



**Special Education Manual
(August 2025)**

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Positive Behavior Interventions and Supports (PBIS)

For all students, Positive Behavioral Interventions and Supports (PBIS) at the Tier 1 level is the most effective approach. Tier 1 focuses on creating a positive and predictable learning environment for everyone through universal strategies like clear expectations, consistent routines, and positive reinforcement.

Key elements of Tier 1 PBIS for all students:

- **Clearly defined expectations:** Establish and communicate observable, measurable, and understandable behavioral expectations for all students in various settings.
- **Consistent routines and procedures:** Develop and teach routines for common activities like arrival, transitions, and dismissal, ensuring students understand what is expected of them.
- **Positive reinforcement:** Actively acknowledge and praise students for demonstrating desired behaviors, using various methods like verbal praise, positive notes, or small rewards.
- **Proactive strategies:** Implement strategies like pre-correction to anticipate potential problem situations and provide reminders of expected behaviors before they occur.
- **Data-driven decision making:** Collect and analyze data on student behavior to identify trends, areas of concern, and the effectiveness of interventions.
- **Social skills instruction:** Explicitly teach social skills like active listening, conflict resolution, and cooperation to enhance interpersonal interactions.
- **Classroom design:** Create a positive and supportive classroom environment by arranging furniture to facilitate smooth transitions, providing flexible learning spaces, and organizing materials in accessible ways.
- **Collaboration and communication:** Foster open communication and collaboration between teachers, students, and families to create a cohesive approach to behavior support.

By implementing these Tier 1 PBIS strategies, schools can create a positive and supportive learning environment for all students, promoting positive behavior, academic success, and social-emotional well-being.

Which positive behavior support should be used for all students?

The most effective positive behavior support for all students is the foundational, school-wide implementation of Tier 1 practices within a Positive Behavioral Interventions and Supports (PBIS) framework.

Why and What that Entails:

- **Universal and Proactive:** Tier 1 PBIS practices are designed for *all* students, aiming to prevent behavioral problems before they escalate. It establishes a consistent, positive school climate for everyone.

- **Focus on Teaching and Reinforcing Positive Behaviors:** Instead of just reacting to misbehavior, Tier 1 focuses on explicitly teaching desired behaviors (e.g., respect, responsibility) and consistently acknowledging and reinforcing students when they demonstrate those behaviors. This helps students learn and internalize expected behaviors.

Key components of Tier 1 PBIS include:

- **Establishing Clear Expectations:** Collaboratively defining and teaching 3-5 positively stated behavioral expectations for all settings within the school (e.g., hallways, cafeteria, and classrooms).
- **Consistent Reinforcement:** Providing regular, behavior-specific praise and acknowledgement to students who demonstrate expected behaviors. This can involve various methods like verbal praise, positive notes home, token economies, etc.
- **Teaching Social-Emotional Skills:** Incorporating activities that help students develop self-management, self-regulation, empathy, and effective communication skills.
- **Structured Classroom Routines:** Implementing predictable routines for various activities (e.g., entering/exiting the classroom, transitions, group work) to create a sense of order and reduce opportunities for misbehavior.
- **Active Supervision:** Teachers and staff actively monitoring students throughout all school environments, providing prompts and redirection when needed, and reinforcing positive behaviors as they occur.
- **Data-Driven Decision Making:** Collecting and analyzing data (e.g., discipline referrals, attendance, academic performance) to identify patterns, evaluate the effectiveness of Tier 1 supports, and make adjustments as needed to ensure the system is meeting student needs.
- **Benefits for All:** Implementing Tier 1 PBIS effectively benefits the entire school community, leading to improved school climate, reduced disciplinary issues, increased academic engagement, and a more positive and equitable learning environment for all students.

In essence, a well-implemented Tier 1 PBIS system provides a strong foundation of proactive behavioral instruction and support, enabling the majority of students to succeed. For the smaller percentage of students needing more intensive support, Tier 2 and Tier 3 interventions can then be layered on, but the initial focus is on establishing a positive school-wide environment for everyone through Tier 1 practices.

[Ohio's Positive Behavioral Interventions & Supports](#)
[Ohio School Discipline](#)

Multi-tiered Systems of Support (MTSS)

Academic and or behavioral data must be collected over time (4-6 weeks) before a student may be referred for a Special Education Evaluation. Referrals must be submitted by the MTSS team to the Director of Special Education. Do not send referrals to the School Psychologist.

[MTSS One Pager](#)
[MTSS Referral Form](#)

Special Education

The Intervention Specialist

In Ohio, an Intervention Specialist is essentially a special education teacher. They work with students who have disabilities or special needs, providing tailored support to help them access the curriculum and achieve their educational goals. This involves a variety of tasks, including developing Individualized Education Programs (IEPs), adapting coursework, providing academic and behavioral interventions, and collaborating with other professionals.

- **Special Education Focus:** Intervention Specialists are trained to work with students with a range of needs, including mild to moderate and/or moderate to intensive needs.
- **IEP Development and Implementation:** They play a key role in creating and implementing IEPs, which outline specific goals, accommodations, and supports for each student.
- **Curriculum Adaptation:** Intervention specialists adapt lesson plans and materials to make them accessible and engaging for students with diverse learning styles and abilities.
- **Intervention and Support:** They provide academic interventions, behavioral support, and social-emotional support to help students succeed in the classroom and beyond.
- **Collaboration:** Intervention specialists work closely with general education teachers, administrators, parents, and other specialists (like therapists) to ensure a cohesive and supportive learning environment.
- **Advocacy:** They advocate for their students, ensuring they receive the necessary resources and accommodations.
- **Licensure:** To become an intervention specialist in Ohio, educators typically need to obtain a specific license, often through a bachelor's or master's degree program and completion of required assessments.

Special Education Records

1. The IS will create and maintain student special education records in a locked file cabinet in the resource room or office with other confidential student records.
2. Each file will be organized and contain the current ETR, IEP, progress reports and other associated documents, such as invitations, PR-01s, and Manifestation Reviews
3. The IS will transfer the file to the alphabetized Withdrawn student filing cabinets when the student graduates or exits the school for whatever reason.
4. Special education files should only contain special education documents, all other documents such as assessment scores, transcripts, schedules, and student work should be kept in a separate file.

[Special Education Student File Organization](#)

Transfer Documents

1. IS and School Psychologist will ensure all special education Transfer documents contain all necessary components for adoption.
 2. IS will complete a *Transfer Adoption/Rejection Form* [Adoption Form](#) to be placed in the student's special education file.
 3. IS will create a PR-01 to accept or reject the transfer documents. If rejected, the IS will explain in detail why documents are not acceptable.
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The Evaluation Team Report (ETR)

In Ohio, a special education evaluation report, specifically called an [Evaluation Team Report \(ETR\)](#), is a document that summarizes the findings of a comprehensive assessment to determine if a student has a disability and requires special education services. It outlines whether a student qualifies for an [Individualized Education Program \(IEP\)](#) and details the specific needs and accommodations required.

Purpose:

- The ETR is used to determine if a student has a disability and if that disability affects their ability to learn in the general education setting.
- It helps identify the specific areas where a student needs support and the types of specialized instruction and related services that may be required.
- The ETR serves as the foundation for developing an IEP if the student is found eligible for special education.

Key Components:

- **Evaluation Team:** The ETR is compiled by a team of qualified professionals, including special education teachers, related service providers (like therapists and psychologists), and the parents.
- **Assessment Results:** The report summarizes the results of various assessments, which may include standardized tests, observations, interviews, and medical information.
- **Eligibility Determination:** The ETR documents whether the student meets the criteria for one or more disability categories under Ohio's special education rules.
- **Educational Needs:** The report outlines the student's specific educational needs and the types of specialized instruction and related services that would be beneficial.

Accommodations and Modifications:

The ETR may also specify the accommodations and modifications that are necessary to support the student's learning in the general education setting.

Parent Rights:

- Parents have the right to receive a copy of the ETR within 30 days of its completion.
- If parents disagree with the evaluation, they have the right to request an [Independent Educational Evaluation \(IEE\)](#) at the school district's expense or pursue an impartial due process hearing.
- Parents should indicate on the ETR form if they disagree with the evaluation, without needing to provide a specific reason.

ETR Meeting Protocol:

1. The IS and School Psychologists will track ETR due dates and begin gathering data at least 1 month prior to the due date.
2. IS and/or School Psychologists will send the Parent Consent for testing. The IS and/or School Psychologists will follow up with the parent if no word after 5 school days.
3. School Psychologists will send a Prior Written Notice (PR-01) to the student's parents to inform them of the triennial reevaluation.
4. School Psychologists will reach out to parents for information and create the Planning Form
5. School Psychologists will reach out to the general education teachers for their assessment data.

6. School Psychologists will write the draft ETR report and schedule ETR meetings with all required participants...use Google Calendar
7. The IS must review the current IEP, amend if needed, or complete a new IEP after each ETR meeting.

The Individualized Education Program (IEP)

An Individualized Education Program (IEP) is a legally mandated document developed for each public school child who needs special education. It's a cornerstone of the Individuals with Disabilities Education Act (IDEA), ensuring children with disabilities receive a free and appropriate public education (FAPE) tailored to their unique needs.

Breakdown of What an IEP Entails:

- **Purpose:** The IEP outlines a child's current academic and functional levels, identifies strengths and needs, and sets measurable annual goals. It aims to provide support and services to help the child succeed in school and participate in the general education curriculum.
- **Development:** An IEP is created by a team including parents, general and special education teachers, a school representative, and evaluation experts. This team collaborates based on the child's evaluation results.
- **Content:** An IEP typically includes: current performance levels (PLAAFP), annual goals, how progress will be measured and reported, special education and related services, supplementary aids, modifications for staff, explanation of time not spent with non-disabled peers, assessment accommodations, service details (dates, frequency, location), and transition services for older students.
- **Implementation & Review:** The IEP is a legal document followed by school staff. It is reviewed annually, with options for additional meetings as needed. Parents receive regular progress reports.

In essence, an IEP is a written plan detailing the specialized instruction, support, and services a student with a disability requires to access their education and reach their potential within the school system.

Specially Designed Instruction:

Features of SDI

- It is delivered by a special education teacher or a related services provider.
- It is planned, organized and meaningful and is delivered in an explicit, intentional and systematic manner.
- It can be provided in any location, including multiple locations during the course of the school day, as long as the location is consistent with the student's IEP and the student's least restrictive environment.
- It directly addresses the goals in the student's IEP, which, in turn, are "sufficiently ambitious" and designed to enable the student to achieve grade-level content standards or close the learning gap.
- It is specific instruction that is delivered to the student, not differentiated instruction, accommodations, active learning strategies or other activities designed to facilitate learning for all students.

- It is closely monitored to ensure that the intended results, i.e., a reduction in the learning gap, are being achieved.
- It can address any area of individual need including academic, behavioral, social, communication, health and functional.
- It does not involve lowering standards or expectations for the student.

Key Characteristics of SDI in Reading Comprehension

- **Individualized:** SDI is tailored to a specific student's needs, rather than being a general strategy used for all students.
- **Disability-Specific:** It addresses the unique challenges a student faces in reading comprehension due to their disability.
- **Focus on Curriculum Access:** The primary goal is to help the student access and understand the grade-level reading curriculum that their peers are learning.
- **Adaptation of Instruction:** This adaptation can involve changing:
 - **Content:** What the student is taught or expected to know.
 - **Methodology:** How the content is taught, such as using different reading strategies or breaking down complex ideas.
 - **Delivery:** Where, when, or by whom the instruction is provided.
- **Different from General Education:**
While general education classrooms use differentiation, SDI is what distinguishes special education services for students with disabilities.

Examples of SDI in Reading Comprehension

- **Explicit Vocabulary Instruction:** Breaking down and teaching essential vocabulary in small, explicit steps to improve understanding of complex texts.
- **Multiple Representations:** Using various methods, like visuals, graphic organizers, or hands-on activities, to connect concepts and build deeper comprehension.
- **Strategy-Based Instruction:** Directly teaching specific reading strategies, such as how to identify main ideas or make inferences, and providing ample practice.
- **Adjusted Text Complexity:** Providing texts at a lower reading level or offering audio versions to ensure students can engage with the core content.
- **Pre-teaching Key Skills:** Front-loading instruction on foundational reading skills or concepts the student has not yet mastered before they are introduced in the general curriculum.

Key Principles of SDI in Math

- **Individualized:** SDI is tailored to the specific needs and strengths of a single student, addressing their disability-related deficits.
- **Goal-Oriented:** It directly supports the goals outlined in the student's IEP, providing the necessary support to achieve them.
- **Content, Methodology, & Delivery Adaptation:** Teachers modify what is taught (content), how it's taught (methodology, including tools and strategies), and the context in which it's delivered (delivery, like time and location).
- **Access to General Curriculum:** The goal of SDI is to help the student engage with and succeed in the grade-level mathematics curriculum.

Examples of Math SDI Strategies

- **Manipulatives:** Using hands-on tools, like bead strings or blocks, to help students visualize and understand abstract math concepts.
- **Graphic Organizers:** Employing tools like flowcharts or problem-solving maps to help students organize information and steps for solving word problems.
- **Explicit Instruction:** Breaking down complex problems into smaller, manageable steps and providing direct, systematic teaching for each step.
- **Scaffolding:** Providing temporary support to help students overcome challenges, which is then gradually removed as they become more independent.
- **Differentiated Assignments:** Adjusting the complexity or length of math assignments to meet the individual student's needs.
- **Visual Aids:** Using color-coding, highlighting, or other visual cues to make concepts clearer and easier to process.

SDI Service Delivery Schedule:

Intervention Specialists will develop a Service Delivery Schedule for each student with a disability. Information regarding where, when and how services will be delivered. The IS will mail a Service Delivery Schedule home to communicate with parents of what is planned for the school environment. [Service Delivery Schedule](#)

SDI Data Collection:

Intervention Specialists use data collection sheets or electronic formats to track student progress documented SDI sessions. The data is transferred to the student's IEP Progress Report and sent home each 9 weeks.

Transition Requirements:

IEP transition requirements mandate planning to start when a student turns 14, not 16 as under federal law. The IEP team must include post-secondary goals based on Age-Appropriate Transition Assessments (AATA), focusing on the student's interests, strengths, and needs in areas like education, employment, and independent living. The IEP must then outline the transition services and support needed to help the student move from school to adult life, with the student invited to every meeting discussing these plans.

Key Transition Requirements

- **Start Age:** Formal transition planning must begin no later than the annual IEP when the student turns 14.
- **Student Involvement:** The student must be invited to every IEP meeting where secondary transition is discussed.
- **Age-Appropriate Transition Assessments (AATA):** These assessments identify the student's preferences, interests, needs, and skills to inform the transition plan. Transition Assessments can be found in the Shared Google Drive.
- **Post-Secondary Goals:** The IEP must include specific goals for what the student wants to achieve after high school in the areas of:
 - **Employment:** Based on assessments and focusing on competitive, integrated employment.
 - **Education/Training:** Continued education or vocational training.
 - **Independent Living:** Skills for daily living and community participation.

- **Transition Services:** The plan must list the services and supports to achieve these goals, which can include:
 - Job and career exploration.
 - Linkage with community and adult services.
 - Development of self-advocacy and mobility skills.
 - Vocational training and career technical education.

What This Means for Families and Students

Collaborative Planning: The transition plan is a collaborative effort, involving the student, family, educators, and adult service providers.

Focus on Student Interests: The entire transition process is driven by the student's interests and family-centered goals.

Resources: Families can find resources like the [Ohio Employment First transition resources](#), the Secondary Transition Roadmap, and the Transition Planning Parental Checklist to help them prepare for the transition.

IEP Meeting Protocol

1. The IS will coordinate, with the parent, the date of the IEP meeting.
 - a. for Annual Review the IS will plan the meeting at least two weeks before the due date of the IEP.
 - b. document a minimum of 3 different types of attempts to include/contact the parent (attempts MUST be documented), try different times of the day, social media, do everything possible to help and encourage parents to participate.
2. The IS will schedule the IEP team meeting using Google Calendar. They will invite all necessary participants to the meeting. These participants may include: related service providers, non-school counselors, probation officers, a Surrogate Parent, and outside agency representatives. IEP meeting participants must have at least one District Representative, General Education teacher (must be a teacher student currently has), Intervention Specialist, Parent, and Student.
3. The IS case manager will send a draft IEP home at least 3 days prior to the date of the team meeting.
4. The IS case manager will facilitate the meeting with support from the District Representative.
5. The IS case manager will ensure the high school student is invited to the meeting and signs as a participant in the meeting.

Internal Monitoring:

Special Education documents will be reviewed and monitored quarterly to ensure content quality and compliance. Intervention Specialists will receive feedback and recommendations or direction after each review. Corrections/Amendments must be completed within one week of feedback.

Intervention Specialists should use the [IEP Internal Monitoring Tool](#) when developing an IEP. School Psychologists should use the [ETR Internal Monitoring Tool](#) when developing an ETR

Prior Written Notice (PR-01)

In special education, a Prior Written Notice (PWN) is a formal document that a school district must provide to parents when they propose or refuse to initiate or change a child's identification,

evaluation, or educational placement. It essentially informs parents about the school's decisions and provides them with the rationale behind those decisions, ensuring transparency and allowing parents to understand and potentially challenge the school's actions.

Key Components of a Prior Written Notice:

- **Description of the Action:** Clearly outlines the specific action the school is proposing or refusing (e.g., initiating an evaluation, changing the educational placement, refusing a parent's request).
- **Explanation of the Decision:** Explains the reasons behind the school's proposal or refusal, including the data, assessments, or reports used to support the decision.
- **Other Options Considered:** Lists other options that were considered by the IEP team, but ultimately rejected, along with the reasons for their rejection.
- **Procedural Safeguards:** Includes information about the parents' rights and the process for resolving disagreements with the school's decision, such as mediation or due process.

When is a Prior Written Notice Required?

- **Initiating or Changing Identification:** When the school identifies a child as having a disability or changes how they identify a child's disability.
- **Initiating or Changing Evaluation:** When the school proposes or refuses to evaluate a child for special education services or changes the type of evaluation.
- **Initiating or Changing Educational Placement:** When the school proposes or refuses to change a child's educational placement (e.g., from general education to a resource room).
- **Refusing a Parent's Request:** When the school refuses a parent's request for an evaluation, services, or a specific educational placement.

Purpose of Prior Written Notice:

- **Informed Consent:** Ensures that parents are fully informed about decisions affecting their child's special education program and can provide informed consent for any proposed changes.
- **Transparency and Accountability:** Promotes transparency in the special education process and allows parents to hold the school accountable for their decisions.
- **Dispute Resolution:** Provides a basis for parents to understand the school's decisions and to seek resolution if they disagree with those decisions.

Parent Rights [A Guide to Parent Rights in Special Education](#)

EMIS Event Reporting

Special Education EMIS data reporting is a responsibility of the IS every time an EMIS Event occurs. EMIS Events include: Transfer ETR, Transfer IEP, NIEP-new student waiting on documents, RIEP, RETR, IETR, IIEP, Amendments (when testing or LRE have changed), Manifestations. [2025-2026 EMIS Event Form](#)

NIEP (No IEP in place)

1. For transfer IEPs that are not adopted
2. For expired transfer IEPs, when a current ETR is available
3. For students that show in ODDEX they have had an IEP and all documents are expired

4. IS will use an EMIS Special Events and Data Collection form to report the NIEP and submit to the special education coordinator and write a new IEP within 30 days.

EMIS Data (Special Education Data)

1. IS must print and submit the EMIS at a Glance (SameGoal) or IEP Summary (DASL Special Services) or print, complete and submit an EMIS Event Form to the Special Education Director within 24 hours of the special education event.
2. After an ETR meeting, the IS must also have an EMIS at a Glance (SameGoal) Event Form printed and submitted to the Special Education Director within 24 hours of the special education event.
3. ETR and IEP Events may be put on one EMIS form when an event occurs on the same day.
4. EMIS meetings occur at least one time per month to discuss concerns, errors, and corrections to ensure data is accurate.
5. Special Education EMIS Events Include:
 - IEP, TIEP
 - NIEP
 - ETR, TETR
 - IEP Amendments (when testing, LRE, Goals, and/or Extended School change)
 - Manifestation Determination Reviews
 - AIEP (only for changes in LRE or EOC Assessment status)

EMIS Data Points

[2025-2026 EMIS Event Form](#)

RIEP- Begin and End Dates (One year minus 1 day)
 LRE (Least Restrictive Environment)
 IEP Test Type
 Secondary Planning (Indicator 13 of SPED Profile)
 Extended School Year
 Related Services

IIEP- Begin and End Dates (One year minus 1 day)
 LRE (Least Restrictive Environment)
 IEP Test Type
 Secondary Planning (Indicator 13 of SPED Profile)
 Extended School Year
 Related Services

RETR- Begin Date (Cover) (3 years minus one day)
 Disability Code (Section 4)

IETR- Referral Date
 Consent Date (w/ signature)
 Begin Date (MUST be less than or equal to 60 calendar days from Consent Date)
 Disability Code

Special Education Disability Codes

- ET01 Multiple Disabilities (other than Deaf-Blind)
- ET02 Deaf-Blindness
- ET03 Deafness (Hearing Impairment)
- ET04 Language Impairment
- ET05 Speech & Language Impairment
- ET06 Orthopedic Impairment
- ET08 Emotional Disturbance (SBH)
- ET09 Intellectual/Cognitive Disability
- ET10 Specific Learning Disability (SLD)
- ET12 Autism (AUT)
- ET13 Traumatic Brain Injury (TBI)
- ET14 Other Health Impaired (Major)
- ET15 Other Health Impaired (Minor)
- ET16 Developmental Delay

LRE Codes (Least Restrictive Environment)

- IE13 Special Ed outside the regular classes less than 21% of the day
- IE14 Special Ed outside the regular classes at least 21% and no more than 60% of the day
- IE15 Special Ed outside the regular classes more than 60% of the day

Graduation Progress Monitoring Procedures and Practices

How do special education students obtain the credits necessary to graduate by meeting the same requirements as students without disabilities?

Career Prep High School of Cincinnati is committed to ensuring that all students remain on track for graduation by utilizing a data-driven approach to monitor attendance, behavior, academic performance, and the completion of graduation requirements.

The school shall implement a systemic process to regularly monitor the progress of all high school students toward meeting graduation requirements. This includes:

- Developing and maintaining individualized graduation plans for each student.
- Utilizing early warning systems to identify students at-risk of not graduating on time based on key indicators, such as attendance, behavior, and course performance.
- Conducting regular data review by school staff to track student progress.
- Providing timely, data driven interventions and supports to address identified risk factors.
- Communicating with students and families regarding progress, graduation requirements, and available support resources.

The Intervention Specialist will ensure that the student with a disability has the following in place:

- The administration/academic coach creates and develops a **Graduation Planner** with the student upon enrollment.
- The student creates an **Individual Career Plan** upon completion of Discovery.

- The student's IEP contains information from the Graduation Planner; graduation progress (credits earned, needed), Competency Scores, Alternative Pathway options, and Ohio Graduation Seal progress.
- The IS will facilitate internal **staff meetings** to discuss students' with disabilities progress, IEPs, attendance, interventions, etc.
- Weekly, the IS will have a minimum of one **documented contact** with each student on their roster. The IS will discuss daily/weekly student goals and course completion progress.

The school recognizes the importance of identifying students at risk of not graduating on time. This identification will occur through regular review of key indicators, including attendance, grades, behavior, and credit accumulation.

The school will maintain accurate and timely student records for state reporting. Data related to graduation requirements, including credits, competencies, and seals, will be reviewed and verified regularly.

What system is used to track progress towards graduation?

Procedures

- **Teacher-Based Team (TBT Meetings)**
 - Teams meet regularly to review attendance, behavior, student goals, and course performance. These meetings help ensure that all key stakeholders are aware of and addressing early
- **Data Reviews by School Staff**
 - School staff and leaders systematically analyze data each semester to assess students' academic standing. This review process focuses on credits earned, competencies achieved, and the progress made toward graduation seals. Adjustments to support plans are made as necessary.
- **Graduation Plan Development and Updates**
 - Beginning in their freshman year, students collaborate with school staff to create personalized graduation plans. These plans are updated as students complete courses and reflect changes
- **Course Offerings**
 - Diverse course options, Advanced, College Credit Plus (CCP), and co-taught classrooms, are provided to accommodate varying academic needs and interests. This range of offerings supports multiple graduation pathways and ensures students can meet state and district requirements.
- **Success Coach and Family Advocate Engagement**
 - Success Coaches and Family Advocates maintain active engagement by conducting one on one meetings and classroom visits. They review graduation requirements, course offerings, and student transcripts, empowering students to take ownership of their educational pathways.
- When the student finishes a course, the teacher will create a **Course Completion** form containing grade and credit earned. The staff member putting in the credit will review the **Graduation Planner** with the student, color the completed course green, then discuss the new course to be added.
- The completed course is then added to the **Student Information System** that shows the student's progress toward graduation such as number of credits, CTE courses, special education accommodations/modifications, EOC scores, attendance and Discovery documents and MTSS status.

- Every student is assigned a mentor, who meets with the student, minimally on a monthly basis, to discuss academic goals and progress, barriers, interventions, and college/career goals.

How are student graduation exemptions decided?

Students with disabilities are expected to graduate with a regular diploma. If an IEP team believes graduation requirement exemption is appropriate, they must contact the Director of Special Education and present their justification prior to having the IEP meeting. Exempting students from meeting the graduation requirements is a rare and unusual circumstance.

How do we address student credit deficiency?

Students are introduced to graduation requirements, opportunities to pace themselves using an online curriculum with teacher guidance and support along the way. Alternative Pathways are explained along with CTE course offerings, IRC opportunities, and flexible scheduling to meet the needs of students that continue to experience daily challenges of attending school regularly and consistently finding and feeling success. Students progress is monitored and Daily Work Completion Goals are set to assist in helping students stay on top of their course work.

What systems are in place to track dropout intervention strategies?

Targeted Interventions:

- Student progress is monitored by the instructional staff, intervention specialists and mentors. If students are identified as struggling, they are referred to the MTSS team.
- The referring staff completes the MTSS Referral Form, which is reviewed by instructional and intervention staff. Targeted Interventions are determined and the student is tracked for 2-4 weeks, at which time progress is reviewed to determine if the appropriate interventions are in place. If a student is not making progress with the first set of interventions, additional information is provided and the student is again tracked for 2-4 weeks.
- Students are assigned mentors that provide structured support to students flagged for academic, attendance or behavioral issues. These mentors offer guidance, motivation and encouragement through regular check-ins.
- If progress is not made, the student is referred to the intervention specialists and school psychologist to begin the special education evaluation process.
- Referrals and interventions are tracked on a spreadsheet. Student academic progress is also discussed during bi-monthly, building level TBTs.
- Students that miss more than 5 consecutive days are entered on the weekly **Retention List**, and the students' assigned mentor is responsible for making daily outreach attempts, which is tracked on the Retention List spreadsheet.
- Students with disabilities that are at risk of dropping out are closely tracked and IEP's are reviewed to ensure concerns are addressed. The Intervention Specialist as well as other school staff track outreach activities, make home visits, and offer alternatives to dropping out of school.
- Outcomes are documented, shared, and celebrated.

What systems are used to document the withdrawal of students to include date and school, reasons for withdrawal, alternatives recommended to the student, verification of last address and anticipated address, and follow up actions, if any, by district staff

- Information regarding student withdrawals are entered into PowerSchool and include the date of withdrawal, withdrawal code, and reason for withdrawal.
- A letter indicating the student's withdrawal information, as well as future school enrollment information (if applicable) is mailed to the student and a copy is placed in the student's enrollment file.
- As students enroll, they are required to provide a proof of residency document (dated within 30 days of enrollment) to verify residence. At the beginning of the school year, students are asked to submit updated residency verification if they are known to have moved.
- Alternatives such as modified schedules, completing some work at home, work experience, internships, work release, complete school work, then going home, flexible scheduling, etc. are discussed and documented with students in order to accommodate any barriers that may be making it difficult to attend school regularly.

What system of analysis is used to address student discipline to include infractions, cumulative discipline, and removals?

- All discipline referrals are entered into PowerSchool.
- Discipline reports are pulled and reviewed weekly to identify students with more than 3 minor infractions.
- Parent/guardian contact is made if a student has 3 or more disciplinary referrals for minor infractions on a weekly basis.
- Instructional staff collaborate with the intervention specialists to discuss behavior interventions and identify strategies to support the continuance of negative student behavior.
- If a student continues to receive disciplinary referrals, a meeting with admin, and/or intervention specialist, instructional staff is scheduled with the parent/guardian to identify barriers to student success and to determine appropriate behavior interventions if applicable.
- Students are encouraged to take accountability for their actions and to have input on interventions that will support them in their learning environment.
- Staff, students, in conjunction with parents/guardians are encouraged to develop a plan to account to improve student behavior and address the support that school staff will provide the student.

What system is used to address in-school and out of school suspensions?

- In-school and out of school suspensions are entered and tracked in PowerSchool by the principal or designee. If an in-school or out of school suspension is warranted, the student is counseled during the incident and provided the opportunity to discuss the situation with school admin. If it is determined that an in-school or out of school suspension is warranted, the student and parent is notified and provided with the opportunity to discuss consequences.
- Documentations of the in-school or out of school suspension are mailed home to the parent and a copy is placed in the student's academic file. Upon completion of the consequence, the student will meet with school staff to address any barriers or issues that may trigger the student in the learning environment and be provided resources to

support the student in decreasing behavior referrals. Interventions and resources are tracked on the MTSS spreadsheet.

- When a student with disabilities is involved in an incident that may result in a suspension, the principal contacts the Director of Special Education to discuss next steps, due process, and the need for a Manifestation Review Meeting. The IEP team is convened to discuss proactive interventions to help decrease or eliminate future incidents.

How are restraint and seclusion practices, including staff training addressed?

Staff does not restrain or seclude a student unless they are a harm to themselves or others. Staff receive yearly training on restraint and seclusion practices. If a situation arises where a student may need to be restrained or secluded, the student's parent/guardian is notified and a meeting will be scheduled with the student, parent/guardian, the Intervention Specialist and school admin staff to develop a plan for potential future occurrences. The IEP Team may convene to discuss a need for additional support, an FBA, BIP or accommodations.

What comprehensive system is used to support students with disabilities through the use of Manifestation Determination Review (MDR), Functional Behavior Assessments (FBA), and Behavior Intervention Plans (BIP)?

Step 1: Triggering Event & Manifestation Determination Review (MDR) Decide if behavior is linked to disability or IEP implementation

- When a student with an IEP/504 faces **disciplinary action** (usually suspension beyond 10 days or a behavior that may lead to expulsion), the school must hold an **MDR meeting**.
- The **IEP team (teachers, parents, admin, special education staff)** meets within 10 days to answer two key questions:
 1. Was the student's behavior caused by, or directly related to, their disability?
 2. Was the behavior a result of the school's failure to implement the IEP?
- If "yes" to either question → the behavior is a **manifestation of the disability**, and the school cannot move forward with the standard disciplinary removal.

Step 2: Functional Behavior Assessment (FBA) Analyze the behavior's triggers and functions.

- If the behavior is determined to be a manifestation of the disability, the team conducts an **FBA** to understand **why** the behavior occurs.
- Steps of an FBA:
 - Collect data on the behavior (what happens before, during, after).
 - Identify patterns (triggers, settings, times, peers, staff involved).
 - Determine the **function of the behavior** (e.g., escape/avoidance, attention, access to something, sensory need).

Step 3: Behavior Intervention Plan (BIP) Create a proactive, supportive plan that teaches replacement behaviors and tracks progress.

- Using the FBA results, the IEP team creates a **BIP** to support positive behavior change.
- A BIP includes:
 1. **Clear description** of the target behavior.
 2. **Preventative strategies** (changes to environment, routines, supports).
 3. **Replacement behaviors** (teaching appropriate alternatives).

4. **Reinforcement plan** (rewards for positive behavior).
5. **Crisis or safety plan** (if needed).
6. **Progress monitoring system** (how staff will track improvements).

This system ensures that students with disabilities are supported **fairly and legally** while also helping them build skills to succeed.

How are placement decisions included as part of discipline decisions?

ALL placement decisions are an IEP Team decision. The school Principal or Director shall not make placement decisions in isolation. The IEP Team will determine how to best meet the student's needs regarding safety, health and academic success. The principal will contact the Director of Special Education to explain the situation and invite the Director or designee to the IEP Team meeting.

What are the policies and practices surrounding Positive Behavior Interventions and Supports (PBIS)?

At Cincinnati Career Prep, we believe that positive reinforcement is essential for creating a strong and supportive school culture. Through our PBIS system, students are rewarded with tickets for a variety of positive actions, including completing academic assignments on time, demonstrating positive behavior, maintaining consistent attendance, and meeting general schoolwide expectations. These tickets serve as an incentive system that not only recognizes student efforts but also provides opportunities for meaningful rewards. Each quarter, tickets are entered into a random selection process to determine who will attend our PBIS field trip—students who earn more tickets have a greater chance of being selected. In addition, our new School Store, sponsored by the Student Council, allows students to use their earned tickets as currency to purchase items, supplies, and special incentives. To further celebrate student achievement, each classroom participates in our “Racer of the Week” recognition, which ties into our school's racing theme. The Driver of the Week is selected based on excellence in the subject area, consistent effort, and setting a positive pace for their peers.

Student Discipline

In Ohio, students with disabilities are entitled to specific protections under the Individuals with Disabilities Education Act (IDEA) when it comes to school discipline. These protections ensure that students with disabilities are not unfairly disciplined for behaviors that are a manifestation of their disability.

Key aspects of Discipline for Students with Disabilities:

- **Manifestation Determination:** If a student with a disability violates the school's code of conduct, a Manifestation Determination Review (MDR) is conducted. The purpose of this review is to determine if the behavior was a manifestation of the student's disability.
- **Change of Placement:** If the behavior is determined to be a manifestation of the disability, the school cannot simply suspend or expel the student for more than 10 consecutive school days, as that would constitute a change of placement.
- **Services and Support:** Instead, the school must provide the student with continued educational services, even in an alternative setting, to help them progress in the general education curriculum and meet their IEP goals.

- **Behavior Intervention Plan (BIP):** If a BIP already exists, it should be reviewed and potentially revised during the MDR process. If a BIP doesn't exist, the IEP team may need to develop one.
- **Functional Behavior Assessment (FBA):** If a BIP is needed, an FBA may also be necessary to understand the reasons behind the student's behavior and develop appropriate interventions.
- **Disciplinary Removals:** For removals of 10 or fewer consecutive school days, the same disciplinary actions that apply to students without disabilities can be applied to students with disabilities, unless it constitutes a pattern of removals that would be considered a change of placement.
- **Dispute Resolution:** Parents can challenge disciplinary decisions through IDEA's dispute resolution mechanisms, including state complaints, due process complaints, or mediation.
- **Medical Consultation:** If a student's behavior is significantly impacted by a disability, medical consultation may be needed to assess the situation and determine appropriate support.

Important Considerations:

- **Consistency:** Discipline for students with disabilities should be consistent with the school's code of conduct, but with the added layer of protections and support mandated by IDEA.
- **Individualized Approach:** The specific interventions and supports needed will vary depending on the individual student's needs and the nature of their disability.
- **Collaboration:** Effective discipline requires collaboration between educators, parents, and potentially other professionals (e.g., school psychologists, medical professionals).
- **Focus on Prevention:** Proactive measures, such as positive behavior interventions and supports, can help prevent disciplinary issues from arising in the first place, according to the Ohio Department of Education.

[Discipline of Students with Disabilities Flow Chart](#)

Interventions & Progress Monitoring

Math Interventions for High School Students

Effective math interventions for high school students focus on identifying individual needs, providing targeted support, and building confidence alongside skills.

Some Strategies and Approaches to Consider:

1. Targeted instruction

- **Diagnostic Assessment:** Begin with assessments to pinpoint specific areas where students are struggling. This allows for a more focused and efficient intervention.
- **Differentiated Instruction:** Tailor instruction and activities to meet the diverse needs within a classroom, allowing for varied learning styles and paces.
- **Pre-teaching and Reteaching:** Identify concepts that students might find challenging and introduce them early (pre-teaching) or reinforce them after initial instruction (reteaching).
- **Small Group or One-on-One Instruction:** Provide more individualized attention by working with students in smaller groups or one-on-one sessions.

- **Structured Approach:** Utilize a structured learning approach, such as reviewing mastered skills, teaching and modeling new concepts, and providing guided and independent practice, according to Third Space Learning.

2. Engaging and multimodal approaches

- **Math Journaling:** Encourage students to explain their mathematical thinking in writing or through drawings, fostering deeper understanding and metacognitive skills.
- **Math Vocabulary Building:** Introduce and reinforce key math terms using visual aids like word walls or graphic organizers.
- **Use of Manipulatives:** Make abstract concepts tangible by incorporating physical tools like blocks or counters, notes SplashLearn.
- **Visual Aids and Graphic Organizers:** Employ diagrams, charts, and flowcharts to visually represent concepts and problem-solving strategies.
- **Connect to Real-World Applications:** Demonstrate the practical relevance of math by linking concepts to real-life situations and problems.
- **Integrating Technology:** Leverage educational software, apps, and online platforms for personalized practice, interactive learning, and access to resources.

3. Developing problem-solving and metacognition

- **Verbalize Thought Processes:** Encourage students to verbalize their problem-solving steps to help identify misconceptions and improve reasoning, says HMH.
- **Employ Metacognitive Strategies:** Teach students to think critically about their own thinking, including monitoring their understanding, planning strategies, and self-reflecting on progress.
- **Schema-Based Instruction:** Help students recognize the underlying structure of word problems by creating a blueprint for solving different types of problems, notes HMH.

4. Building confidence and motivation

- **Account for Student Strengths:** Connect math to students' interests and preferred learning styles to enhance engagement, says HMH.
- **Peer Tutoring/Peer-Assisted Learning Strategies (PALS):** Pair students with different skill levels to foster collaborative learning and boost confidence.
- **Regular Feedback and Encouragement:** Provide timely feedback, celebrate successes, and offer constructive criticism to guide student progress and maintain motivation.
- **Address Underlying Gaps in Fact Fluency:** If necessary, provide targeted practice to build automatic recall of math facts, which can free up cognitive resources for more complex problem-solving.

5. Collaboration and assessment

- **Collaboration:** Teachers, specialists, and parents working together create a more comprehensive approach to supporting struggling students.
- **Formative Assessments:** Utilize frequent checks for understanding, like exit tickets or quizzes, to monitor student progress and adjust instruction as needed.
- **Data-Driven Decision-Making:** Use assessment data to inform future instruction and intervention strategies, says Third Space Learning.

Reading Interventions for High School Students

Effective reading comprehension interventions for high school students focus on explicit strategy instruction, active engagement with the text, and fostering a deeper understanding of the

material. Strategies include activating prior knowledge, summarizing, questioning, visualizing, and using graphic organizers. Additionally, building vocabulary, providing appropriate reading materials, and fostering a positive reading environment are crucial.

Key Strategies for Reading Comprehension Interventions:

- **Activating Prior Knowledge:** Connect new information to what students already know to build a foundation for understanding.
- **Questioning:** Encourage students to ask questions while reading, both to clarify understanding and to deepen engagement with the text.
- **Summarizing:** Have students condense the main ideas of a text into their own words, promoting deeper processing of information.
- **Visualizing:** Help students create mental images of the text, enhancing their ability to connect with and remember the material.
- **Graphic Organizers:** Use visual tools like Venn diagrams, story maps, or concept maps to help students organize information and see relationships between ideas.
- **Vocabulary Development:** Explicitly teach and reinforce vocabulary, as a strong vocabulary is essential for comprehension.
- **Reciprocal Teaching:** Involve students in structured discussions where they take turns leading activities like summarizing, questioning, clarifying, and predicting.
- **Monitoring Comprehension:** Encourage students to regularly check their understanding of the text and use strategies like rereading or paraphrasing when needed.
- **Providing Appropriate Materials:** Ensure that students have access to texts that are appropriately challenging and engaging for their reading level.
- **Creating a Positive Reading Environment:** Foster a classroom culture where reading is valued and students feel comfortable taking risks and asking for help.

Writing Interventions for High School Students

Effective writing interventions for high school students involve targeted strategies and practices to address their specific writing needs and challenges.

1. Direct instruction in writing strategies

- **Self-Regulated Strategy Development (SRSD):** This model teaches students a systematic process for planning, drafting, revising, and editing their writing, while also developing self-regulation skills like goal-setting and self-monitoring.
- **Text structure instruction:** Teaching students about different ways of organizing information (e.g., narrative, argumentative) helps them create more cohesive and logical writing.
- **Sentence combining:** This strategy explicitly teaches students how to combine simpler sentences into more complex and sophisticated ones, enhancing sentence fluency and variety.

2. Pre-writing and planning activities

- **Graphic organizers:** Visual tools like mind maps and outlines help students brainstorm ideas, organize their thoughts, and plan the structure of their writing before drafting.
- **Pre-writing strategies:** Activities like brainstorming and free writing can help students generate ideas and overcome writer's block.

- Targeting readers: Students should be taught to consider their audience and tailor their language and style accordingly.

3. Collaborative learning and feedback

- Writing conferences: Students can share their work with peers and teachers for feedback and revision, improving their comprehension and application of writing skills.
- Peer assistance: Working with peers on writing tasks can foster a deeper understanding of writing concepts and improve communication skills.

4. Addressing specific writing difficulties

- Grammar and mechanics instruction: Focus on areas like sentence structure, punctuation, and capitalization to improve accuracy.
- Vocabulary development: Building students' vocabulary improves word choice and ability to express ideas with clarity and creativity.
- Addressing language barriers: For English language learners (ELLs), interventions should include building foundational language skills alongside writing proficiency.

5. Technology integration

- Digital writing tools: Word processors and other digital tools can assist with writing and editing.
- Adaptive learning platforms: Tools like Quill.org can provide personalized writing lessons and exercises based on student needs and interests.

6. Creating a supportive writing environment

- Provide ample practice opportunities: Frequent writing, including short daily assignments, helps build stamina and confidence.
- Foster a positive attitude towards writing: Encourage risk-taking, provide constructive feedback, and celebrate accomplishments.
- Integrate writing across the curriculum: Connecting writing to other subject areas reinforces skills and promotes deeper learning.

7. Assessment and progress monitoring

- Regular assessment: Evaluate student writing samples to gauge the effectiveness of interventions and adjust strategies as needed.
- Student self-assessment: Empower students to monitor their own progress and identify areas for improvement.

By implementing these evidence-based interventions and creating a supportive learning environment, educators can help high school students develop strong writing skills, which are crucial for academic success and future endeavors.

Behavior Interventions for High School Students

Behavior interventions for high school students focus on fostering positive behavior and addressing challenging behaviors through proactive strategies, skill-building, and support systems. These interventions aim to create a positive and supportive learning environment where students can thrive academically and socially. Key approaches include Positive

Behavioral Interventions and Supports (PBIS), behavior contracts, social skills training, and tailored interventions based on individual needs.

Effective behavior interventions for high school students:

1. Positive Behavioral Interventions and Supports (PBIS):

- PBIS is a framework that promotes positive behavior through proactive strategies, teaching expected behaviors, and providing positive reinforcement.
- It involves establishing clear expectations, teaching social-emotional skills, and providing consistent consequences for both positive and negative behaviors.
- PBIS aims to create a positive and predictable learning environment, improving social-emotional competence, academic success, and overall school climate.

2. Behavior Contracts:

- Behavior contracts are agreements between students and school staff outlining specific behavioral goals, expectations, and consequences.
- These contracts help students take ownership of their behavior, monitor their progress, and receive support.

3. Social Skills Training:

- Social skills training programs teach students the skills they need to interact positively with peers, teachers, and other adults.
- These skills can include communication, conflict resolution, problem-solving, and empathy.

4. Targeted Interventions:

- For students with more significant behavioral challenges, targeted interventions may be necessary.
- These interventions can include mentoring, social skills development, collaboration with mental health professionals, Check-in/Check-out (CICO) systems, individual visual schedules, and structured breaks.
- Examples:
 - **Check-in/Check-out (CICO):** Students meet with a designated adult at the beginning and end of the day to set goals, discuss challenges, and reflect on their progress.
 - **Mentoring:** Pairing students with a positive adult role model who can provide guidance and support.
 - **Individualized Visual Schedules:** Providing students with a visual representation of their daily schedule to help them stay organized and on track.
 - **Structured Breaks:** Allowing students to take short breaks during class to help them manage their behavior.

5. Building Positive Relationships:

- Building positive relationships with students is crucial for fostering a supportive learning environment.
- Teachers can build relationships by greeting students, showing genuine interest in their lives, and creating a safe and welcoming classroom.

6. Addressing Underlying Issues:

- It's important to identify and address any underlying issues that may be contributing to challenging behaviors, such as academic struggles, mental health concerns, or social difficulties.

7. Creating a Positive and Supportive Environment:

- **Establish clear expectations:**
Define and communicate clear expectations for behavior in the classroom and throughout the school.
- **Provide positive reinforcement:**
Acknowledge and praise students for positive behaviors to encourage them to continue making good choices.
- **Use non-verbal cues:**
Employ non-verbal cues, such as proximity, eye contact, and gestures, to redirect students or provide positive reinforcement.
- **Incorporate mindfulness and calming techniques:**
Teach students strategies for managing stress and emotions, such as deep breathing or mindfulness exercises.

8. Involving Parents:

- Engaging parents in the behavior intervention process is essential for consistency and support.
- Teachers can communicate with parents regularly, provide them with information about strategies being used in the classroom, and collaborate on strategies to support students at home.

By implementing these strategies, high schools can create a positive and supportive learning environment that promotes positive behavior, academic success, and social-emotional well-being for all students.

Progress Monitoring Interventions

Progress monitoring interventions involve the ongoing assessment of student progress toward specific learning goals, using data to inform adjustments to instruction and interventions. This process helps educators determine if interventions are effective and make data-driven decisions about how to best support student learning.

Key Aspects of Progress Monitoring Interventions:

- **Regular data collection:** Progress monitoring requires frequent and systematic data collection to track student performance over time.
- **Data-based decision making:** The collected data is analyzed to determine if students are making adequate progress, and if adjustments to interventions are needed.
- **Targeted interventions:** Progress monitoring helps identify students who may need additional support and allows for the tailoring of interventions to their specific needs.
- **Examples of progress monitoring methods:** This can include curriculum-based measurement (CBM), teacher-made assessments, and formal standardized tests, according to TAO Testing.
- **Interpreting progress monitoring data:** Graphs are often used to visually represent student progress, allowing for easy identification of trends and patterns, according to Branching Minds.

Progress Monitoring Benefits:

- **Improved student outcomes:** By providing timely feedback and adjustments to instruction, progress monitoring can lead to increased student learning and achievement.
- **Early identification of learning gaps:** Progress monitoring can help identify students who are struggling early on, allowing for timely intervention.
- **Increased accountability:** By tracking progress, educators can be held accountable for student outcomes and make data-driven decisions to improve instruction, according to the Institute of Education Sciences (.gov).
- **Improved communication with parents and stakeholders:** Progress monitoring data can be used to communicate student progress to parents and other stakeholders.

Adolescent Literacy: Supporting Learners Grades 6-12

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)

[Ohio's Dyslexia Guidebook](#)

[Reading Improvement & Monitoring Plan](#) (RIMP)

Graduation Requirements

[Ohio's Long-term Graduation Requirements](#)

1. [Compete Courses & Requirements](#)
 2. [Demonstrating Competency](#)
 3. [Demonstrating Readiness/Graduation Seals](#)
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Resources/Partnerships

[A Guide to Parent Rights in Special Education](#)

[Ohio's Accessibility Manual](#)

Opportunities for Ohioans with Disabilities [OOD](#)