



**2019-2020**

**SPECIAL EDUCATION & RELATED SERVICES PLAN POLICY**

The Individuals with Disabilities Education Improvement Act of 2004, the federal law commonly referred to as IDEA, has established a process for determining a student’s educational needs, determining whether or not a student has a disability, and how to obtain special education services, if your student’s disability requires them. The LEA will follow the process as outline in part by Whose IDEA Is This; with respect to the parent/guardian request for various items below:

*Parents/Guardians Request:*

**Assistance**—This step helps you begin a relationship with your school district so that together you can address any early warning signs that your student may have difficulty in school.

**Evaluation**—School districts have qualified personnel who have experience determining how well students learn and function in school. Because of this, they can bring valuable resources to the task of assessing your student.

**Actual Evaluation**—This is the step that allows the school district to pinpoint whether your student has a disability that will require special education services (not all disabilities do). The evaluation will suggest what kinds of special education services your student will need or confirm that your student will be able to learn in a general education classroom with other students. You will be a partner in the evaluation process and a member of your student’s evaluation team.

**Development of An Individualized Education Program (IEP)**—If the evaluation reveals that you student has a disability that requires special education, this customized program will be designed to set goals for your student’s learning and keep your student on track.

**State Assessments** – Students with IEP’s will receive the required accommodations for statewide assessments accordingly per the designated disability.

**Annual Review**—Each year the public school district will review with you and the IEP team how well your student’s IEP is working and will be prepared to adjust the plan to ensure that your student

**Reevaluation**—The IDEA law provides for your student to be evaluated again every three years to detect any important changes in his or her ability to learn. This “reevaluation” also tells you and the school district whether the supports and services your student is receiving are the right ones. The school district can then act accordingly.

**Independent Educational Evaluation (IEE)**—If you do not agree that the school district’s evaluation of your student is accurate, you can arrange an evaluation of your student by a qualified professional or professionals who are not employed by the school district. In certain cases, this can be done at the school district’s expense.

## **SPECIAL EDUCATION & RELATED SERVICES PLAN PROTOCOL**

### **LEA Educational Personnel**

Step 1(*ongoing*):All designated educational personnel, Administrative personnel, vendors etc...will follow the requirements as stated Who's Idea Is This and in the LEA's Child Find Policy, Special Education Plan, Third Grade Reading Guarantee, Ohio Required Testing Policy; Internal Monitoring Documents as all these policies work together to identify and progress monitor those students not currently on track and/or performing below grade level perhaps in part due to a disability.

Step 2: All students with an identified disability i.e. IEP or 504 Plan will receive services by designated educational personnel i.e. regular education classroom teacher, intervention specialist, educational aide, school psychologist, speech therapist, occupational therapist, and/or physical therapist as applicable according to their IEP or 504 Plan.

Step 3: All students with an IEP will receive an additional progress report on dates consistent with the LEA's (3) academic reporting periods.

Step 4: All student with an IEP or 504 will receive accommodations per their stated accommodations i.e. extended time, small groups, read aloud questions and answers, large print test booklets etc...on all weekly, monthly and Ohio State Required Testing.

Step 5: All meetings with respect to special education students will be attended by the designated regular education teacher, intervention specialist, Administrator, and any additional educational personnel deemed qualified to comment or provide information with respect to the student's testing and/or academic progress.

Step 6: All designated intervention specialist will prepare and update as needed a spreadsheet including the students first and last name, grade, disability category, related services as applicable, ETR and IEP expiration dates and an additional list with respective to specific student services schedule.

Step 7: All parents/guardians will be encouraged to attend all meetings with respect to their student's delivery of special education services. i.e. IAT, ETR, and IEP meetings, parent-teacher conferences etc.. upon request and/or by invitation.