

EARLY HEARING DETECTION AND INTERVENTION (EHDI) EARLY INTERVENTION SERVICES (Birth-School Years)

Education – ODH & ODE

Acronym Key:

ALDS- Assistive Listening Devices and Systems **AO**- Auditory Oral (Communication Modality)

ASL- American Sign Language

AV- Auditory Verbal (Communication Modality)

BEIS- Bureau of Early Intervention Services- under ODH

CI- Cochlear Implant

EI- Early Intervention

ENT- Ear, Nose, and Throat Doctor (Otolaryngology)

HMG- Help Me Grow- under ODH

IDEA- Individuals with Disabilities Education Act
Part B- (3 to 21 years) Special Education Federal Funding
Part C- (Birth to 3 years) Early Intervention Federal Funding

IEP- Individualized Educational Plan

IFSP- Individualized Family Service Plan

LEA- Local Education Agency

ODE- Ohio Department of Education

ODH- Ohio Department of Health

RIHP- Regional Infant Hearing Program-

under ODH

Section 504 Plan- of Rehabilitation Act of 1973- Civil Rights Law, protects children with disabilities from discrimination

TC- Total Communication

UNHS- Universal Newborn Hearing Screening

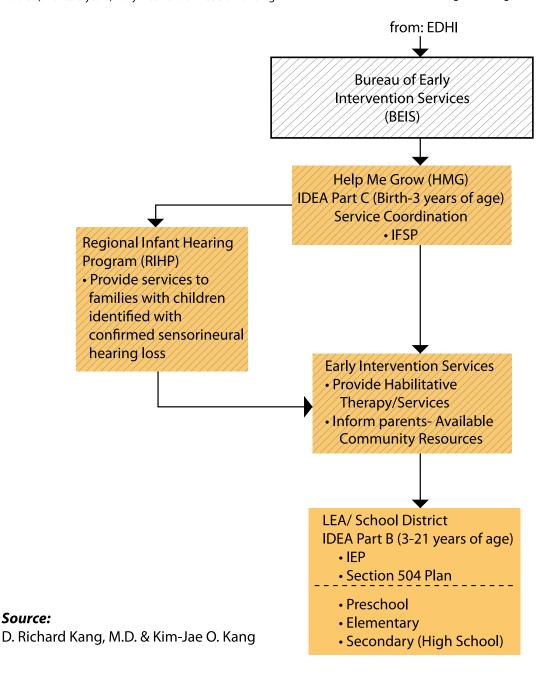
Color Key

ODH

Medical

Medical – CI

Education – ODH & ODE





EDUCATION SERVICES

Transitioning into Education Services

Your decision on a communication outcome is important in transitioning into an educational environment. An Individualized Education Plan (IEP) will be developed for your child with specific goals that address all areas of development. Children with hearing loss require auditory, speech and language goals that impact communication outcomes. These goals determine what services are required. Explanation of the IEP process is further elaborated below, under "Understanding the IEP Process".

Parents are primary members of the IEP team and your input is valuable.

Cooperation between parents and professional team members is necessary for a productive IEP process. *Remember, communication is a two way street.*

- You know your child best, so discuss your child's specific needs as related to their hearing loss.
- You may be unfamiliar with what the district program offers, so learn about their program and community options, and be willing to inquire and research details of their related services.
- Have an open dialogue with your IEP team members to determine what is appropriate for your child's education services.
- You are the "expert" on your child and the IEP team members are there to provide their expertise to help your child reach their optimal potential.

<u>Open dialogue and cooperation</u> among the parent(s) and IEP team members is the key to determining the appropriate goals, related services, and placement for your child's IEP process and for success of your child's education.

Understanding the IEP Process

The Federal Individuals with Disabilities Education Act (IDEA) states that all children, including those with disabilities, are entitled to a Free Appropriate Public Education (FAPE) beginning at age three. Children with disabilities are eligible for special education services through their local school district also referred to as the Local Education Agency (LEA). An Individualized Educational Plan (IEP) is a legal document that describes the special education services to be provided by the school district for a child with a disability.

"IEP PROCESS-ESTABLISH
LEADERSHIP OF THE TEAM
EARLY BY COMPILING A
SUMMARY OF YOUR CHILD'S
MEDICAL AND THERAPY
HISTORY FOR THE TEAM TO
READ AS THE TRANSITION
PROCESS BEGINS. DO THIS
BY KEEPING AN ORGANIZED
NOTEBOOK WITH ALL OF
YOUR CHILD'S TESTING
RESULTS SO THE TEAM HAS
ALL OF THE DATA AVAILABLE
IN ONE PLACE."

Note: The IFSP (Individualized Family Service Plan) is managed by the Ohio Department of Health's Help Me Grow Program (HMG) that uses Part C Federal Funds and the IEP (Individualized Educational Plan) is managed by Ohio Department of Education that uses Part B Federal Funds.

Transitioning from the Individualized Family Service Plan (IFSP) – Part C to the Individualized Education Plan (IEP) – Part B

Transitioning from early intervention to school age education services is a complex process. Learning each step of the process will benefit you and your child. Familiarize yourself with the terms, definitions, and forms used when meeting with school district representatives so your communication with district representatives will be more effective.

For more on ODE "Preschool Special Education", see ODE website: http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=983

To see a Flowchart on – "Early Childhood Transition from Part C to Part B – Timeline Requirements" adapted from National Early Childhood Technical Assistance Center (NECTAC), see APPENDIX P.

For more information on "Transitioning from IFSP (Part C) to IEP (Part B)", see ODE website:

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=983&ContentID=2357&Content=79903

For questions or comments on transition policy – transitioning from IFSP (Part C) to IEP (Part B), contact Ohio Department of Education:

Phone: (614) 387-2239

Note: Your school district will give you a document titled "Whose IDEA is This?" which has valuable information that you should review.

To download "Whose IDEA is This?" June 14, 2010 from the Ohio Department of Education, see website:

 $http://www.edresourcesohio.org/files/whose_idea_is_this.pdf$



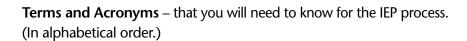
Determining Eligibility through the Multi-Factored Evaluation (MFE)

An evaluation is the process to determine whether your child has a disability, thus eligible for special education services. The evaluation team is comprised and not limited to these professionals: psychologist, speech-language pathologist, occupational therapist, and physical therapist. These professionals will write up the results of their evaluations to determine the child's present level of academic achievement and functional performance.

Knowledge of your child's needs by other professionals may be considered in this evaluation. If you'd like your child's current therapist(s) information to be included in the evaluation please talk with them about providing documentation for the school district.

Re-Evaluation – the district is required to conduct a re-evaluation every three years unless the parent and the district agree that a reevaluation is not needed.

Further explanation on re-evaluation is below, in this Section IX – Education Services, under School Age.



ADA – Americans with Disabilities Act

EMIS – Education Management Information System

ETR – Evaluation Team Report

FAPE – Free Appropriate Public Education

Forms – Ohio Required Forms:

PR-01 – Prior Written Notice to Parents

PR-02 - Parent Invitation

PR-03 – Manifestation Determination Review

PR-04 – Referral for Evaluation

PR-05 – Parental Consent for Evaluation

PR-06 – ETR (Evaluation Team Report)

PR-07 – IEP (Individualized Educational Plan)

PR-09 – Service Plan (SR)

HMG – Help Me Grow

IDEA – Individuals with Disabilities Education Act

IEP - Individualized Educational Plan

IEP Team – Parents, Therapists, Teachers, Family Members, Advocates

IFSP – Individualized Family Service Plan

LEA – Local Education Agency





LRE – Least Restrictive Environment

MFE – Multi-Factored Evaluation

MSP – Medicaid School Program

OEC – Office of Exceptional Children (under ODE)

ODE – Ohio Department of Education

ODH – Ohio Department of Health

Part B – 3 yrs. to 21 yrs. Special Education Federal Funding

Part C – Birth to 3 yrs. Early Intervention Federal Funding

RETR – Reevaluation Team Report

RIHP – Regional Infant Hearing Program

For more information on **Forms PR**-__, download ODE website: http://www.edresourcesohio.org/index.php?slug=ohio-required-forms

Individualized Educational Program (IEP) What is an IEP?

An IEP is a written agreement developed between the parents and the school district of what constitutes a free, appropriate public education (FAPE) required by IDEA. If your child is determined to be eligible for special education services then an IEP is developed.

IDEA requires that the IEP must identify the services and supports necessary for a child to access and progress in the general education curriculum. To fully understand the development of your child's IEP please review the following document which explains each section of the IEP and how to make important considerations for your child's needs.

To see a copy and an explanation of the new IEP (PR-07) Form, download the annotated version from ODE website: http://edresourcesohio.org/files/iep_annotations_1009.pdf

Components of the IEP

The new **IEP (PR-07)** Form revised as of Oct, 2009 is comprised of the following sections:

- 1. Future Planning
- 2. Special Instructional Factors
- 3. Profile
- 4. Postsecondary Transition
- 5. Postsecondary Transition Services
- 6. Measurable Annual Goals
- 7. Description of Specially Designed Services

- 8. Transportation as a Related Service
- 9. Nonacademic and Extracurricular Activities
- 10. General Factors
- 11. Least Restrictive Environment (LRE)
- 12. Statewide and Districtwide Testing
- 13. Meeting Participants
- 14. Signatures
- 15. Children with Visual Impairments

Additionally, the overview of the IEP process can be viewed at the following link:

http://www.edresourcesohio.org/ogdse/7_-_iep/7-4/document

Note: If you have concerns and/or difficulties and feel you are not getting the appropriate assistance in getting education services for your child, the following advocacy organizations may be helpful to you:

Ohio Coalition for the Education of Children with Disabilities (OCECD) website: www.ocecd.org

Ohio Legal Rights Service (LRS), protection and advocacy for people with disabilities, see website: http://olrs.ohio.gov/ASP/HomePage.asp

Legal Aid Society of Columbus (LASC) website: www.columbuslegalaid.org

Wrightslaw website: www.wrightslaw.com

Let Them Hear Foundation website: www.letthemhear.org

Families and Advocates Partnership in Education (FAPE) website: http://www.fape.org

Accommodations and Modifications – Accommodations provide access to the curriculum, where as, modifications alter the content of the curriculum that will be taught to the child.

How are they different?

Accommodations

Accommodations provide access to the course content but does not alter the amount or complexity of the information taught to the child. Accommodations are changes made in the way materials are presented or in the way children demonstrate learning, as well as changes in setting, timing, and scheduling, with the expectation that the child will reach the standard set for all children. For example, the child may be seated near the front of the room, may have directions repeated orally, or may receive nonverbal cues from the teacher in the area of appropriate behavior. Some accommodations may be appropriate for the Individualized Education Plan instruction, but may not be used on state tests. Accommodations are linked to the child's present levels of academic achievement and functional performance by addressing an area of need that has been outlined in Section 6, Measurable Annual Goals (in the IEP form).

See accommodation suggestions on "Preferential Classroom Seating Guideline" from Nationwide Children's Hospital – Department of Audiology, in APPENDIX Q.

Modifications

Modifications change the course content that will be taught to the child. These changes to the curriculum will result in the child being taught something different from what is being taught to their peers. Likewise, the same information may be taught, but with the complexity of the information changed. Although the IEP form indicates "frequency" is optional, modifications require frequency and duration and must be tied to annual goals. If the modifications are not identical in all areas, each modification must be listed in a separate box.

For more information, see a copy and an explanation of the new IEP (PR-07) Form; download the annotated version from ODE website: http://edresourcesohio.org/files/iep_annotations_1009.pdf

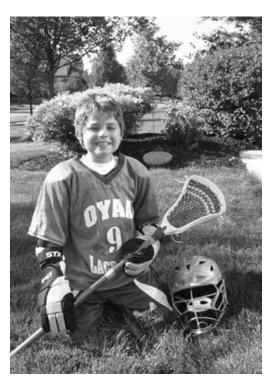
See "IEP Checklist Recommended Accommodations and Modifications for Students with Hearing Loss", from Hands and Voices website: http://www.handsandvoices.org/pdf/IEP_Checklist.pdf

Assistive Technology

Assistive technology is a recommended **accommodation** for hearing impaired students. Assistive technology includes any special equipment or technology that children may need to help them participate in school. The following information on Frequency Modulation Systems (Personal FM System and Sound Field System) is from The American Speech-Language-Hearing Association (ASLHA), see website: http://www.asha.org

Frequency Modulation Systems

Personal FM Systems – consist of a transmitter microphone worn by the person speaking and a receiver that attaches directly to the hearing aid(s) or cochlear implant(s).



FM Systems have wide application in educational settings because of the long-recognized benefits that this technology provides in noisy child care, preschool, and classroom environments. Research studies have shown that the best results are achieved when implementation of an FM system is made early in the amplification fitting process. As a matter of routine, audiologists fitting hearing aids to children make sure the aids are prescribed with "T" (telecoil/telephone) switches, "M"/"T" (microphone/telecoil) combination switches, and/or Direct Audio Input (DAI) capability that will allow connection with assistive listening systems. If you have a child who needs a hearing aid, be sure it comes with these features.

What they do for children in schools:

- They allow the child to hear the teacher's voice at an appropriate and constant intensity level regardless of the distance between the child and the teacher.
- They allow the teacher's voice to be more prominently heard than background noise (toys, papers, chairs scraping, whispering, pencils being sharpened, feet shuffling) even when the background noise is closer to the child than the teacher's voice.
- They allow for self-monitoring of the child's own voice through the conventional hearing aid microphone.
- They allow for the conventional hearing aid microphone to be turned off so that the child can concentrate only on the teacher.

See also, "FM Systems" in APPENDIX I – from Nationwide Children's Hospital – Department of Audiology

Sound Field Systems – While children with sensorineural hearing loss receive the most benefit from personal FM systems, there are amplification systems, called sound field systems, that assist listening for all children in the class. Using FM technology, the teacher speaks into a microphone transmitter. The teacher's voice is projected through speakers mounted around the classroom. This arrangement assists in overcoming the problems of distance, background noise, and poor room acoustics that affect listening for all children.

Sound field systems have been found to benefit children with both hearing loss as well as those with other auditory and learning problems. In addition to helping those with severe and profound hearing loss, sound field systems may help those with minimal hearing loss, conductive hearing loss, fluctuating hearing loss



associated with otitis media, unilateral hearing loss, central auditory processing disorders, learning disabilities, developmental delays, attention deficits, language delays, articulation disorders, and those learning English as a second language (ESL).

Legislation That Supports the Provision of ALDs (Assistive Listening Devices)

Increased availability and usage of FM systems are due in large measure to legislation that mandates access to technology for persons with hearing and other communication disabilities:

- (1) Americans with Disabilities Act (ADA)
- (2) Individuals with Disabilities Education Act (IDEA)
- (3) Section 504 of the Rehabilitation Act



Under IDEA, consideration of assistive technology for any child with a disability must take place as part of the development of the Individualized Educational Program (IEP) as related to the issue of "access" to instruction. For a child with hearing loss, "access" means being able to hear instruction.

FM and Sound Field systems for hearing aids and cochlear implants are recognized in IDEA as assistive technology and represented in the Operating Standards for Ohio's Schools Serving Children with Disabilities as follows:

Assistive Technology Definitions

"Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. "Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

For more information on Assistive technology in "2008 Operating Standards for Ohio Educational Agencies Serving Children with Disabilities", see website:

http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=842&ContentID=28143&Content=84085 Click on (PDF) under "Operating Standards for Ohio Educational Agencies Serving Children with Disabilities". Go to page 13-14.

Section 504 Plan

If a child does <u>not</u> qualify for an IEP they may be placed on a 504 plan. Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects children (and adults) with disabilities from discrimination.

US Department of Education – Office of Civil Rights (OCR) states the following under "Students Protected under Section 504": Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to:

- (1) Have a physical or mental impairment that substantially limits one or more major life activities; or
- (2) Have a record of such an impairment; or
- (3) Be regarded as having such an impairment.

Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. For more detail explanation on Section 504, see the US Department of Education – Office of Civil Rights (OCR) website: http://www.ed.gov/about/offices/list/ocr/504faq.html

> The following information on the "Differences between a 504" Plan and IEP" and "What this means for the student" is from Let Them Hear Foundation, an advocacy internet-base resource organization that provides relevant information and practical tips on IDEA 2004 law to parents of children that are deaf and hard of hearing and to professionals serving these children.

Differences Between a 504 Plan and an IEP

Two of the main differences between an IEP and a 504 plan are their purpose and the procedural safeguards available. A 504 plan exists to ensure that a child with a disability has the same access to education as his or her non-disabled peers. An IEP focuses on the education of a child with a disability and the special education and related services that may be necessary for that child to receive FAPE. A child needing an IEP is one that has a disability that falls within the IDEA 2004 definition and whose disability adversely affects his/her educational performance.

The Section 504 Regulations specifically mention a few procedural safeguards available to children who have a 504 plan and their parents, although little detail is provided regarding these



safeguards. The Regulations do explain that Section 504 procedural safeguards may be satisfied by following the IDEA 2004 procedural safeguards. In contrast, the IDEA 2004 procedural safeguards provide clear definitions of the rights available to children with disabilities, their parents and the school district.

What This Means for (Your Child) the Student:

- If a child has a disability, ideally the parent would want their child to qualify for special education and related services under IDEA 2004, in-part because IDEA provides more procedural protection.
- However, if a child does not qualify for special education and related services under IDEA 2004, he/she may still be qualified for accommodations and modifications under Section 504.
- The school district is required to obtain parental consent in order to do an initial evaluation of a child.
- The parents have the right to receive notice from the school regarding the identification, evaluation, or placement of their child.
- The parents have the right to examine relevant records pertaining to their child.
- The parents have the right to request an impartial hearing with respect to the school's actions regarding the identification, evaluation, or placement of their child, with an opportunity for them to participate in the hearing, to have representation by an attorney, and to have a review procedure.
- Although Section 504 does not set an exact process for re-evaluation of a child, parents may request a re evaluation for their child if they feel that is necessary.

For more information on Let Them Hear Foundation website: www.letthemhear.org

Support Agencies and Programs for Children

Franklin County Board of Developmental Disabilities (FCBDD)

Franklin County Board of Developmental Disabilities and other County

Board of Developmental Disabilities provide early intervention services.

Services provided by the Board include: Developmental Evaluations, Early Intervention Services in the home (Home Based Services) or Center Based

Early Intervention, provided in one of the Board's or partner agencies' Early Childhood Centers. The Board also provides "Bridge Services", and with all these services; occupational, physical, and speech therapy may be provided.

> Franklin County Board of Developmental Disabilities (FCBDD) (Previously known as, Franklin County MRDD) Coordinator of Schools & Special Programs 2879 Johnstown Road Columbus, OH 43219

Phone: (614) 475-6440 Fax: (614) 342-5001

For more information on Franklin County Board of Developmental Disabilities (FCBDD) or to find your local County Boards of Developmental Disabilities, see the following websites:

"Working Together in Franklin County – Help Me Grow and Franklin County Board of Developmental Disabilities" booklet, website: http://www.fcbdd.org/uploads/HMGBooklet.pdf Franklin County Board of Developmental Disabilities (FCBDD) website: www.fcbdd.org For a list of contacts in your county, see a county roster of the County Boards

of Developmental Disabilities, website: http://dodd.ohio.gov/contacts/ documents/COUNTYBOARDROSTERMarch2010.pdf

Ohio Department of Education The State Support Team Region 11 (SSTR 11)

The following service is described from the State Support Team Region:

The State Support Team Region 11 (SSTR 11) works through the Ohio Department of Education's Offices for Exceptional Children. SSTR 11 is a new agency that combines regional services provided by the former Central Ohio Special Education Regional Resource Center (COSERRC) and Central Ohio Regional School Improvement Team (CORSIT).

State Support Teams build regional and district capacity to improve instructional practice and student performance on a continuous basis. In addition to this core work, SSTs also provide specialized services in the areas of special education compliance, early learning and school readiness, and literacy. As one of Ohio's 16 SSTs, SSTR 11 provides services and assistance to school districts, educational service centers, community schools, early childhood centers, and families.

The mission of the SSTR 11 is to:

- Help school districts build their capacity to plan and implement school improvement processes that close achievement gaps in reading, math and sub-group performance.
- Improve the achievement of children and youth with disabilities and children at risk of being identified as disabled by assisting educators and families in the development and delivery of specially designed instruction aligned with Ohio's academic content standards.
- Assist districts and agencies in complying with federal and state laws and regulations to ensure the full participation of children and youth with disabilities in the school community.

For more information on SSTR 11, see website: http://www.cositpd.org/

To find your County serviced by SSTR 11, see website: http://www.cositpd.org/region.html

The following information on Parent Mentors and *Ohio Coalition for the Education of Children with Disabilities* are taken from ODE, Office for Exceptional Children:

Ohio Department of Education Parent Mentor Program

Parent Mentors provide information and support to families, and serves as a liaison between families and school district personnel to foster positive parent/professional relationships. These relationships benefit and enhance children's learning experiences.

Parent mentors provide the following services:

- Guide families through the special education process, including rights and responsibilities
- Listen and provide support to families and educators on an individual basis
- Provide information and resources to families and school personnel on education laws, district programs and services, and community resources
- Attend Individualized Education Program meetings and other meetings at parent or staff request
- Organize and conduct information sessions or workshops based on the needs of families and professionals
- Build collaborative partnerships between families, schools and committees to benefit students with disabilities
- Provide access to a lending library of books, videos, etc., on special education topics

A number of school districts in the seven county SST Region 11 participate in the Ohio Parent Mentor Project. The list below identifies how to contact parent mentor(s) in the respective Central Ohio school districts. If a district does not have a parent mentor, parents may contact the Family Services consultant for the State Support Team Region 11.

Bexley City Schools	(614) 237- 4309 x 3238
Madison/Champaign ESC	(937) 484- 1570
Columbus City Schools	(614) 365- 5219
Gahanna City Schools	(614) 337- 3737 x 0280
Licking County Schools	(740) 349- 6947
Newark City Schools	(740) 670- 7060
Ohio State School for the Blind	(614) 728- 1567
Ohio School for the Deaf	(614) 752- 2647
Ohio School for Deaf/Blind Ed.	(614) 785- 1163
Westerville City Schools	(614) 797- 5939
Worthington City	(614) 883- 3044

For more information about these services, contact: consultant (614) 753-4680

For a list of parent mentors in Ohio, by county, see website: http://www.cositpd.org/pmp.html

Ohio Coalition for the Education of Children with Disabilities (OCECD)

The Ohio Coalition for the Education of Children with Disabilities is Ohio's parent center that serves Ohio's families of children and young adults with disabilities from birth to 22 years of age. The Center helps families obtain appropriate education and services for their children with disabilities; works to improve education results for all children; trains and informs parents and professionals on varied topics; resolves problems between families and schools or other agencies; and connects children with disabilities to community resources that address their needs.

Ohio Coalition for the Education Children with Disabilities (OCECD), website: http://www.ocecd.org/

Preschool

Special education for children with disabilities from 3-5 years of age is determined by the IEP team and is the responsibility of your child's local school district (LEA). To determine the appropriate preschool placement for your child, it is advisable to observe the continuum of alternative placements in your area, and discuss your child's goals with the person that will be responsible for administering the IEP.

"THE BEST THING TO DO IS
VISIT ALL THE PROGRAMS
OUT THERE, TALK TO PARENTS
ABOUT WHY THEY CHOSE
THE PROGRAM THEY DID FOR
THEIR CHILDREN, BUT KNOW
THAT YOU ARE THE ONLY
ONES THAT CAN MAKE THAT
DECISION FOR YOUR CHILD,
DON'T LET THEM MAKE
YOU FEEL BAD BECAUSE YOU
CHOSE ONE PROGRAM OVER
ANOTHER."

Considerations:

- Consideration should be given to the mode(s) of communication used by the child to receive information and/or provide information (communicate) to others, as well as the effectiveness of that mode of communication. Family input is critical to communication considerations.
- You should meet with the classroom teacher, hearing impaired specialist, and/or speech & language pathologist that will be administering your child's goals to discuss the education and training they've acquired in the specific communication modality used by your child.
- You should observe the classroom environment and talk with other parents who have children attending the school to learn more about the program.

To evaluate each preschool option that you will be visiting, the following "Preschool Evaluation & Checklist" form will be helpful to take with you on your preschool visit. See *APPENDIX R* – "Preschool Evaluation Checklist" from AOCC.

Remember:

- The IEP team should discuss preschool placement after developing and reviewing your child's goals thus, it is important to have therapists knowledgeable of your child's specific communication modality and speech and language goals involved in your IEP team.
- Your child's preschool placement is determined by where the goals and objectives on their IEP can be met. Confirm that the professionals administering your child's goals have education and training in the specific communication modality used by your child.
- Your child's Help Me Grow/ RIHP representatives and school district representatives should "ensure that a continuum of alternative placements is available" as stated in the Federal IDEA act. If alternative placements are not presented or discussed as options, please contact the following department of the Ohio Department of Education:

Ohio Department of Education Office of Exceptional Children website: http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=983



School Age

Individualized Education Plan (IEP)

Your child's IEP is updated and written annually, based on the child's initial IEP date. Additionally, a re-evaluation is required every three years.

Re-evaluation

The school district is required to conduct a re-evaluation every three years unless the parent and the district agree that a re-evaluation is not needed. The parent may request a re-evaluation or the child's teacher may request a re-evaluation.

The following information on re-evaluation is from the Ohio Department of Education, which states:

- A re-evaluation may not occur more than once a year, unless the parent and the district agree otherwise.
- The team may determine to conduct a records review, conduct new assessments, or determine, in accordance with the IDEA of 2004, that the child continues to be a child with a disability and does not require a re-evaluation. If the team makes this decision, the date the decision is made is entered in to EMIS as the RETR date.
- The team must develop an evaluation plan if the team determines that a re-evaluation is necessary.

Information from ODE website:

[PDF] SPECIAL EDUCATION MODEL POLICIES AND PROCEDURES

http://education.ohio.gov/GD/DocumentManagement/ DocumentDownload.aspx?DocumentID=69790 Go to page 26 of "Ohio Department of Education- Special Education Model Policies and Procedures- July 1, 2009.

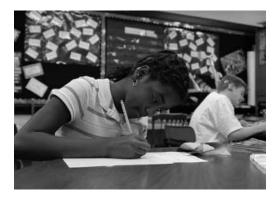
Secondary Education (High School)

Considerations During and After High School

Your child has many opportunities in their high school education to research their post secondary options. Transition coordinators and Guidance Counselors work within the school districts to advise and guide students. The IEP goals should move the student toward his or her post secondary vision.

Transition Services

For each child with a disability, beginning at age fourteen (or younger, if determined appropriate by the IEP team), the IEP shall include a statement, updated annually, of the transition service needs





of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program.)

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:

- 1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills, and
- 2. The transition services (including courses of study) needed to assist the child in reaching those goals.

Review the following document which explains Transition Services and how to make important considerations for your child's needs.

See ODE-Office for Exceptional Children website: http://edresourcesohio.org/files/iep_annotations_1009.pdf

Post-Secondary Education (College) or Workplace

Once your child transitions from high school, the American Disabilities Act (ADA) as well as Section 504 of the 1973 Rehabilitation Act continues to ensure equal access to educational services. The ADA prohibits individuals to be discriminated on the basis of their disability. The law addresses access to the workplace, and public places, such as commercial and government facilities, and colleges. Contact the colleges or universities under the Office of Disabilities for services they provide for the needs of the student.

See American Disabilities Act website: www.ada.gov

For more information on ADA & Section 504 and Post-Secondary Education, see Pacer Center Champion For Children With Disabilities website: http://www.pacer.org/publications/adaqa/504.asp

"Help for College Students with Disabilities from Wrightslaw.com", see website: http://www.wrightslaw.com/flyers/college.504.pdf

NOTES

NOTES