

Flex High School - Columbus, OH

Policies, Practices, and Procedures for Addressing Disproportionate Representation/Significant Disproportionality Identification

I. INTRODUCTION

In compliance with the Ohio Department of Education and Workforce (ODEW) monitoring requirements, this document outlines the district's Policies, Practices, and Procedures (PPP) for improving disproportionality and graduation/dropout outcomes for students with disabilities.

II. DISPROPORTIONATE POLICIES

The district is committed to ensuring appropriate identification for special education eligibility and services, including proportionate representation of students from various racial groups and disability categories. Policies align with federal and state regulations, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

The mission of Flex High School, Columbus, is to empower students to attain high academic achievement while empowering them to reach their post-secondary dreams and goals. We fulfill this by implementing a student-centered approach to individualized blended and remote learning. This mission is accomplished by providing the following:

- Independent, blended learning structure: Students are all taught individually in a one-on-one setting. Each child is on a personalized track to graduation.
- Flexible Schedule: Students work at their own pace, and appointments with their teacher are flexible. This allows students with adult responsibilities to earn their credits in a convenient, supportive environment.
- Unit Recovery Program: The Flex model allows students who are behind to catch up or get ahead with a flexible yet rigorous curriculum.

Family and Student Engagement:

Beginning with enrollment, Flex High School Columbus is committed to engagement, relationship building, and progress monitoring with students and consistent communication with parents, guardians, and families.

- Student and Family Orientation: Parents and students are invited to our new student orientation. This allows our families and students to meet teachers, visit the building, gather contact information, and learn about our school.
- Bi-weekly student meetings: Every student has a 'mentor' teacher who meets with them twice a month. During that meeting, they discuss their Individualized Graduation Plan (IGP), graduation requirements, success towards goals, goal writing, attendance, and any other pertinent information. This is what creates the bonds of trust between teachers and students. We can work together and make each specific student experience unique.
- Monthly Parent contact: Parents receive a monthly contact home by the mentor teacher. This lets the parent know where the student is academically, and what the student's strengths are and challenges they may be facing. Plans are put in place with consideration of the parent input as needed.

Intervention and Support:

Flex High School Columbus has implemented the Early Warning Monitoring System to track student performance in attendance, credit attainment, and goal setting. This system ensures consistent monitoring of all students using the same data-based standards and guidelines. When students are not meeting expectations, they are provided with increased levels of support through the school's established Multi-Tiered System of Supports (MTSS). By relying on data and applying uniform practices, this monitoring process promotes equitable identification of student needs and consistent delivery of targeted interventions.

Child Find:

During the initial enrollment or re-enrollment process, which occurs at the beginning of each school year, parents/guardians and students are informed of the school's commitment to identifying and supporting students with disabilities. This notification is available online as a [public notice](#) and is provided through a letter that explains the school's Child Find responsibilities and outlines the steps parents/guardians can take if they suspect a disability. Contact information, including a phone number and designated staff member, is included for direct support. Parents/guardians sign this notification as documentation of the school's ongoing commitment to Child Find requirements.

Students enrolling with existing special education identification will go through a transfer process in which their records are reviewed and either adopted or updated through new evaluations or plans, as appropriate. The ETR and IEP Transfer team will review all documentation to ensure compliance with

Ohio Department of Education and Workforce (ODEW) requirements and to determine the appropriateness of the student's eligibility and program recommendations.

Additionally, through the Early Warning Monitoring System and the Multi-Tiered System of Supports (MTSS), students who are suspected of needing specially designed instruction or intensive intervention may be referred for a comprehensive evaluation to determine eligibility for special education services.

III. DISPROPORTIONATE PRACTICES AND PROCEDURES

The district employs the following practices to decrease disproportionality and improve appropriate identification of students with disabilities:

1. ENROLLMENT PRACTICE

Enrollment of students with existing special education records.

Flex High School Columbus has an enrollment team, which handles the enrollment and orientation of all students, general education and special education students. The enrollment team includes the following staff:

- Registrar
- Community Liaison
- School Operations Manager
- National Compliance Data Tech
- School Psychologist
- School Counselor
- Intervention Specialists

2. ENROLLMENT PROCESS

The enrollment process begins once a parent/guardian or student expresses interest in enrolling their student or enrolling themselves. This may be done by calling or visiting the school or expressing interest online. The student's name is added to the New Student List Spreadsheet. This spreadsheet is used to document where students are in the enrollment process.

- A) The Community Liaison will contact the Parent/Guardian or adult student (ages 18-21) to follow up and send an application for enrollment.

All applications for enrollment at Flex High School include the question "Does the student being enrolled have an IEP/ETR?" If the answer is yes, the Registrar or Student Relations Technician will follow up with the previous school/school district to request special education records.

Flex High School is a chartered public school and shall enroll all students regardless of their disability or needs identified in the Evaluation Team Report (ETR) or Individualized Education Program (IEP).

- B) An email is sent to the Enrollment Team, Intervention Specialists, and the student's homeroom teacher and School Principal informing everyone that a student with an IEP has been enrolled.
- C) Orientation is conducted by the Community Liaison. It is mandatory for students to attend orientation. Parents/Guardians are highly encouraged to attend.
- D) Following completion of orientation, students are officially enrolled at Flex High School.
- E) Once special education records are obtained, the records are forwarded to the School Principal, School Operations Manager, School Psychologist, Intervention Specialist, and School Counselor. Special education records are used to inform the team of a student's disability and needs.
- F) Records are reviewed by the staff for accuracy and to identify the needs of the student.
- G) The Special Education Coordinator adds students to the Flex Columbus - IEP Date Tracker, which is used for maintaining a roster of special education students, compliance, and service information.

3. SPECIAL EDUCATION TRANSFER PROCESS

When special education students are enrolled, the following steps are followed:

- The Registrar creates a Special Education Folder for the special education documents (ETRs, IEPs). The Access Log is created. This folder is kept in a locked filing cabinet in the Resource Room.
- A transfer meeting is scheduled following orientation completion. Meeting participants minimally include the School Psychologist and the Intervention Specialist assigned to case-manage the IEP. Additional invited participants may include the Homeroom Teacher and Principal.
- **ADOPTING DOCUMENTS** - If the received documents meet Ohio Department of Education and Workforce (ODEW) compliance guidelines, and CAN be adopted:
 - ETR: A New ETR is created in SameGoal.
 - Select "State reporting information only," which creates a shell document and reduces the amount of information required to lock the document.
 - Click "Add Transfer ETR(TETR) Date." A box will appear to enter the Date Adopted Without Modification and the Date original ETR will expire.

- Enter data from the Transfer ETR to the cover page (Type of Evaluation, Meeting Date, Date of last ETR, Consent Date and Outcome, Compliance status)
 - Complete Section 4 by entering eligibility information from the transfer ETR.
 - Attach a copy of the TETR to this shell ETR.
 - Lock/Finalize the document.
 - Email a copy of the EMIS form to the School Operations Manager
- IEP: A New IEP is created in SameGoal
 - Select “State reporting information only,” which creates a shell document and reduces the amount of information required to lock the document.
 - Enter IEP information from the Transfer IEP to the cover page (Meeting Date, Meeting Type)
 - Click “Add Transfer IEP (TIEP) Date. A box will appear to add the Date adopted without modification.
 - Add IEP Timelines Information with data obtained from the transfer IEP.
 - Attach a copy of the T-IEP to this shell IEP.
 - Lock/finalize the document
 - Email a copy of the EMIS form to the School Operations Manager
- Complete the Transfer ETR/IEP Form
 - A written notice (PR-01) is created indicating the documents that have been adopted. If it is the ETR and IEP, this should go onto one document. If there are questions/concerns regarding the SDI, the PR shall include a brief statement regarding the concerns and also indicate that comparable services will be provided and a meeting will be scheduled within 30 days, providing the team time to review data, goals, and performance
 - Contact the parent/guardian/student (phone and email preferred), informing them that the documents have been adopted by Flex High School. Provide a summary of what this means. Provide a written copy of the PR-01 to the parent according to their preferred method (email or printed copy)

UNABLE TO ADOPT

If the received documents DO NOT meet Ohio Department of Education and Workforce (ODEW) compliance guidelines, and CANNOT be adopted: (**it is possible that only one document can be adopted. If so, follow the applicable instructions)

- ETR:

- Create a PR-01 indicating that the ETR cannot be adopted. Within the PR-01, be sure to provide the reasons that it cannot be adopted (expired, compliance issues...).
 - Create a new ETR in SameGoal and complete all relevant sections.
 - Contact the parent/guardian and inform them of the outcome and the need to complete a new evaluation (initial or reevaluation). Parent contact should ideally address both documents.
 - The goal is to expedite these evaluations; however, you have 60 days from the time of parental/guardian/student consent to complete the evaluation.
 - Follow the steps outlined in the Initial or Reevaluation Procedures document.
- IEP:
- **If the team has questions about adopting due to SDI, consider whether or not it's appropriate to adopt and amend. If the IEP cannot be adopted:
- Create a PR-01 indicating that the IEP cannot be adopted. Within the PR-01, be sure to provide the reasons that it cannot be adopted (expired, compliance issues...)
 - Create a new IEP in SameGoal and complete all relevant sections.
 - Contact the parent/guardian and inform them of the outcome and the need to complete a new IEP.
 - The IEP needs to be completed within 60 days of enrollment.
 - Follow the steps outlined in the IEP Annual Review process.

4. MTSS

MTSS PRACTICES

The Multi-Tiered System of Supports (MTSS) process is collaborative work, which is facilitated by the Building Principal and Learning Center Coordinator. General Education Teachers play a critical role in monitoring student performance and providing tier I interventions and support. The MTSS process is in place to assess students' performance and progress in the areas of academics and behavior/social-emotional functioning. Teachers receive training and ongoing professional development and support to implement Tier 1 interventions and instructional strategies. These interventions and strategies may include differentiated instruction, classroom accommodations, or modifications to meet students' individual needs. The interventions and strategies are documented and reviewed regularly to assess their effectiveness.

MTSS PROCEDURES

If a student is receiving Tier I interventions and support and is not demonstrating sufficient progress, they will advance to Tier II interventions and support, within the respective area(s) of need. If there are immediate concerns, a teacher may complete a referral form to initiate further support or assistance. Through the MTSS process:

- Students are discussed during regular MTSS meetings, where teachers, specialists, and other staff collaborate to review the student's progress, the interventions that have been implemented, and any observed outcomes.
- The team makes decisions about next steps, which may involve escalating the level of intervention or providing further recommendations.
- All staff members involved in supporting the student are expected to document interventions, accommodations, and student progress using a student-specific protocol form. This documentation is essential for tracking the student's response to interventions and ensuring that all necessary supports are in place.
- These meetings occur monthly to monitor the effectiveness of interventions and determine if the student is making sufficient progress.

In cases where a student continues to struggle despite Tier 1 and Tier 2 interventions, the MTSS process may indicate the need for further evaluation to determine if a disability is present. If, after multiple interventions at the Tier 2/Tier 3 level and progress monitoring, a student continues to show a lack of progress, the MTSS team may recommend a formal referral for evaluation. During this referral process, a team of qualified educators (School Psychologist, General Education Teacher(s), Intervention Specialist, Building Administrator, and Parent) convenes to review the data and determine the need to suspect an educational disability and proceed with an evaluation. The School Psychologist facilitates this process.

5. EVALUATIONS, PRACTICES, AND PROCEDURES

EVALUATION PRACTICES

The majority of students at Flex High School with IEPs were identified as being eligible for special education services before enrolling at Flex High School. If we suspect a student has a disability and is not identified, we complete the following steps:

- Assess performance and progress with data from MTSS processes. Determine if interventions and supports have been implemented with fidelity. If so, proceed with the evaluation referral process. If there is limited documentation of appropriate interventions and support, proceed with interventions and progress monitoring.
- If a parent or teacher expresses concern regarding a student's educational performance and requests an evaluation, the request is promptly forwarded to the School Psychologist and Lead Intervention Specialist. The Lead Intervention Specialist will begin by gathering relevant data on the student's academic progress, behavior,

and any other pertinent factors to assess the referral. A meeting will be scheduled with the referent, and the team will review existing data.

- Interventions shall be provided to students to work towards ameliorating any educational challenges or needs identified with the student. If a referral for evaluation has been made and there is sufficient data to suspect an educational disability, the district shall not delay an evaluation to implement interventions. If interventions have not been provided, they shall be made during the course of the evaluation. The district shall identify a clear plan for intervention implementation and documentation. The intervention results shall be reviewed as part of the evaluation eligibility meeting.
- Together, the team will explore whether an educational disability is suspected. If a disability is suspected, the School Psychologist will initiate the formal process, which includes completing required forms and assessments as part of the evaluation process.
- If a disability is not suspected, a prior written notice is provided to the parent, outlining the team's findings. In this case, the team will also make specific recommendations to address the student's concerns, which may include additional support or interventions within the school setting.

EVALUATIONS AND ASSESSMENT SELECTION

The district follows a structured, research-based process when selecting assessments and instructional materials to ensure fairness and inclusivity. This process includes:

- Reviewing standardized assessments for cultural and linguistic bias using research-based frameworks.
- Consulting with experts in culturally responsive education, special education, and psychometrics.
- Analyzing test validity and reliability for diverse student populations before adoption.
- Pilot testing assessments with a representative student sample to identify any patterns of disproportionality.
- Ensuring assessments comply with federal and state guidelines, including IDEA and ESSA.
- Specific student-based assessment selection is considered during the evaluation planning meeting and throughout the evaluation cycle. Assessment selection considerations include the student's specific cultural, linguistic, and educational needs, background history, and the suspected disability category. The selection process involves a diverse team of stakeholders, including:
 - Special education teachers
 - School administrators
 - School psychologists
 - General education teachers

PROCEDURAL SAFEGUARDS

Upon determination that a student is in need of an evaluation (initial or reevaluation), the team, with the School Psychologist serving as the case manager, will begin the evaluation process by initiating and completing the following steps:

- Contact the parent/guardian to inform them of the decision to proceed with an evaluation. To make the best effort to engage the parent, communication shall begin with a phone call and follow up of written documentation through one or more of the following: email, mail or written notification sent home with the student. During this initial contact, efforts shall be made to find a mutually agreeable date, time, and platform (onsite, virtual, or phone meeting) to hold an evaluation planning meeting.
 - If the student is a ward of the state or living in foster care, the district must secure a surrogate parent to participate in the evaluation process. The surrogate parent shall receive the same notifications as a legal parent/guardian.
- Create a Prior Written Notice (PR-01) indicating that an evaluation will be completed. The options include “Proposal to initiate an initial evaluation” or “Reevaluation.” The PR-01 will be shared with the parent/guardian and student, informing them of this decision. Procedural Safeguards “[A Guide to Parent Rights in Special Education](#)” booklet will be provided to the parent along with the PR-01.
- Create an invitation “To develop an evaluation plan.” This invitation shall be provided to the parent/guardian and student. Parents/guardians and students shall be sent a calendar invitation with the date and time of the proposed meeting. School team members (general education teacher, intervention specialist, and necessary related service providers, depending upon the needs of the student and eligibility category) will be informed of and invited to the evaluation planning meeting with a calendar invitation.
 - The case manager and evaluation team shall make reasonable efforts to engage the parent/guardian in the evaluation process. A reasonable effort shall be considered as at least three documented attempts using a variety of methods (phone call, text, email, postal mail, notifications sent with the student) to engage the parent/guardian.
- During the evaluation planning meeting, the team will jointly review the evaluation plan and determine the areas in which new data will be collected, where sufficient data is available, and if there are areas that are not applicable for the evaluation or to determine eligibility for special education services. The team will develop and sign an agreed-upon evaluation plan.

- Following agreement of the evaluation plan, parental/guardian or student (upon reaching the age of majority) consent shall be obtained to proceed with the evaluation. The evaluation case manager, serving as the District Representative, shall complete the bottom portion of the consent form and indicate the date consent was obtained and the date procedural safeguards were provided. It is recommended that the team schedule the evaluation/reevaluation eligibility meeting while all team members are present to agree on the meeting date and time, which is to occur no more than 60 days after obtaining consent for the evaluation.
 - Along with obtaining consent, the parent/guardian shall be informed of their right to refuse or revoke consent.
 - If the district is unable to obtain written parental consent for an initial evaluation, the district may not proceed with the evaluation. A PR-01 shall be written documenting the failed attempts to initiate the evaluation, with the resultant decision being refusal to initiate the evaluation.
 - If the district is unable to obtain written consent for a reevaluation, the case manager will document the reasonable attempts that were made to engage the parent/guardian and obtain consent and will proceed with a reevaluation that shall be completed using existing “sufficient data” for all applicable areas. New assessment data shall not be collected without written consent.

EVALUATION COMPLETION AND ELIGIBILITY

The evaluation shall be completed according to the evaluation plan. If data is collected during the evaluation period, resulting in the need to obtain new data that was not identified on the evaluation plan, inform the parent/guardian and team members, and complete a PR-01 with documentation of contact and the decisions made.

The district shall not use a single source of information to determine eligibility or continued eligibility for special education services. The evaluation shall include a combination of a review of records, interviews and input from the student, parent/guardian, school staff/teachers knowledgeable of the student, and intervention/treatment providers (with a signed written release of record document for external agencies), age appropriate assessments administered to or on behalf of the student within the areas of needs, and observational data. Data shall be collected in all areas related to the suspected disability.

QUALIFIED TEAM MEMBERS

The eligibility decision meeting shall include qualified team members:

- The evaluation case manager, typically the school psychologist, speech-language pathologist, or a person qualified to conduct and interpret individual diagnostic assessments
- Intervention specialist

- General education teacher, preferably the student's mentor teacher. If the homeroom/mentor teacher is unable to participate, the second option is participation by another general education teacher with knowledge of the student. The third option is a teacher qualified to teach the age group/grade level of the student.
- Parent/guardian. Reasonable attempts shall be made to engage the parent/guardian in the eligibility meeting. The district has defined reasonable attempts as three separate documented attempts made by phone call, text message, email, written correspondence sent home with the student, or via postal mail. The attempts shall include a combination of these methods on different days and times. If the parent does not participate in the meeting, they shall be informed of the results. The parent shall be provided a copy of the Evaluation Team Report (ETR) and a PR-01 with information related to the decision and other factors considered. If the parent does not participate in the meeting, a completed Attempts to Obtain Parent Participation Form (OP-9) shall be attached to the ETR, listing the attempts made to engage the parent for the eligibility meeting.
- District representative, preferably the school principal; however, the principal may designate a qualified replacement if necessary to prevent the need to reschedule if they are unable to attend.

These participants are required for the eligibility team meeting and decision-making. Despite state credentials and qualifications, team members may not serve dual roles for the eligibility meetings.

The student shall be invited and highly encouraged to attend the meeting; however, the student is not required to attend, unless they have reached the age of majority. If the student prefers not to attend, it is recommended that the purpose of the meeting be reviewed with them for input.

Additional team members, knowledgeable of the student, may be invited to participate in the meeting. All participants shall be introduced, with their names, titles, and roles, prior to starting the eligibility meeting.

DETERMINATION OF ELIGIBILITY

The data obtained for completion of the evaluation shall be reviewed with the qualified team members identified above. The data is to be written and presented in a manner that can be understood by all participants.

When determining eligibility for special education services, the district must consider the following:

- Lack of appropriate instruction in reading. A student cannot be identified as having a disability if their difficulties are primarily due to not receiving appropriate instruction in reading. Appropriate reading instruction means explicit, systematic teaching in the essential components of reading identified in federal law: phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading), and reading comprehension strategies. If a student has not had access to consistent, evidence-based instruction in these areas, their challenges may reflect inadequate instruction rather than a disability. If a student has an existing history of a learning disability in the area of reading and subjects related to reading, the evaluation team must carefully review the student's background information, along with the type and quality of reading instruction, interventions, and supports provided. This ensures the team can distinguish between the impact of inadequate instruction and the effects of the disability when making eligibility decisions.
- Lack of appropriate math instruction. A student cannot be found eligible for special education if their learning challenges are mainly the result of not receiving appropriate mathematics instruction. This includes insufficient opportunities to learn basic math concepts, computation, or problem-solving skills. The evaluation team must rule out instructional gaps before determining that a disability is the cause of the student's academic difficulties. If a student has a history of a learning disability, specifically in the area of math, the evaluation team must review the student's educational background along with the type and quality of math instruction, interventions, and supports that have been provided. This helps the team determine whether the student's difficulties are due to instructional gaps or are primarily the result of the disability.
- Limited English proficiency. A student cannot be identified as having a disability if their learning or behavior concerns are mainly because they are still learning English. Limited English proficiency means the student may have trouble speaking, understanding, reading, or writing in English because it is not their first language or they are still developing their English skills. The team must look at the student's background and the English instruction and support they have received to make sure language differences are not mistaken for a disability.
- The student meets the state criteria for having a disability or continuing to have a disability based on the data provided within the ETR. A student must be identified as meeting the criteria for one of the following conditions to be eligible for special education services:
 - Intellectual Disability
 - Hearing Impairment (including deafness)
 - Speech or Language Impairment
 - Visual impairment (including blindness)

- Emotional Disturbance
 - Orthopedic Impairment
 - Autism
 - Traumatic Brain Injury
 - Other Health Impairment
 - Specific Learning Disability
 - Deaf-Blindness
 - Multiple Disabilities
- Educational Need. In addition to being identified with one of the above conditions, the student must demonstrate an educational need for specially designed instruction. A student is considered to have an educational need for special education when their disability significantly impacts educational performance and they require specially designed instruction to make progress in the general education curriculum. This means that, even with high-quality instruction and appropriate interventions, the student continues to demonstrate difficulties in areas such as learning, behavior, communication, or social/emotional functioning that cannot be addressed through general education support alone.

There should be an adverse effect on educational performance, meaning that the student's disability has a meaningful, negative impact on their ability to benefit from the general education curriculum and make progress toward grade-level standards.

This impact may be seen in areas such as:

- Academic achievement (e.g., difficulty mastering reading, writing, or math skills)
- Functional skills (e.g., organization, attention, memory, self-management)
- Behavior or social-emotional functioning (e.g., maintaining relationships, regulating emotions, participating in class)

The determination of adverse effect must be based on multiple sources of data (such as standardized assessments, classroom performance, progress monitoring, teacher/parent input, and observations) and not on a single measure. Adverse effect is demonstrated when a student is not able to make sufficient progress or benefit from instruction without specially designed instruction.

A student may have a disability and still demonstrate success in accessing the general curriculum when provided with district-level supports, interventions, and accommodations, without the need for specially designed instruction. In such cases, the team shall consider data from interventions, progress toward IEP goals (for reevaluations), and overall performance and growth. If specially designed instruction is

not needed, the district shall document the appropriate supports, interventions, and accommodations that will allow the student to continue to adequately access the general curriculum.

*Scholarship notification. Upon the completion of an evaluation (and the review or revision of the student's IEP), the district shall notify the parent/guardian of the Autism Scholarship Program and the Jon Peterson Special Needs Scholarship via written notice.

To address disproportionality and appropriate identification of students with disabilities who are found eligible for special education services, the district shall follow additional procedures for identifying students with Specific Learning Disabilities, Emotional Disturbance, and Other Health Impaired (OHI) Minor.

SLD - Additional procedures for identifying students with Specific Learning Disabilities

When considering SLD eligibility, the team shall:

- Review evidence of academic underachievement in one or more areas (reading, writing, math, written expression, oral expression and listening comprehension).
- Conduct a classroom/learning environment observation of the student while engaged in the area(s) of suspected learning disability.
- Confirm that the student has received appropriate instruction and targeted interventions, with data showing the student's response.
- Look for evidence of a pattern of strengths and weaknesses in cognitive processing and achievement, or limited progress through an RTI/MTSS process.
- Rule out other factors such as attendance issues, limited English proficiency, or inconsistent instruction. Collect attendance data and document any significant attendance challenges.
- Consider whether the learning difficulties are persistent and significant enough that specially designed instruction (SDI) is required.

Initial Evaluations for SLD:

During an initial evaluation, the team must gather and review data showing the student's performance and progress in the general education curriculum, including the results of scientifically based interventions. This review should include classroom work samples, teacher and parent input, observations, and standardized assessments. If the student shows a consistent pattern of academic difficulties that are not primarily the result of lack of appropriate instruction, limited English proficiency, or other non-disability factors, the team may determine that the student meets the state criteria for SLD and requires specially designed instruction.

Reevaluations for SLD:

During reevaluations, the team reviews progress-monitoring data on the student's performance and growth, along with the type and intensity of SDI provided. If the SDI is similar to the supports and services typically available to students without IEPs, the team must carefully consider whether the student continues to need SDI and special education services.

ED - Additional procedures for identifying students with Emotional Disturbance

When considering ED eligibility, the team shall:

- Review data across multiple settings and over time (home, school, community).
- Confirm challenges are chronic, intense, and adversely affect educational performance.
- Rule out temporary issues caused by situational stressors or normal developmental challenges.
- Look for indicators such as difficulties with relationships, inappropriate behaviors or feelings, pervasive mood of unhappiness/depression, or physical symptoms/fears related to school.
- Determine if the student requires ongoing, specially designed instruction beyond counseling or general education supports.

Assessments to Consider:

- Behavior rating scales (e.g., BASC-3, CBCL, Conners CBRS)
- Emotional disturbance-specific tools (e.g., EDDT, SAED-2)
- Structured interviews and behavioral observations across settings
- Social/emotional functioning measures and input from students, parents, and teachers

OHI Minor - Additional procedures for identifying students with Other Health Impaired - Minor

When considering OHI-Minor eligibility, the team shall:

- Document the health condition or the student's behavioral characteristics that are consistent with suspected health conditions (e.g., ADHD, chronic illness, medical diagnosis) and how it impacts alertness, stamina, or attention in school.
- Review teacher/parent input, medical information, and intervention data.
- Confirm that the condition results in an adverse effect on educational performance.
- Rule out challenges that can be addressed solely with classroom accommodations or general education supports or interventions.
- Determine if the student requires specially designed instruction to make progress, not just accommodations such as extended time or preferential seating.

Assessments to Consider:

- Attention/Executive Functioning rating scales (e.g., Conners-4, BRIEF-2, CEFI)
- Behavior/attention measures (e.g., BASC-3 Attention, FBA data)

- Medical documentation from a licensed professional
- Teacher/parent questionnaires and classroom/learning center observations
- Student questionnaires and interviews.

6. STAFF ENGAGEMENT AND PROFESSIONAL DEVELOPMENT

Each year, a professional development calendar is developed with input from the staff, state-mandated trainings, and other school initiatives in mind. This calendar is developed in cooperation with the LLAC professional development team. Each year, we have a week of professional development embedded at the beginning of the school year. After collecting teacher data, the subject matter is decided based on those data points. Ongoing professional development is important to provide our teachers and staff with ongoing education to enhance their skills, knowledge, and abilities. Our goal is to be reflective and prepared for further growth.

Staff meetings are held monthly. Each meeting has an agenda and an opportunity to have an open forum for discussion. Work-related topics and data are shared at the meetings that are aligned with our school goals. At times, decisions are made that may impact our school setting.

Staff engagement is embedded in the calendar for a minimum of three times yearly. This gives the staff an opportunity to connect with each other and form bonds that lead to a positive work environment.

VI. CONCLUSION

The district remains committed to improving the appropriate identification of students with disabilities. Through strong policies, evidence-based practices, and effective procedures, the district addresses identified gaps and ensures students receive the support they need to be properly identified and receive a free and appropriate public education. This document is the PPP submission to the ODEW Monitoring System and will guide continuous improvement efforts.

For further clarification or additional information, please contact:

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