

Lexington Local Schools



Special Education Department Guide

2022-2023

Table of Contents

District Goal	3
Intervention Specialist/SLP/Case Managers.....	4
IEP Tips/Reminders.....	8
Section 1 Future Planning.....	9
Section 2 Special Instructional Factors.....	10
Section 3 Profile.....	11
Section 4 ESY.....	12
Section 5 Transition.....	13
Section 6 Writing Measurable Goals.....	14
Section 7 SDI, Accommodations, Modifications, other services.....	15
Section 8 Transportation.....	16
Section 9 Non-academic and Extra.....	16
Section 10 General Factors.....	16
Section 11 Least Restrictive Environment.....	16
Section 12 & 13 Testing.....	17
Amendment Instructions.....	18
Parent Input.....	19
Parent Invitation.....	22
Prior Written Notice.....	23
Guidelines for Annual Review IEPs.....	24
Procedures for Move-in Students.....	25
Procedures for Exit IEPs and SOP.....	26
Child Find.....	27
MFE Process.....	28
Manifestation Determination Review.....	30

District Goal

2022-2023

The District will utilize various forms of available data to drive instruction, identify gaps, and improve student outcomes.

Intervention Specialist/SLP Duties

Intervention Specialists and Speech Therapists act as IEP case managers for students assigned to their caseload. As the case manager, the IS/SLP should consider the whole child and provide him/her with assistance in every part of his/her educational experience. The list below is not inclusive but acts as a guide for the case manager.

- Be the primary contact with parents. Send an introductory letter at the beginning of each school year to each parent of students on your caseload. Throughout the year, maintain contact with the parents.
- Be the primary contact for teachers. Meet with or email to share each student's IEP at the start of the school year with general education teachers.
- Ensure that the measurable goals and objectives of the IEP are being met. Amend the IEP when appropriate throughout the school year if your student is meeting their goals/objectives sooner than the annual meeting date, or if they are not making adequate progress.
- Facilitate student participation on field trips and other special events. All students, regardless of disability, should be encouraged to attend events and participate to the level they are able.
- Assist with transition from grade level to grade level. Meet with next year's staff and inform them of special considerations for each student. Make recommendations for teachers and the student's schedule. Have flexibility to meet with incoming students' case managers.
- Develop initial and annual IEPs and facilitate IEP meetings.
- Provide consultation and assistance, through observation and discussion, to personnel to assure continuity between evaluation and progress monitoring data, the IEP, and daily lesson plans.
- Work with building MTSS/PBIS/IAT Teams to develop building goals which assist the team in working collaboratively with all students.
- Assist in the development of curricular guides/maps and local policies as related to the area of disability.
- Contribute to the multi-factored evaluations utilizing 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, classroom management procedures, intervention strategies, and follow up activities.
- Assist the Special Education Director with manifestation determination reviews.
- Assist with functional behavior assessments and carry out behavior intervention plans, oversee implementation of the plan making adjustments as needed, in cooperation with other team members.

Schedules

Intervention Specialists and all related service providers may be asked to provide their schedules to their building administrators and/or the Special Education Director. Making this schedule and including the students served during each time frame can also be helpful for substitute teachers when an absence is necessary. Here is a sample template that can be copied and edited:

Time/ Period	Teacher/Room	Student(s) Served

Caseloads

Intervention Specialists, Speech-Language Pathologists, Occupational Therapists, and Physical Therapists please fill out the caseload and share with administrators:

- Click [here](#) to access
- Click File
- Click Make a Copy
- The copy will save to your Google Drive
- Rename to include your last name, first initial
- Type in your students' information
- Share to your building admin, and the Special Education Director
 - Click the green share button at the upper right
 - Type in the appropriate emails

Intervention Specialist & SLP

5 suggestions to do prior to the start of a new school year

- 1) Send a letter home to parents of students on your caseload introducing yourself and provide your contact information and preferred form of communication.
- 2) Download caseload IEPs and/or IEP at a Glance and save in a folder on Google drive, or your desktop.
- 3) Contact all teachers and staff who will need the information about the students on your caseload (don't forget aides, cafeteria staff, transportation department, recess monitors, etc). Provide IEP and/or IEP at a Glance to all teachers who will work with the student.
- 4) Create email group lists of teachers and/or therapists for each student on your caseload. This can be helpful when needing to communicate with the entire IEP team.
- 5) Mark your calendar one month in advance of each IEP due date. This is when you should schedule and get started on the IEP.

IEP Tips/Reminders

Before the meeting

- Get current performance, behavioral checklists, and/or grades from teachers, specialists, and parents
- Schedule the meeting at least 2 weeks before due date
- Send invite to parents **and students** 14 or older
- Send outlook calendar invite to all district team members
- Write draft IEP at least two weeks prior to meeting and share with your building administrator
- Make copies of IEP draft for meetings

At the meeting

- State purpose of meeting and do introductions
- Ensure student information is accurate (address/phone numbers) on IEP cover page
- Have hard copies of draft available for team members and completed signature pages ready
- Review progress of previous IEP and objectives using most recent progress report
(this information should also be in goal present levels)
- Discuss and edit IEP as appropriate
- Be sure all members of IEP team sign all necessary forms

After the meeting

- Write prior written notice and send to parent, with the final IEP prior to the service start date
- Distribute hard copies of finalized IEP or send via email to General Education teachers
- Make any necessary changes to daily/weekly schedule, data collection procedures
- Update caseload roster with new date and any services
- Send originals to the attention of the Special Education Director, at the Board Office:
 - IEP with original signatures
 - Check dates - start date day of/after meeting date, end date one year minus one day
 - Previous IEP progress reports
 - Prior written notice with date of/after meeting and before start of services
 - Parent invite with parent signature
 - Student invite if 14 or older (you can simply add the student name next to parents' on original invite)
 - OP-09/Attempts to contact parent
 - Excusal form if applicable
 - Verify EMIS form, with DR signature
 - Special Ed events page

Section 1

Future Planning

Request input from parent and other team members (including student) before meeting. This box should be completed prior to the meeting, and like all sections of the IEP, can be edited at the meeting as needed.

Future Planning is a blueprint for the IEP. It should be what is guiding the entire IEP. It can include:

- Skills, strengths, and interests:
- Plans for future education:
- Plans for future employment after high school:

Questions to consider:

- What interests does the student have?
- What strengths does the student have?
- What are areas of need for the student?
- How can the student's interests, strengths, and needs be incorporated into the child's IEP?
- What skills does the child have now and what skills should he/she be working on?
- What does the student want to do after high school?
- Where will he/she work?
- Where will he/she live?
- What will the child need to learn (college, vocational training, on the job training)
- What do the parents and teachers see for the student's future?
- What coursework, job shadowing, and/or career tech programs will assist the student in accomplishing his/her goals?

Section 2

Special Instructional Factors

Items checked "YES" must be addressed in the IEP:

Does the child have behavior which impedes his/her learning or the learning of others?

- The team can determine how this will be addressed
 - Goal
 - FBA/BIP

Does the child have limited English proficiency?

- Is an ELL involved
- Communication weaknesses do not fall under this area

Is the child blind or visually impaired?

- Is a TVI involved? (section 16 should be addressed)
- A student who requires glasses does not meet the 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 and requires a communication plan, check yes.

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

- Consider if student needs AT devices or services
- If yes, include in section 7

Section 3

Profile

The profile should paint a picture of the student. After reading, the reader should have knowledge of who this student is in regards to interests, strengths, and educational needs.

You should specifically address the following areas:

- Background Information - this should be the student's educational story. How did the student get to where they are now?
- Interests of the student
- Strengths of the student
- Information from previous IEP progress reports
- Educational needs of the student summarized from ETR (Description of Educational Needs)
- Educational implications summarized from ETR (Implications for Instruction and Progress Monitoring)
- Description of student's school day
- General Education Teachers' Input
- State/district-wide assessments by performance level
- Relevant medical & safety information
- Reading Intervention Monitoring Plan (RIMP), if applicable (grades K-3), summarized
- Graduation Plan for grades 9 - 12 summarized in alignment with IEP
- Parent educational concerns

Section 4

ESY

Teams must have data to determine ESY eligibility. Bring data from before and after school breaks to the meeting in order to make an informed decision. Only a small percentage of students are eligible for ESY services. If eligible for ESY, teams must identify which goals, and how many total minutes will be served for each.

What are extended school year (ESY) services?

Extended school year services mean that special education and related services are provided to a child with a disability beyond the normal district school year, in accordance with the child's IEP. ESY services are provided at no cost to the parents and meet the standards of the Ohio Department of Education (ODE).

How does the team determine the need for extended school year services?

Extended school year services are not limited to a particular category of disability, nor can the services be unilaterally limited in type, amount or duration. The need for ESY services must be determined on an individual basis, based upon the judgment of the IEP team members and the team's decision-making process. ESY must be provided only if a child's IEP team determines that the services are necessary to provide FAPE to the child. To determine the need for ESY, the team must have sufficient documentation to show that it made an appropriate, individualized determination regarding the provision of ESY services.

(G) Extended school year (ESY) services

(1) General

(a) Each school district must ensure that extended school year services are available as necessary to provide FAPE, consistent with this rule.

(b) Extended school year services must be provided only if a child's IEP team determines, on an individual basis, in accordance with rule 3301-51-07 of the Administrative Code, that the services are necessary for the provision of FAPE to the child. Additionally, the school district shall consider the following when determining if extended school year services should be provided:

(i) Whether extended school year services are necessary to prevent significant regression of skills or knowledge retained by the child so as to seriously impede the child's progress toward the child's educational goals; and

(ii) Whether extended school years services are necessary to avoid something more than adequately recoupable regression.

(c) In implementing the requirements of this rule, a school district shall not:

(i) Limit extended school year services to particular categories of disability; or

(ii) Unilaterally limit the type, amount or duration of those services.

Section 5

Transition

This must be completed for any student who is 14 or older or who will turn 14 during the life of the IEP.

Where will the student be after high school and how will we prepare them for it? Each statement in each section should start with, "After high school, Student will..."

Three Sections:

- Postsecondary training and education
 - On the job training
 - Military
 - College
 - Vocational school
- Competitive Integrated Employment
 - Where will the student work after high school?
- Independent Living (if the team agrees applicable)
 - Where will the student **live** after high school? How will they pay bills and get around?

Each section must have an accompanying assessment

- At times, one assessment may overlap in 2 areas.
- 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 IEP through transition activities

Course of Study: Write this well once and copy into all 3 course 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

- Activities listed need to link to the post-secondary statement/goal and use staff-first language.

Section 6

Writing Measurable Goals

Present Level of Performance - For each goal, include the following as it relates to that area:

- Strengths in this area
- Measurable baseline data **aligned with goal** - what can the student do now in relation to the goal?
- Needs in this area - should be aligned with the goal/objectives
- Effective Strategies/Interventions - what helps the student be successful in this area; what interventions has the child received?
- How disability affects progress in the general curriculum - how does a weakness in this area affect the student's progress?
- Student progress in relation to peers and grade level standards.

Goals - should contain 6 elements

- Who
- Will do what
- To what level or degree
- Under what conditions
- In what length of time
- And how will progress be monitored

May only want to choose one progress monitoring tool (ie: checklists), must report on all that are chosen.

All progress reports are given to parents every 9 weeks, with the exception of preschool, which is 18 weeks.

Section 7

SDI, Accommodations, Modifications, other services

- Specially Designed Instruction - SDI is what a teacher does to present information to the student that is different than what other students receive. It may be instruction that is additional to what other students receive and/or different methods or techniques to present the instruction not used with other students.
- 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 between students with disabilities and their general education peers.
- Should not be a copy and paste from each IEP you write.

There must be an SDI for each and every goal, and only one provider/line per goal, which cannot include general education teacher.

ACCOMMODATIONS – an adjustment in the delivery of instruction or method of student performance that does NOT change the standard or conceptual difficulty of the curriculum. 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 it for any other subject area. This should be documented on the IEP.

Examples of accommodations: extended time for tests 1.5, or 2x that of general education peers, preferential seating, graphic organizers, guided notes, instructions given in different ways (written and spoken), chunking.

MODIFICATIONS – An adjustment to the delivery of instruction or method of student performance that changes the content of the standard and/or the conceptual difficulty of the curriculum.

Examples to consider:

Mild – use of general education curriculum with changes to how deeply a child may learn the content. Tests may be modified with less complex questions and less distractors. Grading may be slightly adjusted with less complexity in answers. Usually implemented in the regular education classroom.

Moderate – slightly modified curriculum with changes to the content and the depth of learning. Modified tests with different questions based on changes in content which may be shorter and/or different from the original classroom test. Modified grading based on changes in content. Can be implemented in regular education classrooms or intervention classroom.

Intensive – different curriculum and conceptual depth. Different tests and modified grading. Usually implemented in the intervention (resource room) classroom.

Be specific so anyone picking up the IEP will know exactly how to modify.

Section 8: Transportation

- All special transportation needs must be communicated to the Transportation Director
- Please email the IEP to the Director

Section 9: Non-academic and Extracurricular

- If you have questions or unique cases, discuss with your district representative before the meeting as some students may require services in order to participate in extracurriculars

Section 10: General Factors

- All items in list should be covered in IEP and checked at the meeting, do not mark these prior to

Section 11: Least Restrictive Environment

- Does this child attend the school he/she would attend if not disabled?
 - In most cases, this answer is yes.
 - If no, provide justification
- Does this child receive all special education services with nondisabled peers?
 - If the answer is no, there must be justification
 - Be specific so anyone who reads the IEP knows the student's LRE
 - Don't forget to include related service pull out minutes if applicable (see section 7)

Section 12 & 13

Testing

Section 12 basics:

- Alternate Assessment - this is only appropriate for approximately 1% of the population - if considering, the ODE TOOL must be completed as a team, and appropriate team members sign
- Do not include accommodations for classroom tests in this section - those go in section 7
- District tests - discuss as a team, some accommodations for district testing may not make sense
- State tests - Only state approved accommodations can be provided for state tests. Here is a link to the ODE manual:

http://education.ohio.gov/getattachment/Topics/Testing/Accommodations-on-State-Assessments/Ohio_Accessibility_Manual.pdf.aspx?lang=en-US- see page 14

Section 13:

- Please click and complete for every IEP as applicable



Amendment Instructions

AIEPs:

- Open a new task - choose the appropriate AIEP
- Create from existing task and choose the most recent RIEP
- Meeting date changes to the day the team met
- Start date must be after (or same day as) the amendment meeting date, when services will begin
- Make changes in the IEP as appropriate
- Document the changes made on the cover page, under the amendment section
- Team members must initial on the cover page
- If it is a change of placement parent must sign section 15
- A new PR01 as it relates to the amendment must be written and sent before services can begin
- Send all pages of the IEP to the SPED office/board office, and to parents - the AIEP becomes THE IEP, so please do not just send the cover page and the updated pages.

Parent Input to IEP Development

By law, parents are guaranteed the right to be full and equal participants in the development of the Individualized Education Program (IEP) for their children. To establish effective home-school partnerships and become full participants in the process, we want parents to present the unique knowledge they have of their children to the other members of the team.

The following forms are samples that can guide you in helping parents share their ideas with the multidisciplinary team. These can help to gather this information to assist with IEP development.

The *Positive Student Profile* enables parents to provide the team with a “snapshot” of their child, focusing on the child’s strengths and capabilities. The form also reflects information concerning the child’s educational needs, long-range goals, and the types of support required for the student to succeed. The *Goals-At-A-Glance* form provides a format for the parent to present the major goals they feel the IEP should address. It is recommended that you gather this input and share it with your team prior to IEP meetings, but not required.

Positive Student Profile

This form is to be filled out by the parent to provide a “snapshot” of your child which should be reflected in his/her IEP.

1. Who is _____? (Describe your child, including information such as place in family, personality, likes and dislikes.)

2. What are _____’s strengths? (Highlight all areas in which your child does well, including educational and social environments.)

3. What are _____’s successes? (List all successes, no matter how small.)

4. What are _____’s greatest challenges? (List the areas in which your child has the greatest difficulties.)

5. What supports are needed for _____? (List supports that will help your child achieve his/her potential.)

6. What are our dreams for _____? (Describe your vision for your child’s future, including both short-term and long-term goals.)

7. Other helpful information. (List any pertinent information, including health care needs, that has not been detailed elsewhere on the form.)

Adapted from: Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services, Beverly Rainforth, Ph.D., P.T., Jennifer York, Ph.D., P.T., Cathy Macdonald, M.A., C.C.C./S.L.P.

Goals-At-A-Glance

This form is to be filled out by the parent and shared with the team. Under each heading below, enter a few major goals that you feel the IEP should address.

Academic:

Social/Emotional/Behavioral:

Communication:

Daily Living:

Transition to Adulthood (No later than age 14):

Other:

Adapted from: Thousand, J.S. (Project Coordinator) (September, 1986). The Homecoming Model: Educating Students who present intensive educational challenges within regular education environments.

Parent Invitation (PR-02)

Each school district is required to provide the parents of children with disabilities the opportunity to participate in meetings regarding the identification, evaluation, educational placement, and the provision of FAPE to the child. The district should document all parent invitations. The Parent Invitation (Form PR-02) has been universally designed to address invitations to various types of meetings.

Reference: Rule 3301-51-05 (B) (3) and (J), Rule 3301-51-07 (F), *Operating Standards for Ohio's Schools Serving Children with Disabilities*

A Written Invitation to the IEP meeting must be sent every time you schedule an IEP meeting. Please also document on the OP-09.

Students age 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. This can be done by including 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 PR01 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, before services commence no matter what the outcome of the meeting: they agree, don't agree, do not attend the meeting, or if a parent revokes consent for special education and related services.

Guidelines for issuing a Prior Written Notice (PR-01) changed on December 20, 2013. A signed, agreed upon IEP no longer serves as Prior Written Notice to the parents. At the conclusion of every IEP meeting (initial, annual review, amendment) where the team agrees, the intervention specialist **MUST** issue a PR-01 to the parents **BEFORE services are initiated**. This will result in changes to the way we have typically dated IEP's.

IEP Suggestions:

1. Hold IEP meetings at least 2 weeks before the current IEP expires.
2. List the date of the meeting in the "Meeting Date" space on the top of the IEP.
3. List the "Effective Date- Start" at least 1 day after the "Meeting Date".
4. List the "Effective Date- End" for one year minus one day from the "Meeting Date" and not from the effective "Start" date on the IEP.
5. Send a PR-01 to parent after meeting and before the service start date.

Example #1:

Current/Old IEP dates- 3/27/2022-3/26/2023

Meeting Date- 3/5/2023

Effective Date- Start- 3/6/2023

Effective Date- End- 3/4/2024

Send the PR-01 home via email after the meeting with a date of 3/5/2022, or 3/6/2022

Current/Old IEP is implemented all day on 3/5/2022, new IEP is implemented on 3/6/2022 after PR-01 is sent via email.

For an ETR:

PR01 must accompany ETR, and a final copy sent to parents within 14 days of the meeting.

Guidelines for Annual Review IEPs

Intervention specialists and speech therapists 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, Deans, Assistant Principals, and the Special Education Director can serve.

To prepare for IEP conferences please follow these guidelines:

Ongoing - Review your caseload list to determine when your IEPs are due.

Schedule your IEP meetings at least 10 school days in advance of their due dates to allow for cancellations or rescheduling needs.

Send an IEP invitation to parents, at least 10 business days prior to the IEP date. Include related service providers, counselors, agencies, etc. as meeting participants on the invitation. IMPORTANT: For foster placements and guardian situations, be sure to invite the district of residence representative and a parent surrogate when necessary

NOTE: Annual IEP meetings MUST be held by or before the due date, and have a start date prior to the due date. Schedule them enough in advance so they can still be in compliance, even with a cancellation (i.e. snow day or other unforeseen event).

Procedures for Move-in Students

The following steps outline the procedures for updating student records when an IEP student moves into the district.

The School Psychologist/SLP is responsible for reviewing the ETR. The Special Education Director may assist with this process. If the ETR is accepted, a prior written notice will be sent to the parent to let them know and the School Psychologist will inform the building principal, and assigned IS of the ETR acceptance.

If the ETR is accepted, the **Intervention Specialist/SLP is responsible for collaborating with applicable service providers, and the Special Education Director to determine acceptance of the incoming IEP or if a RIEP should be written.**

If the IEP requires significant changes, or is due soon it is appropriate to develop a new IEP. This would be considered an Annual Review (RIEP) with new effective dates.

If accepting the IEP:

- Open a TIEP
- Use the date the student enrolled as the meeting date and start date
- Keep the same end date
- TIEP starts once we accept the IEP
- Put in the Other Information box that it is a transfer IEP from _____ (previous district).
- Write PR01 of acceptance
- Complete Special Ed Events page
- Send a copy home to parent
- Send original to the Special Education Director

Procedures for Exit IEPs and Summary of Performance

Before determining that a student no longer has a disability and exiting them from special education, 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 followed.

Graduating Seniors

For students graduating from high school, a re-evaluation is not necessary. At their senior year IEP meeting the Prior Written Notice to Parents (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 Progressbook.

Parts of the Summary of Performance:

- Background Information
- Student’s Postsecondary goals
- Summary of Performance in
 - Academic
 - Cognitive
 - Functional
 - Accommodations, modifications and assistive technology needed
- Recommendations to assist the student in meeting postsecondary goals
- Student input
- Include name of 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.

3301-51-03 Child Find

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

(B) Child ind

(1) General

The child find policies and procedures that each school district adopts and implements under this rule shall ensure that:

(a) All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state, and children with disabilities attending nonpublic schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and

(b) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

(2) Use of the term developmental delay

The following provisions apply with respect to implementing the child ind requirements of this rule: (a) The Ohio department of education has adopted in rule 3301-51-11 of the Administrative Code a definition of “developmental delay” under 34 C.F.R. 300.8(b) (October 13, 2006) and under that section has determined in rule 3301-51-01 of the Administrative Code that the term applies to children aged three through five years;

(b) A school district is not required to adopt and use the term developmental delay for any children within its jurisdiction;

(c) If a school district uses the term developmental delay for children described in rule 3301-51-01 of the Administrative Code as experiencing developmental delays, the school district must conform to both the state’s definition of that term in rule 3301-51-11 of the Administrative Code and to the age range of three through five years of age which is the age range subset that has been adopted by the Ohio department of education in rule 3301-51-01 of the Administrative Code.

(3) Other children in child ind

Child ind must also include:

(a) Children who are suspected of being a child with a disability under the definition of child with a disability in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code and in need of special education, even though they are advancing from grade to grade; and

(b) Highly mobile children, including migrant children.

(4) Construction

Nothing in the IDEA requires that children be classified by their disability so long as each child who has a disability that is listed in the definition of child with a disability in paragraph (B)(10) of rule 3301-51-01 of the Administrative Code and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under Part B of the IDEA.

The MFE Process

Intervention Specialists and Related Service Providers are active participants in the MFE process. The School Psychologist and ETR Chairs are responsible for coordinating initial evaluations and 3 year re-evaluations. For “speech only” initial evaluations and reevaluations, the speech therapist serves as the coordinator for the evaluation process and for IEP development when the student is eligible for services.

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 then be completed within 30 days of the Evaluation Team Meeting date.**

Intervention Specialists and Related Service Providers shall attend the Evaluation Team Meeting which determines eligibility for special education. The School Psychologist and ETR Chair will coordinate these meetings and send an outlook invite to the district team.

If the student is eligible for special education, the Intervention Specialist is responsible for drafting and coordinating the initial IEP. The date and time for the IEP meeting is set either at the Evaluation Team Meeting or is coordinated by the Intervention Specialist. This should be accomplished quickly (within two weeks) so the student begins receiving services as soon as possible, and the IEP can be implemented within 30 days of the ETR meeting.

Students who are identified as having possible weaknesses will be referred to the Intervention Assistance Team (IAT) in their building by their teacher. Students can receive tiered instruction based on the recommendations of the IAT. Referrals can be made by the IAT chair to the ETR chair for students who are making little or no progress, based on intervention data. The ETR chair will notify the school psychologist, and a planning meeting will be scheduled.

All interventions and referrals will be made regardless of race, ethnicity, or socioeconomic status.

ETR Chair Responsibilities

For the planning meeting, the ETR Chair will:

- Schedule the planning meeting utilizing the outlook scheduling assistant, as directed by the School Psychologist
- Ensure all required (DR, GE, IS, Parent) and optional (therapists) team members are invited (via outlook invite for school staff) to the planning meeting
- Secure the planning meeting location and notify participants where meeting will be held (via the outlook invite for school staff)
- Create and send the parent invitation for the planning meeting to the family
- Begin and maintain documentation of attempts (OP09) (at least three varied)
- Ensure the Intervention Assistance Team has completed the Referral Page (PR-04)

After the planning meeting, the ETR Chair will:

- Send paperwork to necessary individuals as requested by the School Psychologist
- Collect paperwork and send/scan to the School Psychologist within one day of receipt
- Share the student's schedule with the School Psychologist and therapists to facilitate testing

Prior to the ETR meeting, the ETR Chair will:

- Ensure all required and optional team members are invited to the ETR meeting (via outlook invite for school staff)
- Secure the ETR meeting location and notify participants where meeting will be held (via the outlook invite for school staff)
- Create and send the parent invitation to the family for the ETR meeting and send reminders to the family
- Begin and maintain documentation of attempts (OP09) (at least three varied)
- Place the mandatory eye examination paperwork in the student folder

After the ETR meeting, the ETR Chair will:

- Work with the School Psychologist to ensure all team members signed necessary pages, and collect signatures if needed

Manifestation Determination Review

A Manifestation Determination Review meeting must be held when a student has been removed from daily instruction due to suspension. An MD 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 with a pattern of behavior.

The student's intervention specialist, related service providers, and general education teachers will be asked to provide input to the 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
- The school psychologist will obtain parent permission to complete an FBA with a team across settings