

**Procedures for Parents, Agency or LEA requesting an Initial Evaluation and Initial IEP**

***\*Variation in procedures for a student that is not eligible are indicated in RED italicized font below.***

Who	What
Parent, Agency or LEA	Requests an Initial Evaluation <ul style="list-style-type: none"> <li>All Referrals (written, verbal, or otherwise) are sent to the school psychologist</li> </ul>
School Psychologist/ Speech Therapist	A Referral for an Evaluation is completed (PR-04) in Samegoal, gathering information based on the request including but not limited to attendance, academic history, medical information, day to day performance, background information
School Psychologist/ Speech Therapist	Within 30 days of the request- the team will gather information to determine if the LEA suspects a disability <ul style="list-style-type: none"> <li>The team <b>does not</b> suspect a disability, a Prior written notice (PR_01) is completed in Samegoal and provided along with " A Guide to Parent Rights in Special Education, copies are sent to the Student Services Secretary to file and scan to the building for secretaries to place in the <b>cumulative file</b> in the building</li> <li>The team <b>does</b> suspect a disability, a planning meeting is scheduled to obtain parent consent within 30 days of the request. <ul style="list-style-type: none"> <li>a Prior written notice (PR_01)</li> <li>Parent Consent Form (PR-05)</li> <li>Parent Invitation for the Evaluation Team Meeting (PR-02)</li> <li>"A Guide to Parent Rights in Special Education"</li> </ul> </li> </ul>
Director of Student Services/ Building Administrator	During planning and scheduling of ETR meeting, Administrator and School Psychologist verify the ETR meeting is held within the 60 day compliance timeline, prior to confirming the parent invitation.
School Psychologist/ Speech Therapist	Upon receiving consent, Part one (PR-06) requests and assessment information aligning with the planning form are sent to therapists, intervention specialists, and teachers. Requests are sent to staff within one week of receiving consent, along with a deadline for returning the documents. <ul style="list-style-type: none"> <li>Psychologist or Therapist starts ETR in Samegoal and shares document with all required members</li> </ul>
School Psych/ Speech Therapist	<ul style="list-style-type: none"> <li>Within one week of the meeting, all necessary documents are compiled for the ETR meeting.</li> <li>Parent Invitation (PR-02) reminder is sent to parent</li> </ul>

<p>School Psychologist/ Speech Therapist</p>	<p><b>If Student DOES NOT qualify-</b> Document this decision on the eligibility page of the ETR</p> <ul style="list-style-type: none"> <li>● <b>Complete a PR01</b> documenting the decision</li> <li>● <b>Generate an EMIS</b>, making sure the following are documented and correct: <ul style="list-style-type: none"> <li>○ Referral date</li> <li>○ Consent Outcome</li> <li>○ Date of Parent Consent</li> <li>○ Outcome of Parent Consent</li> <li>○ Type of Evaluation <ul style="list-style-type: none"> <li>■ Initial</li> <li>■ Reevaluation</li> </ul> </li> <li>○ Meeting date for IETR</li> </ul> </li> <li>● <b>Send a copy of the PR01, Evaluation Team Report and EMIS to Director of Student Services Secretary</b></li> </ul> <p><b><i>• No provision of Special Education Services are provided.</i></b></p> <p><b>If Student qualifies under one of 13 disabilities:</b> Document this decision on the eligibility page of the ETR</p> <ul style="list-style-type: none"> <li>● <b>Complete a PR01</b> documenting the decision</li> <li>● <b>Generate an EMIS</b>, making sure the following are documented and correct: <ul style="list-style-type: none"> <li>○ Referral date</li> <li>○ Consent Outcome</li> <li>○ Date of Parent Consent</li> <li>○ Outcome of Parent Consent</li> <li>○ Type of Evaluation <ul style="list-style-type: none"> <li>■ Initial</li> <li>■ Reevaluation</li> </ul> </li> <li>○ Meeting date for IETR</li> </ul> </li> <li>● <b>Send a copy of the PR01, Evaluation Team Report and EMIS to Director of Student Services Secretary</b></li> <li>● <b>At the meeting with the parent present, schedule the Initial Individual Education Program Meeting, within <u>30 days</u> of the Evaluation Team Meeting.</b></li> </ul>
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Student Services Secretary	<ul style="list-style-type: none"> <li>• Mails home a hard copy of the <b>PR01, Evaluation Team Report, and "A Guide to Parent Rights in Special Education."</b></li> <li>• Scans a copy of all documents to the building for secretaries to place in the <b>cumulative file</b> in the building</li> </ul>
Director of Student Services/ Building Administrator	<ul style="list-style-type: none"> <li>• During scheduling of Initial IEP meeting, Administrator and Case Manager will verify the Initial IEP meeting is held within the 30 day compliance timeline, prior to confirming the parent invitation.</li> </ul>
Case Manager	<ul style="list-style-type: none"> <li>• Prints Parent Invite (PR-02) at meeting for the agreed date and time and has parent(s) sign the invite and provides a copy to the parent.</li> <li>• Creates IEP in Samegoal and shares with required therapists</li> <li>• One week prior to the IEP meeting, provides the draft IEP to the administrator with the compliance checklist for review</li> <li>• Sends the parent invite reminder to the parent for the meeting</li> </ul>

### **Initial IEP**

***\* Variation in procedures in which a parent may refuse services are indicated in RED italicized font below.***

Case Manager	<ul style="list-style-type: none"> <li>• Enters information into required fields <ul style="list-style-type: none"> <li>◦ Meeting Date- correct date of meeting</li> <li>◦ Meeting type- <b>Initial IEP</b></li> <li>◦ IEP Timelines- ETR completion date, Next ETR due date</li> <li>◦ IEP effective dates- start- end date (364 days from <b>meeting date</b>) <ul style="list-style-type: none"> <li>■ <b><i>For children transitioning from Part C the IEP must be in effect by the child's 3rd birthday</i></b></li> </ul> </li> </ul> </li> <li>• Complete each section of the IEP, prior to the meeting except sections 4 and section 10</li> <li>• Use the Rossford IEP compliance document as a reference</li> </ul>
Director of Student Services/ Building Administrator	<ul style="list-style-type: none"> <li>• Ensure all required members of the team are in attendance at the meeting</li> <li>• Verify three different attempts to obtain parent participation have been made, if the team <b>needs</b> to proceed in order to stay compliant</li> <li>• Complete an excusal form for any required member of the team with the parents/guardians <b>prior</b> to the meeting starting (if applicable)</li> <li>• Review the Compliance Checklist prior to or at the IEP meeting</li> <li>• Complete the Prior Written Notice (Pr-01)</li> </ul> <p><b><i>* Parents may refuse consent for one or more specific services included in the initial IEP. Provide parents with a PR-01 noting agreement and disagreement and what services will be provided upon agreement. Be sure to note areas of disagreement in the PR-01.</i></b></p>

Case Manager	<ul style="list-style-type: none"><li>● Send a copy of the PR01, Initial Individual Education Program, Compliance Checklist, and EMIS to Director of Student Services Secretary</li><li>● Creates progress report in Samegoal</li></ul>
Student Services Secretary	<ul style="list-style-type: none"><li>● Mails home a hard copy of the PR01, Initial Individual Education Program, and "A Guide to Parent Rights in Special Education."</li><li>● Scans a copy of all documents to the building for secretaries to place in the cumulative file in the building</li></ul>

**Procedures for Entering Data-*****\*Variation in procedures for district-move-in, and out-of-state move-in students.***

Who	What
Student Services Secretary	<p>Runs caseload report end of July, early August</p> <ul style="list-style-type: none"> <li>• Evaluation lists are sent to school psychologist and speech therapists in August</li> <li>• Individual Education Program lists are sent to caseload managers in August</li> <li>• Student Services Secretary (SSS) and Director keep a spreadsheet of open-enrolled out-of-district, scholarship, district-move-in, and out-of-state move-in students.</li> </ul>
Director of Student Services	<p>Provides a copy of the ETR/IEP/504 meeting dates with the Student Services Secretary in August, along with the google spreadsheet</p> <ul style="list-style-type: none"> <li>• Dates and student names can be verified for upcoming meetings</li> </ul>
School Psychologist/ Speech Therapist/ Case Managers	<p>Send all EMIS documents to the Student Services Secretary (SSS) for data entry</p> <ul style="list-style-type: none"> <li>• SSS verifies correct dates, special codes, transportation reporting, testing accommodations, etc from year to year</li> <li>• SSS with our EMIS staff cross checks data entry through our EMIS crosscheck system</li> </ul>
Student Services Secretary/Director of Student Services	<p><b>For District move-in or out-of-state move-in students, SSS keeps an ongoing spreadsheet to track NETR and NIEP</b></p> <ul style="list-style-type: none"> <li>• <b>Email reminders are sent to School Psychologists, Speech Therapist and Case Managers ensuring paperwork completion</b></li> <li>• <b>Meeting dates are checked to ensure either IETR, TETR, or RETRs along with TIEP or RIEPs are taking place.</b></li> </ul>
Student Services Secretary/EMIS	<p>Run monthly reports through EMIS cross check to verify data reporting</p> <ul style="list-style-type: none"> <li>• Errors are verify for accuracy</li> <li>• Error reports are shared with the Director of Student Services</li> </ul>
Director of Student Services/ Building Administrator	<ul style="list-style-type: none"> <li>• Meetings are held with teams to amend incorrect data (if necessary).</li> <li>• Prior Written Notice (PR-01) documents any paperwork change</li> <li>• Team initials or signatures are included</li> <li>• Paperwork is sent to SSS and mailed home to parent/guardian</li> </ul>

## **Procedures for Students Moving into the District with Existing ETRs & IEPs**

### **Student with an IEP Who Transfers to Rossford from a District in Ohio**

*\*Variation in procedures for a student moving to Rossford from out of state are indicated in RED italicized font below.*

Who	What
Parent	Enrolls child in district and indicates child has current ETR & IEP
Student Services Secretary	Requests ETR & IEP from previous district; once received, shares access in Samegoal or Uploads the document(s) as a scanned attachment in Samegoal ETR and IEP & sending them to the appropriate building
Director of Student Services	Assigns a case manager
Director of Student Services	<p><b>Adds the NIEP code to the active document in Samegoal</b>, filling in the front page</p> <ul style="list-style-type: none"> <li>• Click on box that says, "<u>add services w/o IEP (NIEP)</u>"</li> <li>• <b>Date Services Started:</b> Date student started school in the building</li> <li>• <b>End Date:</b> Leave blank</li> <li>• <b>Outcome:</b> Choose LRE code (typically enter in Section 11)</li> <li>• <b>Non-Compliance:</b> (10) student newly transferred in - IEP adoption determination not complete, service being provided based on prior IEP</li> <li>• <b>Section 7:</b> Enter all related services with start/end dates (start date is date student started school in building and end date is from previous district's IEP), including special transportation in under related services in Section 7, if relevant</li> <li>• <b>Prior Written Notice- PR-01</b> is completed and sent to the parent, outlining comparable services</li> </ul> <p><i><b>*Note:</b> The IEP from the previous district <u>must</u> be followed until the IEP is adopted (TIEP) or a new IEP is written (RIEP)</i></p> <p><i>*One exception to documenting the NIEP code would be if the decision is made <u>on or before</u> the student's first day to accept the IEP (TIEP). The decision to transfer an IEP cannot take place until the evaluation has been approved by the school psychologist.</i></p>
School Psych	<p>Reviews ETR and makes a decision to accept or reject ETR &amp; notifies case manager</p> <p>If the school psychologist accepts the ETR, a Prior Written notice is sent acknowledging the acceptance.</p> <p>If the school psychologist rejects that ETR, a planning meeting is scheduled with the parents/guardians to obtain consent for an evaluation within 30 days of receiving the transferred ETR.</p>

	<p><b><i>*Note: If the ETR is rejected, the IEP is automatically rejected.</i></b></p> <ul style="list-style-type: none"> <li><i>A new ETR will be completed, followed by a new IEP; these will both be considered reviews (RETR &amp; RIEP).</i></li> </ul> <p><b><i>*If an out of state ETR is rejected, the new ETR &amp; IEP would both be considered Initials (not reviews).</i></b></p>
Case Manager	<p>Within a <b>reasonable amount of time</b> (good rule of thumb is <b>two weeks</b>), the case manager, along with the IEP team, reviews the IEP from the previous district, <b>making a decision to accept (TIEP) or reject (NIEP) the IEP</b> <i>(Be sure to include parents in this discussion/decision - can be done via phone conference).</i></p>
Case Manager	<p><b>If IEP is ACCEPTED:</b></p> <p>Document this decision on the front page of the IEP, coding as TIEP</p> <ul style="list-style-type: none"> <li><b>Meeting date</b> is listed as <u>date team made decision to accept IEP</u> (NOT date student started school) - this should be the <u>same as the TIEP date</u></li> <li>Check <b>"Other"</b> box and type, <b>"Transferred/adopted IEP from previous district (XXX school district)"</b></li> <li>Click on the box that says, <b>"add Transfer IEP (TIEP) Date"</b></li> <li><b>Date adopted WITHOUT modification:</b> Enter date as meeting date</li> <li><b>IEP effective dates:</b> <ul style="list-style-type: none"> <li><b>Start Date:</b> Date decision was made to accept IEP ( same as meeting date /TIEP date) - this is <u>NOT</u> the date student started school</li> <li><b>End Date:</b> Date the IEP from previous district expires</li> </ul> </li> <li><b>Enter the following information into IEP Anywhere (only if the student has transferred without a samegoal IEP or from out-of state)</b> <ul style="list-style-type: none"> <li>Front (Cover) Page</li> <li>Section 6: Goals and Objectives</li> <li>Section 7: Related services with start/end dates (start date is date of TIEP and end date is from previous district's IEP), be sure to include special transportation in Part 7 if relevant</li> <li>Section 11 (LRE from dropdown box)</li> <li>Section 12</li> </ul> </li> <li><b><i>If you are accepting an out of state IEP (TIEP), best practice is to transfer <u>ALL</u> information from the IEP to Ohio paperwork (IEP Anywhere) <u>within 30 days</u></i></b></li> <li><b>Complete a PR01</b> documenting the decision to accept the IEP</li> <li><b>Generate a new EMIS</b>, making sure the following are documented: <ul style="list-style-type: none"> <li>Meeting date for TIEP</li> <li>Effective dates of TIEP</li> <li>All relevant services and dates in Section 7, including transportation if applicable</li> <li>LRE info. from Section 11</li> <li>Testing from Section 12 (standard versus alternately assessed)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Provide parent with a copy of the PR01</b> documenting decision to accept IEP (TIEP) <ul style="list-style-type: none"> <li>○ Can include cover letter if choose</li> </ul> </li> <li>● <b>Send a copy of the PR01 and EMIS to Josie</b></li> <li>● <b>File a copy of all paperwork in the student's cumulative file in the building</b></li> </ul> <p><i>Note: If an IEP is adopted/transferred by the team, it indicates that the receiving district agrees to implement the IEP in its entirety. It is imperative for the receiving school to review ALL the goals, objectives and services to make sure they can provide them as written. <u>No amendments</u> may be made during the first 2-3 weeks the IEP is in effect in the receiving district.</i></p>
Case Manager	<p><b>If the IEP is REJECTED:</b></p> <ul style="list-style-type: none"> <li>● <b>Complete a PR01</b> to document the reasons behind the decision to reject the IEP, include the date this decision was made (not date student started school unless the decision was truly made the same day).</li> <li>● A new IEP will need to be developed (RIEP) <ul style="list-style-type: none"> <li>○ <u>Note:</u> this is <b>NOT an amendment</b>, this is a complete <b>IEP review (RIEP)</b></li> </ul> </li> <li>● <b>Schedule IEP review meeting with team</b></li> <li>● <b>Provide parent with a copy of PR01 &amp; invitation for IEP review</b> <ul style="list-style-type: none"> <li>○ Can include cover letter if choose</li> </ul> </li> <li>● <b>Send a copy of the PR01 and EMIS to Student Services Secretary</b></li> <li>● <b>File a copy of all paperwork in the student's cumulative file in the building</b></li> <li>● <b>Once IEP review is complete, distribute copies of paperwork per typical IEP review procedures</b></li> </ul> <p><i>*If an out of state IEP is rejected, the new IEP would be an IEP review (RIEP) - the only exception is if the ETR was rejected, thus resulting in both an initial ETR and IEP.</i></p> <p><i>Note: If an IEP is rejected, it indicates that the IEP team (receiving district) disagrees with ANY PART of the IEP as written, including but not limited to: goals, objectives, related services, specially designed instruction, service location, etc. The rejected IEP is still in effect until the new IEP is signed (RIEP).</i></p>

### 3301-51-07 (5) IEPs for children who transfer school districts in the same state

If a child with a disability (who had an individualized education program that was in effect in a previous educational agency in the same state) transfers to a new school district of residence in the same state, and enrolls in a new school within the same school year, the new school district of residence (in consultation with the parents) must provide a free and appropriate public education (FAPE) to the child (including services comparable to those described in the child's individualized education program from the previous school district of residence), until the new school district of residence either:

- Adopts the child's individualized education program from the previous school district of residence; or
- Develops, adopts, and implements a new individualized education program that meets the applicable requirements (NIEP followed by RIEP).



**3301-51-07 (6)IEPs for children who transfer from another state**

If a child with a disability (who had an individualized education program that was in effect in a previous educational agency in another state) transfers to a new school district of residence in Ohio, and enrolls in a new school within the same school year, the new school district of residence (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's individualized education program from the previous school district of residence), until the new school district of residence:

- (a) Conducts an evaluation pursuant to paragraphs (E) to (G) of rule [3301-51-06](#) of the Administrative Code (if determined to be necessary by the new school district of residence); and
- (b) Develops, adopts, and implements a new individualized education program, if appropriate, that meets the applicable requirements in paragraphs (E) to (I) of this rule.