



Special Education Handbook 2025-26

Mission Statement

Oakstone Community School promotes the education of students with Autism Spectrum Disorders (ASD) by providing an innovative and individualized program. Focus is on empirically-based curriculums, instructional strategies, and behavior techniques which enable students to develop necessary academic precursor and self-management skills. Along with academics, related services and fine arts, focus is on reducing the impact of the core deficits area. Students learn and work collaboratively within the school community as they develop respect for themselves and others in a school that provides a unique, dynamic, and interactive environment concentrating on the strengths of each student as they gain academic competency and develop personal responsibility. OCS is a family-centered school that believes in the importance of the parent-teacher partnership and high levels of parent involvement in all aspects of the school.

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Intervention Specialists:

Intervention Specialists (IS) at OCS can fill the role of a teacher, co-teacher, or instructional support, in addition to being the case manager for students assigned to their caseload. As the case manager, the IS will consider the whole child and provide them assistance in their education and educational experiences.

- Primary contact with parent/guardian(s).
 - Send introductory letters to each parent of a student on your caseload. Include contact information for yourself, as well as any other staff (including related service providers) the student will have for the year.
- Maintain contact with parent/guardian(s).
 - Strive to maintain ongoing contact weekly. Any form of contact can be made and should be documented.
- Be the primary contact for teachers.
 - Meet with the general education teachers and/or other staff to share each student's IEP during the first week of school.
- Complete progress reports on time.
 - Include data points that reflect progress monitoring.
- Ensure that measurable goals and objectives are being met.
 - If a student is consistently not on track to meet a goal, therefore, not making adequate progress, convene the IEP team to set a reasonable goal.
 - If a student meets a goal prior to the expiration of the IEP, convene the IEP team to develop a new goal.
- Respond to parent/guardian concerns appropriately throughout the year.
 - Parent requests are discussed in IEP team meetings. When a parent makes a request the following options can be considered.
 - Upon approval from the building administrator, adhere to the request and amend the IEP.
 - Plan an IEP team meeting to discuss the request.
- Amend the IEP when appropriate throughout the school year.
 - If the team determines that the student needs to modify any portion of the IEP to meet the student's needs, then a meeting must be held for the amendment.

- Develop compliant initial and annual IEPs and facilitate IEP meetings.
 - Review and apply this document to all aspects of IEP planning, development and implementation.
- Contribute to multifactored evaluations.
 - Utilized ongoing progress monitoring data, and assist with administering diagnostic instruments and techniques appropriate for the area of disability or suspected disability, as part of the multidisciplinary team.
- Assist educational staff with implementing or modifying instructional strategies.
 - Utilize district identified classroom management strategies, intervention strategies, collaboration with other teachers, related service providers, administrators, and other stakeholders to support the whole child.
- Assist the Special Education Director with manifestation determination reviews.
 - Complete the *Manifestation Determination Review Worksheet* prior to the team meeting.
 - Follow the steps provided by the Director of Special Education at the time of scheduling a Manifestation Determination Review meeting.
- Collaborate with stakeholders and develop both informal and formal behavioral intervention plans.
 - Address behaviors through building PBIS initiatives, individual reward systems, behavior contracts, informal behavior plans, and IEP goals.
 - Collaborate with the school contracted BCBA and Director of Special Education to complete Functional Behavior Assessments when deemed necessary.
- Facilitate student participation in all aspects of educational programming.
 - All OCS students are students with an IEP, therefore the IS and other teaching staff are encouraged to create opportunities for field trips, special events, and other activities which align with student learning, interest, and to increase access to opportunities that might not otherwise be available.
- Keep documentation of all Specially Designed Instruction to show compliance with IDEA regulations.
 - Maintain up to date documentation indicating the SDI the student receives as indicated by the goals in the IEP. Ensure that documentation reflects SDI is targeting individual objectives.

Related Services and Service Providers:

OCS does not directly employ related service providers. Related service providers are contracted with based on the student's individual needs in their IEP. Related service providers are provided logins and given access to SameGoal for each student that they support. Additionally, the IEP casemanager works with the related service provider(s) to ensure that collaboration on goals which may include their support is included.

OCS utilizes related service providers in the student's classroom on a more consistent basis to help students generalize skills across school environments and not just within the therapy setting for increased student outcomes. As a result, related service providers work in collaboration with the student's IEP case manager and other teachers to support the student based on their identified needs in his/her IEP.

Related services include those services a child requires in addition to what is being provided to the IEP case manager. More specifically in the areas of speech and language pathology; including pragmatics, and occupational and physical therapy; including adaptive behavior.

- Throughout the year, maintain contact with the parent/guardian(s).
 - Strive to maintain ongoing communication. Any form of contact can be made and should be documented.
- Collaborate with the student's IEP case manager and teachers to identify and determine areas of need that impact the student's ability to access the general curriculum and/or classroom and school environment.
 - Conduct observations and use teacher/IS data collection to
- Ensure that measurable goals and objectives of the IEP are being met.
 - If a student is consistently not on track to meet a goal, therefore not making adequate progress, convene the IEP team to set a reasonable goal.
 - If a student meets a goal prior to the expiration of the IEP, convene the IEP team to develop a new goal.
- Respond to parents' concerns appropriately throughout the school year.
 - Parent requests are discussed in IEP team meetings. When a parent makes a request there are two options.
 - Upon approval from building administration, adhere to the parent request and amend the IEP.
 - Plan an IEP team meeting to discuss the request.

- Contribute to multifactored evaluations.
 - Utilize ongoing progress monitoring data, and assist with administering diagnostic instruments and techniques appropriate for the area of disability or suspected disability, as part of the multidisciplinary team.
- Assist educational staff with implementing or modifying instructional strategies.
 - Develop clear therapy management procedures, intervention strategies, and ongoing collaboration with general education teachers, intervention specialists, administrators, and other stakeholders supporting the whole child.

School Psychologists:

OCS contracts psychological services with an outside vendor to meet the requirements of Initial Evaluation Team Reports, as well as Re-evaluations. The contracted psychologist will conduct the identified assessments on the student's *ETR Planning Form*, in accordance with the timeline established by the signed *Consent for Evaluation*. Results will be provided in summary form for Part 1 of the ETR, as well as discussed in person during the Evaluation Team meeting.

Before, During and After the ETR Meeting:

Before the meeting

- ☐ Begin the process at least 30 days prior to the ETR expiration date, or Initial ETR timeline
- ☐ Check District Representative's calendar for available meeting dates
- ☐ Conduct an ETR planning meeting and document on the planning form the agreed upon information that will be included in the re-evaluation or initial evaluation process.
- ☐ Send to parent/guardian(s) the following documents to sign and return
 - ☐ Consent for Evaluation
 - ☐ Prior Written Notice
 - ☐ PR-02 (parent invitation) to the parent/guardian(s)/student(13+)
 - ☐ Future Planning Questionnaire
 - ☐ Procedural Safeguards
- ☐ Review student file (previous ETR, previous IEPs and progress reports) to help gather important information
- ☐ Conduct necessary assessments that are not being done by the psychologist
- ☐ Collect checklists, data, grades, observations from teachers, specialists, and parents
- ☐ Send a calendar invite to all team members including related service providers, and include the District Representative in the invitation
- ☐ Create a new ETR document in SameGoal and share with all team members who need access
- ☐ Provide the draft ETR to the District Representative for review prior to the meeting on a timeline indicated by the Director of Special Education
- ☐ Leave sections 4 and 5 blank
- ☐ Remind Team members of the meeting day and time

At the meeting

- ☐ State purpose of meeting and do introductions
- ☐ Ensure student and parent information is accurate on the ETR cover page
- ☐ Review results of assessment results provided in each Part 1 of the ETR
- ☐ Include parent/guardian(s) input throughout the ETR
- ☐ Review summary of assessment results in Part 2 of the ETR
- ☐ Review Part 3 if applicable to the student, or mark not applicable
- ☐ The District Representative will verbally and in writing state the Team's eligibility findings in Part 4 of the ETR

- ☐ All members need to sign Part 5 of the ETR and indicate whether they agree or disagree with the Team's findings in Part 4

After the meeting

- ☐ Write a Prior Written Notice in collaboration with the District Representative
- ☐ Send the Prior Written Notice to parent/guardian(s), with the final ETR (prior to the service start date)
- ☐ Notify educational team members of the updated or Initial ETR
- ☐ Within 7 days, complete and provide required documents to the Director of Special Education
 - ☐ EMIS at a glance
 - ☐ Implementation PR-01 with details of the meeting
 - ☐ Completed ETR with the original signatures of everyone in the meeting on Part 5
 - ☐ Parent Invitation
 - ☐ Attempt(s) to Obtain Parent Participation (documented attempts) 3 minimum, 2 different modes

Before, During and After the IEP Meeting:

Before the meeting

- ☐ Begin scheduling the meeting at least 3 weeks before the IEP is due
- ☐ Check District Representative's calendar for available meeting dates
- ☐ Collect checklists, data, grades, observations from teachers, specialists, and parents
- ☐ Send a PR-02 (parent invitation) to the parent/guardian(s)/student(13+)
- ☐ Send a calendar invite to all team members including related service providers, and include the District Representative in the invitation
- ☐ Create a new IEP document in SameGoal and share with all team members who need access
- ☐ Send home the future planning questionnaire to the parent/guardian(s) to be completed and returned prior to the meeting date
- ☐ Conduct Transition Assessments with student (13+)
- ☐ Provide the draft IEP to the District Representative for review prior to the meeting on a timeline indicated by the Director of Special Education
- ☐ Leave sections 1, 4 and 10 blank in the draft
- ☐ Upon confirmation of review by the identified District Representative, provide the draft IEP to the parent/guardian(s) at least 24 hrs before the team meeting
- ☐ Remind Team members of the meeting day and time
- ☐ Obtain parent permission for excusal if a team member is unable to attend

At the meeting

- ☐ State purpose of meeting and do introductions
- ☐ Review progress of previous IEP and objectives using the most recent progress report (this info should also be in the goal present levels)
- ☐ Ensure student and parent information is accurate on the IEP cover page
- ☐ Add Scholarship Notification Form in the "other" section of the cover page
- ☐ Add Transition information and parent resources in the "other" section of the cover page (13+)
- ☐ Discuss the draft IEP and make edits to the IEP as appropriate
- ☐ Include parent/guardian(s) input throughout the IEP
- ☐ Be sure all members of the IEP team sign all necessary forms

After the meeting

- ☐ Write a Prior Written Notice in collaboration with the District Representative
- ☐ Send the Prior Written Notice to parent/guardian(s), with the final IEP (prior to the service start date)
- ☐ Notify educational team members of the updated IEP
- ☐ Create a Medicaid Form in SameGoal and have the parent/guardian(s) sign it
- ☐ Create updated data collection sheets
- ☐ Establish procedures for any new accommodations
- ☐ Make any necessary changes to your or the student's schedule
- ☐ Complete the IEP documents in SameGoal
- ☐ Within 7 days, complete and provide required documents to the Director of Special Education
 - ☐ EMIS at a glance
 - ☐ Implementation PR-01 with details of the meeting
 - ☐ Completed IEP with the original signatures of everyone in the meeting on section 14
 - ☐ Excusal form if you excused a team member the day of the meeting
 - ☐ Parent Invitation
 - ☐ Attempt(s) to Obtain Parent Participation (documented attempts) 3 minimum, 2 different modes
 - ☐ Medicaid form (RIEPs only)
 - ☐ Final Progress Report

Section 1 - Future Planning:

Input from the student, parent/guardian(s) and other team members needs to be collected before the meeting. Future planning is what should be guiding the entire IEP. It can include many things but must reflect parent input as well as input from the IEP team.

Parent/Guardian Questionnaire includes but is not limited to:

- What are your child's strengths (academic, social, vocational)?
- What are your child's areas of greatest need (academic, social, vocational)?
- What interests does your child have?
- What skills does the child have and are able to do in a variety of settings, and what skills would you like them to strengthen or learn?
- What kinds of community activities does your child participate in?
- What are some of the activities your child likes to do in their free time?
- What type of job does your child want to have or has shown interest in?
- What are your goals for your child related to independent living?
- What are your goals for your child's future?
- What are your child's goals for his/her future?
- Are there any other agencies involved in helping your child currently or in the future?

Section 2 - Special Instructional Factors:

Items checked “yes” in this section must be addressed in the IEP:

Does the child have behavior that impedes their learning or the learning of others?

The team will determine how this will be addressed. Examples of when this may be yes include:

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

Does the child have limited English proficiency?

- Is the child identified as an English Language Learner?
- Communication weakness does NOT fall under this area.

Is the child blind or visually impaired?

- Is a Teacher of the Visually Impaired (TVI) involved? (section 16 is completed)
- A student who requires glasses does NOT meet eligibility for checking yes.

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

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

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

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

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

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

An English Language Learner’s EL Plan is required to be summarized in the profile:

- Identify the skills being targeted
- Most recent OELPA scores

Section 3- Profile:

This section should provide a summary of the child's relevant educational needs and performance. Make sure to include pacing and rate of progress for the child. If a student is identified as an English Language Learner, then their EL plan is summarized in this section. A statement for related services the student is receiving outlined in section 7 should also be noted here, more specifically to why they are needed. Other areas that may be included are important medical conditions/needs, and or behavioral information, as well as state testing results, ACT/SAT, etc.

This section is NOT a cut and paste of the ETR. This section should only be 3-4 paragraphs telling a story of the student, including RIMP (if age appropriate) and state level tests scores. Present levels of performance are not included in this section but rather in each the present levels of performance for each individual goal.

Section 4 ESY:

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

Extended School Year is not:

- Extra help in the summer due to a slow rate of progress.
- Extra help to meet general education expectations.
- Extra time to work on IEP goals due to having not received all the services identified in the IEP.

OCS Summer Program

Oakstone Community School, being a school that serves 100% students with disabilities, recognizes the importance of ongoing education, repeated practice, and the impact of lengthy breaks. As part of the school's programming and services to meet our student's needs, a summer program is provided to all enrolled students at no cost during the summer. This program takes place across four weeks and provides academic, social, and self-management instruction and targeted intervention in theme based activities.

Section 5 - Transition:

This section must be completed for any student who is 14 or will be turning 14 during the IEP effective dates. It is typically completed during the IEP annual review when the child is 13.

How are we preparing the child for post-secondary options? Each section should start with, "After high school, (student name) will...."

Three Sections:

- Post secondary training and education
 - On-the-job training
 - Military
 - College
 - Vocational
- Competitive Integrated Employment
 - Where will the student work after high school?
- Independent Living
 - Where will the student live after high school?
 - How will they pay bills and get around?

Transition Planning: Resource-Transition Road Map ODEW

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

Course of Study: Write this well and you may copy into all 3 courses of study boxes

- Most students will participate in the common core standards
- If the student is participating in the extended content standards, write that here
- If the student is participating in alternative programming such as; DACC, community or work-based learning, vocational preparation and college credit plus list this here
- Activities listed need to link to the post-secondary statement/goal and use staff-first language
- Progress is reported when Progress Reports go home
- The target graduation date is always their 4 year graduation date

[ODEW- Transition Road Map](#)

Section 6 - Present Levels of Academic and Functional Performance:

This section gives the information that is needed to support the goal area. This is a specific set of information including current baseline data as required by IDEA that directly links to the measurable goal it describes. The IDEA clearly tells us what it expects of this section under the Definition of Individualized Education Program. This lays the groundwork for writing Measurable Annual Goals and Objectives. The outline in SameGoal is used to identify the areas that must be included.

Definition of current daily classroom behavior, academic and function performance: What do informal observations tell us about the classroom performance?

Previous IEP Progress on this goal: Data from previous progress report.

Current Baseline Data: Data used to develop the goal that directly supports the goal. From where the student is starting, where does the IEP team feel the student will be in one year? This needs to have quantifiable information.

Successful Interventions for this skill: What do you do now that works?

Performance in relation to grade level standards (typical peers): What are students at that age/grade expected to do?

Impact in the General Education Curriculum:

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

Section 6 - Writing Measurable Goals:

Once a present level is clear, an IEP goal can be written. The goal should align with the information provided in the present level. IEP goals are supported by a minimum of 2 objectives to assist the student to meet the goal identified and supported by the baseline data.

S.M.A.R.T. Goals

- S = Specific
 - Clearly stated descriptions of each goal element. Included should be the conditions, the academic functional skill, the criteria for success, and the timeframe within which the criterion should be met.
- M = Measurable
 - Quantifiable by a defined standard that can be observed in some way, particularly so that any amount of change can substantially be identified and/or evaluated.
- A = Actively phrased
 - Involving actions that are clearly observable (e.g. "Write a five-sentence paragraph.") rather than implied (e.g. "Improve your writing.")
- R = Realistic
 - Practical but ambitious and challenging and based on relevant information (e.g. evaluation results, previous rates of growth, and the student's unique circumstances)
- T = Time limited
 - Involves a specified timeframe within which the skill is anticipated to be mastered.

The IEP team should keep in mind that these goals should be written in brief, specific, and clear language that can be easily understood by all members of the IEP team.

Examples:

By the end of the school year, the student will be able to identify and name all upper and lowercase letters of the alphabet with 90% accuracy.

During writing instruction and related activities, the student will be able to identify and use appropriate punctuation marks in their writing in 9 out of 10 assessed writing samples by the end of the IEP.

Because ODEW requires the case manager to keep evidence of progress monitoring data, only choose one tool per goal (ie: work sample, checklists, running records).

As stated in Section 6 of the IEP, Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children.

Note: A student 13+ years and up who also has transition goals, will have two progress reports.

Programs and websites with goal banks or the use of AI can help generate IEP goals and generate ideas for IEP goals. Once you have identified the goal needed from reviewing the student's baseline data, you must follow the state guidelines for writing a SMART goal.

IEP Goal Resources:

<https://adayinourshoes.com/iep-goal-bank/>

<https://adayinourshoes.com/executive-functioning-iep-goals-accommodations/>

<https://www.parallellearning.com/post/iep-goal-bank-100-smart-iep-goals-for-content-are-as-for-special-education-teams>

Section 7 - Specially Designed Instruction:

Specially designed instruction (SDI) is what a teacher does to present information to the student that is different from what other students receive. It may be instruction that is additional to what other students received and/or different methods. SDI is what makes special education “special”. SDI is what is done by the provider (you), not the student, to help close the academic performance gap(s) between the student with disabilities and their general education peers. There must be a SDI for each goal, and only one provider/line per goal.

Staff Support identifies the supports that are provided to staff to assure that the student has access to their educational program. This includes the Intervention Specialist and may include related service providers.

Accommodations are an adjustment to the delivery of instruction or method of student performance that does NOT change the standard of focus. Accommodations improve student access to the general education curriculum. Accommodations are not necessarily the same for all classes. A student may need graphic organizers for writing but not need them for any other subject area.

OCS requires that you identify accommodations by four areas; Presentation, Response, Setting, and Timing.

Examples of accommodations: extended time for tests (1.5x or 2x), guided notes, instruction given in different ways (written or spoken), chunking.

Modifications are an adjustment to the delivery of instruction or method of student performance that changes the content of the standard. List specific modifications by subject area. Students receiving modified instruction should also be receiving instruction through the Ohio Content Extended Standards.

Examples of Modifications: reducing number of test questions, alternate project that reflects skill level, simplified reading material, alternate grading criteria.

Section 8 - Transportation:

Oakstone Community School does not own transportation vehicles. Community School law states that a student attending a community school may request transportation through the school district in which they live. Transportation for students attending community schools is not automatically provided by the district in which they live.

IEP Case Managers may guide parents to the Director of Special Education for additional information on transportation, and transportation service options.

[Community School and Chartered Non-Public Transportation - ODEW](#)

Section 9 - Nonacademic and Extracurricular:

All OCS students have access to nonacademic and extracurricular activities provided by OCS. However, as a community school student, a child attending a community school may also participate in nonacademic and extracurricular activities in the school district for which they live.

IEP Case Managers may guide parents to the Director of Special Education for additional information.

Section 10 - General Factors:

All items in the list should be covered in the IEP and checked yes at the meeting. Do not mark these prior to the meeting. Leave this section blank in the draft provided to the parents prior to the meeting and then include them when checking the boxes during the meeting.

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

On-Track for Third-grade reading guarantee: If a student K-6 is on a RIMP, they are not on track for the TGRG. Grades K-7 in 2026-2027, K-8 in 2027-2028, and one grade each school year into High School. Students in grades 4-12 mark NA for this box if a Grade 3 proficient score was received in the Fall or Spring of that school year. Students in grades K-3+ should have a heading in the profile describing the student's current

circumstances, and a summary of the Reading Improvement Plan (RIMP) when applicable.

Section 11 - Least Restrictive Environment:

OCS is a community school that is unique in that we only serve students who are on an IEP. This means that the parent/guardian(s) have chosen our school to educate their child, and knowingly understand that there are not typically developing students in our school.

OCS programming has a holistic approach to education that also includes building social and self-management skills that focus on improving individual student opportunities in more traditional settings.

When answering the two questions in this section: please mark NO for each.

1. Does the child attend the school they would attend if not disabled?

The student's parent/guardian has chosen to enroll them in a school that is 100% students with disabilities.

2. Does this child receive all special education services with nondisabled peers?

The student's parent/guardian has chosen to enroll them in a school that is 100% students with disabilities.

Section 12 - Testing:

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

- District Tests - IEP team discussion
- State Tests - Only state-test approved accommodations can be provided for state testing. When considering accommodations, consider, does the child's disability necessitate a need for the accommodation.

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

[ODEW Testing Accessibility Manual](#)

Alternate Assessment

This test is only for students who meet the criteria outlined in The Ohio Alternate Assessment Participation Decision-Making Tool. This is found directly in SameGoal and must be completed as a team, and appropriate team members must sign the form.

More traditional districts will see 1% or less of their student population meet the criteria for this test. However, because OCS is 100% students with disabilities and serves a high number of students with significant cognitive disabilities, OCS has historically had a higher percentage who participate. It should be noted that each year at the student's annual IEP meeting, regardless of previous qualification, the Decision Making Tool is reviewed and the Team uses the criteria to determine if they continue to meet qualifications. This section should not be marked prior to the meeting, the team will complete this Decision Making Tool during the IEP meeting as a team.

It should be noted that as a result of ongoing training and the use of the Decision Making Tool, the number of students who take the Alternate Assessment has decreased each year since implementation of this tool. It should be noted that training on the Decision Making Tool is conducted yearly and with all new staff comprehensively.

[Ohio Alternate Assessment Participation Decision-Making Tool](#)

Section 13 - Exemptions:

Exemptions require approval prior to the IEP team meeting from the Director of Special Education or building administrator. The most common exemption is an exemption from one or more parts of the state testing requirements for graduation. Students with an IEP may also graduate via other options based on the IEP team's decision (per Ohio Revised Code 3323.0) but are encouraged to earn a diploma by meeting the same requirements as their peers. For this reason, no exemptions should be granted prior to the IEP team conducting a full review of the student's ability and steps taken to receive a diploma through traditional means. It is important that the IEP team carefully consider the use of these options so as to not lower expectations and limit student opportunities for post-school engagement. Students are permitted to stay until their 22nd birthday to continue to work toward meeting graduation requirements.

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

Parents can request that their child move on to fourth grade after talking with their child's teacher and school administrator about their reading scores and options for receiving support for their reading. Parents are given the ultimate authority on this decision.

Students receiving Special Education services who have it written in their individualized education program (IEP) that they are exempt.

Students receiving Special Education services who have already received intensive remediation in reading for two school years but still are not reading at their grade level.

Note: This is only an exemption eligible for students in K-3rd grade.

[Guidance - Third Grade Reading Guarantee](#)

Section 14 - Meeting Participants:

Required IEP team members' participation must be reflected on the signature page. The required IEP team members include the General Education Teacher, Intervention Specialist, District Representative, and parent/guardian. The student must be invited beginning at age 13, but is not required to attend. The District cannot unilaterally decide not to include a required team member unless the parent agrees. An excusal form must be completed and indicated on section 14 that an excuse is on file.

IEP team members who are not required team members should sign and date the IEP below indicating that they provided information to the development of the IEP team but did not attend the meeting.

Please note that required team members regardless of how they attend (in person, virtual, phone) must sign the participation page. If a non-required member participates outside of in person, then the District Representative can indicate the person attended based on that manner and no signature is required.

Section 15 - Signatures:

The case manager should explain to the parent where to sign the IEP. A parent can sign the IEP reflecting their participation in the IEP meeting and indicate that they do not agree with a portion of the IEP. If this occurs, information in the PR-01 must clearly reflect the steps the District took to consider and come to an agreement as well as other options the District proposed. Most questions regarding compliance and implementation for IEP and ETR documents can be found in the Procedural Safeguards.

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

Amendments:

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

OCS requires initials by each team member in the amendment section of the IEP only.

Parent Invitation (PR-02):

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

Make sure to include any related service providers, or other participants on the invitation.

Please make sure to indicate the building of student attendance as the location of the meeting.

Students aged 14 or older must also be sent an invitation to the IEP meeting and the Student box must be checked on the invitation to the parent/guardian(s). You can include the student's name next to the parent on the invitation.

If a parent does not want a student 14 or older in attendance of the IEP meeting, this must be documented in the PR-01 and/or by filling out a meeting excusal form.

Prior Written Notice (PR-01):

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

IEP/PR-01 Guidance:

- Provide the date of the meeting in the space on the top of the IEP
- List the “effective -start date” can be the same date as the “meeting date”
- List the “effective -end date” for one year minus one day from the “meeting date” and NOT from the start date of the IEP.
- Send a PR-01 to the parent after the meeting and before the start date

The PR-01 can be sent home via email after the meeting. The date on the PR-01 is the date it was provided to the parent.

Guidelines for Annual Review:

IEPs: Intervention specialists are responsible for developing IEPs for each student on their caseload list. IEPs are written annually. A district representative must attend all meetings, in full. Principals, Special Education Coordinators, the Director of Special Education, or a Superintendent’s designee may serve as a District Representative.

Preparing for IEP conferences:

- IEP case managers should review your caseload to determine when IEPs are due.
- Begin scheduling meetings 3 weeks prior to the expiration of the IEP. This assures the schedule of team members’ needs can be met.
- Try to plan IEP meetings 1 week in advance of their due date to allow for cancellations or rescheduling needs.
- Send IEP invitations to parents, include those members who will also be attending as meeting participants.

The Evaluation Process:

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

The purpose of the MFE is to:

1. Determine whether or not the child has a disability
2. Identify the child's specialized educational needs

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

All IEP team members are active participants in the MFE process. At OCS, the Director of Special Education is responsible for coordinating initial evaluations. The IEP case manager is responsible for coordinating 3-year re-evaluations.

Important timelines must be followed for MFE and IEP completion. Initial evaluations must be completed within 60 calendar days of parental consent. Initial IEPs must be completed within 30 days of the Evaluation Team Meeting.

Evaluation Road Map

Intervention Specialists and Related Service Providers shall attend the Evaluation Team Meeting which determines eligibility for special education. The District Representative and ETR Chair will coordinate these meetings and send the appropriate invitations and documents to the team.

If the student is eligible for special education, the Intervention Specialist is responsible for drafting and coordinating the initial IEP. This should be done promptly to ensure the IEP can be implemented within 30 days of the ETR meeting.

Exiting Special Education:

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

Graduating Seniors:

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

A Summary of Performance (SOP) must also be completed on all graduating seniors in SameGoal. A copy must be sent home to the parent/guardian(s) as well as the original given to the Director of Special Education.

Parts of the Summary of Performance:

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

A copy must be sent home to parents, as well as the original sent to the Special Education Director.

Manifestation Determination:

A Manifestation Determination Review (MDR) meeting must be held when a student has been removed from daily instruction regarding discipline. An MDR meeting will be scheduled by the Special Education Director if a child has been suspended 10 days or has multiple suspensions getting close to 10 days that display substantially similar behavior.

The student's intervention specialist, Director of Special Education, and general education teacher (if applicable) will be invited to attend the team meeting.

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

- The student must return to school (or other placement) the next day

Special Education Model Policies and Procedures

Addressing Behaviors:

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

Step 1: Schoolwide Positive Behavior Intervention Supports (PBIS)

All students begin with the same behavior supports.

Step 2: Intervention Specialist Oversight

The intervention specialist is implementing a behavior goal AND has significant data to support the interventions being implemented. Ongoing team meetings should take place to evaluate the effectiveness of the interventions and progress of the student.

Consultation with related service providers regarding sensory, communication, behavior strategies, etc. should occur to help provide the most appropriate supports. Simple behavior plans such as contracts and self-monitoring and target behavior cards can be used at this step.

Step 3: Intervention Specialist Oversight in Collaboration with the District Behavior Team

If there is little to no improvement in behaviors after the above steps were followed, the School Behavior Team conducts a Functional Behavior Analysis (FBA) and (if needed), supports the intervention specialist to develop a formal Behavior Intervention Plan (BIP).

Members of the Behavior Team may assist with observations, consultations, and intervention planning in the creation of the BIP. Consultation with related service professionals regarding sensory, communication, behavior strategies, etc. should occur. Ongoing progress monitoring and data analysis should be kept on effectiveness to guide decision making for BIPs.