# Cambridge City School District Special Education Procedure Manual

"WE ARE CAMBRIDGE"

2025-2026

(Updated July 25, 2025)

**This document is a live document and is intended to be used digitally.**

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## Introduction

This manual is intended to be used as a general guide for the role of an intervention specialist, general education teacher or administrator in the Cambridge City School District. Quality documentation is the center point of our work with students, as the information that we keep has the potential to significantly improve a student's progress. The Evaluation Team Report, Individualized Educational Program, progress reports, and other related forms exist to ensure that students with disabilities transition from one classroom to the next with minimal loss of valuable instructional time. A well-documented educational plan acts as a guide to what works, and what does not, for the individual. On the other hand, parents and students have the right to review and analyze the hard work and dedication that our staff contributes to each student's individual needs.

When disagreements, or complaints arise, documentation of services provided will be a major deciding factor in the resolution. Therefore, all documentation must be a thorough and accurate representation of your work with students with special needs.

Please understand this manual is not all-encompassing and does not supersede the requirements as indicated by Chapter 3301-51 of the Ohio Revised Code and Ohio's Operating Standards and Procedures updated July 2024 If you have questions or concerns, please do not hesitate to contact your director of student services, or your building principal. You can find the Individuals with Disabilities Education Act (IDEA) Monitoring Process Guide on ODEW's website or by clicking on this link:. IDEA monitoring process guide.

Cambridge City Schools uses the online platform of SameGoal for educational plans. We also utilize Google forms to assist you in the gathering and reporting all necessary documentation to the administrative office upon completion.

## Student Privacy and FERPA

The Family Educational Rights and Privacy Act (FERPA) protects all students' privacy and educational records information from disclosure to anyone who does not play a direct role in the student's education. Before sharing information about your students, please consider the following:

- Do all who might hear or see this information work directly with this student?
- Will sharing this information benefit the student?
- Is it necessary to disclose the student's name?
- Is it necessary to disclose the disability?

In most cases you can get the answers that you need without disclosing personal, student information. It is not acceptable to, for example, send an email with a list of all names of students that you serve to all of the teachers on your team. If there are teachers on that email who do not work directly with one of your students, you have breached their privacy rights by disclosing that the student has a disability. While student records may be available to all staff in the school office, Progress Book and/or on Same Goal/IEP Anywhere, information retrieval is viewed differently than information distribution.
Cambridge CIty Schools information system is maintained through the state education management information system. CCSD will follow policies and procedures as outlined in board policy. Link Here

## Child FInd Law

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

## Initial Evaluation Procedures

Evaluation Roadmap for Families with children ages 3-21

A referral for evaluation may be completed by a parent/guardian, teacher, or other educational staff member with an interest in the student's education. Referrals initiated by Cambridge City Schools staff should include any relevant information from the classroom, communications with the parent, and data. Intervention data must be included within the Multi Tiered Systems of Support (MTSS ) referral packet. MTSS Building Coordinator will be the responsible party to gather paperwork with intervention data being present and distribute appropriate paperwork to responsible parties once the ETR planning form and parent consent has been obtained.

After receipt of a referral, Cambridge's City Schools Student Services team will respond within 30 calendar days after gathering of available trend data and communication with the parent/guardian by either:

- Developing an evaluation plan and proceeding with an evaluation
- Refusing to initiate an evaluation and sending a prior written notice (PR01) with written explanation for the refusal to initiate an evaluation

An evaluation plan for the initial evaluation will be drafted and include any relevant staff members. The initial planning meeting may be conducted as an in-person meeting, teleconference, email or by a Virtual Meet. Signatures can be obtained electronically by sharing the document electronically through SameGoal. If unable to obtain it electronically or in person, a copy can be sent home for the parent to sign and return. A parent signature **MUST** be present on the actual planning form **and** parent consent for evaluation form. Date for the 60 day timeline begins at the planning meeting if the parent signature was obtained at that time. If you must send the planning form and parent consent home to be signed, you must date/time stamp the new date on the planning form for the 60 days to begin at that time. Make sure you document on the PR01 the discussion from the meeting, how signature was obtained and how a copy of the Planning form and parent consent were distributed. The Prior Written Notice (PR-01) must be sent to the parent after the planning meeting, explaining all the assessments and evaluations proposed in the meeting.

**If additional data is needed after the initial planning meeting and consent was obtained, you must revisit the planning form and add new data/areas to be assessed, obtain team initials and date, and obtain a new parent consent signature to evaluate with the new date. The new consent does NOT restart the original 60 day timeline **

**Initial ETR Meeting**

An evaluation team meeting (ETR Meeting) will be scheduled and held within 60 calendar days from the date of the initial parental consent. This meeting will include a parent/guardian, general education teacher, intervention specialist, district representative, and staff qualified to interpret the results of assessments at a minimum.

Each member that is listed on the planning form must complete a Part 1 for the ETR report and report only on the areas identified on the planning form.

All information in Part 1s must be summarized in Part 2. Each member of the ETR process must summarize the data/information obtained during the evaluation process in a clear and concise manner. All educational needs and implications for instruction and progress monitoring identified in Part 1 must be addressed in Part 2.

ETR meetings may be held in-person, teleconference or by a Virtual Meeting. Signatures can be obtained electronically by sharing the document electronically through SameGoal. If unable to obtain it electronically or in person, a copy can be sent home for the parent to sign and return. A parent signature **MUST** be present on part 5, the signature page. Make sure you document in the PR01 the discussion from the meeting, how signature was obtained and how a copy of the ETR was given to the parent.

The team will determine whether a student is eligible for special education during this meeting by answering three questions:

- Is the student difficulty unrelated to a lack of appropriate instruction?
- Does the student meet state criteria for having a disability?
- Does the student need individually designed instruction?

If the team determines that the answer to each question is 'yes.' The student has been found eligible for services and **an IEP will be developed within 30 calendar days.**

## Re-evaluation Procedures

A student who previously qualified for special education services must be reevaluated triennially, meaning once per every three years, or as the team feels it is necessary based on change in data, goal mastery or lack thereof, etc. Cambridge City Schools Student Services team will begin to seek a date for a planning meeting and to obtain parental consent for reevaluation prior to the due date for the re-evaluation.

At this time, the evaluation team will develop the planning form to compile all relevant data necessary to determine a student's educational needs. This evaluation planning meeting may occur in-person, by teleconference, email or by a Virtual Meeting. Signatures can be obtained electronically by sharing the document electronically through SameGoal. If unable to obtain it electronically or in person, a copy can be sent home for the parent to sign and return. A parent signature **MUST** be present on the actual planning form and parent consent for evaluation form. Make sure you document in the PR01 the discussion from the meeting, how signature was obtained and how a copy of the planning form and parental consent was distributed to the team members.

After parental consent has been obtained for re-evaluation, relevant information will be gathered and assessments will be conducted. School psychologist will contact teachers directly regarding updated assessments and relevant information to guide the planning form. A meeting will be scheduled prior to the due date for the reevaluation via Google Calendar and all parties will be added to the Google Invite. The meeting will operate according to the parent availability and will be conducted by the School psychologist and reviewed with them. Intervention Specialists, Building Administrators, and General Education Teachers will be invited to attend the meeting (virtual or face to face) depending on availability. Signatures will be obtained electronically.

The team determines whether a student continues to be eligible for special education during this meeting by answering three questions:

- Is the student difficulty unrelated to a lack of appropriate instruction?
- Does the student meet state criteria for having a disability?
- Does the student need individually designed instruction?

If the team determines that the answer to each question is 'yes.' The student has been found to continue to be eligible for services and any relevant educational needs or changes recommended to services will be considered by the IEP team **within 30 days of the RETR meeting date.**

**Adding Related Service to Current ETR**

Adding a assessment  to an existing ETR

- ☐ MTSS Team Decides an assessment is needed
- ☐ Psychology Department Uploads MTSS Documentation and contacts related service provider
- ☐ Related Service Provider Contacts Parent
    - ☐ PS/SA-Planning Form
    - ☐ Parent Consent for Evaluation *
    - ☐ Section 1
    - ☐ Section 2
    - ☐ Section 5
    - ☐ PR01 *
    - ☐ Parent Invitation *
    - ☐ Attach all  * documents to ETR as a PDF
    - ☐ Amend IEP (if needed)
    - ☐ Let the whole team know that the process is complete and you need to be invited to all further meetings.

## ETR Forms

The Evaluation RoadMap is a tool that can be shared with families during the evaluation process.(ODE Evaluation Roadmap) There are several forms involved in the referral and completion of an evaluation team report:

-PR01 Prior Written Notice to Parents is sent to communicate specific events and related contacts between staff members, such as the development of an evaluation plan, a change in eligibility, or a refusal to change eligibility.

-PR02 Parent Invitation is sent to communicate when and where a meeting will occur as a written reminder for the parent/guardian.

-PR04 Referral for Evaluation is completed to refer a student for an initial evaluation and includes relevant educational trend data, background history, data from RTI and the MTSS packet if the process has already begun for teacher initiated referrals.

-PR05 Parent Consent for Evaluation is the written permission from a parent/guardian to conduct assessments with a student and **MUST** be obtained following reviewing of an evaluation plan to be considered informed written consent.

-PR06 Evaluation Team Report is completed to document all data collected and assessments conducted as part of an evaluation. This document is commonly called the ETR. It also includes the evaluation planning form, which differs depending on if the evaluation is for a preschool or school-aged student.

An ETR consists of five sections:

- Section 1 involves an individual evaluator's assessment from each team member on the evaluation team who conducted an assessment or otherwise gathered information for the evaluation. TEACHERS/RELATED STAFF: educational need must be explained specifically.
- Section 2 is a team summary of all of the assessments written in parent friendly language.
- Section 3 is specific to evaluation for specific learning disabilities and further expands on the information and rule-outs in an SLD evaluation. This section must be completed if SLD is a consideration on the planning form, even if SLD is not the final educational category.
- Section 4 is the eligibility determination including a summary of the team decision and a response to each of the three eligibility questions.
- Section 5 is the team signatures pages which documents that a fully compliant team participated in the meeting (parent/guardian, district representative, professional who can interpret the results of assessments, intervention specialist, a general education teacher, and other staff as necessary such as related service professionals).

Determining Eligibility: Cambridge City Schools will follow eligibility determination as outlined in the Ohio Operating Standards for the Education of Children with Disabilities ( pages 117-125)

Cambridge City Schools employs qualified staff to administer assessments that are appropriate to the student, not to be discriminatory on a racial or

cultural basis; are provided and adminstered in the students native language or other mode of communication and in the form most likely to yield accurate information about the what the child knows andcan do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. Assessments are used for the purpose of the assessments or measures are valid and reliable; are administered by trained and knowledgeable personnel; are administered in accordance with any instructions provided by the producer of the assessments. (see pages 113-155 of the Ohio Operating Standards for the Education of Children with Disabilities).

After the ETR meeting is complete, the following person will be responsible for making sure all the documents are completed and completing a Google form within 5 days:

- Preschool: Preschool Director
- Speech and Language Impairment (ONLY): Speech Therapist
- School Psychologist

## Individualized Education Program

Cambridge City Schools use SameGoal as the platform for the educational plans. The Office for Exceptional Children has directed school districts to use universal support found on the ODE website (School Age Universal Supports) for school age and Preschool Universal Supports for preschool, for training purposes. These documents and videos offer guidance on the new forms and compliance. You can also find additional resources by going to the Ohio Department of Education website.

## IEP Meeting Procedures

**The goal of the IEP Annual Review is to compile a year's worth of intervention, observation, and data analysis into a report that will allow the student to seamlessly transition from one year to the next. When assembling the team, please make every effort to gather team members that are familiar with the student and his or her interests, strengths, and needs. This document is a reflection of the dedication that you place on student progress, and should thoroughly represent your work with the individual. *Even if the student is relatively new to you, effort should be made to learn as much as possible about the student before drafting the IEP Annual Review.***

The following is a general outline of the annual review procedure:

1. IEP Annual Review meetings should be scheduled accordingly to allow for rescheduling to meet the mandated timeline.
2. Send PR02 – Parent Invitation to parent within a timely manner. **If a child is of Transition age, the student MUST be invited to the meeting as well,** and the STUDENT box must be checked on the invitation. Also, invite outside agencies, such as OOD (Opportunities for Ohioians with Disabilities), Board Of DD representatives, school districts of residence, (see district representative contact information sheet) if applicable. Emailing a District of residence representative is the easiest way to do this. **ALL THIS NEEDS DOCUMENTED IN ATTEMPTS TO OBTAIN PARENT PARTICIPATION.**
3. Draft the IEP - Data must include parent input, input from all staff who support the student's goals/objectives, progress reports, ETR, student work samples, assessment, observations, etc. Make sure all contributing Cambridge City Schools District team members have access to the IEP in Same Goal.
    - A draft of the IEP **MAY be required** to be sent 5 days prior to the scheduled IEP to the Student Services office for compliance review. This will be determined by the Student Services director based on the amount of completed IEPs returned to the teacher with non- compliance errors.
4. Confirm meeting appointment with parent 1-2 school day(s) prior to meeting (phone call, email, written reminder, remind app message, etc) **THIS NEEDS DOCUMENTED IN ATTEMPTS TO OBTAIN PARENT PARTICIPATION.**
5. During the IEP meeting any changes made during the meeting must be made in Same Goal.
6. Provide parents with Procedural Safeguards (or make sure they are aware of the Statement on the cover of the IEP), and a signed COPY of IEP and PR01 upon completion of the IEP meeting. (digitally or hardcopy-parent's preference).
7. It is the responsibility of the intervention specialist of record to obtain all necessary signatures before completing the Google Form for the Student Services Office. If an Intervention Specialist is not serving the student, then the person listed as the SDI provider will be the responsible party.
8. Ensure a completed hard copy of all documents (IEP, PR-01, Parent Invite, Doc of attempts) are filed in the student's cumulative folder in the building and the Student Services Office has a Google form within 5 school days after the meeting.
9. The Student Services Office will complete the IEP document in Same Goal and complete the EMIS information.

## IEP Forms, Compliance and Best Practices

The following includes guidance on compliance and best practices for individual sections of the IEP. Please note that this is not all inclusive, however, it does address areas that frequently raise questions and concerns. Please feel free to ask your building principal, Compliance Support Specialist, or the DIrector of Student Services whenever you have questions or concerns. It's far better to ask questions than to make assumptions that could lead to problems needing correction at a later date.

### PR01 – Prior Written Notice

The PR01 serves as written notice of changes, or potential changes, to the services provided for a student with an IEP. Please review the Office of Exceptional Children's *Prior Written Notice Chart* included in the Shared Google Drive. The PR01 must:

- Indicate the type of meeting
- Include all participants present and their titles
- Summarize details of the discussion and/or decisions made
- Note information that was discussed, but were not included in the IEP
- Include specific data used to inform decisions
- If parent did not attend, document all attempts to contact
- Be complete (blank sections, not applicable, or n/a, is not acceptable)

*NOTE: It is best practice to document all special education conversations with stakeholders on a PR01.*

### PR02 – Parent Invitation

According to Ohio's Operating Standards, we must make reasonable "varied" attempts to reach a parent before holding a meeting without them. This includes any meeting that the IEP team will convene to discuss the student's needs.

Recommendations for meeting this requirement are:

- An initial phone call more than 10 days prior to schedule the meeting, followed by,

- PR01 and PR02 sent via email (also via US Mail for families that do not frequently use email), and with the student in a timely manner prior to the meeting
- Student will always be invited when Transition will be discussed, otherwise when appropriate – decided by team and parent
- Outside agencies (such as OOD, Board of DD, etc) and districts of residence (if not Cambridge City) will also be invited.
- Reminder note/phone call and/or email one-two school days prior to the meeting
- Document all attempts through various means and days/times to contact on the SameGoal Attempts to Obtain Parent Participation form.

**Cover Page**

- Ensure all data is complete, correct, and up to date.
- Other information section – Include the link for the Scholarship and Parental Procedure Safeguard. This link can be found in the drop down in the "Other Information" section.
- All Form Status boxes must be checked once each section is completed
- **Please double check the District of Residence.**
- **Please double check the ETR dates are current.**

**Section 1 - Future Planning**

This section should be viewed as the "vision" statement of the IEP. The student's and parent's goals for the student are indicated in this section and should be reflected throughout the IEP. In other words, if the student wants to be a construction worker or veterinarian, the team must consider the skills he or she will need to accomplish that goal, and how the services provided will develop those skills. A best practice is to include a statement that makes a link to future planning wherever appropriate. For example, it is a good idea to add a statement of the impact of the strengths and weaknesses on the Future Planning in the Present Levels on Section 6.

**Section 2 – Special Instructional Factors**

All questions must be answered. If the IEP Team indicates "yes" on any question, it must be addressed in the IEP.

**Section 3 - Profile**

The profile must include a general description of the child, their strengths, needs, preferences, and an overview of data from the ETR that **may not** be addressed in Section 6 PLOP, including any medical information. After reading the Profile, the team should have an overall picture of the student. This must also include a connection to the ETR with a summary of the findings. If prioritizing identified areas, the prioritizing statement goes here. If the student has a Reading Improvement and Monitoring Plan (RIMP), it must be included in the profile. This is a good place to include interventions that have been attempted and their impact, if it is not addressed in Section 6, as well as Statewide assessment results.

Do **NOT** cut and paste all of the assessment data found in the ETR. Only include relevant academic or behavioral information that may have an impact on the student's academic and/or functional performance. Keep in mind that language must be understandable to parents and all team members involved.
THIS SECTION SHOULD NOT BE IDENTICAL TO THE PLOPS.

**Section 4 - Extended School Year (ESY) Services Procedure**

Students with an identified disability under the Individuals with Disabilities Education Improvement Act (IDEA) will be provided a free appropriate public education (FAPE) through special education services offered during the school calendar year. While most students, including those with disabilities, benefit from an extended break during the summer months, some students may experience significant regression with limited recoupment after long periods away from school. If data supports this need, Extended School Year (ESY) services for students with identified disabilities are designed to limit regression and/or increase recoupment between school years.

ESY services for students with disabilities are considered on an annual basis and are not automatically provided from one year to the next. This is an IEP team decision determined after a review of supporting data.

**The District Student Service Director will be invited to ALL ESY IEP meetings.

In determining ESY needs, the IEP team will consider all of the following:

a. Without ESY services, will the child regress at a rate significantly higher than typical peers and other peers with disabilities?
b. Is the child likely to fail to achieve the goals on the IEP due to the interruption of instruction between school years?

c. Will the child regress during interruption of instruction between school years to the extent that skills and knowledge cannot be recouped in a reasonable amount of time?
d. Is the regression caused by interruption of instruction between school years, or does the child regress periodically throughout the school year?
e. Is the regression caused by interruption of instruction between school years, or are there other factors related to the regression?

In determining whether ESY services are necessary for an individual child, as appropriate, the following information should be reviewed:

a. Parent provided information
b. Teacher information and data including observation, informal and formal assessments
c. Current and previous evaluations
d. Current and previous IEPs
e. IEP progress reports
f. Student report cards
g. Testing results- state, district, formal and informal assessments
h. Discipline records, if applicable
i. Attendance records
j. Previous year-to-year growth
k. Behavior and skill charts
l. Work samples
m. Conditions other than the interruption of instruction between school years (i.e. changes in medication, physical condition, home situation, etc.) which may negatively affect the attainment of goals
n. Other information, as appropriate (i.e. medical and/or psychological reports)

If the IEP team determines that ESY services are required, the team must determine the specific goals that will be addressed and the amount of time required. This discussion may take place during the IEP annual review or an amendment meeting. A PR01 must be written to document the discussion and the team's decision.

**Sections 5 – Secondary Transition Planning**

Cambridge City Schools Transition Handbook

This applies to students who will turn 14, or younger if determined by the IEP team, prior to the expiration of the IEP. While uncommon, the team may address transition for younger students if appropriate. All data must be complete, accurate, and individualized based on Age Appropriate Transition Assessment (AATA) data that includes the student's Preferences,

Interests, Needs, and Strengths (PINS). The National Technical Assistance Center on Transition (NTACT) is an excellent resource. Other resources that can help with the transition planning process include the Ohio AATA Library & the OCALI AATA Planning Guide.

For the first IEP that will be in effect when the child turns 14, or younger if appropriate, the school district must include the following in the parent invitation (PR-02) prior to the IEP meeting:

1. The IEP meeting will include the development of a transition plan;

2. The school district will invite the child; and

3. The school district will invite any outside agency that will be providing transition services. (OOD, Board of DD, etc)

At a minimum, the IEP must include at least one transition service that addresses each secondary goal. These goals must be written in the area of education/training, employment, and if assessment data supports a need, independent living. The Ohio Operating Standards for the Education of Children with Disabilities indicates that competitive integrated employment should be the first consideration for all individuals, including those with the most significant disabilities.

**Note: It is required to report on progress toward transition goals for all students who have a transition plan using the Transition Progress Report form (OP-6B) found in SameGoal.**

#### Section 6 – Present Levels of Performance

The information in this section must be understandable to all members, including parents, and must include baseline data that is directly correlated to the goal.

This section must include:

- Baseline/current (within the previous two months) data from assessment, observations, classroom data, and work samples. This should come directly from the previous IEP's Progress Reports as well as any additional data collected.
- Both strengths and weaknesses should be evident, as well as any interventions attempted and their impact.
- There must be a direct correlation to the goal and objectives.
- Be sure that you include input from any other team members that may have data in this area. Best practice is to review the section with others who are involved with the student's education.

- This section must also include a statement that compares the student's present levels of performance to the grade level standards. This is a good place to make a connection to Ohio's Learning Standards, a direct relationship between the Annual Goal and the progress of academic achievement and functional performance.
- All performance levels must be described in measurable terms of growth using the same conditions and behaviors as the goal it is aligned with.
- This section is not to be copied and pasted from the Profile.

***Utilize the headings found in the district bank***

**Section 6 – Goal and Objectives**

All goals and objectives must be specific, measurable, achievable, realistic, and time-bound. They must contain clearly defined behavior, the condition (setting, situation, or materials), and performance criteria.
You should be able to observe a task, or give an assessment, that will provide the exact data that the goal or objective indicates. Best practice is to have an example of the assessment, rubric, chart, and/or task on hand while writing this section, and to present during the meeting. This will ensure that the goal or objective is measurable and will provide the feedback that the team needs to make future decisions regarding progress and interventions. As with the Present Levels, it is important to seek input from any other team members that work with the student in each area.

**Measurable Goal**: There are three elements of a measurable goal and must be part of each goal on the IEP in order to be considered compliant.

1. **Clearly defined behavior**: The specific action the student will be expected to perform. Should be based on **ONE** specific skill. Each goal should only have one verb and avoid using "and/or". The description of the skill should be clear, concise and specific.
2. **Condition**: Under which the behavior will occur. It can be defined as the situation, setting, or given materials in which the behavior is to be performed. Grade level material needs to be specifically defined to the ability level or their expected grade level.
3. **Performance Criteria**: Used to evaluate the performance of the behavior. The definition of performance criteria is the level the student must demonstrate for mastery (for example 80%) and the number of times that skill or behavior must be demonstrated to be considered proficient (for example 4 out of 5 trials). It should include both a level of degree and a level of mastery.

The annual goal and the baseline present levels must be stated in the same units of measurement. Avoid using vague terms such as increase or decrease with a baseline or target of acceptable performance.

**Progress Monitoring:** Used to determine if the student is making progress on IEP goals. Progress should be monitored using the same unit of measurement in a goal to best determine progress toward the goal. Monitoring can occur throughout the grading period to guide instructional decisions.

### Section 7 – Specially Designed Instruction and Related Services

Specially designed instruction means adapting, as appropriate to the needs of a child the content, methodology, or delivery of instruction to address the unique needs of the student that results from the student's disability and to ensure that they have access to the general education curriculum or standards extended so that the student can meet the educational standards that apply to ALL students.

This section is a description of how you will work with the student to support each area of weakness so that they may achieve the goal. *This differs from Least Restrictive Environment in that it is specific to the services that you provide, not the child's placement.* This is a brief description of the work, or interventions, that you do (think learning styles and preferences). It should be as specific to the student's individual needs as possible. This may include a brief description of any tools, or assessments that you may use, but no proprietary names can be indicated.

Remember:

- This is HOW you are teaching the child and how the delivery of instruction is different from what every child receives
- There must be a clear connection to the specific goal referenced and the location of service.
- The amount of time must reflect the needs of the individual student and is not based on a schedule or availability of staff.
- Each specially designed instruction should have only one provider and location listed so that it is clear who is doing what, where and for how long.
- Specially designed instruction can also be a related service.
- General Education teachers and paraprofessionals should **NOT** be listed in this section. They can reinforce skills that have been taught, implement accommodations and monitor progress, but they should be documented in the support for school personnel section.
- Specially Designed Instruction is **INSTRUCTIONAL** methods and strategies specially designed for each individual student and goal.

- Specially designed instruction is NOT simply a list of accommodations.
- Specially designed instruction should be specifically designed to assist the student in progressing toward achievement in their goals.
- When designing the specially designed instruction teachers should consider the implications for instruction in Part 2 of the ETR, should consult with the school psychologist and/or use other evidence on how the student best learns.
- Each specially designed instruction section should be completed without multiple providers and locations. If the same goal is being served by more than one provider and/or in more than one location, there needs to be a separate specially designed instruction row for each location and provider. The time and frequency should be specific to each provider and location.

**Section 7 – Support for School Personnel**

Support for school personnel is not when an adult (for example, paraprofessional or occupational therapist) is providing services to a student directly, but instead this section documents the needed support from adult to adult (for example, a paraprofessional supports a teacher in the classroom generally at the teachers direction, or when an occupational therapist is providing training and guidance to teachers or an occupational therapist assistant. **If a child has one-to-one direct aide services, that needs to be documented in the accommodations section and also written into support for school personnel section** (since the aides are still working at the direction of the teacher) but should be specific to what the aide will be doing and when to assist the students' progress in IEP goals, especially if the aide is intended to be a 1-1 service for the student.

**Section 7 – Assistive Technology, Accommodations, and Modifications**

**Assistive technology** is defined as any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional abilities of a student with a disability.

**Accommodations** provide access to course content but DO NOT alter the scope or complexity of the information taught to the student. They do not reduce the learning or performance expectations of what is being taught or tested. Remember that the conditions for and the extent of accommodations must be explained.

**Modifications** change the amount and/or complexity of the instructional material taught. Modifications of the curriculum result in the student being taught the same information as the same-age, grade-level peers, but with less complexity or reduced work requirements.
All items in this section must be justified by the student's individual needs. There needs to also be an explanation of under what circumstances the student will receive the accommodation and to what extent.

You cannot use the term *"as needed"* or any variations thereupon when identifying an assistive technology. In other words, the IEP should indicate examples of situations when this accommodation helped the student's performance, and/or that their progress was hindered without it. For example, if "extended time" is indicated, there must be data to support why this levels the playing field for the student. The Present Levels (Section 6) is a good place for this supporting data. Make sure these are as defined as possible. For example, "read aloud" does not stand alone as an accommodation as the assumption could be made that everything should be read aloud. Similarly, reduced written assignments as a modification must be specifically defined.

Remember, accommodations address the student's ***access*** to the curriculum while modifications address ***changes*** to the curriculum. If you include assistive technology, the student must know how to use it. Any instruction on the use of assistive technology should be indicated in Section 7 under the description of service with the amount of time and frequency indicated where appropriate.

Additional resources:

AT Basics

AT Resource Guide

**Section 8 – Transportation**

All questions must be answered. Remember this need must be based on the qualifying disability. Make sure the transportation department is invited to all IEP meetings when they are involved. Question 2 under this section should only be marked "yes" IF the district agrees to transport the student to services outside the district. **The District Student Service Director must be consulted if checking yes to question 2.**

**Section 9 – Non-academic and Extracurricular Activities**

Does the child's disability impact their ability to participate in activities and if so, what support will the child need.

**Section 10 – General Factors**

All questions must be answered and understood by all team members. This section should be completed during the IEP meeting.

**Section 11 – Least Restrictive Environment**

If the child does not receive all services with their general education peers, this section must include a description of the LRE as well as explanation as to why services cannot be provided in the general education setting based on the student's needs.

**Section 11-Preschool Placement Options**

Preschool Placement Options The public agency responsible for providing FAPE to a preschool child with a disability must ensure that FAPE is provided in the LRE where the child's unique needs (as described in the child's IEP) can be met, regardless of whether the LEA operates public preschool programs for children without disabilities. An LEA may provide special education and related services to a preschool child with a disability in a variety of settings, including a regular kindergarten class, public or private preschool program, community-based child care facility, or in the child's home. If there is an LEA public preschool program available, the LEA may choose to make FAPE available to a preschool child with a disability in the LEA's public preschool program. While the number of public pre-kindergarten programs has increased, many LEAs do not offer, or offer only a limited range of, public preschool programs, particularly for three-year-olds. In these situations, the LEA must explore alternative methods to ensure that the LRE requirements are met for each preschool child with a disability. These methods may include: (1) providing opportunities for the participation of preschool children with disabilities in preschool programs operated by public agencies other than LEAs (such as Head Start or community-based child care); (2) enrolling preschool children with disabilities in private preschool programs for nondisabled preschool children; (3) locating classes for preschool children with disabilities in regular public elementary schools; or (4) providing home-based services. If a public agency determines that placement in a private preschool program is necessary for a child to receive FAPE, the public agency must make that program available at no cost to the parent.9

**Section 12 – Statewide and District Wide Testing**

These accommodations, and their use, are defined by Ohio's Accessibility Manual so it is essential that they are aligned with that guidance. The Computer Based Planning Tool is available here to help Intervention Specialists determine accessibility features that students will need for state assessments. All accommodations must be supported with data that indicates their need and only apply to areas of weakness addressed in the IEP. For example, a student who has a weakness in math calculation would not qualify for extended time on an ELA assessment. On the other hand, a student with a weakness in reading is not guaranteed the ELA **read aloud accommodation**, as it depends on the extent of their needs. Best practice is to provide and report trials with and without the accommodation in the Profile and/or Present Levels section of the IEP that is tied to that area of weakness. The Reading Access Accommodation on English Language Arts Test must be filled out and attached to the IEP in SameGoal. Also, the Protocol for the Use of Scribe Accommodation must be considered before giving the scribe accommodation.

Alternate Assessment for Students with Significant Cognitive Disabilities: The Ohio AASCD Participation Criteria document must be completed, signed, and included with the IEP for all students who qualify for the Alternate assessment. (which is also embedded in SAME GOAL). AASCD Decision Making Tool This is an **annual decision** that is not automatically carried over from one year to the next. The team will review the Ohio AASCD Participation Criteria to determine if the student qualifies for Alternate Assessment and include a justification in Section 13. Also, The Ohio's Alternate Assessment Participation Decision-Making Tool must be completed with appropriate signatures before the student can participate in the Alternate Assessment program.

**Section 13 – State Testing Considerations**

This section is addressed on an annual basis and is not automatically carried over from one year to the next. This decision is not to be taken lightly as the expectation is that most students should be able to pass statewide assessment with proper accommodations.

**Third-Grade Reading Guarantee: CURRENTLY UPDATING TO MATCH NEW RULES (August 2024)**

To be exempt from the ThirdGrade Reading Guarantee retention requirement the IEP team must:

1 – Have documented data that aligns the reading improvement and monitoring plan with the IEP.
2 – Include data supporting the rationale for the exemption in Section 6 – Present Levels.
3 – Include a plan for clear, targeted reading interventions and progress markers for 4th grade.

Note: This is not an exemption from testing, rather an excusal from the consequences of not passing. Students still need to participate and put forth their best effort.

**New Graduation Requirement link:**
https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Summary-of-Graduation-Updates-%E2%80%93-2023-and-Beyond

School Counselors must always be consulted and included in all graduation requirement meetings for students with disabilities and update the graduation plan accordingly.

For End of Course Exams in Section 13, the team is required to provide written justification of the IEP team's decision to excuse the student from the testing requirement. Choose the category in the first column, then type the course title in the second column and add the justification for the exemption in the third column. This is required in order for the exemption to take effect.

In addition to graduation tests, Section 13 allows the district to consider other assessment exemptions. This section is where you will document the exemption from assessments such as domains on the Ohio English Language Proficiency Assessment (OELPA), if applicable.

**Section 14 – Participants**

Make sure all participants sign the IEP either electronically or in person. Include signatures from any team members who provided information for the IEP, but did not attend. The required members consist of a Parent, General Education Teacher, Intervention Specialist, and a District Representative.
**NOTE: If the student does not have a general education teacher during the school day, a general education teacher is NOT a required team member.** This should be noted on the IEP signature page and documented on the PR01. Teachers who attend the IEP should have working knowledge of the students' individual learning needs.

**Section 15 – Signatures**

Be careful to have the parent sign on the appropriate line on this page.

(Initial IEP/Review IEP/Change of Placement)The parent must have the opportunity to choose whether they agree or not. The parents must always be provided with Procedural Safeguards and/or remind them of the link on the cover page of where they can access them electronically.

**Section 15 – Transfer of Rights at Majority**

When the child turns 18, which is the age of majority in Ohio, all rights under IDEA Part B will transfer from the parent or guardian to the child. However, these rights will remain with a parent or guardian and will not transfer to the child if the child is legally determined to be unable to take on this responsibility. This is a court ordered decision.

**WHEN THE STUDENT TURNS 17 years:** The IEP must include signatures indicating the child and the parent or guardian have been informed that this transfer will take place. This statement is included in the "Signatures" section of the IEP.

**Transfer of Rights at majority MUST be discussed and signed.**

**Eye Exam Form (only at the Initial IEP meeting)**

Eye exam form is discussed at the Initial IEP meeting. The form is then signed by the parent and included with the IEP. When the parent returns the bottom portion of the Eye Exam form with the date the student had an eye exam, the eye exam dates are entered into a Google Spreadsheet by the Student Services Office when they are received.

**Scholarship Notice (All IEP meetings)**

Parents must be informed of the Jon Peterson and Autism Scholarship annually. This information can be found on the last page of the Parent Rights Notice. The scholarship notification document is required and found on SameGoal. There is also a statement on the cover page of the IEP in the "other" section.

## Revising and Amending IEPs

1. Revisions are done through the amendment process
    a. May be parent requested
    b. May be due to a progress report

c. May be due to new data collection
d. May be due to other changes that are directly related to the students and their needs

2. Amendments should only be done when the entire team, including the parents, agree that a change is necessary based on what is best for the student.

3. If the amendment includes a Change of placement the IEP must be signed by a guardian or surrogate parent.

4. The PR-01 for an amendment must be in place before the amendment can be implemented.

## Amending IEPs to Exit Special Education

1. Reduce minutes of service time-
This can ONLY be done through an Amended IEP meeting and documented in a PR-01.

2. Parents MUST be informed of this decision and be educated on the implications their child may no longer qualify for Specially Designed Instruction if data gathered during the 9 week period fosters a Review ETR where they no longer meet special education criteria.

3. Once you have gathered progress data on the reduced minutes of service over a 9 week period, contact the School Psychologist dept to discuss next steps in the process.

4. Each case will be different and utilizing our School Psychology team is crucial for this process to run smoothly and compliantly.

## Out of State NON Acceptance of ETR and IEP

Cambridge City Schools will review ALL out of state ETR and IEPs for adopting into our system. The School Psychologist will be responsible for doing this review and then will communicate the non acceptance to the student services secretary. The secretary will email the student's Intervention Specialist and let them know that CCSD will NOT accept the Evaluation Team Report (ETR) and IEP as it does not comply with the Ohio Operating Standards.
Based on this decision, the district will begin the process of an **Initial ETR**. It is the responsibility of the district to provide services comparable to those from the existing out of state IEP until an Initial Evaluation and IEP

are completed. A new IEP will be developed upon the completion of the initial ETR.

Copies of the out of state IEP & ETR should be in the student's folder in the building. These documents can also be accessed in Same Goal as attachments title "non accepted".

## Out of State Acceptance of ETR and IEP

Cambridge City Schools policy is for all out of state documents to be transferred onto Ohio Department of Education approved forms within 30 school days of the student entering the district.

You will need to transfer the information from the out of state document exactly as is to the ODE approved forms except for changing the initial start date of the document. The end date will NOT change, UNLESS you have changed the information from the original document to reflect the current progress.

For the ETR, you will want to gain parent permission and do a record review to be able to transfer the data over to the new forms. Explain to the parent that we are reviewing the current evaluation document that was brought from out of state and transferring the same information onto ODE approved forms. Again, the end date of the ETR will be the same as it was from the original document and not necessarily 3 years. Please make sure to also document in the PR01 the purpose of the review.

For the IEP, you will want to mark Review other than Annual Review and then state in the box "Transferring information from a current out of state IEP".

Meet with the team and share the information regarding the change of the documents and that ending dates will remain the same as the current out of state document and have the team sign both the ETR and IEP documents. If there is not a change of placement for delivery of service from the original document, you will have parents sign in Section 15 on "Annual IEP Review (not a change of placement) and click on Add Statement and include "This is not an annual review, but to transfer documents onto ODE Approved forms from an out of state document", which can be found in the drop down bank once clicking Add Statement.

If there is a change of placement from what they were receiving to what they will be currently receiving, make sure the parent signs in Section 15 where it states "Annual IEP Review Change of Placement" and click Add Statement and put a statement of what the Least Restrictive Environment code would be changing from and what it will be (ex: Name was being served as an IE15 on the IEP from Michigan, but will not be served as an IE14.) Make sure to document this change of placement in the PR01.

Once forms in Same Goal are completed Fill out the Student Services Google Form that is sent to the Student Services office.

## Progress Reporting Procedures

IEP progress monitoring and reporting is required by IDEA, and a report must be sent, at a minimum, whenever grade cards are sent home for all students. In addition, with quality data readily available, the IEP will be more specific to the student's individual needs.

When monitoring and recording student data, ensure that each goal is addressed according to the IEP, and data is recorded to match the goal(s). You may also note any observations that would support future IEP team decisions. For example, if you notice that a specific intervention was more, or less, effective than others, or you observed the student's response to an intervention that is not addressed in the IEP, you should record this in your notes to address with the team.

Please note that the IEP team should re-convene and amend the IEP if the student has mastered the goal or is not making adequate progress.

- Progress reports must be sent every interim **and** report card grading periods and must include:
    - Data that reflects each goal.
    - Accommodations and interventions used.
    - A statement of progress toward meeting the goal (Not making progress, Making Adequate Progress, Goal Mastered)

- If the RIEP is halfway through the reporting period, you should complete one final progress report on the previous RIEP goals, as those are the goals/skills you worked on with the student for the majority of this reporting period.

- If the RIEP was held earlier in this reporting period, you will open a new Progress Report (form OP-06A). IT IS OKAY if you have not yet introduced each goal, state that on the Progress Report.

- For students of Transition age, a Transition progress report toward transition goals must be included with the IEP progress report/interim.
- All progress reports will be completed in Same Goal and sent home with the student's interim/report card.

## Student Discipline within the IEP Process

Discipline of Special Education Students Under IDEA
Discipline of Prek-3rd grade

**Manifestation Determination**

When addressing discipline for violations of the student code of conduct, students with disabilities must be held to the same consequences as their peers of the same age, unless the conduct is a manifestation of their disability. In other words, in determining the consequence for negative behavior of a student with disabilities, the team must determine if the behavior was caused by, or had a direct and substantial relationship to the disability. If the behavior is not caused by, or related to the disability, the student should face the same consequences as his or her non-disabled peers. If the behavior is related to the disability, the IEP team must address the behavior through a Functional Behavior Assessment and Behavior Intervention Plan.

**The "10 Day Rule"**

Once a disability is identified under the Individuals with Disabilities Education Improvement Act (IDEIA) under no circumstances can the student be restricted from receiving their legally guaranteed special education services. This includes suspension and expulsion regardless of the manifestation determination. According to the Ohio Revised Code (Paragraph (K)(20)(b)(i)), up to 10 days of suspension are permitted for students with disabilities without addressing a change of placement. If the student may face a long-term suspension or expulsion, or the number of cumulative suspensions for the school year exceeds 10 days, the IEP team must convene to discuss a potential change of placement.

**Manifestation Determination Hearing Procedure:**

*Refer to the Discipline of Special Education Students Under IDEA flow chart when approaching 10 days.

1. Once it is determined that a student with a disability will be recommended for expulsion, or will be issued a suspension (OSS) greater than 10 days (total for the school year), a PR01 must be sent with an invitation to a manifestation determination hearing, Procedural Safeguards, and the suspension or expulsion notice. Note: The parent may request a different date for the meeting, however, the meeting must be held within 10 days of the notice. (Students may need to return to school during this time). Note: If the incident involved serious bodily injury, drugs, or weapons, they may be suspended up to 45 days with services provided through home instruction.
2. A district representative, general education teacher, parent, and intervention specialist must attend the meeting.
3. Items to bring to the meeting:
    a. Compliant ETR and IEP or 504 plan
    b. Functional Behavior Assessment and Behavior Intervention Plan
    c. Incident report (with statements from all witnesses)
    d. Prior incident reports
    e. IEP Progress reports
    f. Documentation showing support provided to student
    g. PR-03 Manifestation Determination Review – data may be added prior to the meeting, but will be completed in Infinite Campus during the meeting.
    The IEP team will discuss all relevant data and hear new

information provided by the parent (including medication, concerns at home, etc.)

4. The team will review and complete the PR-03 – Manifestation Determination Review form found on SameGoal online platform.
5. The Building Administration tracks the data and notify the Director of Exceptional Education that a manifestation will take place. The building administration will proceed with the process.
6. Once a decision is made, the form is printed and signed by all participants. If a parent disagrees, they may indicate this on the form. They may also appeal through the superintendent's office or due process.
7. A PR01 must be completed and given to the parent. Provide parents with Procedural Safeguards.

Behavior was a manifestation of the disability:

- The student will return the following school day.
- IEP team must convene to begin the process to conduct FBA and BIP within 10 days
- If the incident involved serious bodily injury, drugs, or weapons, they may be suspended up to 45 days with services provided through home instruction.

Behavior was not a manifestation of the disability:

- The district may issue the suspension.
- The IEP Team may need to convene to consider patterns of behavior and determine if an FBA is a necessary next step.

## Summary of Performance

Although the Summary of Performance (SoP) is not part of the IEP process, it is a federal requirement and part of the secondary transition planning for students with disabilities who are graduating or who are leaving school because they exceed the age of eligibility for a free appropriate public education (their 22nd birthday) that will assist them in meeting their post-secondary goals.

- The Summary of Performance is completed by the IEP Team.
- The summary must be reviewed with the student and parents or guardians as the student prepares to exit high school.

The SoP provides a summary of the student's academic achievements, a summary of his/her functional performance, and recommendations on how to assist students in meeting his/her postsecondary goals.

The purpose of the SoP is:
• To provide guidance so the students know what accommodations and supports might be helpful in post-secondary settings;
• To assist students in transitioning from high school to post-high school activities; and
• To provide students with summative documentation that goes with the student when he or she leaves high school.
ODE does not require a specific form for the Summary of Performance; however, it does require that all essential components are included in the SoP. Once the SoP form is completed, a hardcopy needs to be placed in their cumulative folder and a google form completed to alert the Student Services office of completion.

Note: Cambridge City Schools will use the OP-08 Summary of Performance form located on the Same Goal program.