent is not required to move the student to an interim alternative educational setting (IAES)
- If behavior WAS NOT a manifestation
- The Team should consider whether an FBA/BIP is appropriate to prevent a recurrence of the behavior
- The parent can request an expedited due process hearing to challenge the IEP Team's decision that the behavior was not a manifestation of the student's disability
- If the parent requests due process, stay-put is the IAES determined by the IEP team

[Disability Rights Ohio](#)

[Parent Information Center](#)

[PBIS Restraint and Seclusion Policy – Columbus](#)



Manifestation Timeline

TIMELINE			
1-3 Days	4-5 Days	6th Day	Days 7-10
Notify the IEP/504 case Manager of Suspension	- Notify the IEP/504 case manager of the suspension and ask them to begin gathering data for a FBA. - Contact the parent to notify them that the child will need a Manifestation Determination Review (MDR to decide the LRE for their child if they are suspended again).	- Inform the IEP/504 case manager that a MD must be held before the student can return to school. - Send written notice to the parent - Conduct the hearing before the child returns to school. - A BIP must be created for the student.	- A MDR must be held for every suspension after 10 days before the student can return to class. - Send written notice to the parent. - The BIP must be reviewed. - Least Restrictive Environment (LRE) Must be discussed.
RESPONSIBILITIES			
1-3 Days	4-7 Days	8-10 Days	>10 days
Administration - Notify the IEP/504 case manager. IEP Case Manager/Building 504 Coordinator - Document the suspension for records.	Administration - Notify the IEP/504 case manager and the school psychologist. - Contact the parent to the parent to notify of the suspension and to inform them that the MDR will be required for the future suspensions. IEP Case Manager/Building 504 Coordinator - Collect the data for BIP. School Psychologist - Send home permission to conduct FBA (see attached)	Administration - Notify the IEP/504 case manager and school psychologist - Arrange the meeting date and time - Send MDR letter to parents - Arrange for a General Education Teacher to attend. - Conduct MDR IEP Case Manager/Building 504 Coordinator and School Psychologist - Compare paperwork for MDR including the FBA and the BIP. - Provide the parent with Procedural Safeguards. - Keep a copy of FBA, BIP, and MDR in your files and send originals to Office of Special Education.	Administration - Notify the IEP/504 case manager - Have the meeting - Send MDR letter to parents - Arrange for a general education teacher to attend - Conduct the MDR IEP Case Manager/Building 504 Coordinator & School Psychologist - Complete paperwork for MDR including the FBA and the BIP. - Provide the parent with Procedural Safeguards. - Enter information into EMIS - Place a copy of the FBA, BIP and MDR in your files and Send Originals to Student Services.



Section 8

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



504 PLANS

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

Timeline

Once the team determines a 504 plan is necessary:

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

Evaluation

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

Accommodations

Should be individualized and ensure the student's academic success and access to the learning environment.

Creation

Steps to Writing a 504 Plan

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



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

Implementation

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

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



Section 9

Professional Development

- *Training Programs: Opportunities for staff development and training.*
- *Certification Requirements: Necessary certifications and ongoing education for special education staff.*



Section 10

Collaboration and Communication

- Parent Involvement: Encouraging and facilitating parent participation.
- Interdisciplinary Collaboration: Working with other professionals (e.g., speech therapists, occupational therapists).
- Community Partnerships: Building relationships with community organizations.



Section 11

Policies and Procedures

- Dispute Resolution: Processes for resolving disagreements between parents and the school.
- Emergency Procedures: Protocols for handling emergencies involving special education student



Section 12

Appendices

- Forms and Templates: Include necessary forms and templates for IEPs, assessments, and referrals.
- Resources: List of additional resources, such as websites, books, and organizations.