



Cincinnati Classical Academy Special Education Procedures

Updated September 15, 2025

How Initial evaluations will be conducted:

When a student is referred for an initial evaluation, the MTSS multi-disciplinary team convenes to determine if a disability is suspected. The MTSS team determines the areas of concerns and gathers/reviews information from multiple sources, including but not limited to: parent concerns, medical records, school-wide academic screening data, classroom teacher data, grades, and progress monitoring data from prior interventions, if applicable.

If the team does not suspect a disability, the school issues a Prior Written Notice to the parents within 30 days of the referral, explaining the information reviewed and why the team is making that determination.

If the team does suspect a disability, a referral is completed with the parent, using information from multiple sources, including but not limited to: parent concerns, medical records, school-wide academic screening data, classroom teacher data, grades, and progress monitoring data from prior interventions, if applicable. The team communicates and meets with the student's parents/guardians to determine a suspected disability category, complete the evaluation planning form, and obtain informed consent from the parent/guardian within 30 days of the referral. The planning form is completed to determine which areas need further testing or data, have sufficient data available, or are not a concern. The following areas are considered: Information Provided by Parent, General Intelligence, Academic Skills, Classroom-based Evaluations and Progress in the General Curriculum, Data from Interventions, Communicative Status, Vision, Hearing, Social Emotional Status, Physical Exam/General Health, Gross Motor, Fine Motor, Vocational/Transitional, Background History, Observations, Behavior Assessment, Adaptive Behavior, Braille Needs, Audiological Needs, Assistive Technology Needs. The members of the ETR team include the District Representative, School Psychologist, Intervention Specialist, Parent/Guardian, General Education Teacher, and as applicable: Reading Specialist, Math Specialist, Speech Pathologist, Occupational Therapist, Physical Therapist, Teacher of the Visually Impaired, Audiologist, Teachers of the Deaf and Hard of Hearing, School Nurse, and any other related service provider as deemed appropriate.

Procedures for conducting initial evaluations:

After an ETR planning meeting is conducted and consent is received, a Prior Written Notice is sent to the parents/guardians indicating the district's intent to conduct an initial evaluation. Initial

evaluations are completed within 60 days of the date of consent. Parents/guardians are sent a copy of the Procedural Safeguards from the Ohio Department of Education and Workforce.

The ETR team conducts testing and gathers all relevant information to assist in determining whether the child has a suspected disability. Information gathered will include the following, as agreed upon during the planning meeting: Information Provided by Parent, General Intelligence, Academic Skills, Classroom-based Evaluations and Progress in the General Curriculum, Data from Interventions, Communicative Status, Vision, Hearing, Social Emotional Status, Physical Exam/General Health, Gross Motor, Fine Motor, Vocational/Transitional, Background History, Observations, Behavior Assessment, Adaptive Behavior, Braille Needs, Audiological Needs, Assistive Technology Needs.

Procedures for conducting reevaluations:

Reevaluations are conducted at least every three years for students identified as a student with a disability. After an ETR planning meeting is conducted and informed parental consent is received, a Prior Written Notice is sent to the parents/guardians indicating the district's intent to conduct a reevaluation. Parents/guardians are sent a copy of the Procedural Safeguards from the Ohio Department of Education and Workforce. The ETR team conducts testing and gathers all relevant information to assist in determining whether the child continues to have an educational disability. Information gathered will include the following, as agreed upon during the planning meeting: Information Provided by Parent, General Intelligence, Academic Skills, Classroom-based Evaluations and Progress in the General Curriculum, Data from Interventions, Communicative Status, Vision, Hearing, Social Emotional Status, Physical Exam/General Health, Gross Motor, Fine Motor, Vocational/Transitional, Background History, Observations, Behavior Assessment, Adaptive Behavior, Braille Needs, Audiological Needs, Assistive Technology Needs.

Evaluation Procedures:

All evaluations are completed within 60 days of parent/guardian consent. The ETR team conducts testing and gathers all relevant information agreed upon on the evaluation planning form to assist in determining whether the child has an educational disability. A variety of appropriate assessment tools and strategies are used to gather relevant functional, developmental, and academic information to assist the team in determining if the student has an educational disability. Assessments and strategies are selected to minimize racial/cultural biases, language or communication barriers and learning challenges in order to yield accurate information about what the student knows and can do.

academically, developmentally and functionally. Testing will be separated into shorter sessions as appropriate to avoid fatigue and reduce time outside of the general education classroom.

Appropriate Assessments:

Assessments are selected based on the child's suspected disability category. Cincinnati Classical Academy contracts trained and appropriately licensed school psychologists, physical therapists, teachers of the visually impaired, audiologists, and teachers of the deaf and hard of hearing through local educational service centers, as well as Comprehensive Concepts in Speech and Hearing, Inc. These staff maintain up to date state licensure, which includes ongoing training on current evidence-based assessments and best practices. Their organizations provide access to testing materials that minimize racial/cultural biases. Additionally, Cincinnati Classical Academy has hired two trained and appropriately licensed Speech and Language Pathologists who utilize testing materials such as the CELF, the GFTA, and the Arizona 4, which are all universal screeners that are free of or minimize racial/cultural bias. Cincinnati Classical Academy contracts trained professional Occupational Therapists through Cincinnati Occupational Therapy Institute who provides a variety of assessments that are free of or minimize racial/cultural bias.

Procedural Safeguards:

A copy of the Ohio Department of Education's Procedural Safeguards are given to the parents/guardians at least annually in the parent/guardian's native language. Procedural Safeguards are offered to parents during evaluation planning meetings, ETR meetings, IEP meetings, and at the parent/guardian's request. Parents/guardians are also directed to the procedural safeguards on the Ohio Department of Education and Workforce website in a provided link in all Prior Written Notices related to an ETR or IEP change.

Determination of Eligibility:

Determination of Eligibility is made by the ETR team at the time of the ETR meeting. No one individual determines eligibility. The determination of whether a child suspected of having a disability is a child with a disability, is made by the child's parents/guardians and a team of qualified professionals which includes the child's regular teacher, a district representative, and at least one person qualified to conduct individual diagnostic examinations of children, such as a school

psychologist or speech-language pathologist. Other team members, depending on the student's needs, can include Intervention Specialists, Reading Specialists, Math Specialists, Speech Pathologists, Occupational Therapists, Physical Therapists, Teachers of the Visually Impaired, Audiologists, Teachers of the Deaf and Hard of Hearing, School Nurses, and any other related service provider as deemed appropriate. This team makes the determination based on the student's needs and information reviewed.

Qualified Team Members:

Qualified members of the ETR team are determined based on the child's suspected disability category and specific needs. Members may include appropriately licensed and trained: District Representative, School Psychologist, Intervention Specialist, Parent/Guardian, General Education Teacher, and as applicable: Reading Specialist, Math Specialist, Speech Pathologist, Occupational Therapist, Physical Therapist, Teacher of the Visually Impaired, Audiologist, Teachers of the Deaf and Hard of Hearing, School Nurse, and any other related service provider as deemed appropriate.

Additional Procedures for Identifying Children with a Specific Learning Disability:

The school has additional practices and procedures in place for determining if a student has a specific learning disability. The school utilizes a process based on students' responses to evidence-based instruction and intervention. The school's curricula are content-rich, utilizing evidence-based practices such as explicit and systematic phonics, reading, writing and math instruction. Students who are not achieving adequately to this instruction are provided with scientific, evidence-based intervention to address deficits in oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving. These interventions and strategies include IMSE's Orton Gillingham, UFLI's Foundations, explicit and systematic reteaching, targeted additional repetition of skills, visual representations of math concepts and metacognitive strategies. Progress in specific deficit skills is monitored regularly to determine effectiveness of interventions. Adjustments to interventions are made in intensity, frequency, duration and integrity of implementation.

The MTSS team meets at least monthly to review progress monitoring data for students in intervention, or who are not progressing adequately in Tier 1 instruction. This team is also responsible for reviewing any referrals for special education. When considering referrals for students with learning difficulties, this team considers the following factors that could impact a student's



academic achievement: visual, hearing or motor disabilities, an intellectual disability, an emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency. The team also reviews educational history, attendance and response to prior interventions implemented.

In addition, classroom observations are conducted of student's suspected of having a specific learning disability, in order to observe their academic and behavioral performance during instruction. The team uses this information when determining whether a student has a specific learning disability.

Additional Procedures for Identifying Children with Multiple Disabilities:

The school's evaluation team uses the following criteria when determining whether a student is eligible for the multiple disabilities identification: the student has two or more areas of disability (one of which is not SLD), a severe or profound deficit in communication or adaptive behavior documented through appropriate assessments administered by licensed and trained staff.