



# **GlenOak High School International Baccalaureate Diploma Programme Special Education Needs and Inclusion Policy**

Drafted December 2016

Revised March 2017, January 2018, &  
September 2022

## **Purpose of Special Education Needs (SEN) Policy**

The purpose of the Special Education Needs (SEN) Policy is to communicate GlenOak High School's operating process, procedures, standards, and beliefs that promotes inclusive education for students in the International Baccalaureate Diploma Programme.

## **Mission & Philosophy**

The following are the direct mission statement and philosophy of the Plain Local School District as reflected in the *Bylaws & Policies* of the Plain Local School District.

“The mission of the Plain Local Schools, an innovative District rich in its diversity of population and curriculum, is to provide an unsurpassed learning experience by motivating all students of all ages to reach their maximum potential.

In partnership with the community, we will provide a challenging curriculum, comprehensive activities, the best qualified staff, a fine arts emphasis, superior technological resources and safe, secure, state-of-the-art facilities.” (*Bylaws and Policies* 2105 - Mission)

“The Board of Education believes that the purpose of education is to facilitate the development of the potential of each student. In a free society, every individual has both the right and responsibility to make choices and decisions for himself/herself and for society. A prerequisite for every member of such a society in meeting those responsibilities is competence in the use of the rational thought processes needed to make intelligent, ethical choices and decisions. If our society, as originally conceived, is to survive and function effectively, its young people need to be prepared to exercise their rights and their responsibilities in ways that benefit them and the society. Likewise, if individuals are to be able to achieve their life goals in a free society, they

need to be competent to choose among the myriad of alternatives that are and continue to be available to them.

The enculturation process in our society focuses on preparing the young to meet certain expectations and to avail themselves of opportunities to attain personal goals within that society. The school program, which should reflect the formal aspect of the enculturation process, needs, therefore, to focus on both the areas of societal expectations and personal opportunity available in our society.

With regard to societal expectations, people in this society are expected to:

- A. be self-sufficient -- that is, to meet their own needs, to the extent they are able, in their own way and without inhibiting others' opportunity to do the same;
- B. fulfill their responsibilities to contribute to the "common good" by actively participating in affairs affecting all members of society.

Today there is ample evidence that many students are not learning how to make effective, rational, responsible or ethical choices or decisions in regard to how they treat their minds and bodies, how they plan their futures, how they cope with frustration, or how they solve personal, social, and economic problems.

The Board and staff believe that the thought and action process involved in taking intelligent, ethical action can be learned just as any other set of procedures can be learned, provided students are given consistent, appropriate opportunities to:

- A. see the procedures modeled;
- B. learn what the procedures are;
- C. practice using the procedures and correct ineffective use of them;
- D. apply the procedures to a variety of relevant situations.

The District is committed to making adequate provision for such opportunities and to the applications of these processes to achieving the other educational goals associated with the District's mission." (*Bylaws & Policies* 2110 - Philosophy of the District)

## **Goals**

The goals of this SEN Policy are as follows:

1. Identify the International Baccalaureate Principles aligned with providing inclusive education for all students.
2. Identify the federal laws of the United States of America and the state laws of Ohio that provide for civil protection of all students and the rights, protections, and procedures for students with disabilities adhered to by the Plain Local School District.

3. Identify the stakeholders involved in the SEN process in the Plain Local School District.
4. Explain the process of identification and services for students with disabilities in the Plain Local School District.
5. Describe the process of self-review of special education in the Plain Local School District.
6. Identify the process of SEN Policy review.

### **International Baccalaureate Principles**

The GlenOak High School SEN Policy is aligned with providing inclusive educational learning opportunities for all students in the following *Programme standards and practices*:

- A9 The school supports access for students to the IB programme and philosophy.
- B1:5 The school develops and implements policies and procedures that support the programme.
- B2:8 The school provides support for its students with learning and/or special education needs and support for their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

### **Special Education Needs Laws**

The Plain Local School District has Board of Education adopted bylaws and policies in accordance with the following federal and state laws supporting the learning of all students:

#### *Section 504/ADA*

“Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, or participation or treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.” (*Bylaws & Policies 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability*)

“The Board of Education does not discriminate based on gender or any other protected class. Equal educational opportunities are available to all students regardless of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information. The Board recognizes, however, that some circumstances may prompt program coordinators or

administrators to offer a single-gender class or activity. This policy delineates the circumstances permitting administrators to create single-gender educational offerings, and addresses additional requirements for such programs. This policy addresses traditional non-vocational classes, as well as extracurricular activities and programs, including field trips, lunch, and recess. The policy applies regardless of whether the District administers a program directly or through another entity.” (*Bylaws & Policies 2260.02 - Single Gender Classes and Activities*)

*Title I*

“The Board of Education elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement Act of 1965.” (*Bylaws & Policies 2261 - Title I Services*)

*Individuals with Disabilities Education Act (IDEA) Part B (PL 94142)*

“The Board of Education, is committed to the provision of a free, appropriate, public education for children with disabilities identified in accordance with applicable State and Federal laws, rules, and regulations.

In keeping with the requirements of the Ohio Department of Education for compliance with the *Operating Standards for Ohio Schools Serving Children with Disabilities*, the District has developed Model Procedures for the Education of Children with Disabilities, which are incorporated by reference in this policy.” (*Bylaws & Policies 2460 - Special Education*)

**Special Education Needs Stakeholders**

Director of Special Education	Principals
Reading specialists	Plus More teachers
Parents	Students
Regular education teachers	Intervention Specialists
Paraprofessionals	Speech and Language Pathologists
Occupational Therapists	Physical Therapists
Case Managers	School Psychologists
Counselors	Nurses

**Identification and Services for Students with Disabilities**

Child Find (*Ohio Operating Standards for the Education of Children with Disabilities, 49-51*) requires the Plain Local School district to identify and serve all students residing in the school district by age 3 to age 22. Free Appropriate Public Education (FAPE) of *IDEA Part B* and/or *American with Disabilities (ADA) Section 504* are/is followed so that the entire child is taken into consideration for success in public school. The following process has been adopted and is adhered to as the process to identify and provide services for students with disabilities in the Plain Local School District.

### Step 1: Evaluation Team Report (ETR)

When a parent or school employee thinks a child may have a disability, the district will begin the process by gaining parental consent to initiate an evaluation before completing an Evaluation Team Report (ETR) and providing the parent with A Guide to Parental Rights in Special Education document. The ETR will focus on life functions as identified by IDEA-B and the district has 90 days to complete testing from the PPRD (referral date). A variety of assessment methods and background information must be utilized to assess all the areas related to a child's suspected disability including, if appropriate: health; vision; hearing; social and emotional development; general intelligence; academic performance; communication abilities; motor abilities; and aptitudes or achievement levels. For every life function area identified as a concern, the evaluation team, including when appropriate school psychologists, parents, occupational therapists, physical therapists, mental health personnel, nurses, and speech language pathologists complete a Multi-factored Evaluation (MFE). After completing the necessary testing to determine if the area of life function deficit indicates a disability, the Team Summary will be presented in which the team will choose a category of disability (1-13 disabilities based on a quantifier) and rationalization. The disabilities identified by *IDEA* include Autism; Cognitive Disability; Deaf-blindness; Deafness; Emotional Disturbance; Hearing Impairment; Multiple Disabilities; Orthopedic Impairment; Other Health Impairment; Specific Learning Disability; Speech or Language Impairment; Traumatic Brain Injury; and Visual Impairment Including Blindness. The Team Summary is presented for parental protection for interpreting results. If all agree on the disability, then the student will proceed to Step 2. If there is a disagreement between the school professionals and the parent(s) then the district representative (Director of Special Education Services) will make a decision on the final disability. If the student is found not to have a disability under IDEA, then the team, including the parent, may proceed to Exceptions.

### Step 2: Individualized Education Program (IEP)

Following an ETR, the team will draft and approve an IEP. All involved stakeholders, including, when appropriate the parent, school psychologist, counselor, principal, therapists, case manager, and regular education teacher will sign the IEP. IEPs include the following activities as defined in *A Guide to Parental Rights in Special Education, Special Education Procedural Safeguards Notice, April 2017*.

1. Discuss future planning
2. Discuss current levels of academic achievement and daily living skills
3. Identify annual goals, including academic and life-skills goals and benchmarks or short-term objectives that can be measured
4. Identify needed services

#### 5. Determine least restrictive environment (LRE)

Parents are provided Prior Written Notice (PWN) of the IEP and the intent to take action; if no parental signature then the team may proceed without the parent approval, unless the offering of FAPE through the IEP is an initial offering. IEPs must be updated annually and include transition services for all students age 14 and above or younger, if determined appropriate by the team.

#### Step 3: Reevaluation

IEPs are updated annually and ETRs are reevaluated every three years. The IEP team must revise the IEP annually to grow toward annual measurable goals or evaluate for any lack of expected progress toward the annual goals, results of any reevaluation, new or updated profile information, and/or the child's expected needs (*A Guide to Parental Rights in Special Education, Special Education Procedural Safeguards Notice, April 2017*). The result of the three-year ETR reevaluation is to determine if the child continues to have a disability requiring district intervention and the educational needs of the child.

#### Step 4: Procedural Safeguards

Throughout the process of determining and providing educational services for students with disabilities, federal and state law have created procedural safeguards for students with disabilities. The confidentiality of the student and parent is protected and a process has been created and outlined by the state of Ohio for due process in any situation involving a student with a disability. The Plain Local School District adheres to the state of Ohio process for procedural safeguards for children with disabilities as outlined in *Ohio Operating Standards for the Education of Children with Disabilities* and *A Guide to Parental Rights in Special Education, Special Education Procedural Safeguards Notice, April 2017*.

#### Exceptions:

If students do not qualify through ETR for services then the ETR/IEP team will evaluate if students will qualify for 504 services. Students who have long-term disabilities (such as diabetes, attention-deficit disorder, etc.) could or may qualify under Section 504/ADA for services delivered through general education. A 504 plan will be developed and updated annually to ensure access to education for students with long-term disabilities. Services for students with 504 plans will not include modifications to the curriculum, but may find accommodations such as where students sit in a classroom, the availability of copies of notes, and access to learning and assessment resources necessary due to the student's disability.

Currently 12.3% of the entire Plain Local School District student population is served on an IEP with a significantly less percent of the population on 504s. These IEPs include a spectrum of students with disabilities. Students with mild disabilities, such as Specific Learning Disabilities, who have average IQs with discrepancies in achievement often learn in a regular education

setting while receiving inclusive services to promote student achievement. Moderate to Intense disabilities include students with more severe disabilities, such as Cognitively Delayed and Emotionally Disturbed and students with Intense to Severe disabilities include Multiple Handicapped, Autism, and Traumatic Brain Injuries (TBI). While many students with Autism participate in the regular education setting with a great deal of academic, social and emotional success, they also are supported by an IEP. The IB Diploma Programme at GlenOak High School will support inclusive student learning and will work with the Special Education Department to make sure the needs and rights of students with disabilities in the IB are met.

### **Plain Local School District Special Education Self-Review Process**

Plain Local School District was chosen as one of seven state of Ohio schools beginning in 2014 to begin the Strategic Improvement Self-Review Process (SISRP) for special education. Plain has been identified by the state as an “A” school for serving students with disabilities and was only one of two to lead the process development. Plain has developed and implemented the following self-review process for special education services over the past three years.

#### Step 1:

Teams of principals, inclusion specialists, school psychologists and case managers meet for a professional development day, once in the spring and once in the fall to review current (written/reviewed within one year) ETRs and IEPs. Each educator chooses eight current student ETRs and IEPs to review using the Plain Local School District Strategic Improvement Self-Review Process Forms: ETR/IEP Reflection Checklist (see **Appendix C**). The teams work together to discuss the process and documentation of special education compliance within the legal constraints as well as individual student growth measures. The ETR/IEP Reflection Checklists are then returned to the Director of Special Education for Step 2.

#### Step 2:

The Director of Special Education obtains the class schedule of each of the students for whom the ETR/IEP Reflection Checklist has been completed. The Director chooses one class for 30 minutes to observe and record the student on the Plain Local School District Strategic Improvement Self-Review Process Forms: IEP Verification Checklist (see **Appendix D**) to look for evidence related to the student’s IEP in service delivery, least restrictive environment and access to curriculum. After the class, the Director will meet with the teacher to review the observations and ask for clarification, and discuss the evidence and answer questions.

#### Step 3:

The Plain Local School District Director of Special Education sends a report bi-monthly to the state of Ohio documenting the meetings, procedures, and progress of the school district in serving students with disabilities.

The Plain Local SISRP process as described above is not utilized as an evaluation component for teachers or students, but as a self-reflective tool for the district and opportunity for professional development and growth for teachers. Plain will continue to work with all district stakeholders and the state of Ohio to lead self-review and improvement to provide inclusive education for its students as the only school in the state of Ohio to annually conduct an internal review of compliance with federal and state law and student achievement. (*Strategic Improvement Self-Review Process* (SISRP)).

### **SEN Policy Review & Revision**

Once accepted as an IB World School, the Plain Local Board of Education will formally adopt the GlenOak High School International Baccalaureate Diploma Programme Special Education Education Needs Policy. GlenOak High School's SEN Policy will be reviewed and updated every five years in a regular cycle in conjunction with GlenOak's self-evaluation of the IBDP beginning in the fall of 2023 and/or as needed based upon internal school bylaws and policy changes and IB expectations. The SEN Policy review will be led by the IB Coordinator, with assistance from IB teachers, the Director of Special Education, and the IB pedagogical leadership team. The SEN Policy will be updated based upon adopted Plain Local School District Board of Education NEOLA Policy, reflecting and adhering to current state and federal laws and mandates as specified and applicable for any and all IB students.



## **Appendix**

### **Appendix A: References & Resources**

*Bylaws and Policies*. Plain Local School District. <http://www.neola.com/plain-oh/>. Accessed 13 December 2016.

*Candidates with assessment access requirements*. International Baccalaureate Organization, July 2014.

*Inclusive education*. International Baccalaureate Organization, 2016.

*Learning diversity and inclusion in IB programmes*. International Baccalaureate Organization, January 2016.

*Ohio Operating Standards for the Education of Children with Disabilities*. Ohio Department of Education. 01 July 2014.

Parent, Mark. Personal Interview. 13 December 2016.

*Programme standards and practices*. International Baccalaureate Organization, 01 January 2014.

*Section 504/ADA Prohibition Against Discrimination Based on Disability*. Plain Local School District Board of Education Policy. NEOLA, 2010.

*Strategic Improvement Self-Review Process (SISRP)*, Ohio Department of Education, 2014-2017.

*A Guide to Parental Rights in Special Education, Special Education Procedural Safeguards Notice, April 2017*

*Whose IDEA Is This? A Parent's Guide to the Individuals with Disabilities Education*

*Improvement Act of 2004. Ohio Department of Education, Office for Exceptional*

*Children, 02 April 2012.*

## **Appendix B:** **SEN Terminology**

504 Accommodation Plan: An educational plan for students with long-term disabilities based upon the American with Disabilities Act

Case Managers: Plain Local School District inclusion specialists who oversee the IEP process for students living in the school district

Child Find: Requirement of state of Ohio that all children living within a school district who are in need of special education and related services are identified, located and evaluated as required by IDEA

Evaluation Team Report: A comprehensive report, including an MFE and team summary, that focuses on all life functions of child and qualifies a child to be eligible to receive services; every ETR has a maximum life of three years and must be reevaluated at least every three years

Free and appropriate public education (FAPE): Special education and related services provided under public expense that meet the requirements of the state of Ohio and individualized education programs made available to children between the ages of three and twenty-one

Functional Behavioral Assessment (FBA): An assessment of student behaviors designed to pinpoint patterns of behavior so that a behavior plan can be created and implemented to extinguish such behaviors prohibiting student learning

Individuals with Disabilities Education Improvement Act of 2004 (IDEA) Part B (Public Law 94142): IDEA is the federal law that established a process for determining a child's educational needs, whether or not the child has a disability and, if required, obtaining special education services

Individualized Education Program (IEP): A written statement for each child with a disability that is developed, reviewed and revised in a meeting that includes the family's and child's preferences and interests, the child's present level of academic achievement, measurable goals,

progress toward annual goals, services for the child, appropriate accommodations, and transition services.

Intervention Assistance Team (IAT): A team of educators from the school that meet to design various forms of assistance for children who are experiencing difficulty

Least Restrictive Environment (LRE): Schools ensuring that children with disabilities are educated with children who are nondisabled to the maximum extent appropriate

Manifest Determination Hearing: A meeting of student stakeholders to determine if a said behavior from a student with a disability was a result of a disability before administering punishment for said behavior (such as suspension, expulsion, etc.)

Multi-Factored Evaluation (MFE): An evaluation of a child by the school district when it suspects a disability; the evaluation includes background information from home and school, a variety of assessments or tests, including the areas of health, vision, hearing, social and emotional development, general intelligence, academic performance, communication abilities, motor abilities, and aptitude or achievement levels

Plus More: An educational plan to provide additional learning time for students in math, reading, and writing in grades 7-12 in Plain Local

Prior Written Notice: Written information to parents before a district either proposes or refuses any action related to a child qualifying for and/or receiving special education services

Procedural Safeguards: Federal and state laws as well as school policies that provide opportunities to resolve disputes around identification, evaluation and educational placement and maintain the confidentiality of students

Section 504/ADA: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990), referred to together, providing the protection against discrimination for Americans

504 Accommodation Plan: An educational plan for students with long-term disabilities based upon the American with Disabilities Act

**Appendix C:**

**Plain Local School District Strategic Improvement Self-Review Process Forms:  
ETR/IEP Reflection Checklist**

District Name: \_\_\_\_\_ IRN: \_\_\_\_\_  
 Reviewer's Initials \_\_\_\_\_ Record # \_\_\_\_\_ Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Disability: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Circle one: IETR or RETR Date: \_\_\_\_\_ Circle one: IEP or RIEP Date: \_\_\_\_\_

RR #	Item Reviewed	Yes	No	NA	NR	Comments/Notes
CF-1	Part C to B					
CF-2	ETR-Interventions provided					
CF-3	ET planning Include parent					
CF-4	ETR address all areas related to disability					
CF-5	ETR clearly states summary of assessment results					
CF-6	ETR contains clear description of educational needs					
CF-7	ETR contains specific implications for instruction and progress monitoring					
CF-8	IETR – qualified group of professions determine eligibility					
CF-9	RETR – qualified group of professions determine eligibility: IEP Team					

DS-1	Transition Plan					
DS-2	PLOP					
DS-3	Goals address academic needs					
DS-4	Goals address functional needs					
DS-5	Measurable goals					
DS-6	Data collected and analyzed					
DS-7	Statement of specially designed instruction					
DS-8	Goals and services consistent with progress made					
DS-9	Location					
DS-10	Amount & frequency					
DS-11	Identify related services					
DS-12	Location					
DS-13	Amount & Frequency					
DS-14	Ongoing progress monitoring					
DS-15	IEP revisions based on data					
DS-16	Alignment between written and actual practice					

RR #	Item Reviewed	Yes	No	NA	NR	Comments/Notes
LRE-1	AT					
LRE-2	Accommodations					
LRE-3	Modifications					
LRE-4	Supports for School Staff					
LRE-5	Justification for removal from regular education class					
LRE-6	IEP meeting-Qualified team					
DIS-1	Manifestation determination form was completed					
DIS-2	Manifestation determination conducted <b>within 10 school days of the district's decision</b> to change the placement					
DIS-3	District conducted a functional behavioral assessment ( <b>FBA</b> )					
DIS-4	District developed a behavioral intervention plan ( <b>BIP</b> )					

DV-1	IEP in effect on December 1					
DV-2	ETR in effect on December 1					
DV-3	EMIS data accurately reflect information from the student record					
DV-4	initial evaluation conducted within 60 days					
<b>Additional Notes</b>						

**Appendix D:  
Plain Local School District Strategic Improvement Self-Review Process Forms:  
IEP Verification Checklist**

IEP Verification Checklist

School Name: \_\_\_\_\_ Name of Student(s): \_\_\_\_\_  
Room Number: \_\_\_\_\_ Date of Observation: \_\_\_\_\_  
Teacher Name: \_\_\_\_\_ Observation Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_  
Subject and Grade: \_\_\_\_\_ Number of Students in Class: \_\_\_\_\_  
Name of Observer: \_\_\_\_\_ Title of Observer: \_\_\_\_\_

ITEMS TO OBSERVE

	Yes	No	N/A	Comments
1. Evidence that teacher has copy of IEP(s) for SWD(s) in the classroom.				
2. Evidence when asked by observer that teacher is <u>aware</u> of contents of IEP(s) for which he/she is responsible and what should be implemented within the classroom.				
3. Evidence that teacher is <u>providing</u> what is required in IEP.				
4. Evidence of addressing goals/objectives as per IEP.				
5. Evidence of specially designed instruction as per IEP.				
6. Evidence of related services as specified in IEP.				
7. Evidence of accommodations as per IEP.				
8. Evidence of modifications as per IEP.				
9. Evidence of assistive technology as per IEP.				
10. Evidence of setting for instruction as described in the LRE statement.				

Comments:



**Appendix E:  
Special Education Needs Policy Committee (Fall 2022)**

Dr. Jennifer Austin	IB DP Coordinator
Jill Balderson	IB Visual Art Teacher/Arts Department Team Leader
Megan Bartuseck	Director of Special Education
Jennifer Caldwell	IB English A: Language and Literature Teacher
Dr. Jill Collet	Director of Curriculum
Pamela Dentler	IB Spanish B Teacher/World Languages Team Leader
Meredith Ersing	TOK Teacher/CAS Coordinator
Julie Filliez Werren	IB French Teacher
Ryan Foltz	IB Global Politics Teacher
Annie Hawkins	IB Biology Teacher
Christopher Irwin	IB Music Teacher
Gayle Kimbrough	GlenOak High School Principal/IB Head of School
Alyssia Kobasic	IB Math studies Teacher
Megan Leatherman	IB Psychology Teacher
Brian Matthews	Assistant Superintendent
Brent May	Superintendent
Kristen Misbrener	IB Extended Essay Coordinator/TOK Teacher/CAS Coordinator
Brett Niarchos	GlenOak High School Deputy Principal
Mark Parent	Director of Pupil Personnel
Maria Speakman	IB Mathematics Teacher/Math Team Leader
Madeleine Wheeler	IB Physics Teacher