



Special Education Policies and Procedures

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Manual Updated: September 2025

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1. Introduction

1.1 Cypress High School Aspiration

To change lives and positively impact our communities by transforming under-resourced opportunity youth into responsible, educated, and skilled contributors to society.

1.2 Purpose of this Special Education Manual

The purpose of this Special Education Manual is to provide guidance to school staff in the implementation of special education procedures consistent with Federal, State, and District requirements. It is expected that Cypress High School personnel will serve students with disabilities and their families in a manner consistent with state and federal requirements and the guidance provided in this manual.

The manual is designed to be used as a:

- Resource
- Structured process for implementing special education policies and procedures
- Reference for answering questions
- Staff development tool

If you have any questions pertaining to the information in this manual, please contact your Director of Special Education.

2. Special Education Emergency Protocol and Procedure

Each Cypress High School school will follow the established procedures for the intake of student files.

The school director will appoint and ensure procedures outlined below are implemented:

- A. Notify the special education providers of all new students who have been identified by their parent/guardian as having an IEP or Section 504 plan.
- B. Review of the cumulative file for all returning students and file creation for new students.

- C. Indicating to the Director of Special Education and designated special education providers when they are having difficulty obtaining requested special education or 504 student records after two (2) weeks.
- D. Notifying the Director of Special Education and designated special education providers when special education or Section 504 records have been received.

3. Special Education File Maintenance and Disposal

All files are to remain on school property. When a student graduates or transfers files must be transferred to the withdrawn/exit file drawer.

The Director of Special Education will conduct audits and collaborate with the school director on the quality and integrity of files. Outcomes of the audits will be part of your performance evaluations.

4. MTSS: Multi-Tiered Systems of Support

Multi-Tiered Systems of Support (MTSS) is an integrated framework which addresses **academic** as well as **social-emotional/behavioral** development of students from early student hood to graduation.

4.1 Why does MTSS matter?

MTSS is an integrated framework which addresses academic as well as social-emotional/behavioral development of students from early student hood to graduation and it is important for many reasons.

A. Comprehensive Support

- MTSS offers a variety of support services designed to provide all students with the academic and behavioral assistance they need. These services operate within the classroom and use a flexible, tiered approach to ensure students receive the appropriate level of support.

B. Identification and Intervention

- Making data-driven decisions about a student's needs is essential to students moving through MTSS. Students who need additional support can be identified early to help prevent issues that may arise in the classroom.

C. Customized Learning

- MTSS implements personalized learning for students based on data-driven decisions. Interventions are customized to address each student's unique needs, ensuring that every student can succeed, no matter their starting point.
- MTSS begins in general education by establishing a strong core for all students that provides the foundation of prevention within the entire system.
- MTSS includes PreK-12 literacy, mathematics, and behavior as a continuum of instruction.

D. Student Outcomes

- MTSS research has proven that students participating in MTSS have improved academic scores, increased positive behavior, increase in student attendance and increased graduation rates.

E. Resource Allocation

- MTSS has enabled schools to determine the educational resources necessary for their students to succeed within the general education classroom
- MTSS aligns practices, policies, and programs on classroom, school, and district levels, as well as resources and support for both teachers and students.

F. Professional Collaboration

- The MTSS process ensures that students receive the whole student approach. The MTSS process fosters educators, support staff and families to work together to field the best interventions for student success.
- MTSS is an educational paradigm that provides a framework for continuously supporting students and staff as part of sustainable school improvement.

G. Data Driven Decisions

- Data collection is pertinent to the MTSS process for student success. It ensures that interventions are grounded in evidence and tailored to each student's academic or behavioral needs. Beyond gathering data, it is essential to maintain continuous monitoring with fidelity and make necessary adjustments to enhance outcomes.

H. Equity

- MTSS ensures that every student has access to education, providing the necessary support regardless of their background or abilities.
- The MTSS framework is inclusive to school accreditation (QPA, NCA) and school improvement as well as school-wide behavior programs (SWPBS, Safe and Civil Schools) and provides a common framework for schools to integrate efforts.

4.1.1 Process of Teacher Referral to MTSS

Teachers can refer students directly to the building MTSS Team if they believe a student requires academic or behavioral services and has not already been identified for them. To make a referral, teachers need to complete the building-specific MTSS Student Referral Form, ensuring they have all necessary information to fill out the form comprehensively.

Academic MTSS Services

For academic services, the referral should include:

- A. Results from formative and summative assessments tracking student progress in an academic area over at least three points in time or against set benchmarks.
- B. A description of the types and duration of any differentiated instruction, including student strengths and weaknesses in the academic area (referrals require that Tier One interventions have been implemented first).
- C. Samples of student work.
- D. Documentation of one student/teacher meeting with the Assistant Director or Dean of Students to discuss academic difficulties prior to the referral.
- E. Behavioral MTSS Services
- F. For behavioral services, the referral should include:

- G. Description of the behavior being demonstrated along with three specific points in time where the student exhibited the behavior and an intervention (classroom management technique) was used.
- H. A description of how well the documented interventions were successful.
- I. Information on whether the student's behavior is disrupting the education of the majority of other students in the class.
- J. Background information that may be relevant to the student's behavior.

4.1.2 The MTSS Meeting

During a typical MTSS meeting, educators and support staff first conduct a data review, analyzing academic performance, behavior, and other key data points to identify students requiring additional support in the general education classroom. The MTSS Team then goes through the problem-solving process, addressing specific concerns by analyzing root causes and developing strategies for them. Goals are set for each student, typically SMART (Specific, Measurable, Achievable, Relevant, Time-bound), and intervention plans are tailored to individual needs, varying in intensity and duration based on their tiered support need. The MTSS Team then schedules time to monitor progress to assess intervention effectiveness, while collaboration among teachers, administrators, counselors, and sometimes parents ensures coordinated support strategies. Detailed documentation tracks decisions, interventions, and progress, maintaining fidelity and evaluating effectiveness of the intervention over time, all to ensure academic and social support for students within the school environment.

4.2 MTSS Tiers

Within the MTSS framework, tiers describe the intensity of instruction rather than specific programs, students, or staff roles (e.g., Title I, special education). Instructional tiers are not sequential steps; students do not progress from Tier 1 to Tier 2 or Tier 3, nor are they required to move through each tier in order. The intensity of the instruction is determined by data analysis. Students can move in and out of the tiers, with the intensity of instruction adjusted based on their performance over time with the interventions in place. Tier 3 within MTSS is

distinct from special education services, and success or challenges at Tier 3 do not impact a student's eligibility for special education evaluation. It is crucial that MTSS does not delay the evaluation process for students suspected of having exceptional needs.

Tier One, known as the universal support tier, provides all students with classroom-based support to help them master the core curriculum. These universal supports include instructional practices such as differentiated instruction and Universal Design for Learning, which aim to ensure all students succeed in school. If students do not respond to these universal supports and fail to meet certain assessment benchmarks, they are then moved to the next tier for more targeted interventions. In Tier Two, students receive targeted support tailored to their specific learning needs. These targeted interventions typically occur in small group settings, either within the classroom or in a separate space, allowing for more focused and individualized attention. The goal is to provide additional assistance that addresses the particular challenges these students face, helping them to catch up with their peers and succeed in the core curriculum. This tier involves regular monitoring and adjustments to ensure the interventions are effective and that students are making progress. Students at the targeted level who continue to need additional support to master the core curriculum are then moved to Tier Three, where they receive intensive one-on-one activities and instruction in academics to address skill and concept deficiencies. Students who are in need of Tier 3 support for behavior will receive intensive support by using school resources to help them with their behavioral needs.

4.3 Intervention Resources

While it would be convenient to have a few select strategies or interventions that will work to meet the academic and behavioral needs for all students, it just doesn't work that way. The key to interventions is selecting the best fit to meet the needs of each individual student. A variety of websites and books that others have found helpful is listed below.

4.3.1 Websites for Intervention Ideas

- <http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF> - The Savvy Teacher's Guide to Reading Interventions that Really Work (effective research-based interventions for Reading listed and explained). Developed by Jim Wright.
- <http://www.interventioncentral.org/> - Jim Wright's main website packed full effective interventions and monitoring tools in behavior, reading, and math. Many downloadable resources.
- <https://apps.nasponline.org/search-results.aspx?q=rti> - RtI research
- <https://www.pattan.net/> - Search on this page to locate effective instructional strategies matching each of the 10 main Principles of Instruction.
- <http://www.fcrr.org/> - The Florida Center for Reading Research supports Reading First schools and has a wealth of information on interventions in reading. If you go to the Curriculum section and click on Student Center Activities, you will be able to access ideas on how to set up student activity centers in your classroom and grade to support differentiated instruction in grades K through 3. You can also watch streaming video on how to implement the activity center.
- <http://rubistar.4teachers.org/index.php> - This site doesn't have interventions, but it is a wonderful site that allows teachers to register free and then create scoring or grading rubrics for use with classes or individual students. Quick and easy to use.
- <https://intensiveintervention.org/> - The National Center on Intensive Intervention (NCII) website is a resource for educators, leaders, and teachers focusing on intensive intervention strategies that use data-based individualization (DBI), a process that helps students with significant academic and behavioral difficulties.
- <https://www.evidenceforessa.org/> - Evidence for ESSA website, which is developed by the Center for Research and Reform in Education at Johns Hopkins University. It is a validated and reliable resource that gives information on PK-12 educational programs that align with the ESSA (Every

Student Succeeds Act). I like it because it covers subjects that include Reading, Math, Social-Emotional Learning, Attendance, Science, and Family Engagement. Furthermore, the website provides access to other educational research resources from the Center for Research and Reform in Education, such as Proven Tutoring, Best Evidence in Brief, and the Best Evidence Encyclopedia.

4.3.2 Websites on Differentiated Instruction

- http://changingminds.org/techniques/questioning/socratic_questions.htm - This site explains the technique of Socratic Questioning and provides question starters.
- www.ascd.org - This site provides both a free online tutorial for differentiated instruction as well as an online course for a small fee.
- <http://www.schoolsmovingup.net> - Free to join; has many articles and archived presentations (web dialogues and webinars) on issues around strategies, interventions, and school issues.

4.3.3 Websites on Small Group/Flexible Skill Grouping

- <http://www.fcrr.org/> - This site has hundreds of student center literacy activities for K-3 that you can download and implement. Also has PD DVDs online that show how to prepare and implement the activities and student centers (can be downloaded to your computer and watched later).

4.3.4 Books on Interventions

- ***Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*** by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock, ASCD press, Discussion of the nine essential strategies for effective instruction.
- ***Overcoming underachievement: An action guide to helping your student succeed in school*** by Goldstein, S., & Mather, N. (1998). New York: Wiley
- ***Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management***. By Nancy Mather & S. Goldstein (2001). Baltimore: Paul Brookes. Lots of very practical, specific recommendations for classroom management and instruction. Very helpful for teachers and for those who make recommendations to teachers.
- ***The PreReferral Intervention Manual (PRIM)*** by Steven McCarney, published by

Hawthorne. Chock full of interventions for academics and behavior.

- ***I Read It But I Don't Get It: Comprehension Strategies for Adolescent Readers*** by Chris Tovani. Stenhouse Publishing. Grades 6 to 12.
- ***Strategies that Work: Teaching Comprehension to Enhance Understanding*** by Harvey & Goudvis, Stenhouse Publishing. Grades K to 8.
- ***Fifty Strategies for English Language Learners*** by Herrell & Jordan. Pearson/Merrill Prentice Hall.
- ***How to Differentiate in Mixed-Ability Classrooms*** by Carol Ann Tomlinson. ASCD.

4.3.5 Books on Small Groups and Flexible Skill Grouping

- ***Making the Most of Small Groups: Differentiation for All*** by Debbie Diller
- ***The Daily Five: Fostering Literacy Independence in the Elementary Grades*** by Gail Boushey, Joan Moser
- ***Practice With Purpose: Literacy Work Stations for Grades 3-6*** by Debbie Diller

5. Evaluations

5.1 Evaluation Process

Evaluations must be followed and completed per Ohio Operating Standards within required timelines. ETRs must be completed for the following scenarios:

- Initial
- Reevaluation (continued or change of eligibility)
- Transfer
- Adding or Removing a Service
- Termination Eligibility

5.2 Initial Evaluation (Suspected disability)

Notice must be provided to the parent within 30 days of identification of a suspected disability via PR01.

Disseminate a copy of the Referral Planning Form- due within 5 days of request for evaluation.

Team reviews Referral data to assist in determining a suspected disability. **IF** suspected disability is determined, school psychologists must develop and obtain consent for an Initial Evaluation within 30 days of the suspected disability. Additionally, **if** the team determines there is not a suspected disability and the school psychologist must develop a Prior Written Notice with the school's decision.

Planning Meeting: Key aspects of the ETR Planning Meeting process:

1. Initiation: The process begins when a school district suspects a child may have a disability and needs evaluation.
2. Parent Invitation: The school district invites parents to participate in an evaluation planning meeting.
3. Evaluation Planning Form: A meeting is not required.
 - A form (PR-06) is used to document the meeting and plan the evaluation.
 - The parent must be included in the planning process, via phone, email, virtual meeting or in person.
4. Parent Consent:
 - The parent must provide consent for the evaluation after the planning meeting.

5. Parental Rights:

- Parents have the right to be fully informed about the evaluation process and their child's needs.
- Parents have the right to participate in the planning and decision-making process.
- Parents have the right to receive information in their native language.
- Parents have the right to request an Independent Educational Evaluation (IEE) if they disagree with the school's determination.

Parent signed consent must be received prior to initiating all initial special education evaluations. Signed consent must be received by a school official (teacher, SE provider, office staff, or admin). The date the request is received by the school initiates the timeline for evaluation.

All evaluation team members need to coordinate and complete their evaluation area covering all areas of suspected disability within 60 days of consent to evaluate.

Schedule and conduct ETR review. If a student is deemed eligible for services an I-IEP will be developed within 30 days of the ETR meeting date. If a student is deemed ineligible, develop a PR-01 detailing the team's decision.

5.2.1 Initial Evaluation Procedures

A referral for an evaluation of a student with a suspected disability can be made by the student's parent(s), general education teacher(s), other school staff that have regular contact with the student, or an agency (i.e. physician, counselor, psychologist, etc.).

Parent Request for Special Education Evaluation

When a parent or other qualified individual provides the school with a request for special education testing/services, the team must complete the Referral Review form in SameGoal to assist with the determination of a suspected disability.

The Referral Review form is available to provide the team with a method of documenting the conversation and current information about a student when a parent or other qualified individual provides the school with a request for special education testing/services. This form should be completed as follows:

- A. Referral form(s) must be completed within five days of receiving a request for evaluation.
- B. The team should review the Referral data to determine if evaluation would be appropriate.
- C. If the team suspects a disability you must get signed consent within 30 days and mail the PR-01 to the parent/adult student within 30 days of receiving a request.

If the team agrees that the **student has a suspected disability**, proceed with the following initial evaluation procedures:

A. Initial referral for a suspected disability

On the date of the referral, the district must provide the parent with a copy of the procedural safeguards notice (A Guide to Parents Rights in Special Education). For a parental referral, the referral date is the date that the district received either the verbal or written request from the parent to conduct an evaluation. For a district referral, the date of referral is the date that the screening or review team decided

an evaluation should be conducted. **Within 30 days of receipt of a request for an evaluation** by the parent for a suspected disability, the district must provide the Prior Written Notice to Parents (PR-01) form to the parent if the district does not suspect a disability.

Note: In the rare event that the parent/guardian persists with their request and the team has substantial, documented evidence to refuse an evaluation and services for a student, the decision can be made by the team to deny the special education testing and services. This evidence will need to be well-documented on the Referral Review form and Prior Written Notice. Please provide copies of the Referral Review form, Prior Written Notice, and Procedural Safeguards to the parent/guardian and place a copy in the student's file.

B. Initial evaluation

Within 60 days of receiving written, informed consent (Parent Consent for Evaluation PR-04 form) from the parent, an initial evaluation must be conducted. A description of any evaluation procedures the district proposes to conduct must also be provided to the parents.

Note: If the parent fails to respond or refuses to provide consent, the district must make and document "reasonable efforts" to contact parents and obtain written parental consent; which includes written correspondence, phone calls, regular mail delivery, electronic mail communications, and home visits. If the parent fails to respond or refuses to provide consent, the district may request a due process hearing and engage in conflict resolution to convince the parents to provide their consent or decide not to pursue the initial evaluation and provide the parents with prior written notice.

The ETR meeting must convene and develop an I-IEP , but cannot be implemented without parental consent.

C. Eligibility Determination

If the parent agrees with the results of the initial evaluation and the student is determined to be eligible for special education and related services, the team will develop the initial IEP within 30 days.

If the evaluation team determines that a student is not eligible for

special education and related services, the district will provide the parents with the Prior Written Notice PR-01 form to inform of the decision.

Note: The district rep makes the final decision, if the parent disagrees an IEP must be written regardless, however, if the parent does not agree to implement the initial IEP, you must EMIS accordingly.

Revocation of Parent Consent for Evaluation

During the evaluation process, a parent/guardian may revoke their consent for an evaluation at any time.

The revocation of consent to evaluate must be made in writing and signed by the parent. Complete the PR01 Revocation and a CIEP if appropriate.

A parent, school team member or related service provider may request an evaluation at a later time, if they continue to suspect their student is a student with a disability and is in need of special education programs or services. The request would trigger the initial evaluation procedures.

If the team or guardian has any additional questions or concerns about these procedures, please contact your school's special education administrator.

5.3 Re-evaluation Process

Notice must be provided to the parent within 30 days of the re-evaluation meeting to determine continued eligibility for special education services.

- A. **ETR planning form** reviewed by the required team members to assist in determining continued eligibility for special education services. General education teachers and intervention specialists are responsible for completing all required portions of the ETR.
- B. **Signed consent** must be received prior to the expiration of the most recent ETR document.
- C. **Schedule and conduct ETR review.** If it is determined that a student continues to be eligible for services an R-IEP must be developed within 30 days of the ETR meeting date. If a student is deemed ineligible, develop a PR-01 detailing the team's decision.

5.3.1 Re-evaluation Procedures

Students receiving special education programs and services must be re-evaluated at least once every three years to determine their continued eligibility for special education.

A new observation is required for any evaluation and for all disability categories.

- **Only current data, less than one year old, can be used, instead of conducting a new evaluation.**
- **Observations must be conducted in the student's area of need**

A public agency must ensure that a reevaluation of each student with a disability is conducted in accordance with 34 CFR 300.304 through 300.311:

- If it is determined that the educational or related services needs, including improved academic achievement and functional performance, of the student warrant a reevaluation; or
- If the student's parent or teacher requests a reevaluation

A reevaluation conducted in accordance with 34 CFR 300.303(a):

- May occur not more than once a year, unless the parent and the public agency agree otherwise; and
- Must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary.[34 CFR 300.303] [20 U.S.C. 1414(a)(2)]

There are three possible outcomes of a re-evaluation:

- The parent and LEA agree to waive the re-evaluation for a student
- The IEP team reviews existing data and determines that no additional testing is needed. While waivers can offer flexibility, they aren't generally recommended because a student's needs often change in response to interventions.
- The IEP team reviews existing data and determines that additional information is needed.

If the IEP team determines that additional data is not needed, and the student continues to be eligible for special education services, then the school must convene an IEP team meeting within the timeline required by their state.

If the IEP team determines that additional data is needed an updated re-evaluations must take place. The IEP meeting must be scheduled within the appropriate state-specific timeline and the team will determine the student's continued eligibility.

Requirements for re-evaluation

- IEP teams should consider the appropriateness of special education services and consider the student's progress on IEP goals and objectives.
- Appropriate services with a lack of expected progress on grade-level goals and objectives is to be considered a weakness in the category of curriculum data. Documenting progress on goals and objectives, grades, state and district assessments, teacher, parent, and student input will be necessary to determine if the student is able to be successful without special education support.
- During the re-evaluation process, caution is recommended when interpreting classroom grades, observational data, and teacher comments as they pertain to identifying strengths and weaknesses. Consideration should be given to IEP accommodations, modifications, grading practices, classroom placement, and support provided by parents or outside of the school environment. Also, in regard to reevaluations, it may be necessary to consider three to four data points of weaknesses (instead of the four data points required for an initial evaluation) to be required with one being from a norm-referenced, individually administered achievement test.
- Teams should consider the effects of exiting a student from special education who has received special education and related services for many years, and how the removal of such supports will affect the student's education progress. If the education has been appropriate and the student has not been able to exit special education, this would be strong evidence that the student's eligibility is justified and needs to be maintained." IDEA 300/D/300.307

5.4 Transfers

Upon receipt of special education documents, the district must convene the special education team and determine if the team will accept or reject the existing documents.

5.4.1 Transfer Procedures

It is not federally or state mandated that the review of existing evaluation data be completed in a formal meeting (IDEA Part 300/D/300.305); however, Cypress High School's guidelines are to meet as a team, to include the intervention specialists and school psychologist. Parents must be notified of the transfer

meeting and the determination of the team via Prior Written Notice.

Out-of-State ETR Transfer

If the student moved into the district from another state, the district must provide the parents with a copy of the procedural safeguards notice (A Guide to Parents Rights in Special Education).

Complete the following procedures for out of state documents:

- A. Submit a records request from the student's previous school immediately upon enrollment (enrollment specialist)
- B. Add student to sped tracker under "transfers" area
- C. Upon receipt of special education documents, conduct a transfer meeting to accept or reject the documents
 - a. All out of state documents should be rejected
 - b. If the out-of-state document is expired the district must reevaluate, the evaluation will be conducted as an initial ETR (IETR).
 - c. You must provide FAPE which is based upon the ETR/IEP from out-of-state.
- D. Evaluations for out-of-state students are required to be completed within a reasonable amount of time; not to exceed 60 school calendar days
- E. Create a student file
- F. Update the SpEd tracker after the evaluation team meeting; moving the student to the "active" section of the tracker

If the district determines that a new evaluation is necessary for a student who transfers from out of state, the evaluation is considered an initial evaluation and the district must provide the Prior Written Notice to Parents (PR-01) form and obtain Parent Consent for Evaluation (PR-05) form.

***Upload all ETR/IEP documents to Samegoal**

Written Notice to Parents (PR-01) form will be sent to inform the parent of the school's decision.

In-state ETR Transfers

If the student transfers into the district from another district in the state, the district provides the parents with a copy of the procedural safeguards notice (A Guide to Parents Rights in Special Education) if the sending school district had not provided the parents with a copy during the current school year.

If the special education team does not accept the transfer documents and additional assessments are needed, the evaluation is considered to be a reevaluation. The district must provide the Prior Written Notice to Parents (PR-01) form and obtain parental consent Parent Consent for Evaluation (PR-05) form.

Complete the following procedures for transferring in-state documents:

- A. Enrollment Specialist must submit a records request from the student's previous school immediately upon enrollment
 - B. Add student to sped tracker under "transfers" area
 - C. By the 5th day of enrollment you should have:
 - a. Received documents from former district
 - b. **Carefully** review ETR dates
If the ETR is 2 or more years expired, contact your special education coach or director.
 - D. Hold transfer meeting
 - a. Determine whether to accept/reject ETR documents
 - i. If the ETR is accepted:
 - o Create a TETR in Samegoal.
 - o Meeting date on the cover page should match the transfer meeting date. All other dates should match dates on the incoming/transfer document.
 - o Be sure that the "District of Residence" and "District of Service" are the same.
 - o Upload the signature page of incoming documents into Samegoal
 - o Verify EMIS (**Director must sign the EMIS page**)
 - o **Mark tasks complete within 24 hrs!**
- If the ETR documents are rejected:
- o Determine whether to complete a records review or re-evaluation
 - o See re-evaluation procedures
 - o Schedule and conduct ETR review
 - o Verify EMIS

- Mark task complete

5.5 Termination Eligibility

The district must evaluate a student with a disability, consistent with the evaluation process, before determining that the student is no longer a student with a disability or in need of special education programs or services.

An evaluation is **NOT** required before the determination of ineligibility due to graduation from secondary school with a regular diploma or exceeding the age of eligibility. (Note: If the ETR is expiring during the year of graduation, a re-evaluation **MUST** be conducted prior to graduation.)

For a student whose eligibility terminates under the circumstances described above, the district must provide the student with:

- A summary of the student's academic achievement and functional performance (SOP)
- Recommendations on how to assist the student in meeting postsecondary goals.

6. The Individualized Education Program (IEP)

The Individualized Education Program (IEP) must be completed and followed per the Ohio Operating Standards within required timelines. The IEP must include:

- A statement of the student's present levels of academic achievement and functional performance
- A statement of measurable annual goals
- For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
- A description of how the student's progress toward meeting the annual goals will be monitored
- When periodic reports on the progress the student is making toward meeting the annual goals will be provided
- A statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided
- A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments
- The projected date for the beginning of the services and modifications
- The anticipated frequency, location, and duration of those services and modifications
- Transition services

6.1 Required Team Members and Responsibilities

- District Representative
- Required participant at all ETR/IEP meetings
- Signature must match date of meeting
- Review IEP two weeks prior to meeting date
- Report weekly numbers to sped director
- Review weekly EMIS report
- Other individuals who have knowledge or special expertise regarding the student.
- Sign EMIS

Intervention Specialist

- Responsible for writing IEP within 30 days of ETR meeting
- Finalize IEP within 24 hours of IEP meeting
- Case management of sped tracking **weekly**
- Ensure that general education teachers understand and have a copy of IEP-at-a-glance

- Review weekly EMIS report
- Sign EMIS

General Education Teacher

- Required participant at all ETR/IEP meetings
- Complete required sections of ETR
- Required to uphold all classroom accommodations and modifications per the current IEP
- Maintain IEP-at-a-glance documents with confidentiality
- Other individuals who have knowledge or special expertise regarding the student.
- Sign EMIS

Related Services

- Responsible for writing IEP within 30 days of ETR meeting
- Finalize IEP within 24 hours of IEP meeting
- Case management of sped tracking **weekly**
- Ensure that general education teachers understand and have a copy of IEP-at-a-glance
- Review weekly EMIS report
- Other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate (at the discretion of the parent or district)
- Sign EMIS (Required for all vendor employees)

Parent

- Review IEP draft, sign and date

Student

- Attend IEP meetings as appropriate

Note: Parent and district agreement on excusal must be obtained prior to the meeting. In order for a district to excuse a required team member, written agreement must be obtained from the parent prior to the IEP meeting. In addition, if the member's area of the curriculum or related service is being discussed, the excused member must submit written input for the development of the IEP to the team prior to the meeting.

6.2 Initial IEP

Within 30 days of the initial ETR meeting, the Individualized Education Program (IEP) must be written and implemented for each student that has been determined to be eligible for special education services, in accordance with 34 CFR 300.320 through 300.324.

For an initial IEP, the parent/guardian is a required participant in the IEP meeting. Consent is required from the parent/guardian before the IEP can be implemented. In addition to the parent/guardian, other required team members include the intervention specialist, district representative, a general education teacher, and any related service providers (if identified as areas of need in the ETR).

6.3 Renewal IEP

6.3.1 Adding a Service

An annual IEP review must be held no later than 364 days from the meeting date of the last IEP or within 30 days of a reevaluation in which the student continues to be eligible for special education services.

The annual review IEP reviews the program developed at the last IEP meeting to ensure that the student is making progress in the general education curriculum and towards the goals and objectives identified in the student's IEP. During the annual review meeting, the IEP team reviews, updates, and/or revises the student's IEP goal(s) and objectives and addresses:

- Any lack of progress towards annual goals and objectives
- The results of any re-evaluation(s)

Information about the student provided by the parent(s), including medical

The student's anticipated needs (e.g., medical needs, needs for assistive technology, needs for positive behavior supports, language/communication needs, etc.) Any other concerns, adjustments, and/or revisions as determined by the IEP team.

6.3.2 Adding a related service to an existing IEP

If either the district or parent suspects that a student who is receiving services through a current IEP may require a related service, the IEP team can decide whether to complete a re-evaluation or an evaluation in the area of indicated need. This determination should be supported by documented lack of progress in the curriculum based on measurable data.

The district must adhere to all procedures for parent notice, planning, informed consent, and determination eligibility, as well as providing the parent with a copy of the evaluation team report as specified in the law (Ohio Administrative Code 3301-51-06) using Ohio Department of Education required/approved forms.

If a re-evaluation is conducted, the next date for the three-year re-evaluation is calculated from the date of the completion of the re-evaluation.

If the IEP team conducts an evaluation **only in the area of concern for the purpose of determining the need for a related service**, this additional assessment outside of the three-year re-evaluation time period **DOES NOT** change the already established date for the next re-evaluation.

If the IEP team determines that the student requires a related service, the team can amend the existing IEP as appropriate or choose to conduct a review of the full IEP with consideration of new evaluation results. The district must adhere to procedures for reviewing or amending an IEP, including parent invitation, parent participation as a member of the IEP team and prior written notice after the IEP has been amended (OAC 3301-51-07).

6.3.3 Removing a related service from an existing IEP

If the IEP team determines that the student no longer requires a related service, the IEP team must review the goals and objectives as stated on the IEP and discuss the proposed changes and the reasons for the changes based on measurable data. This may be done during an annual review of the IEP or at any other time throughout the school year in which the IEP is being implemented. A related service can be removed using the IEP amendment process or by convening the IEP team. The district must adhere to procedures for reviewing or amending an IEP, including parent invitation, parent participation as a member of the IEP team and prior written notice after the IEP has been amended (OAC 3301-51-07).

6.4 Transfer IEP

- A. Check that all required signatures are included, dates are not expired, and accommodations listed are provided.

If all are acceptable, continue to step 2 to complete the TIEP adoption process.

- If anything is not acceptable the TIEP should be rejected and a new IEP should be written.
 - i. ***Note:** you may adopt the TIEP if there are no signatures if you go over the TIEP with your school's IEP team and the team approves the adoption. You would then have everyone on the team sign and date the TIEP signature page.

- B. Create a new IEP in SameGoal.

- C. Complete the following steps (anything with a red asterisk [*] must be completed):

- Check the *State reporting information only* box and include TIEP as the reason.
- Enter the original meeting date and meeting type from the IEP being adopted.
- Click the *add Transfer IEP (TIEP) Date* box and enter the date the IEP is being adopted.
- Change the *District of Residence and District of Service* to the school name if it hasn't already been done (community schools must use the school name here).
- Click the yes button next to the *Will the student be 14 years old before the end of the IEP?* question. You can answer the other questions in this section but only the ones with a red asterisk (*) are required.
- Enter the *IEP Timelines* dates. These dates should match the dates listed on the IEP that is being adopted. The TIEP follows the same start and end dates.

- Optional but recommended: Include the safeguards and scholarship statements in the *Other Information* box.
- Go to section 5 (Postsecondary Training and Education) and enter the *Secondary Planning* code listed on the IEP being adopted, usually either TFYG (four-year grad) or TMYG (multi-year grad). You do not need to do anything else here.
- Go to section 8 (Transportation as a Related Service) and complete all of this section. Get this information from the IEP being adopted.
- Go to section 11 (Least Restrictive Environment) and click the *Outcome Code* dropdown list to choose the IE code listed on the IEP to be adopted, usually IE13. If it is anything other than 13, email Elisha Bryant at ebryant@CypressHighSchool.edu for approval.
- Go to section 12 (Statewide and District Wide Testing). Complete all of this section using the information from the IEP being adopted.
- Go to section 13 (Exemptions). Complete all of this section using the information from the IEP being adopted.

D. Attach the IEP being adopted to the TIEP.

E. Complete (lock) the TIEP.

F. Click on the printer icon at the top right of the TIEP once the TIEP is locked. Scroll down to *EMIS at a Glance (IEP)* and click the link. Download and attach this to the TIEP.

G. Complete a *PR-01 Prior Written Notice*; be sure to include the IEP start date, end date, and adoption date.

H. Send a copy of the TIEP and PR-01 (but not the EMIS document) to the parent, guardian, or adult-aged student. Place a copy of the TIEP, PR-01, and EMIS at a Glance document in the student's Special Education file.

6.5 Transition Considerations

Transition services and considerations are designed to be a results-oriented process that is focused on improving the academic and functional achievement/skills of the student with a disability to facilitate their movement from school to post-school activities, including:

post-secondary education, vocational education, integrated employment (including supported employment), continuing adult education, adult services, independent living, or community participation. It is based on the student's needs, taking into consideration their strengths, preferences, and interests. Proper planning and preparation positively influence the likelihood of graduation and promote successful outcomes.

IDEA requires the IEP team to address transition service needs beginning no later than at age 14. Transition services are required to be in effect by this time.

6.5.1 Transition Planning Procedures

- Invite the student to the IEP meeting (documented in participants and profile). If the student is not in attendance at the IEP, the steps taken to ensure consideration of the student's preferences/vision are documented in the IEP.
- Complete and approved transition assessment prior to the IEP meeting.
- Obtain consent from the parent to invite an outside agency representative, if appropriate, to attend the IEP meeting. Document in participants and profile section of the IEP.
- Record student's post-secondary vision and goals in the IEP.
- Include the educational development plan, student strengths, and transition assessment results within the PLAAFP section and use the information to determine needed supports.
- Transition decisions are informed by the student's preferences, interests and choices.
- The student's course of study, as it relates to his/her post-secondary goals, is identified in the IEP.
- The identified goals are measurable and related to training, education, employment, and independent living skills (as appropriate).
- The annual goal(s) support the student's eventual attainment of his/her post-secondary vision.

6.5.2 Post-Secondary Goals

The student's post-secondary goals are reflected in the Present Level of Academic Achievement and Functional Performance and Transition Planning section of the IEP.

The transition plan must have at least one link to an identified need that will be addressed throughout a goal. The goal should be academic or functional

performance, and/or a combination of the two. Document, in the PLAAFP, that the need will be addressed by a goal in the transition plan.

The student's post-secondary goals (collectively, the student's vision) are to be aligned with the information documented in the present level. Secondary transition assessments and strengths from the present level can help guide the IEP team to develop appropriate, measurable postsecondary goals for the student.

6.5.3 Planning/Community Secondary Transition Services

After identifying an area of need (using the present level section as a data source), the IEP team determines if the area of need is either a learning need, a planning/community service, or activity-related need.

Learning needs are generally addressed by transition services provided by the district and are generally linked to the student's course of study. These transition services are addressed in other sections of the IEP (such as goals and/or supplementary aids and supports) and therefore might not be addressed in this section.

Planning/community service or activity-related needs are addressed in this section of the IEP form. The areas for consideration in this section are meant to facilitate movement from school to post-school activities. If an area is considered but not needed, provide an evidence-based/data based reason that is consistent with the information included within the present level section.

6.6 Present Levels of Academic Achievement and Functional Performance

The purpose of the Present Level of Academic Achievement and Functional Performance section is to provide an overview of factors that impact the student's performance and subsequent development of services and programs to meet the student's unique learning needs. The PLAAFP includes objective data (including baseline and observations) that describes what the student knows and is able to do. This includes the student's strengths, challenges, and needs and how they impact his/her performance in the general education curriculum in comparison to their same aged peers.

Factors to consider:

- A. Strengths of the student

Academic, social, emotional, and vocational (when appropriate) strengths should be clearly articulated, as these strengths become the foundation on which that student's educational program is built.

B. Evaluation results

A comprehensive list of all evaluations administered and the results of each.

C. Special factors

There are five special factors that must be considered for each student for whom an IEP is being written. These factors are communication needs, the need for assistive technology, behavior considerations and needs, limited English proficiency, needs for students who are blind or visually impaired, and needs for students who are deaf or hard of hearing.

According to IDEA, the IEP team must consider special factors in the case of:

- A student whose behavior impedes the student's learning or the learning of others (consider the use of positive behaviors and supports and other strategies to address that behavior)
- A student with limited English proficiency (consider the language of the student as those needs relate to the student's IEP)
- A student who is blind or visually impaired (provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media; including an evaluation of the student's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the student)
- A student who is deaf or hard of hearing (consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode)
- A student who may need assistive technology devices and services (any piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a student with a disability)

6.7 Supplementary Aids

The purpose of the Supplementary Aids section is to identify the supplementary aids and services that are needed by the student to address his or her specific needs, as identified in the PLAAFP and in the special factors section of the IEP.

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

6.8 State and District Assessments

IDEA requires that students with disabilities take part in state and district-wide assessments. To support student participation in state and district assessments, accommodations or modifications may be necessary. It is the responsibility of the IEP team to determine the needed modifications/accommodations and to document the decision within the student's IEP. It is important for the IEP team to follow state-specific requirements.

6.8.1 State Assessments

All students with an IEP will participate in the state assessments with or without the standard accommodations. The IEP team's decision to utilize an alternate assessment must be based on the individual student's needs and may NOT be based solely on the following:

- The student's disability
- The services and programs the student receives
- The effect the student's participation in a particular assessment has on the school's/district's overall performance

If the IEP team determines that the student will participate in an alternative assessment, the IEP team must complete the AASCD Justification form and inform the Director of Special Education how the student qualifies prior to qualifying a student for AASCD.

6.8.2 District Assessments

It is an expectation that students with disabilities participate in district assessments. It is the responsibility of the IEP team to determine needed accommodations.

6.8.3 Accommodations and State/District Testing

IDEA requires that the IEP contain:

- A. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and district-wide assessments
- B. If the IEP team determines that the student must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why:
 - a. The student cannot participate in the regular assessment
 - b. The particular alternate assessment selected is appropriate for the student

Based on IDEA language, these are the two situations which must be considered when making this determination:

- C. If the student participates in the assessment, how?
- D. If (s)he does not participate, why not and what alternate assessment will be used instead?

Types of Accommodations

- E. Please adhere to the Ohio Department of Education and Workforce (ODEW) [Accommodations Manual](#) for Testing and accommodations. It is a vital resource that outlines the specific accessibility features and accommodations available for Ohio's state assessments.

Assessment accommodations must be permitted in state district-wide assessment, and should be consistent with those accommodations included in the student's IEP and utilized by the student on a consistent basis.

6.9 Transfer of Parental Rights at Age of Majority

By the student's 17th birthday, the district notifies both the parents and the student of the parental rights that will transfer to the student upon reaching the age of majority (age 18) and provides the student with a copy of A Guide to Parents Rights in Special Education. The district documents this notice on the student's IEP PR-07 form.

Once a student reaches the age of majority (18) the district must send all required

notices to both the student and the parent, unless the student has been determined incompetent under state law.

If a student with a disability is incarcerated in an adult or juvenile correctional institution, prior written notices are provided to both the parents and the student.

Once the student turns 18, the district obtains informed written consent, as required by the Operating Standards, from the student, unless the student has been determined incompetent under state law.

6.10 EOY Steps for Graduating SpEd Students or Students “Aging Out”

I. Summary of Performance (SOP)

Once a student has been identified as a potential graduate, the Intervention Specialist (IS) should create a Summary of Performance (SOP) for the student. The IS and the students will need to meet to discuss the student’s transition goals and the questions on the SOP. Both the IS and the student (not the parent or guardian) need to sign.

Steps (specific instructions are listed at the bottom of the document):

- A. Create an SOP in SameGoal for the student.
- B. Complete section 1 - *Summary of Student’s Academic Achievement and Functional Performance*. Suggested content is listed at the bottom of the SOP.
- C. Complete section 2 - *Student’s Post-secondary Goals (from IEP)*. Copy and paste the transition goals from the IEP,
- D. Complete section 3 - *Recommendations to Assist Student in Meeting Post-secondary Goals*. Write any recommendations for how to utilize accommodations in the workplace and any post-secondary educational settings. **It is highly recommended to offer information on the Opportunities for Ohioans with Disabilities (OOD) program for assistance in exploring post-secondary education, careers, and other transitional information. The website is <https://ood.ohio.gov/>
- E. Enter your name, title, school phone number, school, and date of meeting.
- F. Work with the student to have them complete section 4 - *Student Input*.
- G. Have the student sign and date the form, preferably have the student sign directly on the SameGoal document.
- H. Print a copy for the student (can also send one to the parent/guardian if the student is a minor) and print a copy for the student’s Special Education folder.

II. Amend the IEP (AIEP)

Never click to amend an IEP unless you know 100% the amendment is needed because once the amend option is selected it cannot be removed.

III. PR-01 Prior Written Notice

Any time a change is made to an IEP, a PR-01 must be completed. The PR-01 and a copy of the amended IEP should be sent to the adult-aged student, parent, or guardian.

Steps:

1. Create a Prior Written Notice in SameGoal.

2. For *Type of Action Taken*, mark either the “Graduation from high school” or “Exiting high school due to exceeding the age of eligibility for FAPE” checkbox.
3. Complete the remainder of the PR-01.

*A copy of each of the documents (except for the EMIS at a Glance) should be placed in the student’s SpEd file and another copy should be sent home to the parent, guardian, or adult-aged student.

7. Testing Exemptions

Determinations about test exemptions should be made on an individual basis by the IEP team. There is no blanket exemption or non-exemption policy for this reason. Students should sit for a test a minimum of once. Students are not required by law to retake tests before being exempted; however, we suggest as best practice to allow them at least one additional opportunity to increase their scores. (*See Appendix C for End of Course Exemption Guidance*)

8. Attendance Intervention

Special Education attendance procedures are in addition to all HB410 attendance procedures.

- At minimum each intervention specialist will review their caseload biweekly. If a student has missed 50% or more during that time (5 days in a 10-day period), a letter is sent home. If a student has missed 50% during the above mentioned period, the intervention specialist will conduct attendance checks on a weekly basis moving forward.
- A PR-01, attendance record, and assignment report goes to the student and parent (if they are a minor).

- If student absences trigger either the aforementioned protocols or lead to withdrawal due to the 72 hour rule, the student and parent/guardian (if applicable) will be required to meet with the Attendance Intervention Team (AIT) upon return/re-enrollment. The AIT may be composed of the Director, Intervention Specialist, and any other designee.
 - The meeting will consist of (but is not limited to) a review of attendance policy detailed in the parent-student handbook.
 - Attendance and academic goal setting with an emphasis on strategies to overcome barriers related to either or both attendance and academics will be discussed.
- Once the AIT has met with the student and/or parent(s), attendance and work productivity will be monitored weekly. If there is an increase in academic productivity and/or attendance, the student will be motivated and acknowledged by staff. If there is no change or a decrease in academic productivity and/or attendance, the AIT will reconvene with the student to review the goals set and modify them, as appropriate. Attendance letters will be mailed home if attendance reverts to the original deficit and the process will restart.

9. Educational Staff Responsibilities

- District Representative
 - Required participant at all ETR/IEP meetings
 - Signature must match date of meeting
 - Review IEP two weeks prior to meeting date
 - Report weekly numbers to sped director
 - Review weekly EMIS report
 - Sign EMIS
 - Add to Salesforce
- Intervention Specialist
 - Responsible for writing IEP within 30 days of ETR meeting
 - Finalize IEP within 24 hours of IEP meeting
 - Case management of sped tracking **weekly**
 - Ensure that general education teachers understand and has a copy of IEP-at-a-glance
 - Review weekly EMIS report
 - Ensure input of individuals who have knowledge or special expertise regarding the student
 - Sign EMIS

- General Education Teachers
 - Required participant at all ETR/IEP meetings
 - Complete required sections of ETR
 - Provide input to the IEP
 - Required to uphold all classroom accommodations and modifications per the current IEP
 - Maintain IEP-at-a-glance documents with confidentiality
- Related Services
 - Responsible for writing IEP within 30 days of ETR meeting
 - Finalize IEP within 24 hours of IEP meeting
 - Case management of sped tracking **weekly**
 - Ensure that general education teachers understand ETR and IEP goals and objectives as it pertains to the related service
 - Review weekly EMIS report
 - Sign EMIS (Required for all vendor employees)
- Parent
 - Review IEP draft, sign and date
- Student
 - Attend IEP meetings as appropriate

Note: Parent and district agreement on excusal must be obtained prior to the meeting. In order for a district to excuse a required team member, written agreement must be obtained from the parent prior to the IEP meeting. In addition, if the member's area of the curriculum or related service is being discussed, the excused member must submit written input for the development of the IEP to the team prior to the meeting.

10. Discipline and Behavior

Students who receive special education are first and foremost, general education students. The purpose of the IEP is to design a plan that supports the student's needs through development of appropriate goals and objectives, programs, and services. This includes considering the behavioral needs of the student and developing and implementing supports to address these needs (e.g. behavior goals/objectives, supplemental aids and supports, including the development and implementation of a Behavior Intervention Plan). When a student consistently engages in behaviors that impact their learning or the learning of others, it is important for the IEP team to review and consider the need for revisions to the IEP. Examples include but are not limited to: increasing services, adding goals and objectives, the addition or revision of a Behavior Intervention Plan including counseling or social work services, obtaining consent to

conduct a functional behavior assessment.

Students with disabilities can receive disciplinary consequences for violations of the school's code of conduct. Most discipline cases involve relatively minor incidents that are handled with routine policy and procedures that are applicable to all students. IDEA provides an extra measure of due process protections to assure review of the possible impacts of the student's disability in a behavioral incident. Discipline policy should be diligently followed and only altered to the extent indicated by proper consideration of a student's disability and behavioral history. When making this determination, consideration may be given to any unique circumstances (e.g. nature and extent of the student's disability, implementation of the Behavior Intervention Plan) on a case by case basis. The school must follow specific procedural requirements when removing a student with a disability from their educational setting for disciplinary reasons. IDEA allows the school administrator to remove a student with a disability from the school environment for up to ten (10) cumulative or consecutive school days for violations of the code of conduct. **After a student has accumulated ten days of removal, additional procedural steps are required to assure that the rights of the student with a disability are protected and behavior issues are appropriately addressed.** It is important to remember that regulatory compliance issues are minimized and a student's progress is best achieved through the implementation of scientifically-based, positive behavior support techniques and procedures that avoid removal of the student from school.

10.1 Provision of FAPE

After a student with a disability has been removed from his or her placement for 10 school days in the same school year, during any subsequent days of removal the district must provide services. When a student reaches the 11th day of removal in a school year, the student will be provided educational services during all additional days of suspension/removal, so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP, including related services.

After a student with a disability has been removed from his or her placement for 10 school days in the same school year, if the current removal is **not a change of placement**, the school administrator, in consultation with at least one of the student's teachers, determines the extent to which services are needed.

If the removal is a **change of placement**, the IEP team determines appropriate services.

The service provider(s) must fill out the FAPE SERVICE LOG at the end of each session provided.

10.2 Change in Placement-----

Per IDEA, for purposes of removals of a student with a disability from the student's current educational placement under section 300.530 through 300.535, a change of placement occurs if:

- a. The removal is for more than 10 consecutive school days or
- b. The student has been subjected to a series of removals that constitute a pattern:
 - i. Because the series of removals total more than 10 school days in a school year,
 - ii. Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and
 - iii. Because of such additional factors as:
 1. The length of each removal
 2. The total amount of time the student has been removed
 3. The proximity of the removals to one another

The term "removal" refers to the removal of a student with a disability from instruction for disciplinary reasons, without the opportunity to continue to progress in the general education curriculum, continue to receive services specified on the student's IEP, or continue to participate with non-disabled students to the extent they would have in their current placement.

***If you are uncertain about any of these procedures, please consult with your Director of Special Education for guidance.**

10.3 Special Circumstances: Weapons, Drugs, Serious Bodily Injury-----

When the behavior for which a student is being disciplined involves:

- a. The possession of a weapon in school, on school grounds, or at a school function
- b. The knowing possession or use of illegal drugs, or sells or solicits the sale of a controlled substance at school, on school grounds, or at a school function
- c. The infliction of serious bodily injury upon another person while at school, on school grounds, or at a school function under the jurisdiction of a state education agency or local education agency

the school may remove a student for up to 45 school days regardless of whether the

behavior was or was not a manifestation of the student's disability.

10.4 Manifestation Determination-----

The manifestation determination must occur within 10 school days of any decision to change the placement of a student with a disability due to a violation of the code of conduct.

The manifestation determination review is conducted by the student's parents and the relevant members of the student's IEP team, as determined by the parents and the school system.

NOTE: A manifestation determination review is **not** required when a student is removed from his current placement for NOT MORE THAN 10 SCHOOL DAYS to an interim alternative educational setting (IAES), another setting or via suspension and for additional removals of not more than 10 cumulative days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a pattern.

Schools may make such short-term removals for violations of a code of student conduct to the extent that such alternative settings are also applied to students without disabilities.

In addition, schools may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student carries or possesses a weapon to or at school, on school premises or at a school function; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises or at a school function; has inflicted serious bodily injury upon another person while at school, on school premises or at a school function.

10.5 Behavior Intervention-----

10.5.1 Functional Behavior Assessment (FBA)-----

A Functional Behavior Assessment is a process of gathering information about problem behavior and the environmental factors that predict and maintain the behavior (Crone & Horner, 2003; O'Neil et al., 1997). There are three primary components:

- a. Identify Behavior: Describe in terms that are observable and measurable
- b. Collect Data
- c. Formulate your hypothesis: Analyze the information and predict the function of the behavior

When Do I Need to Do a FBA?

IDEA contains a number of changes that specifically relate to discipline and behavior. One important addition of the law requires the development of positive behavior interventions and support plans utilizing the results of a functional behavioral assessment (FBA). FBAs are required by IDEA 97 when a student with a disability has been removed from his/her educational setting for more than 10 days; however, best practice is to assess behaviors well before a student reaches the point of suspension. When a student is facing a mandatory expulsion, the IEP team must meet to formulate a FBA to collect data for developing a behavioral intervention plan. If a behavioral intervention plan already exists, the team must review and revise it as necessary to ensure it addresses the behavior upon which disciplinary action is predicated.

Who is Responsible for Completing a FBA?

All members of the IEP team are responsible for ensuring that the FBA is completed.

Since a variety of instruments and data collections tools may be used, persons collecting the information will vary; however, a person trained in the interpretation of each instrument and/or tool is essential (i.e. school psychologists/school social worker). Those persons who are typically involved in this information gathering process include the student's general education teacher, a special education teacher, a school psychologist and/or a school social worker.

How is the Information Gathered?

An assessment plan should be designed that designates specific information to be gathered and assigns persons to obtain that information. The tools and strategies needed in a FBA will vary and depend upon the information already gathered. Techniques for gathering the information may include interviews with the teachers, interview with the student, interview with student's parents, and observations of the student in environments where the behavior occurs (i.e. ABC Data Collection, Scatterplot, etc.). Another technique for gathering information is a review of the student's educational records. This review can help determine factors that might be influencing the occurrence of the inappropriate behavior. Disciplinary records from previous years can help the school team determine if there is a long or short history of inappropriate behavior and what interventions were tried in the

past. A FBA assessment provides the educational team with critical information including:

- a. Those interventions which have been tried and their effects
- b. Possible motivation(s) underlying the student's behavior
- c. Whether instructional and behavioral supports being provided to the student are working

The outcome of a FBA is a hypothesis statement that clearly identifies the function(s) or purpose(s) the problem behavior serves (Snell & Brown, 2006).

10.5.2 Behavior Intervention Plan (BIP)-----

A Behavior Intervention Plan is written to address behavior concerns that interfere with a student's and/or their peers' ability to gain reasonable benefit from their learning environment. An appropriate functional assessment can serve as an important first step in developing BIPs. Best practice for developing a behavior plan involves a team-based process. Behavior Intervention Plans range in complexity and specificity, but include:

- a. Detailed description of the behavior(s) being addressed
- b. Interventions used and their results
- c. Behavioral goals
- d. Plan for teaching and supporting the new behavior
- e. Description of the success
- f. Follow-up activities

An effective BIP is used to teach or reinforce positive behaviors. Typically, it includes multiple approaches such as changing systems, altering environments, teaching skills, and appreciating positive behavior. A Behavior Intervention Plan is not a plan to determine what happens to a student who violates a rule or code of conduct.

What Role Do Parents and Students Play in the Development of a BIP?

Parents are important members of the team when conducting an FBA and a BIP. They can provide information to the school about where, when and with whom the behaviors occur. A parent also knows which interventions strategies have been tried before and which strategies work. Information and training should be provided to parents so the strategies and techniques used at school can also be used at home. Parents can continue to teach and reinforce the desired positive

behavior at home and in the community. Communication between school personnel and parents should occur on a frequent basis about modification or changes in the plan to encourage success. The student should also be an active participant in the development of the BIP whenever possible and appropriate.

Who is Responsible for Implementing the BIP?

Anyone who has contact with the individual student may be involved in implementing the BIP. A case manager should be assigned to ensure consistency and that the appropriate personnel are implementing the identified interventions providing the necessary support.

How Often Do We Need to Review the BIP?

The IEP team and case manager should determine the frequency of the review with the goal of ensuring its effectiveness. Data should be collected to confirm and document the effectiveness of the intervention. If it is determined that an intervention is not achieving the expected results, the behavior plan and/or the IEP should be revised.

Tips for Good Behavior Plans

Ultimately, the best behavior plans result in a reeducation of problematic behaviors and an increase in appropriate behaviors. Keep these tips in mind to increase success:

- a. Use the Team Approach – Include the student and parent/guardian. Specify a role for the parent in the plan.
- b. Collect Data – When someone says, the student “always” or “never” does something, this is not data-based. In order to measure the success of the plan, a baseline is needed.
- c. Be Proactive and Teach – What are we doing as staff to structure the environment, to provide prompts and cues, to proactively lead the student towards desired behavior? How specifically are we going to teach the student the expected positive behaviors?
- d. Teach in the Natural Environment – We often make the mistake of sending students with inappropriate behavior off to see the principal, dean, or the counselor/social worker, and ask them to support the student. In fact, most of us learn best within the environment in which we will need to use the behavior. New or replacement behavior must be practiced in the classroom or the environment in which the student has

difficulty in order to support skill development.

- e. Set Small Goals towards the target & replacement behavior. Do not look for immediate change. Ensure it serves the same function of the target behavior.
- f. Reward Change – When the student starts to make efforts in the right direction, be sure to praise or reward that effort. Use a variety of rewards/reinforcement to avoid boredom and satiation.
- g. Use Natural Consequences – When a student's behavior improves, their peers may naturally want to spend more time with them, and they may like the positive attention from staff and parents.
- h. Wean Reinforcement – Do not remove reinforcement too quickly; data should guide decision-making.
- i. Teach Self-Management
- j. Follow-Up – Once the plan is written it must be consistently implemented and data collected and analyzed to determine its effectiveness. Readjust and re-assess.

10.6 Seclusion and Restraint-----

The purpose of this practice and procedure is to provide appropriate response to crisis situations requiring de-escalation, seclusion, and restraint of students. This procedure is applicable when, as a result of a student's action, de-escalation, seclusion, or restraint is required. School personnel should refer to the school's Safety Plan for all other emergency situations.

School Requirements:

Each school must create a crisis management team and must include the Director. Each crisis management team member must be trained in Nonviolent Crisis Intervention ("CPI") by a certified trainer. When an Incident occurs that includes Seclusion or Restraint follow the guidance provided through your CPI training.

After an Incident occurs that includes Seclusion or Restraint

- a. Provide the parent with a MyNHA behavior report within 24 hours of the crisis situation.
- b. If a student has an IEP or 504, the team must meet within a reasonable amount of time to address the incident and update/amend the IEP or 504, if necessary.
- c. Within five (5) school days of the incident and after the staff personnel debriefing, a written incident report shall be provided to the parent that shall include all of the following:

- i. Date, time, location, duration, and description of the incident and subsequent interventions.
 - ii. Event(s) that led up to the incident.
 - iii. Nature and extent of any injury to the student or others
 - iv. Name of a school employee the parent may contact regarding the incident.
 - v. Plan to prevent the need for future use of seclusion or restraint.
- d. School personnel debriefing shall occur as soon as possible, but no later than two (2) school days after the crisis situation
- e. The Director shall provide, for review, to the Director of Special Education, a copy of the restraint form including a draft of any correspondence being sent to the parent.
- f. The restraint form should also be kept in the student's educational file. If the student is in special education, the form should be kept in their special education file.

Other important information

The use of seclusion or restraint can be determined by a student's IEP or Section 504 team.

Appendix A

When to Provide Prior Written Notice, Informed Consent,
and
Procedural Safeguards Notice (Whose IDEA Is This?)

Steps in the Special Education Process	Action Required		
	Notification or Informed Consent	Prior Written Notice to Parents PR-01	Whose IDEA Is This?
1. Procedural safeguards must be provided to the parents once a year			X
2. Procedural safeguards must be provided upon request of the parents			X
3. Initial referral for a suspected disability		X	X
4. Initial evaluation Informed consent (Parent Consent for Evaluation PR-04 form)	Informed consent (Parent Consent for Evaluation PR-04 form)	X	
5. Eligibility determination		X	
6. IEP meeting	Notification (Parent Invitation to Meeting PR-02 form)	Provide after an IEP, if parents do not agree or do not attend the meeting	
7. Reevaluation with assessments conducted	Informed consent (Parent Consent for Provide Evaluation PR-04 form)	Provide before, and after if parents do not agree or disability category changes	
8. Reevaluation without further assessments conducted	Notification	May use this form to notify before, and provide after, if parents do not agree or disability category changes	
9. No reevaluation conducted		X	
10. Transfers from out of state and out of district	Informed consent (Parent Consent for Evaluation PR-04 form) (If an evaluation is to be conducted)	Provide only after an IEP, if parents do not agree	If moved from out of state
11. Change of placement	Informed consent (IEP PR-07 form)	Provide only after an IEP, if parents do not agree	
12. Change in the type and amount of services		Provide only after an IEP, if parents do not agree	
13. Exit from special education	Notification (Summary of performance if graduating or aging out of special education)	X	
14. District refuses services requested by		X	

parents			
15. District proposes/refuses to change disability category		X	
16. Releasing personally identifiable information	Informed consent (written consent)		
17. Destruction of personally identifiable information	Notification prior to destruction		

18. Transfer of parental rights Statement included in IEP PR-07 form	Statement included in IEP PR-07 form		X
19. Upon receipt of the first due process			X
20. Disciplinary change in placement		X	X
21. Revocation of consent		X	

Prior Written Notice, Informed Consent and Procedural Safeguards Notice (*Whose IDEA Is This?*)

1. Procedural safeguards must be provided to the parents once a year.

The school district must give a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)** to the parents at least once a year, except as noted below:

- Upon initial referral or the parents request for evaluation;
- Upon request by the parents;
- Upon receipt of the first due process complaint or state complaint in a school year; and
- Upon a change in placement for disciplinary action.

2. Procedural safeguards must be provided upon request of the parents.

The school district must give a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)** to the parents whenever the parents request.

3. Initial referral for a suspected disability

On the date of the referral, the district must provide the parents with a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)**. For a parental 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. For a district referral, the date of referral is the date that the screening or review team decided an evaluation should be conducted. See Evaluation – 6.2 Request and Referral for Initial Evaluation. Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice to Parents PR-01** form to the parents if the district does not suspect a disability.

4. Initial evaluation

Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice PR-01** form to the parents and receive written, **informed consent (Parent Consent for Evaluation PR-04 form)** from the parents prior to conducting any assessments as part of an initial evaluation. A description of any evaluation procedures the district proposes to conduct must also be provided to the parents. (If the notice relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requires parental consent.)

5. Eligibility determination

If the evaluation team determines that a student is not eligible for special education and related services the district will provide the parents the **Prior Written Notice to Parents PR-01** form once this determination is made. If the evaluation team determines that a student is eligible for special education and related services, see Item number 6, IEP Meeting.

6. IEP Meeting

The district must use the required **Parent Invitation PR-02** form to notify and invite the parents to an IEP meeting. Districts must take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate. This requires that the district:

- Notify the 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.

A district must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents do not agree with the IEP or any portion of the IEP or do not attend the meeting.

A district must provide **prior written notice** to the parents and receive **written, informed consent** from the parents before the initial placement of a student in special education. The **IEP PR-07** form serves as prior written notice unless the parents disagree with the IEP. Written informed consent to initiate special education and related services is provided through the parents' signature on the IEP form.

7. Reevaluation with assessments conducted

A district must provide the **Prior Written Notice to Parents PR-01** form and obtain **informed parental consent (Parent Consent for Evaluation PR-05 form)** before conducting any tests or assessments as part of a reevaluation of a student with disabilities, unless the district has provided notice and the parents have failed to respond to reasonable attempts to obtain consent.

The district must provide the **Prior Written Notice to Parents PR-01** form after the reevaluation is completed, if the parents disagree with the reevaluation or the re-evaluation results in a change in the student's disability category.

8. Re-evaluation without further assessments conducted

If the evaluation team determines that no additional data are needed to determine that the student continues to be a student with a disability and to determine the student's educational needs, the evaluation team must notify

the student's parents. The notification that no further assessments are necessary must include:

- The team's determination and the reasons for the determination; and
- The parents' right to request an assessment to determine whether the student continues to be a student with a disability and to determine the student's educational needs.

The **Prior Written Notice to Parents PR-01** form may be used for this notification as long as it includes the information listed directly above.

The district must provide the **Prior Written Notice to Parents PR-01** form after the reevaluation is completed, if the parents disagree with the reevaluation or the re-evaluation results in a change in the student's disability category.

9. No reevaluation conducted

If the IEP team, including the parents, agrees that a reevaluation of a student is unnecessary, the district must provide the **Prior Written Notice to Parents PR-01** form.

10. Transfers from out of state and out of district

Upon the enrollment of a student with an existing IEP from another district or state, the district must convene the IEP team and determine if the team will accept the existing IEP or change the existing IEP. If the parents disagree with the IEP team on the IEP that will be implemented by the district, the **Prior Written Notice to Parents PR-01** form must be provided to the parents. See IEP – 7.1 General.

Transfers from out of state If the student moved into the district from another state, the district must provide the parents with a copy of the **procedural safeguards notice (Whose IDEA Is This?)**.

If the district determines that a new evaluation is necessary for a student who transfers from out of state, the evaluation is considered an initial evaluation and the district must provide the **Prior Written Notice to Parents PR-01** form and obtain written parental consent (**Parent Consent for Evaluation PR-05** form). See Evaluation – 6.2 Request and Referral for Initial Evaluation.

Transfers from out of district If the student transfers into the district from another district in the state, the district provides the parents with a copy of the **procedural safeguards notice (Whose IDEA Is This?)** if the sending school district had not provided the parents with a copy during the current school year.

If the IEP team refers a student who transfers from another district in the state for additional evaluation, the evaluation is considered to be a reevaluation. The district must provide the **Prior Written Notice to the Parents PR-01** form and obtain written parental consent (**Parent Consent for Evaluation PR-05** form). See Evaluation – 6.5 Reevaluation.

11. Change of placement

The district must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents

do not agree with the IEP team's proposed change of placement on the continuum of alternative placement options. The district may not change the student's placement until the parents' consent to the proposed change of placement.

12. Change in the type and amount of services

The district must provide the **Prior Written Notice to Parents PR-01 form** after an IEP meeting, if the parents do not agree with the changes in the types and amount of services being proposed. The district may then proceed to implement the IEP.

13. Exit from special education

The district must provide the **Prior Written Notice to Parents PR-01** form whenever a student exits special education. In addition, for a student whose eligibility for special education terminates because the student is graduating with a regular diploma or exceeding the age eligibility for special education, the school district must provide the student with a **summary of the student's academic achievement and functional performance**, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals.

14. District refuses services requested by parents

The district must provide the **Prior Written Notice to Parents PR-01** form to the parents any time the district refuses the request of the parents to provide special education and related services to the student.

15. District proposes/refuses to change disability category

The district must provide the **Prior Written Notice to Parents PR-01** form to the parents any time the district proposes or refuses to change the student's disability category. The ETR and the documentation of eligibility can be considered a prior written notice if all the elements required in a prior written notice are present in the ETR and determination of eligibility.

16. Releasing personally identifiable information

The district must obtain **written parental consent** prior to releasing any personally identifiable information about the student to any person or agency not entitled by law to see it, and to a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

17. Destruction of personally identifiable information

The school district must inform the parents when personally identifiable information collected, maintained and used is no longer needed to provide educational services to the student. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed shall be maintained without time limitation. This **notification may be in writing or provided verbally**. If provided verbally, the school district should document this notification in the student's education record.

18. Transfer of parental rights

One year before the student's 18th birthday, the district must notify both the student and the parents of parental rights, under Part B, that will transfer to the student upon reaching the age of majority. The district also must provide the student with a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)**. This notification is documented on the student's **IEP PR-07** form.

19. Upon receipt of the first due process complaint or upon receipt of the first state complaint in the school year the school district must give the parents a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)** upon receipt of the parents' first due process request. The Ohio Department of Education, Office for Exceptional Students gives the parents a copy of the **procedural safeguards (*Whose IDEA Is This?*)** upon the parents' filing of the first state complaint within the school year.

20. Disciplinary change in placement

Whenever a change of placement occurs due to disciplinary action, a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)** and **Prior Written Notice PR-01** form must be provided.

21. Revocation of consent (must be in writing)

The district must provide the **Prior Written Notice to Parents PR-01** form if the parents of a student with a disability revoke consent in writing for the continued provision of all special education and related services.

This notice must include:

- A summary of all of the supports and services the student will no longer receive, and any change in educational placement that will occur as a result of the revocation of consent.
- Statements that once the revocation takes effect, the district will not be considered to be in violation of its requirement to make FAPE available, is not required to convene an IEP meeting or develop an IEP, is not required to conduct a three year reevaluation, is not required to offer the student the discipline protections available under IDEA and is not required to amend the student's education records to remove any reference to the student's receipt of special education and related services.
- A statement that by revoking consent for special education and related services for the student, the parent is not waiving the right to request an initial evaluation or to receive services in the future.

Appendix B

End of Course Exemption Guidance

End of Course Exemption Guidance

ODE Guidance:

All students, including students with disabilities, must participate in state assessments. The Individualized Education Program (IEP) team may exempt a student with disabilities from consequences of not being proficient on end-of-course tests. However, in Ohio, the IEP team should first thoroughly explore all available alternative pathways for demonstrating competency and readiness for graduation before considering an exemption. When the IEP team determines a student is exempt from being proficient on an end-of-course test, the student may receive three points (equivalent to proficient) for each exempted test required for graduation. There is no alternate test for end-of-course tests.

Some students may be eligible to participate in an alternate assessment per the Alternate Assessment for Students with Significant Cognitive Disabilities participation guidelines. For these students, a proficient score in each of the content areas – English language arts, mathematics, science, and social studies -may replace the graduation requirement of a minimum composite score on the seven end-of-course tests.

District/Local Guidance:

Decisions are made at the IEP team meeting level during the first semester of the Junior year by November 1 either through the annual meeting or the amendment meeting. The suggestions below are for guidance purposes only.

1. If a student has been identified as having a Specific Learning Disability in the given area of assessment and is not meeting proficiency, the team may amend the IEP to be exempt for that specific area. When the IEP team determines a student is exempt from the consequences of an end-of-course test, the student may receive three points (equivalent to proficient) for each exempted test required for graduation. **The student still has to take any remaining end-of-course assessments for the first time.**

2. If a student is at an alternate placement and is not on a trajectory to earn 18 points, The IEP team should convene to review the ETR and IEP to make a decision on re-takes and/or exemptions in the fall of Junior year. The student still has to take any remaining end-of-course assessments for the first time.

a. What qualifies as being on a trajectory to earn 18 points?

- i. The typical rising junior will have taken 6 out of 7 assessments, Government being the last assessment to take as a Junior or Senior.
- ii. Recommendation of greater than or equal to 12 points.

Guiding Questions for the IEP to consider:

1. For each test, answer the following questions during the IEP meeting:
 - a. How close were they to receiving a score earning them the next highest point total?
 - b. Is the test an area of strength or weakness?
 - c. Is it likely the student will improve their score to receive 3 or more points?
 - d. How many tests do they have to take next year?
2. The team must discuss each test individually and determine exemption by test.
3. The district will not exempt a student prior to attempting the test the first time.
4. If the student is not likely to earn three or more points the team should consider exemption.
 - a. Through exemption the student will receive 3 points towards graduation.
5. Has the IEP team examined the student's progress reports and considered his/her performance on other district-wide testing measures (MAP, etc)?

Documentation:

Once the team makes the decision to exempt, notate in the student's Profile which ones they are exempt from and why, as well as the testing page.

Policies, Practices, and Procedures for Addressing Graduation for Students with Disabilities

In compliance with the Ohio Department of Education and Workforce (ODEW) monitoring requirements, our **Policies, Practices, and Procedures (PPP)** for improving graduation outcomes for students with disabilities.

I. Policies

Schools managed by Cypress High School are committed to ensuring all students with disabilities receive the support necessary to achieve their high school diploma. Our policies align with federal and state regulations, including the **Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Ohio's Graduation Requirement**

A. Graduation Tracking Policy:

- Graduation Tracker is developed for all students with disabilities in grades 9-12. The tracker is updated monthly from the student's enrollment date and includes input from the student, parents/guardians, intervention specialists, general education teachers, and school counselors.

B. Early Identification of At-Risk Students Policy:

- Students with disabilities at risk of not graduating are identified through data analysis, progress monitoring, and IEP team discussions.
- These students receive personalized educational and support plans to address their unique needs.

C. Graduation Decision-Making Policy:

- The Students with IEPs Graduation Decision-Making Tool (provided by ODEW) ensures that students receive appropriate accommodations and modifications necessary for graduation requirements

D. Intervention and Support Policy:

- Students at risk of not meeting graduation requirements receive targeted interventions, mentoring, academic support, and transition planning.
- Extended learning opportunities, such as credit recovery and tutoring, are available to students with disabilities.

E. Data-Driven Accountability Policy:

- Graduation tracking data sheets are maintained to monitor students at risk of not graduating.

- Monthly review meetings with the Special Education and Student Services team assess student progress and the effectiveness of interventions.

II. Practices

Schools managed by Cypress High School employs the following practices to improve graduation rates

A. IEP-Based Transition Planning:

- Each student's IEP includes **transition goals that align with career, college, and independent living readiness**.
- **Work-based learning experiences and partnerships** with vocational and career centers are integrated into student pathways.

B. Student and Family Engagement Practices:

- **Parents/guardians are involved** in all aspects of the graduation planning process.
- Family engagement workshops provide resources on graduation requirements and post-secondary options.

C. Data Collection and Progress Monitoring:

- **Graduation trackers** are systematically reviewed at each IEP annual review and during student support meetings.
- **Progress monitoring tools** track students' completion of coursework, assessments, and alternative graduation pathways.

D. Professional Development for Staff:

- Special education teachers, intervention specialists, and school counselors receive **ongoing training on graduation pathways, the Graduation Decision-Making Tool, and interventions for at-risk students**.

III. Procedures

A. Graduation Tracker Development and Review:

- The **Graduation Tracker is developed upon the date of enrollment** at orientation.
- **Trackers are reviewed and updated monthly** and during IEP meetings as well as transition planning sessions.

B. Identification of At-Risk Students:

- Students with disabilities are flagged for additional support if they:
 - a) **Have failing grades** in core courses.
 - b) **Have chronic absenteeism**.

c) **Are not meeting IEP transition goals.**

C. Data is reviewed monthly by the Special Education Team to adjust interventions as needed.

- **Implementation of Support Plans:**

a) Personalized **educational and support plans** are created for at-risk students, detailing intervention strategies such as:

- (1) Small-group instruction.
- (2) Additional academic tutoring.
- (3) Extended learning opportunities (e.g., credit recovery).
- (4) Alternative assessment accommodations.

- **Use of the ODEW Graduation Decision-Making Tool:**

- a) The tool is **completed for every student with an IEP** to determine eligibility for alternative pathways and accommodations.
- b) A **record of this decision-making process is maintained in each student's file.**

- **Monitoring and Reporting Procedures:**

- a) The Special Education Team compiles data on graduation rates, at-risk students, and intervention effectiveness.
- b) Reports are submitted quarterly to district leadership for progress analysis.
- c) Data is shared with the Ohio Department of Education and Workforce as required.

IV. Conclusion

Cypress High School is committed to improving the graduation outcomes for students with disabilities. By implementing strong policies, evidence-based practices, and effective procedures, we address the identified gaps and ensure that all students receive the support they need to graduate successfully. This document serves as our Policies, Practices, and Procedures (PPP) submission to the ODEW Monitoring System and will guide our continuous improvement efforts.

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