



**JOHNSTOWN-MONROE
SCHOOL DISTRICT**

**Student Services and Special Education
Policies, Practices and Procedures Manual
2025-2026**

Statement of Purpose:

Beginning in January 2019 and wrapping up in December 2019, stakeholders and staff from the Department [Ohio Department of Education and Workforce] worked together to identify a set of recommendations for increasing literacy skills, improving disproportionality, promoting postsecondary success, fostering inclusive leadership and advancing high-quality instructional practices among educators who serve students with disabilities.

*These recommendations ultimately resulted in **Each Child Means Each Child: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities**.*

Each Child Means Each Child offers recommendations, tactics and action steps to ensure Ohio's 270,000 students currently enrolled in public schools who have been identified with disabilities benefit from the vision and core principles heralded in Ohio's strategic plan for education.

Each Child Means Each Child uses data to illustrate what education looks like for Ohio's students with disabilities. Additionally, it organizes recommendations, tactics and actions to improve these educational experiences into three major focus areas. These include:

Getting to the Problem Early — Multi-Tiered System of Support

Building Educators' and Systemwide Capacity — Professional Learning

Educating for Living a Good Life — Postsecondary Readiness and Planning (ODEW, 2024)

The Johnstown-Monroe School District purposefully adopts and implements Ohio's Special Education Model Policies, Practices, and Procedures. These processes and procedures serve as a bridge between the Model Policies outlined by the Ohio Department of Education and Workforce (ODEW) and the *Each Child Means Each Child* work drafted by the State of Ohio and its stakeholders. Local practices and procedures in no way seek to subvert, supplant, or replace any State guideline or Federal law or mandate, rather to bring clarification to the local implementation of such expectations, and to set the District on firm footing for child-centered, consistent, and compliant practices within the Special Education and intervention programming of the organization. Nothing contained within this document is intended to add or subtract from agreements already agreed upon within the J-M School District Negotiated Agreement.

Department Goal:

In alignment with the District's larger purpose and Strategic Plan, the goal of the Student Services and Special Education Department is first and foremost to apply a **child-centered** lens to all decision making and actions taken on behalf of the students we serve. In so doing, we seek to utilize **consistent** practices, procedures, and implementation of best practices that assist students in meeting their goals, and support families in their ability to serve their student(s) as they grow. Understanding the vulnerable nature of the population we serve, we commit to remain **compliant** with State and Federal laws and guidelines put in place to protect the rights of the students and families within our care.

Staff Responsibility:

In alignment with ODEW Model Policies, Practices, and Procedures, guidance from the Office of Exceptional Children, and in accordance with Federal Law, the practices in this handbook are intended to bring practical clarification to the roles and responsibilities of Staff within the J-M School District serving in the capacity of Intervention Specialists, school psychologists, and related services and support staff, and to assist in clarifying the communicative norms for the department in its' service to the rest of the District administration, staff, and its families.

Administrator Commitments:

The J-M School District Administration acknowledges the critical nature of the work done by special educators in our District. As such, the J-M School District Administration commits to providing the necessary support and access to resources to promote instructional focus, ensure manageable workloads within State limits, and foster collaborative teaming structures.

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Adoption of Model Policies, Practices and Procedures

On an annual basis, the District is required to determine whether to adopt the State of Ohio Special Education Model Policies, Practices and Procedures as outlined by the Ohio Department of Education and Workforce, or to develop, approve, and implement its own. The Johnstown-Monroe Local School District and Board of Education has elected to adopt the State of Ohio Special Education Model Policies, Practices and Procedures as outlined by the Ohio Department of Education and Workforce for the 2025-2026 School Year, and will determine such an adoption for the following year by the end of November, 2025.

Personnel Roles

Intervention Specialists

Intervention Specialists (IS) act as IEP case managers for students assigned to their caseload, and primary liaisons and points of contact for parents and families. As the case manager, the IS should consider the *whole child* and provide them with assistance in every part of their educational experience. The list below is not inclusive but acts as a guide for the case manager.

- ***Be the primary contact with parents.***

Introductory letters or emails will be sent to each parent of a student on your caseload, prior to the first day of school. Include contact information for the case manager and any related service providers; an optional template is provided to each IS, which outlines required information to be shared with parents.

- ***Throughout the year, make consistent contact with parents a priority.***

Strive to maintain at a minimum, bi-weekly contact. *Positive contact* goes further than contact about problems, and helps build meaningful rapport and trust. Any form of contact can be made and should be documented, and ISs *may* use the progress monitoring weekly form in SameGoal.

- ***Be the primary contact for teachers.***

Meet with or email general education teachers during the first week of the school year to introduce yourself as a *support* for students on your caseload. Let them know if they need help accessing the IEP/504 Plan through SameGoal, you can assist, and answer any clarifying questions they may have.

- ***Complete progress reports on time.***

Include data points that reflect progress monitoring, following the template tool provided utilizing the OP-06A form in SameGoal. Ensure receipt by parents/guardians.

- ***Ensure that the measurable goals and objectives of the IEP are being met.***

If a student is consistently not on track to meet a goal, therefore, not making adequate progress, convene the IEP team to set a reasonable goal. If a student meets a goal prior to the expiration of the IEP, convene the IEP team to develop a new goal. *Amending the IEPs should happen frequently based on available data.*

- ***Respond to parent concerns appropriately throughout the school year.***

Parent requests are discussed in IEP team meetings, and decisions are made collaboratively in team settings. When a parent makes a request there are two options, however in all cases requiring change of services (minute increase), placement, or addition of related services, *discuss with the Student Services Director first*, otherwise do one of the following::

1. Plan an IEP team meeting to discuss the request, unless the team is already in agreement, in which case...
2. Adhere to the request and amend the IEP.

- ***Amend IEPs as appropriate throughout the school year.***

For any change of placement, a meeting must be held for the amendment. If there is no change of placement, the Student Services Director may determine a meeting is not necessary.

- ***Develop compliant initial and annual IEPs and facilitate IEP meetings.***

Utilize District provided supportive documents in order to maintain consistent and compliant documentation, and serve as the facilitator of IEP meetings as the person who intimately understands the student's progress and growth the best.

- ***Work with building MTSS/PBIS Teams to develop and remain aligned with building goals.***

Provide knowledge of interventions and collaboration with building teams specific to the area of expertise.

- ***Contribute to the multi-factored evaluations.***

Utilize ongoing progress monitoring data, and assist with administering diagnostic instruments and techniques appropriate for the area of disability or suspected disability, as part of the multidisciplinary team.

- ***Assist educational staff with implementing or modifying instructional strategies.***

Develop clear classroom management procedures, intervention strategies, and ongoing collaboration with general education teachers, related service providers, administrators, outside providers, and other stakeholders supporting each student on the caseload.

- ***Assist the Student Services Director with manifestation determination reviews.***

Follow the steps provided by the Student Services Director at the time of scheduling a manifestation determination review meeting (MDR). If necessary, you may be asked to complete the *manifestation determination review worksheet* prior to the manifestation review team meeting.

- ***Collaborate with stakeholders and develop both informal and formal behavioral intervention plans.***

Address behaviors through building PBIS initiatives, individualized reward systems, behavior contracts, informal behavior plans, and IEP goals. Collaborate with the Board Certified Behavior Analyst (BCBA) to complete Functional Behavior Assessments (FBAs) when deemed necessary, and align IEP goals with data based needs.

- ***Facilitate student participation in all aspects of educational programming.***

All students, regardless of disability, should be encouraged to attend field trips and other special events and participate to the level they are able. Questions and concerns should be directed to the Student Services Director for troubleshooting and problem solving.

- ***Keep documentation of all Specially Designed Instruction to show compliance with IDEA regulations.***

Maintain up to date documentation indicating the SDI the student receives as indicated by the goals in the IEP has been met on a monthly basis. Ensure the documentation reflects that SDI is targeting individual objectives. Intervention Specialists will provide a copy of their daily schedule, upon request, to the Student Services Director or Building Administrator, and a copy will be kept at all times in the IS substitute folder. A template is provided that may be copied and edited.

Related Services

Speech Language Pathologists (SLP) act as IEP case managers for students who qualify for a Speech and Language Impairment. As the case manager, the SLP should also consider the whole child and work collaboratively with building teams if additional concerns regarding accessing the educational program arise. The list below is not inclusive but acts as a guide for the case manager. Occupational Therapists and Physical Therapists *can* be stand alone service providers, however an Intervention Specialist will be assigned as the case manager to work as the parent liaison should this occur. In all instances, the Student Services Director should be contacted immediately should this circumstance arise.

Related Services include those services a child requires in addition to what is being provided by the case manager. The most common are an Occupational Therapist (OT), Physical Therapist (PT), or SLP. Related services providers can also be mental health providers deemed required (Social Workers) or BCBAs, among others. The addition of a Social Worker or BCBA should be approved by the Student Services Director.

- ***Be the primary contact with parents of students to whom you serve as the related services personnel regarding the area you are knowledgeable about.***

Send an introductory letter or email by September 15th to each parent of a student on your caseload, ensuring parents know how to contact support services staff.

- ***Throughout the year, make consistent contact with parents a priority.***

Strive to maintain at a minimum, bi-weekly contact. *Positive contact* goes further than contact about problems, and helps build meaningful rapport and trust. Any form of contact can be made and should be documented, and staff may use the progress monitoring weekly form in SameGoal.

- ***If case managing, be the primary contact for teachers.***

Meet with or email general education teachers during the first week of the school year to introduce yourself as a *support* for students on your caseload. Let them know if they need help accessing the IEP/504 Plan through SameGoal, you can assist, and answer any clarifying questions they may have.

- ***Complete progress reports on time.***

Include data points that reflect progress monitoring, following the template tool provided utilizing the OP-06A form in SameGoal. Ensure receipt by parents/guardians.

- ***Ensure that the measurable goals and objectives of the IEP are being met.***

If a student is consistently not on track to meet a goal, therefore, not making adequate progress, convene the IEP team to set a reasonable goal. If a student meets a goal prior to the expiration of the IEP, convene the IEP team to develop a new goal. *Amending the IEPs should happen frequently based on available data.*

- ***Respond to parent concerns appropriately throughout the school year.***

Parent requests are discussed in IEP team meetings, and decisions are made collaboratively in team settings. When a parent makes a request there are two options, however in all cases requiring change of services (minute increase), placement, or addition of related services, *discuss with the Student Services Director first*, otherwise do one of the following::

1. Plan an IEP team meeting to discuss the request, unless the team is already in agreement, in which case...
2. Adhere to the request and amend the IEP.

- ***Amend IEPs as appropriate throughout the school year.***

For any change of placement, a meeting must be held for the amendment. If there is no change of placement, the Student Services Director may determine a meeting is not necessary.

- ***Develop compliant initial and annual IEPs and facilitate IEP meetings.***

Utilize District provided supportive documents in order to maintain consistent and compliant documentation, and serve as the facilitator of IEP meetings as the person who intimately understands the student's progress and growth the best.

- ***Work with building MTSS/PBIS Teams to develop and remain aligned with building goals.***

Provide knowledge of interventions and collaboration with building teams specific to the area of expertise.

- ***Contribute to the multi-factored evaluations.***

Utilize ongoing progress monitoring data, and assist with administering diagnostic instruments and techniques appropriate for the area of disability or suspected disability, as part of the multidisciplinary team.

- ***Assist educational staff with implementing or modifying instructional strategies.***

Develop clear classroom management procedures, intervention strategies, and ongoing collaboration with general education teachers, related service providers, administrators, outside providers, and other stakeholders supporting each student on the caseload.

- ***Assist the Student Services Director with manifestation determination reviews.***

Follow the steps provided by the Student Services Director at the time of scheduling a manifestation determination review meeting (MDR). If necessary, you may be asked to complete the *manifestation determination review worksheet* prior to the manifestation review team meeting.

- ***Collaborate with stakeholders and develop both informal and formal behavioral intervention plans.***

Address behaviors through building PBIS initiatives, individualized reward systems, behavior contracts, informal behavior plans, and IEP goals. Collaborate with the BCBA to complete Functional Behavior Assessments when deemed necessary, and align IEP goals with data based needs.

- ***Facilitate student participation in all aspects of educational programming.***

All students, regardless of disability, should be encouraged to attend field trips and other special events and participate to the level they are able. Questions and concerns should be directed to the Student Services Director for troubleshooting and problem solving.

- ***Keep documentation of all Specially Designed Instruction to show compliance with IDEA regulations.***

Maintain up to date documentation indicating the SDI the student receives as indicated by the goals in the IEP has been met on a monthly basis. Ensure the documentation reflects that SDI is targeting individual objectives. Related Services staff will provide a copy of their daily schedule, upon request, to the Student Services Director or Building Administrator, and a copy will be kept at all times in the IS substitute folder. A template is provided that may be copied and edited

School Psychologists

School Psychologists are highly trained members of school teams with unique qualifications that support students' ability to learn and teachers' ability to teach. Training for school psychologists is specialized and required through advanced graduate preparation that includes coursework in practical experiences relevant to psychology and education. While School Psychologists are responsible for testing students who are suspected of having a disability under the IDEA, they play a crucial role in supporting teachers, administrators, parents, students, and related service providers throughout all aspects of special education, and play key roles in developing, implementing, and maintaining sound MTSS structures. Further information on the critical role of the School Psychologist can be found on the Department's website, at the link located [HERE](#) or on the resource page at the end of this document.

Board Certified Behavior Analyst (BCBA)

The Behavior Specialist is a related service professional trained in Applied Behavior Analysis (ABA) who works to support students who may otherwise require out-of-district placements or significant support from an outside provider, in the classroom. The role to teachers is as a coach, consultant, thought partner, and toolbox of information. The role is similar to other professionals including speech, OT, PT, and in some cases, Counselors. The BCBA is not listed on an IEP under staff support unless approval is given from the Student Services Director.

- **Work with building MTSS/PBIS Teams to develop and remain aligned with building goals.**
Provide knowledge of interventions and collaboration with building teams specific to the area of expertise.
- **Collaborative partner within the MTSS Framework**
Provide consultative assistance to general education staff in team meetings, providing tools for consistent data collection, and suggestions for the implementation of general behavior plans.
- **Conduct Functional Behavior Assessments**
After steps have been followed to resolve problematic student behavior (outlined later in this document), conduct FBAs with the approval of the Student Services Director, in collaboration with Intervention Specialists and the School Psychologist where necessary
- **Introduce, monitor, revise Behavior Intervention Plans**
In collaboration with Intervention Specialists, introduce, monitor, and revise Behavior Intervention Plans to work in tandem with IEP goals. Collect fidelity data on plans, and revise as necessary for students to meet goals.
- **Make recommendations to the Student Services Director**
Based on data collected at the student level, make recommendations to the Student Services Director regarding placement and continuum of services as the need arises.

The BCBA is at no time to be considered an aide in the classroom or used as the point person for a student's problem behavior. When the BCBA is a member of the IEP team, the case manager remains the point person for the management of the student's IEP services. The intervention specialist and general education teachers are responsible for following all recommendations at this level and implementing the intensive behavior intervention plan.

Local Identification and Evaluation Processes

Assessment System Framework

The J-M School District Leadership has worked extensively with building level administrators and staff to begin implementation of teaming structures aligned to Ohio's Plan to Raise Literacy Achievement. In the Fall of 2024, staff and administrators in each building engaged in the RtFI (Reading Tiered Fidelity Inventory) process to identify needed supports specific to implementing a strong, thorough literacy program and subsequent intervention programs. As part of this process, and preceding this work, District administration put in place stop-gap measures to move the organization closer to K-12 processes that build instructional and intervention consistency and cohesion at all levels; the result of these years of effort is a Multi-Tiered System of Support (MTSS) Framework including an articulated Assessment System Framework, with corresponding teaming structures and avenues for referral to Special Education, thus meeting our Child Find responsibilities under Federal Law, and providing every student regardless of Special Education status with needed tiered supports in reading, math, and behavioral/social domains. Additional information on a research based MTSS model can be found through the MiMTSS Technical Assistance Center website [HERE](#) (link on resources page).

In order to best assess student needs, the District adheres to legislative requirements and guidance from the ODEW regarding screening for Dyslexia (see the 2025 proposed State Dyslexia Committee Guidance [HERE](#)). While specific to Dyslexia, this model serves as a template for robust assessment systems based on best practices in screening, diagnostic assessment protocol, progress monitoring, and decision making for intervention intensification prior to any identification for special education services. Additionally, the District will continue to implement all requirements for Reading Improvement and Monitoring Plans (RIMPS), and the Third Grade Reading Guarantee (TGRG). These gating procedures ensure use of appropriate data is prioritized and intensive instruction is allocated with intentionality, while maintaining an emphasis on High Quality Instruction at the Tier 1 level.

As part of a larger MTSS Framework that is interdependent and works in tandem with the Assessment System Framework, each building principal establishes and utilizes teaming structures of consistent name, purpose, similar multi-disciplinary makeup, and with defined roles and responsibilities for each member, who meet on a regular basis as determined by the District Leadership Team. These teams will utilize processes and forms standardized by the District, allowing for consistent and effective collaboration between building and District staff and administrators.

When used effectively, a Multi-tiered System of Support provides a strategy for improving academic and behavioral outcomes across general and special education; it is **not** a singular pathway to special education or a way to identify students for placement in special education. Rather, it is a continuum of services for **all students**.

Teaming Structure Purpose, Composition, Agendas, and Function:

The purpose of data teaming structures are outlined in Ohio's Plan to Raise Literacy Achievement ([see link in resources](#)). Standing teaming structures are outlined in Ohio's Plan, and will be:

- Building Leadership Teams (BLT)
- Grade Level Teams or Teacher Based Teams (TBT)
- Student Based Teams (SBT)
- District Leadership Team (DLT- organized by District Administration)

The **BLT** at each building will meet on a *monthly basis* to accomplish the purposes and goals outlined in the monthly agenda.

- Team members roles and responsibilities, and tasks are outlined in the Implementing Ohio's Plan to Raise Literacy Achievement document ([see link in resources for 6-12](#) and [see link in resources for K-5](#)).
- BLTs will engage in problem solving at the Tier 1 level, in order to address core instructional needs, thus preventing associated risk factors such as over-identification for preventable special education services.

The purpose of the **TBT** is outlined in Ohio's Plan to Raise Literacy Achievement. The TBT at each building will meet on at least a *bi-weekly basis* to accomplish the two critical goals as outlined in Implementing Ohio's Plan:

1. *Using collaborative problem-solving to assess system needs, analyze data and plan for the use of evidence-based strategies across all content areas. Department and cross department teams implement this function.*
2. *Using individual student data in the collaborative problem-solving process to design, implement and evaluate interventions for individual students who receive intensive support and intervention in reading. Student-level teams implement this function.*

****Standard use, K-12, of common agendas and processes for BLTs, TBTs and Grade Level Teams is expected, yet remains a collaborative work in progress as part of the District's larger One Plan implementation.****

Student Based Teams (**SBTs**) are established, according to Implementing Ohio's Plan to Raise Literacy Achievement, with the purpose of improving outcomes for individual students, in literacy. The J-M Student Services Department affirms the teaming structures needed to do so not only improve outcomes in literacy achievement, but also target outcomes in math, behavior, and often related services support areas. As such, SBTs will be formed "when a student has received instruction and intervention that has been effective for other students but not for the individual. Student teams may form, change membership and dissolve over time as the needs of the student change. When students are receiving the most

intensive instructional supports, meaningful engagement of family members is critical.” (ODEW, 2024)
Building level administrators will make plans to consistently meet with teams to discuss these needs according to the below guidelines.

The J-M School District Administration affirms and underscores that the importance of recognizing that while Child Find responsibilities may be unearthed through teaming structures, specifically in data based discussions during SBT conversations, the primary purpose of the SBT is not to identify, refer, and evaluate students for special education services. Rather, the expressed, purposes are outlined as follows in the Implementing Ohio’s Plan document:

- Informing families of their student’s progress in a timely manner
- Communicating and modeling high expectations
- Supporting families in understanding information about skills, assessments and instruction
- Listening and providing information
- Providing resources for communicating with families who speak a language other than English
- Providing more frequent communication as instruction becomes more intensive
- Offering resources for families to support their students at home

The composition of SBTs is outlined in the Implementing Ohio’s Plan document, and will be applied consistently K-12 in the J-M School District, based on individual student needs. **Consistent use of the SBT forms, District wide, will be developed and implemented as part of the District’s One Plan implementation.**

Use of Intervention Summary Forms

The District has designed and provided Intervention Summary Forms for use with all students receiving intervention support beyond Tier 1 instruction, in order to monitor intensification and de-intensification of interventions being provided on an individualized student level. Consistent use of these forms, K-12, is standardized by the District to provide instructional traction for students and staff. Once opened, the forms serve as electronic, running records that capture the ongoing intervention path for each of our students as they may require ongoing intervention in the areas of math, reading, behavioral support, and at times related services assistance.

- Blank forms have been developed and shared with building administrators, via Google Drive
 - All building administrators have access to building and grade level folders with applicable student forms pre-populated and accessible
 - Building administrators will grant access to necessary team members, and maintain updated sharing settings within each folder
- On an annual basis, building administrators will work with general and special education staff in their respective buildings to determine the most appropriate personnel to directly input and edit individual student documents, and communicate those designated to be responsible to the Student Services Director
- Intervention intensification and de-intensifications will be determined through the teaming structures developed (see above), and recorded on the Intervention Summary Form with applicable dates each time a change in instructional intervention is deemed necessary
 - The Intervention Intensity Continuum was developed to help teams determine when and how to intensify support.
- On an annual basis, student forms will move to new grade level folders within their respective buildings to ensure seamless transition and continuity of service for students; grade levels that shift between buildings will also be moved to ensure the same

Intervention Intensification and Decision-Making Guidelines

As outlined on the Intervention Intensity Continuum, teams should consider the need for intervention intensification when:

- Students are receiving Tier 2 or 3 Intervention for a period of at least 3-6 weeks, based on the plan agreed to in the SBT meeting, and is implemented with fidelity
 - Fidelity data includes but it is not limited to: student attendance data (did the student receive the intervention as often as prescribed), staff attendance data (from a qualified staff member), for the duration prescribed (was the time period for implementation met)
- A minimum of three (3) progress monitoring data points in Acadience indicate a student is falling below the goal line

According to the ODEW, and the Office for Exceptional Children, a majority of students respond to general education intervention intensifications that are put in place, when done with fidelity; however, approximately 16-20% of students in Ohio will still subsequently require Special Education services. As such, the J-M School District has established decision-making guidelines to support teams in meeting their Child Find obligations while ensuring High Quality Tier 1 (core) Instruction and preventative interventions remain focal points for our families and students. Teams should consider referring a student for evaluation for special education services when:

- Students have been receiving Tier 3 intervention(s) for 12 weeks, and are not demonstrating “gap closing” progress using Acadience data, *and...*
- A minimum of two previous Tier 2 or 3 intervention intensifications were implemented, after the initial intervention was implemented

Lack of gap closing progress should not be interpreted to mean that the student is not showing *any* progress, nor does it imply a “wait to fail” model is in place, rather, it indicates that the District’s commitment to long-term interventions, in order to impact a students’ achievement and growth, is a likely indicator of the need for specially designed instruction. As such, the District would then need to consider whether a disability is suspected, triggering Child Find responsibilities under IDEA and a subsequent required evaluation.

Scheduling and Calendar Invitations

Central Scheduling Model

The J-M Student Services Department utilizes a central scheduling model to assist intervention specialists, school psychologists, related services staff, and families in coordinating required meetings within state and federally mandated timelines. Since multi-disciplinary teams participate meaningfully with families in these meetings, central scheduling allows for prioritization of parent, staff, and often student participation within legal timeframes.

Scheduling Pre-Requisites

Prior to August 10th, each building administrator will supply the Student Services department with the following dates for the year, to be considered “black out” dates for purposes of scheduling annual IEP and ETR meetings:

- Master Building Schedule
- Monthly BLT meeting dates and times
- Weekly TBTs meeting
- Regularly scheduled SBT meetings
- Testing dates which require case managers to proctor tests or provide accommodations, and limit availability for participation in team meetings
- “Special” events that impede team participation on a certain date i.e. Grandparent’s Day, classroom parties, PBIS Celebrations etc.

Annual IEP and Review ETR Meetings

At the beginning of each school year the central scheduler (Student Services Secretary) will:

- Schedule all IEP/504/RETR and known FBA and needed BIP meetings for the year, according to mandated due dates
- District Representatives will be assigned to each meeting, in collaboration with the Student Services Director and building administrators
- Outlook Calendar invitations will be sent by the Student Services Secretary to: applicable intervention specialists (case manager), Student Services Director, building administrators, school psychologists (when applicable), and appropriate school counselors
- Case managers (ISs) are responsible to forward the Outlook invitation for RIEP and RETR meetings to appropriate general education teachers, related services staff, and others as necessary
- Intervention specialists are responsible for sending and acquiring a signed PR-02 from parents prior to each meeting

Initial ETR, IEP and 504 Meetings

- In coordination with the Student Services Secretary, the assigned school psychologist or 504 case manager will select available dates for initial evaluation meetings and confirm times with parents for availability
- Once confirmed, the Student Services Secretary will send an Outlook Calendar invitation to appropriate staff
 - For initial 504 Evaluation meetings, the 504 case manager will ensure receipt of the calendar invitation by general education staff
 - For initial ETR meetings, the Student Services Secretary will ensure all participating parties receive the Outlook invitation, however the school psychologist will ensure the signed PR-02 is received and signed by the parent
- For initial IEP meetings, the intervention specialist (case manager) will be responsible to forward the Outlook invitation to appropriate general education teachers, related services staff, and others as necessary
- For initial 504 meetings, the 504 case manager will be responsible to forward the Outlook invitation to appropriate general education teachers, related services staff (if applicable), and others as necessary

Functional Behavior Assessments, Behavior Intervention Plans, and General Behavior Plans

The need for a Functional Behavior Assessment will be determined by teams within the MTSS framework, at the discretion of the District Board Certified Behavior Analyst (BCBA) with the approval of the Student Services Director. When applicable, FBAs will be conducted as part of the evaluation process rather than separate events; however, when full evaluative measures are not necessary, an FBA may be conducted as a stand alone measure within the context of having utilized the supports and followed the general behavior plan processes outlined later in this document.

Should an FBA become necessary, the District BCBA will gain consent (if separate from a full evaluation for special needs) and will conduct the FBA within a reasonable timeframe of no greater than six weeks. The results of the FBA will be presented to the student's team and parents at a meeting, following scheduling procedures outlined in this handbook. Any resulting Behavior Intervention Plan will be developed by the BCBA and implemented by general education staff, and when applicable intervention specialists.

When a student served on an IEP also has a BIP, the BCBA and Intervention Specialist will be responsible for collaborating to align plans, goals, and documentation to ensure attainability.

- When applicable, the review of FBAs will occur in tandem with other evaluative measures and be presented to parents during an ETR (initial or review) meeting, and responsibility for invitation will default to those in charge of the ETR process; however the following may apply for students not identified with special needs:
 - When a student who is not identified with special needs requires an FBA, the BCBA will be responsible to work with the Student Services Secretary and parents to identify a date and time for the team meeting
 - The Student Services Secretary will send an Outlook invitation to the BCBA and appropriate building level administrator(s), school counselor, and Student Services Director
 - The BCBA will be responsible for ensuring the invitation is forwarded to the appropriate general education staff and any applicable related services personnel
- The review and introduction of Behavior Intervention Plans will always work in tandem with an IEP, when applicable, and should be updated and/or amended as necessary per the process of updating and amending the IEP goals and objectives that outline the outcomes of the BIP. In these instances, the invitations to such meetings will default to that of an IEP meeting, whether initial or review, however, for students who are not identified with special needs the following may apply:
 - When a student who is not identified with special needs requires a BIP, the BCBA will be responsible to work with the Student Services Secretary and parents to identify a date and time for the team meeting, if occurring separately from the FBA review meeting
 - The Student Services Secretary will send an Outlook invitation to the BCBA and appropriate building level administrator(s), school counselor, and Student Services Director
 - The BCBA will be responsible for ensuring the invitation is forwarded to the appropriate general education staff and any applicable related services personnel

Meeting Communications

Communicating meeting dates, times and locations within the school and outside of the school are critical components of the Student Services and Special Education Department. The *Central Scheduling* model seeks to reduce confusion by minimizing the number of points of contact parents, staff, and administrators may have in order to access information. However, often unforeseen circumstances arise which require re-scheduling, and the need to employ flexibility and understanding from all parties involved in order to maximize meeting participation and minimize school day disruptions. Establishing lines of communication and procedures is helpful in eliminating frustration, and increasing meeting participation.

Annual Meeting Communication

Once established, but no later than August 15th each year, case managers will communicate annual review meeting dates directly to parents of every student on their caseload within the first week of the new school year. Parents will be informed by their student's case manager of their ability to attend in person, via Zoom, and the process to reschedule if the date and time for the meeting are not well suited to their schedule.

Rescheduling of Previously Established Meetings

Prior to any rescheduling of meetings, parents should be encouraged to attend their student's meeting in a format that is most conducive to maintaining the original meeting date, rather than disturbing building, staff, and student schedules. However, should a parent determine that a previously scheduled meeting date/time cannot be accommodated, the staff member informed of such a conflict will ensure the case manager of the student is aware of the conflict. The case manager will contact the Student Services

Secretary who will follow the procedures for an initial meeting, with respect to legal timelines and constraints. The responsibility to communicate a newly established meeting date to parents falls to the student's case manager.

Because meetings are established well in advance, staff should give deference to these dates when planning days out of the District or other absences, when they can be reasonably anticipated. In the event that a case manager cannot attend a previously scheduled meeting due to uncontrollable circumstances, the case manager will either follow the above process and work with the family and Student Services Secretary to reschedule the meeting, or, if timelines are prohibitive (within one week of a due date) will ask another qualified colleague to lead and manage the meeting in their stead. These arrangements will be communicated to the Student Services Director immediately, as well as building administrators.

End of Year Meetings and Communications

Frequently, the need for "last minute" meetings arise at the end of the year, for a variety of reasons ranging from:

- Newly qualified student(s) requiring an initial IEP within a 30 day timeline
- Parent concerns expressed at the end of the school year
- Disciplinary issues that arise in the last weeks of school, requiring a manifestation determination review (MDR) meeting
- Other unforeseen circumstances that dictate teams convene

In order to accommodate the unpredictability related to the above, the month of May each year will remain as unscheduled as possible, to allow for these meetings to convene with relative flexibility for teams. While a number of end-of-year celebrations, meetings, and conflicts may exist, State and Federal Law and timelines mandate we hold space and create time for teams to convene; however, the Student Services Department will remain committed to allowing for as little disruption to typically scheduled events as possible.

As needs arise, case managers and administrators will follow the processes outlined for initial meetings above, working with the Student Services Secretary to secure dates and times for meetings to occur. The case manager in all circumstances will be responsible for sending any required special education related documentation (PR-02, PR-01) to parents, and communicating finalized meeting dates/times with parents.

Meeting Processes and Procedures

Referrals and Request for Evaluation

Utilizing the District's MTSS framework, teams will collaboratively utilize decision making rules to meet Child Find responsibilities and refer students for evaluation. Students (in rare instances), parents, and individual staff members may also refer a child for evaluation at any time; however, the District will defer to best practice in utilizing available data in decision making inasmuch as it is possible within the scope of existing State and Federal Law.

When a request is made for an Evaluation by a parent, guardian, or outside person for a student:

- The referral will immediately be redirected to the Student Services Director to allow for the District's acknowledgement, response, and adherence to timelines under the law
- The Student Services Director will communicate with the parent:
 - Request for information regarding the reason for the referral
 - Link to IDEA Parent's Rights Document
 - Notification of timeline
- The Student Services Secretary, School Psychologist, and Student Services Director will record the request internally upon receipt to ensure timeframe adherence

When a student is referred for evaluation to the District:

- The School Psychologist will immediately update the internal recording system to ensure timeframe adherence and will communicate directly with the student's family of the District's suspicion of a disability and need for a planning meeting in order to review data, the need for an evaluation, and to obtain informed consent for such an evaluation.

Initial ETR Planning Meetings

Initial Planning meetings will be scheduled with families utilizing the guidelines and processes for initial meetings set forth above, ensuring invitations are sent to all parties required to attend. The purposes of the planning meeting will be:

- To review applicable data with parent(s)/guardian, rationalizing why the District suspects a disability and therefore the need for an evaluation
- To gain informed consent from the parent/guardian for the evaluation within mandated timelines
- To answer questions collaboratively, providing transparency and building rapport with families

Upon completion of the Planning Meeting, the School Psychologist assigned to complete the evaluation will complete the following steps:

- Work collaboratively with the Student Services Secretary to schedule the IETR meeting to be held within legal timeframes to ensure timely completion of all evaluations, following the scheduling procedures outlined in this handbook
- Notify all parties involved in the ETR process, including related services personnel, of required components necessary for completion
- Update the Director of Student Services and the Evaluation Team of any changes that occur during the evaluation process timeline that may inhibit or prohibit the completion of the evaluation

ETR Meetings

All ETR meetings will be scheduled utilizing the Central Scheduling model outlined in this handbook. Timely evaluations per the law will be conducted for all students in the District in which a disability is suspected, or is otherwise required by law. The responsibility to send the Parent Invitation (PR-02) falls to the School Psychologist for ETR Meetings.

On a case by case basis, the assigned School Psychologist will conduct and lead ETR meetings within the Johnstown-Monroe Local School District unless otherwise determined by the Student Services Director. The School Psychologist will work as the team lead in collaboration with necessary staff to complete all components of the the Evaluation Team Report, including but not limited to:

- Parents, students, and guardians when applicable
- Intervention Specialists
- Related Services personnel
- BCBA/RBT Support Staff
- Multi-Lingual Learner/ELL Staff (when applicable)
- Nursing/Healthcare Staff

All members of the Evaluation Team will complete, verify, and sign required components of the report **prior** to presentation to parents at the meeting.

ETR Finalization

Once an ETR meeting is complete, the School Psychologist will review paperwork and ensure all items within the electronic system are finalized (locked) within two weeks of having convened, and a final copy is to be shared with the parent. The Student Services Secretary will be notified of this finalization by submission by the School Psychologist of the "EMIS at a Glance" document for EMIS event entry.

IEP Meetings

Individualized Education Plan (IEP) meetings, both initial and annual meetings, will be held within timelines according to the law. The District utilizes an electronic documentation system and requires electronic signatures from staff and parents/guardians within the system to be utilized for all documentation.

In order to promote consistency across the K-12 environment, Intervention Specialists in the District are equipped with the following supports in order to assist in the writing and implementation of high quality IEP documentation:

- District Banks provided through the SameGoal (IEP Anywhere) System
- Working Checklist document, outlining required information to be included in IEPs for compliance purposes
- District provided template document, including section outlines to promote predictability for district representatives, staff, and families
- Finalization Checklist (submission form) for auditing/monitoring after each meeting occurs

Intervention Specialists are responsible for sending official PR-02 documentation to parents ahead of meetings and acquiring signatures for all documentation related to the IEP meeting before, during, and after the meeting. Finalization of IEP documentation is expected within two weeks of the meeting having convened.

Before, During, and After the IEP Meeting

An IEP manual, containing access to the above documentation is provided to all Intervention Specialists, related services personnel, and District Representatives, with specific guidance on writing IEPs and conducting compliant IEP meetings. It is the responsibility of each member of the team to know, understand, and act in accordance within the role they serve on the IEP team.

IEP Finalization

Finalization of IEP documentation is expected, by the Intervention Specialist, within two weeks of the meeting having convened, and a final copy is to be shared with the parent. Intervention Specialists will utilize the IEP Finalization submission form for each IEP that is completed in order to ensure compliance with documentation requirements, legal timeframes, and expected child-centered approaches to goal writing. The Student Services Secretary will be notified of this finalization by submission by the Intervention Specialist/Case Manager of the "EMIS at a Glance" document for each meeting held.

504 Identification and Evaluation Processes

Students, parents, and individual staff members may refer a child for 504 evaluation at any time; however, the District will defer to best practice in utilizing available data in decision making insomuch as it is possible within the scope of existing State and Federal Law. Teams within the District's MTSS framework will collaborate to determine whether a student exhibits the need for accommodations within the school environment and to determine whether a 504 Evaluation is warranted.

In the event a parent or guardian requests a 504 Evaluation, the following steps will be followed by those in receipt of the request, or the building administrator made aware of such a request:

- The referral will immediately be communicated to the Student Services Director to allow for the District's acknowledgement, response, and record keeping of the request in the District recording system
- The Student Services Director will communicate with the parent:
 - Request for information regarding the reason for the referral
 - Link to 504 Procedural Safeguards
 - Notification of next steps

- The Student Services Secretary will record the request internally upon receipt of the request in order to efficiently collect and manage diagnoses shared with the District, and is housed securely and consistently

Teams (TBTs) will convene with available resources in order to consider parent requests, and a designee will communicate the determination of the team with the Student Services Director and Student Services Secretary for entry into the data recording system. Teams will take into consideration as primary, the need for accommodations, in the school environment, when making decisions whether to evaluate a student for a 504 Plan. Depending on the disability a student may be facing, accommodations may be necessary in order for them to succeed in the school environment; however, not every diagnosis requires accommodations be put in place by the District. Communication surrounding individual student needs and circumstances is paramount within the process of considering 504 evaluations, and responsibility for such communication is shared between general education staff, student services staff (counselors and social workers), and if needed building and District administrators.

504 Evaluation Meetings

Upon determination that a 504 Evaluation is necessary for a student, a meeting will be scheduled with the required team members utilizing the Central Scheduling model. A potential case manager will be assigned, who will work collaboratively with the team to conduct and complete the 504 Evaluation prior to the meeting. The structure for case management will be as follows:

- Johnstown Elementary School: School Counselor, 504 Case Manager
- Johnstown Intermediate School: School Counselor, 504 Case Manager
- Johnstown Middle School: School Counselor and Intervention Specialists (as needed), 504 Case Managers
- Johnstown High School: School Social Worker and Intervention Specialists (as needed), 504 Case Managers

To support consistent and compliant processes, 504 case managers are supported with 504 Evaluation Checklists which outline the following, utilizing the SameGoal electronic documentation system:

- Obtaining consent from parents for the evaluation
- Required invitation documentation prior to the meeting
- Creation, conducting, and completion of evaluation and documentation
- Required electronic signatures
- Sharing of Procedural Safeguards

Finalization of 504 Evaluation documentation is expected by the case manager, within two weeks of the meeting having convened, and a final copy is to be shared with the parent.

504 Plan Meetings

504 Plan meetings, both initial and annual meetings, will be held within timelines according to the law. The District utilizes an electronic documentation system and requires electronic signatures from staff and parents/guardians within the system to be utilized for all documentation.

In order to promote consistency across the K-12 environment, 504 case managers are equipped with the following supports in order to assist in the writing and implementation of high quality 504 documentation:

- 504 District Banks provided through the SameGoal (IEP Anywhere) System
- 504 Working Checklist document, outlining required information to be included in 504s for compliance purposes
- District provided 504 template document, including section outlines to promote predictability for district representatives, staff, and families
- 504 Finalization Checklist (submission form) for auditing/monitoring after each meeting occurs

504 case managers are responsible for sending official 504 Parent Invitation documentation to parents ahead of meetings and acquiring signatures for all documentation related to the 504 meeting before, during, and after the meeting (outlined in checklist document). Finalization of 504 documentation is expected within two weeks of the meeting having convened.

504 Finalizations

Finalization of 504 documentation is expected, by the case manager, within two weeks of the meeting having convened, and a final copy is to be shared with the parent. Case managers will utilize the 504 Finalization submission form for each 504 Plan that is completed in order to ensure compliance with documentation requirements, legal timeframes, and expected child-centered approaches to document completion. The case manager will also submit an “EMIS at a Glance” form for every Initial 504 Plan that is completed.

Manifestation Determination Review

In the event a Manifestation Determination Review becomes necessary for a student on an IEP or a 504 Plan, a meeting will be held *before* the student's 11th day of suspension for the year. Building administration will work with secretarial staff to put in place systems to monitor incidents of suspension (whether in-school, or out of school), and will notify the Student Services Director and Student Services Secretary upon the 5th day (or anticipated 5th day) of suspension for any student who may be subject to an MDR.

Required MDR Meetings will be scheduled by the Student Services Secretary, and required paperwork will be completed by the Student Services Director, including PR-02, MDR- Determination, and PR-01. EMIS paperwork will be submitted to the Student Services Secretary upon completion.

EMIS Documentation and Reporting

Required EMIS documentation for all meetings will be sent to the Student Services Secretary for submission within two weeks of the date the meeting convened. Where applicable, a printed copy of the “EMIS at a Glance” form will be provided, through interoffice mail, by the Intervention Specialist or corresponding case manager.

EMIS information will be entered, monitored, and corrected by the Student Services Secretary, in collaboration and with the assistance of the EMIS Coordinator. On a bi-weekly basis, submission will be made for a state specified error report to be generated; any errors will be corrected and resolved prior to submission for the next error report to be generated.

Submission windows in December and June for Special Education data are established by the Ohio Department of Education and Workforce. The Student Services Secretary, with the assistance of the EMIS Coordinator, will ensure error free reporting on this bi-annual basis.

Case Management

Caseload Division

The District complies with State determined requirements for caseload maximums for Intervention Specialists serving students with IEPs in place. As such, on an annual basis, the Intervention Team Lead in each building will collaboratively determine and assign case managers for each student based on the following criteria:

- Academic goals, area(s) of need
- Staff daily schedule assignment
- Rapport with student, family

Student 504 case managers will be determined as described previously. Once case managers are established, they will remain the case manager for the school year except for special circumstances approved by the Student Services Director (see below).

Changes in Case Management and Daily Workload

On occasion rare circumstances may dictate that a new case manager be assigned to a student.

Acceptable reasons may include:

- Case manager leaves/vacates their position unexpectedly, requiring new staff to be hired
- Administrative reassignment due to unresolvable conflict in schedule

Case managers will not be permitted to exchange students on their caseloads without notification to the Student Services Director prior to the change. If a change is warranted and approved, the case manager will be responsible for notifying the parent of the new assignment, reasons for the change, and a brief introduction to the new case manager.

Daily Schedules

Determinations for daily schedules will be made collaboratively with building administrators and the Student Services Director. In all circumstances, students will be provided with specially designed instruction according to their IEP or service plan. Staff will provide a copy of their daily schedule, upon request, to the Student Services Director or Building Administrator, and a copy will be kept at all times in the Intervention Specialist's substitute folder. A template is provided that may be copied and edited.

Special Circumstances

New Students

Frequently students move into the District, who have already been identified as students with special needs. According to IDEA, these students maintain their status as students with disabilities and are entitled to access to specially designed instruction while the District works to follow prescribed procedures and timelines regarding transfer of paper, and to conduct new evaluative measures when necessary.

In State Transfer Students:

- Student Services Secretary will upload a copy of the IEP/ETR to SameGoal
- School Psychologist and Team Lead in the applicable building will review to see if we can accept the documents, and respond within 48 hours.
- Complete checklist with comments, and email completion verification to Student Services Director

Out of State Transfer Students:

The State of Ohio, Office for Exceptional Children has issued guidelines in their operating standards that dictate that with very few exceptions, students who transfer to Ohio from out of State must have an Initial Evaluation conducted upon arrival. As such, when students transfer to Johnstown Monroe from out of state, the District will (with few exceptions) initiate an Initial Evaluation and follow the guidelines and timeframes expected.

Alternate Assessment

The State of Ohio, Office for Exceptional Children has issued guidelines for making decisions regarding which students "...with the most significant cognitive disabilities..." qualify for this assessment, rather than participating in the regular Ohio State Tests. In accordance with ODEW, all Districts are required to monitor the percentage of students qualifying for the Alternate Assessment to ensure guidelines are being followed and implemented correctly. The District acknowledges that for many parents, the bar is set very high in terms of accessing this assessment; however, the District complies with the guidelines as laid out

by the ODEW. Information regarding the Alternate Assessment and the associated decision making tool for teams can be located at the link [HERE](#).

Unique Accommodations (with State Appendices)

The decision for students to receive needed accommodations that require use of guidelines and decision making tools happen within the context of an IEP team meeting. Similar to the Alternate Assessment, the District acknowledges that the guidance may require explanation, discussion, and use of individual student data and circumstances in order to best apply the decision making rules. Intervention Specialists will discuss the need for the following accommodations, when requested or when they are suspected to be appropriate, with the Student Services Director, for review of the appropriate State designated decision making tool, included as appendices to the Ohio Accessibility Manual:

- Written Response Accommodations (utilization of Assistive Technology, or a Scribe)
- Reading Access on the English Language Arts Test

Out of District Placements

The District strives to provide a continuum of services and support to all of our students identified as students with disabilities, and is required by law to provide FAPE (Free Appropriate Public Education) and services to our students. From time to time, the District is unable to provide such services to our students within the District and must seek placement outside of the District, according to IDEA law. Discussions about such placements should be brought to the Student Services Director, with supportive data and documentation of need. All decisions regarding out of District placement are made with the approval of the Student Services Director.

Determining Need for Related Services and BCBA Support

Referrals and Planning

Parents, staff, administrators and students may make referrals for related services at any time, however decisions for intervention implementation, intensification/deintensification, and evaluation occur as part of involvement in teaming structures established by the District (see above). Related services staff involvement within the MTSS framework is a critical component of ensuring students receive assistance at all tiers of instructional service.

Related service staff will engage with referrals made for services to be added to existing IEPs through the evaluative processes laid out in this document. The addition of new services require informed consent from the parent or guardian, and for a new evaluation to be opened by the team in its entirety. Efforts will be made by related service staff and multidisciplinary teams to ensure needed evaluative steps are taken within triennial time frames to the extent possible.

Collaboration within MTSS Framework

Child Find responsibilities extend to Related Services staff, and research underscores the need for Districts to implement strategic, Tier 1 Instruction in order to prevent early developmental skill deficits in the areas of writing, speech, and language. As such, the District has implemented best practices at the Kindergarten level, offering universal preventative service to all students throughout the year.

OT and SLP involvement and collaboration at the Tier 1 level allows staff to better participate within the MTSS framework when needed discussion and intervention is required in other Tiers. Following previously described teaming structures in accordance with the District's One Plan, related services staff will serve as key members of multidisciplinary teams within the framework in order to offer intervention intensification when determined by teams. Time for contracted service providers will be determined and prioritized with K-12 District needs prioritized by the Student Services Director.

Decision-Making Guidelines

Related services staff will follow the same intervention intensification guidelines and decision making rules as outlined for referrals. Because Child Find responsibilities extend to related services, who can be stand alone service providers on an IEP, it is critical that processes are followed within the MTSS framework in a consistent fashion.

BCBA Support and Addressing Behaviors

Specific services from the School Psychologists or Board Certified Behavior Analyst (BCBA) should not be initiated at the teacher level. When a student has a pattern of behavior that is impacting their ability to progress through the curriculum, these are the steps:

STEP 1: Schoolwide Positive Behavior Intervention Supports (PBIS)

All students begin with the same behavior support. This is done with fidelity as determined by District and Building PBIS guidelines.

STEP 2: Intervention Specialist and/or General Educator Oversight

The intervention specialist or General Education Teacher is implementing a behavior goal AND has significant data to support the interventions that are being implemented. Ongoing IEP meetings (where applicable) should be taking place every 6-8 weeks (repeating) until the behavior is improved. Consultation with related services professionals (including BCBA) regarding sensory, communication, behavior strategies, etc. should occur and documentation kept. Simple behavior plans such as contracts and agreements are a helpful tool at this step.

General Education teachers have significant data (Partial Interval, ABC, Momentary Time Collection) and collaborate with multidisciplinary teams consistently within the MTSS teaming structures. General interventions and behavior plans determined by the team in consultation with the BCBA are implemented with fidelity, and revised as needed until the behavior resolves, according to data.

STEP 3: Intervention Specialist and/or General Educator Oversight in Collaboration with BCBA

If there is little to no improvement in behaviors after the above steps were followed, the BCBA conducts a Functional Behavior Analysis (FBA) and (if needed), supports the Intervention Specialist to develop a formal Behavior Intervention Plan. Ongoing IEP meetings (where applicable) should be taking place every 6-8 weeks (repeating) until the behavior is improved. Consultation with related services professionals regarding sensory, communication, behavior strategies, etc. should occur and documentation kept.

The three steps above are the tools to implement prior to any conversation initiated by the educational team about involvement from a BCBA as a member of the IEP team, although the BCBA will serve to every extent possible as a collaborative partner within the MTSS framework within teaming structures for consultation purposes.

Should an FBA become necessary, the District BCBA will gain consent (if separate from a full evaluation for special needs) and will conduct the FBA within a reasonable timeframe of no greater than six weeks. The results of the FBA will be presented to the student's team and parents at a meeting, following scheduling procedures outlined in this handbook. Any resulting Behavior Intervention Plan will be developed by the BCBA and implemented by general education staff, and when applicable, the intervention specialist. When a student served on an IEP also has a BIP in place, the BCBA and Intervention Specialist will be responsible for collaborating to align plans, goals, and documentation to ensure attainability.

Student Based Team (SBT) referrals will be made for collaborative decision making once staff has implemented recommended BCBA general support and data based improvement is minimal. Teams which determine the need for ongoing BCBA support is required, will indicate the need by submitting a request form to the BCBA. Staff will utilize prescribed data sheets (Partial Interval, ABC, Momentary Time Collection) and submit a minimum of 5 days worth of data for review with the team's request.

For students receiving BCBA support, the following serve as cohesive practices::

- Fidelity for implementing interventions is expected and will be monitored and adjusted as needed for students, in collaboration with the intervention specialist/general education teacher based on the results of data collection
- Communication with the BCBA is expected to be seamless and consistent between general education staff and building administration for any incidents of classroom removal, restraint, or disciplinary action
- General Education staff and intervention specialists are the primary implementation staff for behavior plans; in order to protect staff efficacy, direct intervention from the BCBA and/or building administration should be minimized
- Teacher efficacy should be protected to the greatest extent possible; administrators may need to take over instruction temporarily so staff can implement behavior plans as designed

All other requests for BCBA support should be brought to the attention of the Student Services Director.

Transition Planning and Post-Secondary Preparation

Monitoring for Graduation

Students requiring a Transition Plan in their IEP are also required to have a monitored graduation plan. Intervention Specialists work collaboratively with the High School Counselor to ensure that students identified with special needs are "on track" for graduation, and that proactive steps have been taken to address absenteeism, course failure, and competency requirements as defined by the State of Ohio. Further, each student served on an IEP will receive transition services aligned to their IEP to assist in their transition to post-secondary enrollment, enlistment, or employment.

Intervention Specialists serve as leaders and advocates for addressing concerns related to student attendance, earning course credits, and achieving competent results on state assessments. Where necessary, Intervention Specialists will work with the High School Counselor to identify and align resources to ensure students participate in alternative pathways to graduation.

Graduation Pathways and Team Supports

All students are provided with the same opportunity to complete requirements for graduation as that of the general education population; however, additional opportunities for graduation through alternative pathways also exist in the event a student cannot demonstrate competency requirements per the State of Ohio.

Intervention Specialists, as case managers, take initiative to ensure students on their caseload who have not yet met competency requirements are enrolled in an alternative pathway to demonstrate competency as determined by the ODEW, in order for students to receive a diploma recognized by the Federal Government as regular in status. Further information on alternative pathways can be found on the Department's website, [HERE](#). With rare exception, students graduating from Johnstown High School earn a regular, federally recognized diploma meeting graduation requirements as outlined by the ODEW, without need for exemption in their IEP.

Personnel Contact Information 2025-2026 School Year

Administration and Support:

Grace Waggoner, Student Services Director: gwaggoner@jmk12.org, ext. 5304

Tonya Bauman, Student Services Secretary: tbauman@jmk12.org, ext. 1110

School Psychologists:

Mariah Koons, mkoons@jmk12.org

Lisa Kraemer, lkraemer@jmk12.org

Sidra Ayoub, sayoub@jmk12.org

Designated Building Team Leads:

JES- Alison Lane, alane@jmk12.org

JIS- Minna Crowthers, mcrowther@jmk12.org

JMS- Katie Mattson, kmattson@jmk12.org

JHS- Erin Reilly, ereilly@jmk12.org

JES Intervention Specialists:

Allison Lane, Kyle Kegley, Kathy Shambaugh, Emily Driver

JIS Intervention Specialists:

Jennifer Lynn, Minna Crowthers, Lisa Bank, Danielle Rigio

JMS Intervention Specialists:

Katie Mattson, Emilee Edwards, Raye Hufford, Vince Giardino

JHS Intervention Specialists:

Erin Reilly, Bob Bellard, Dawn Barb, Sarah Martin

Related Services:

Speech and Language Pathologists

Kristin Smith, Amy Bennett, and Kristen Ackerman

BCBA

Kayla Groseclose

Occupational Therapy

Amanda Pethtel (OTA)

Deb Rhoads (OT)

Physical Therapy

Janelle Gant (PT)

Karen Blocker (PTA)

Audiologist

Brianna Brown

Resources:

Ohio Special Education Model Policies and Procedures:

<https://education.ohio.gov/getattachment/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance/Special-Education-Model-Policy-and-Procedures-2024.pdf.aspx?lang=en-US>

Roles and Responsibilities of the School Psychologist (ODEW):

<https://education.ohio.gov/Topics/Special-Education/Related-Services/School-Psychologist#:~:text=Roles%20and%20Responsibilities,providers%20to%20coordinate%20needed%20services.>

MiMTSS Model: <https://www.michigan.gov/mde/services/school-performance-supports/mtss>

Proposed State of Ohio Dyslexia Guidance (Spring, 2025):

https://docs.google.com/document/d/19mY0UuaAwTK5p1iS4ytC41QfAsKCe285Mk3_9Uklb9Q/edit?usp=sharing

Ohio's Plan to Raise Literacy Achievement:

<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf>

Implementing Ohio's Plan to Raise Literacy Achievement K-5:

<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Implementing-Ohio%E2%80%99s-Plan-to-Raise-Literacy-Ach-1/Early-and-Conventional-Literacy/K-5-Literacy-Implementation-Guide.pdf.aspx?lang=en-US>

Implementing Ohio's Plan to Raise Literacy Achievement 6-12:

<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Implementing-Ohio%E2%80%99s-Plan-to-Raise-Literacy-Ach-1/Adolescent-Literacy/6-12-Literacy-Implementation-Guide.pdf.aspx?lang=en-US>

Pathways to Demonstrating Competency, ODEW:

<https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Ohio%E2%80%99s-Graduation-Requirements/Demonstrating-Competency>