

**DIRECTIONS FOR MODEL PROCEDURES FOR THE
EDUCATION OF CHILDREN WITH DISABILITIES
FORMS**

February 1, 2007

Prior Written Notice to Parents (Form PR-01)

Written notice that meets the requirements of paragraph (b) of 34 C.F.R. 300.503 must be given to the parent(s) of a child with a disability a reasonable time before the school district proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child, or before the school district refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

School districts are required to complete this form in accordance with Rule 3301-51-05 (C) of the *Operating Standards for Ohio's Serving Children with Disabilities*.

Reference: Rule 3301-51-05(C) *Operating Standards for Ohio's Schools Serving Children with Disabilities* and 34 C.F.R. 300.503 of the Individuals with Disabilities Education Improvement Act (IDEIA).

Parent Invitation (Form PR-02)

Each school district is required to provide the parents of children with disabilities the opportunity to participate in meetings regarding the identification, evaluation, educational placement, and the provision of FAPE to the child. The district should document all parent invitations. The Parent Invitation (Form PR-02) is a multipurpose form designed to address invitations to various types of meetings.

Reference: Rule 3301-51-05(B)(3) and (J), Rule 3301-51-07(F), *Operating Standards for Ohio's Schools Serving Children with Disabilities*

Manifestation Determination Review (Form PR-03)

A manifestation determination review is required to determine the relationship between a child's disability and the behavior subject to disciplinary action. The reviews must be conducted by the IEP team and other qualified personnel. The team must consider, in terms of the behavior subject to disciplinary action, all relevant information, including, but not limited to, the child's IEP, any teacher observations, and any relevant information provided by the parents of the child. Summary of data that may be reviewed:

- Evaluations
- Information provided by the parent
- Student's IEP
- Student's placement
- Observation of the student

Reference: Rule 3301-51-05(K)(7), *Operating Standards for Ohio's Schools Serving Children with Disabilities*

Referral for Evaluation (Form PR-04)

This form is used to document a referral for an evaluation to the school district to determine if a child has a disability and is eligible for special education and related services.

Reference: Rule 3301-51-06(A)(1), *Operating Standards for Ohio's Schools Serving Children with Disabilities*

Parent Consent for Evaluation (Form PR-05)

Districts are required to obtain consent from the parent, legal guardian, or custodian prior to conducting an initial evaluation or re-evaluation, which may require additional assessment of a child. Districts should instruct the parent or other responsible party to either complete Part I, which grants the consent, or Part II, which refuses consent, and return the form to the district.

Should the parent or other responsible party either provide or deny consent, the district needs to provide a copy of the Procedural Safeguards Notice and ensure that the recipient understands the information.

In Part III, the district needs to document that it provided information about the evaluation and the Procedural Safeguards Notice.

Reference: Rule 3301-51-05(E), *Operating Standards for Ohio's Schools Serving Children with Disabilities*

Evaluation Team Report (Form PR-06)

Upon completion of the administration of assessments and other evaluative activities the district must complete the Evaluation Team Report.

In completing Part B, the evaluation team should compile all of the evaluation data including each individual evaluator summary. In completing the Disability Condition(s) for Which the Child is Eligible and the Basis for Eligibility Determination, the team should include the following:

- A statement that the child has been determined to have a disability, and if so, which disability. For preschool evaluations, the evaluation should record areas of documented deficits;
- The basis used by the team in making the determination, including a description of how the child met or failed to meet the definition of the disability condition for which the evaluation was conducted;
- A statement that the disability condition presents an adverse affect on the child's educational performance.

Should a team member disagree with the determination, he/she must attach a written statement, which specifies the reason(s) for the disagreement.

Reference: Rule 3301-51-06(D)(1) and (4), *Operating Standards for Ohio's Schools Serving Children with Disabilities*

Individualized Education Program (IEP) (Form PR-07)

Each school district shall have an IEP in effect for each child with a disability within its jurisdiction who is receiving special education and related services by the child's third birthday and at the beginning of each subsequent school year.

In completing the future planning section, the IEP team should discuss and develop a plan to assist in addressing the child's future. Family and student preferences and interests are an essential part of future planning.

The IEP team should review relevant data including the Evaluation Team Report, in determining the child's present level of performance. In reviewing such data, the team should consider:

- How the child's disability affects the child's involvement and progress in the general curriculum, or for preschool children, how the disability affects the child's participation in age-appropriate activities;
- How the strengths and interests of the child and the input of the parents will enhance the education of the child;
- If it is an annual review, the degree to which the current annual goals and short-term instructional objectives are being achieved by the child.

Based upon the review, the IEP team should identify and document the child's present levels of performance, which should accurately describe the effects of the child's disabilities on the child's involvement and progress in the general curriculum.

The IEP team shall document measurable annual goals and their related content areas, benchmarks/short-term objectives, and student progress. The IEP team shall also describe how the parents, legal guardians, or custodians will be informed of progress at least as often as parents of a nondisabled child. The IEP team must determine how the child's progress towards annual goals will be measured.

Based upon the information that the district has gained as part of developing the present levels of performance, the IEP team must determine if issues related to any of the following special factors need to be considered in the development of the student's IEP:

- Behavior, if student behavior impedes the student's learning or the learning of others
- Limited English proficiency
- Visual impairments
- Communication
- Deafness/hearing impairments
- Assistive technology services and devices

Individualized Education Program (IEP) (Form PR-07) Con't

In addition to the special factors listed above, other considerations to be made by the IEP team include issues involved in

- Physical education
- Extended school year
- Transition service requirements at age 14
- Testing and assessment
- Transfer of rights

For visual impairments, transition services, and testing and assessment, complete the applicable section of the IEP Form, as appropriate.

To complete the portion of the IEP that identifies the services to be provided, the IEP team will need to determine and document the special education and related services and supplementary aids and services to be provided to the child, and a statement of program accommodations or modifications that will be provided to the child. The IEP team must identify and document the initiation date of the services, the expected duration of the services, and the frequency of the services across all goals to be provided.

The IEP team must determine and document the least restrictive environment (LRE) in which the identified services will be delivered so that each goal may be achieved. The IEP team shall explain why the child will not participate with nondisabled children in the regular classroom if the child's LRE is someplace other than the regular classroom.

Reference: Rule 3301-51-07(A), *Operating Standards for Ohio's Schools Serving Children with Disabilities*