

Communication Guide



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The mission of the Belmont-Harrison Area Joint Vocational School District is to provide an appropriate educational program and learning environment which will effectively:

- Meet the educational and vocational needs of its students
- Help its students accomplish educational goals which are significant, durable and/or transferable.

PROGRAMS

Agricultural Mechanics (Diesel)

Allied Health Sciences

Automotive Technology

Carpentry

Connections (9th grade only)

Culinary Food Service

Dental Assisting

Entertainment Marketing & Broadcast Journalism

Hair Design

Hospitality & Tourism

Occupational Lab (10th grade only)

PC & Network Technology

Pharmacy Technician

Precision Machining

Small Engine Technology

Visual Graphics & Web Design

Welding

Belmont - Harrison Career Center Information for Potential Students

During a student's 8th grade year they have the opportunity to visit and tour Belmont-Harrison Career Center (BHCC) with their home school district. Information regarding admissions, program opportunities and qualifications is reviewed during that visit. During a student's 10th grade school year they will have the opportunity to visit the career center twice, participating in hands on exploration of programs of their choice. The 10th grade students are given applications and encouraged to discuss the application process with their school guidance counselor and parents prior to making a final decision. Program brochures are given to students regarding program expectations, occupational standards and academic requirements where applicable. Brochures are also available online at www.bhccenters.com.

Admission Process

After a student has completed the BHCC Application Process (Admission Process located at www.bhcccenters.com) an application status decision will be released to associate school counselors. An application is included in Appendix A. Admission letters will be sent to parents or adult students. When a student on an IEP has been in an alternate school placement for 1 year or more admission into this program will depend on the IEP (Individual Education Program) team transition meeting. This meeting, set up by the associate school district, must include the Special Education Coordinator from BHCC, home district representatives, the parents and the potential student.

Once this has taken place, the below actions are set into motion.

1. A list of all students for each associate school who applied to BHCC will be sent to appropriate home school counselors for the purpose of identifying students who have an IEP. BHCC Special Education Director will be sending the same list and requiring the same information from associate school Special Education Administration as a safeguard for the final list. Once the list has been completed, please email it to Paula Norman at paula.norman@omeresanet.net
2. After both lists have been collected and compared, a final list will be created and shared with Home School Counselors, Special Education Administrators and the Career Assessment Specialists.
3. Each student accepted at BHCC will be entered into a BHCC student database for close monitoring of ETR and IEP deadlines. Associate schools will send a complete copy of each conditionally accepted students' current IEP, ETR (with the signature page) and progress reports from the previous school year within two weeks of receiving the above list to:

Paula Norman
68090 Hammond Rd.
St. Clairsville, OH 43950
paula.norman@omeresanet.net
740-695-9130 ext. 1129

After receiving new student's IEP, Progress Reports and ETR, the BHCC Intervention Specialists, Special Education Administrative Assistant and Special Education Coordinator will review each document for the following information:

- Compliant dates
- Amount and types of specially designed instruction
- Related Services
- Progress Reports related to goals and transition services
- Involvement of outside agencies
- ETR data

After reviewing the new student's IEP, Progress Reports and ETR, the BHCC Special Education Team will determine the services needed to implement the IEP and which Intervention Specialist will be responsible for IEP compliance. The student will be assigned to the same Intervention Specialist throughout their stay at BHCC.

4. An IEP meeting will be scheduled at least one month prior to the IEP deadline by the BHCC Resource Room Administrative Assistant and held at BHCC. Upon parent request, the IEP meeting could be held at an agreed upon alternate location. The BHCC Intervention Specialists, the BHCC Special Education Coordinator, the associate district Special Education Coordinator or designee, a general education instructor, the student's lab instructor, related services providers, outside agencies, the parent and student will receive invitations to the IEP meeting.
5. Any IEP due during the 1st three (3) weeks of school starting will need to be conducted AT the associate school in the spring prior to the student starting at BHCC. If this is not possible, the home school will need to provide a detailed summary of the student's present level of performance to the BHCC Special Education Coordinator during the first week of school.

IEP Meeting Requirements

1. IEP meetings must be reviewed at least once per year but may be reviewed anytime at the request of anyone on the IEP team. IEP meetings will be scheduled by the BHCC Resource Room administrative assistant in coordination with the students' parents or adult (age 18) student and associate school district representative at least a month in advance of the IEP due date. IEP meetings will be held at a previously agreed upon location. The BHCC administrative assistant will notify the associate district representative regarding the meeting. IEP meetings will be scheduled by the BHCC Special Education administrative assistant in coordination with the lab instructor, general education teachers, special education director, and related service personnel. Written invitations to IEP meetings will be given to students at school, mailed to parents and outside agencies. Outside agencies will be invited only with parent or adult student permission. Outside agencies may include but are not limited to Belmont-Harrison Board of Developmental Disabilities, Opportunity for Ohioans with Disabilities, transportation providers and/or job coaches/vendors.
2. The BHCC secretary will send a PR-02 Parent Invitation (at least 2 weeks prior to the meeting date) and document number and methods of attempts to contact parents. Attempts to contact parents or legal guardians will be made through mail, phone calls, texts and or email. The Belmont-Harrison Career Center will make every attempt to gain parent participation in the IEP process. This could include phone or video conference calls. All copies of Documentation of Contact will be given to the District Representatives at the meeting. After every attempt has been made to contact parents, the IEP team will conduct an IEP Review and send a copy of the proposed IEP home for parent review. Refer to Section 3301-51-07 Article 4 of Ohio Operating Standards for the Education of Children with disabilities.
3. At the meeting, the Associate School district Representative is responsible for presenting scholarship notifications, applicable Medicaid information and any other district requirements.
4. Copies of the Ohio Department of Education special education procedural safeguards notice, A Guide To a Parents Rights in Special Education, will be available at BHCC and must be offered to each parent at least one time per year, at each IEP meeting and ETR meeting.

5. Associate district representatives will be provided a signed copy of the IEP and the data collection (EMIS) form upon completion of the meeting. The final progress report will be emailed to the Special Education Director representing the associate school.
6. The BHCC Resource Room secretary will update the BHCC database and email copies of the IEP to the associate district EMIS coordinators, upon request.
7. The PR-01 will be developed by the associate district special education coordinator or their designee. A copy of the PR-01 will be sent home with or mailed to the parent with the completed IEP or ETR. A copy will be retained in the student's record at BHCC and the associate school district.
8. The Belmont Career Center ensures that, to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled. Placement of students with disabilities in special classes, or other removal from the general educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, modifications and/or accommodations cannot be achieved satisfactorily. *Refer to Section 3301-51-09, paragraph D.*
9. The BHCC ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services in the least restrictive environment. In selecting the LRE for a child with a disability the IEP team, including the parent, considers goals, objectives and safety concerns. These decisions are made *at least once annually and as needed throughout the school year. Refer to Section 3301-51-09 paragraph C.*

IEP Progress Monitoring

IEP progress reports are completed and sent home every 9 weeks at BHCC. This corresponds with the date all student's report cards are sent home. At the end of each nine week grading period, copies of all progress reports are sent to the Special Education Coordinator at each home district. The associate district special education coordinator will share this information with high school intervention specialists in order to monitor progress. The original progress report is retained in the BHCC file. Each 9 weeks data is collected to monitor student's progress toward mastering transition activities, goals and objectives. Data is collected through classroom work samples, curriculum based assessments, observations, checklists, running records, rubrics and/or anecdotal notes. Data may be provided by any of the following staff: the general education instructor, lab instructor, intervention specialists, special education coordinator, principal, guidance counselor and/or related service provider(s). At such time that IEP goal progress monitoring data reflects insufficient progress toward the goal the IEP team (including the parent) may reconvene to discuss, amend or develop a new IEP.

Associate school related service personnel (for example: speech therapists, occupational therapists, behaviorists) are responsible for sending out progress reports for the IEP goals/objectives for students who are receiving related services. This will be in accordance with Belmont-Harrison Career Center reporting schedule. Access to the IEP ANYWHERE program will be given to all related service personnel in order to develop IEPs, contribute to ETR reports and/or monitor progress of BHCC students.

Copies of associate school related service progress reports need to be sent to the resource room administrative assistant to be included in the student's special education file, mail to the student's family and the associate district Special Education Director.

Evaluation Team Protocol

1. Re-evaluations for students with disabilities must occur at least once every 3 years but may occur more frequently (not more than one time per year) if necessary. BHCC does not employ a school psychologist so all evaluations are coordinated by the associate school district with BHCC staff providing current data. ETR planning meetings are to be held at BHCC (or previously agreed upon location) and scheduled with the Resource Room administration assistant (ext.1150) by the school psychologist. The school psychologist will contact the student's parent and invite them to the planning meeting. The Resource Room administrative assistant will contact general education instructors, intervention specialists and the Special Education Coordinator to determine availability. ETR planning meetings may also be conducted by phone conference when necessary. Consent to evaluate will be obtained at the meeting or by the school psychologist prior to the evaluation. *Refer to OAC Section 3301-51-06 Evaluations Section A*
2. The school psychologist will give all paperwork to be completed by BHCC staff to the Special Education Coordinator *at least 3 weeks* prior to the meeting date. The BHCC Special Education Coordinator will collect all ETR paperwork, complete a classroom observation and mail it back to the school psychologist or their designee. Districts using IEP ANYWHERE have the option to "SHARE" the ETR with BHCC and have all evaluations submitted electronically.

The School Psychologist or associate district special education director will plan the proposed ETR meeting with the Resource Room secretary and send out the invitation to the parent. Please email a copy of the invitation to the Resource Room secretary to distribute to appropriate staff members and the student. Following the ETR meeting and if a disability has been determined to exist, BHCC will set up the date and time for the development of a new IEP. *Refer to OAC Section 3301-51-06*

Student Withdrawal Process

1. In some cases students served by an IEP may elect to return to their home school district. The BHCC guidance counselor will notify the BHCC Special Education Coordinator of any student's intention to withdraw. The BHCC Special Education Coordinator will notify the Special Education Coordinator from the associate school of the student's intentions. BHCC will schedule an IEP meeting to change the location of services and amend the IEP when applicable.
2. In some instances, BHCC may recommend that a student served by an IEP return to the home district. If BHCC is making the request for a student to be returned to the home school district, data will be collected which will include a student interview, grades, behavior interventions, documentation of truancy committee interventions and parent consultation. All records will be sent to the Associate District's Special Education Coordinator by the BHCC Special Education Coordinator within 5 work days.

Data Collection

The Belmont-Harrison Career Center maintains an education management information system (EMIS) and submits data to the Ohio Department of Education to rule 3301-14-01 of the Administrative Code. The BHCC's collection of data includes information needed to determine if significant disproportionality based on race and ethnicity is occurring in the BHCC with respect to identification of children with disabilities, the placement of children in educational settings and the incidence, duration and type of disciplinary actions.

Home Instruction

The associate school district will provide a home instructor to any student absent from school due to medical or disciplinary issues that may arise while enrolled at BHCC. BHCC will provide all assignments and textbooks needed to assist the associate school in instruction. The BHCC IEP team will be responsible for developing a new IEP to reflect the change of placement.

Surrogate Parent

BHCC will need notification of any student assigned a surrogate parent. In the case of a new appointment, BHCC will notify the home district of changes in guardianship and the associate school district will be asked to assign the surrogate parent.

Intervention Assistance Team

1. Communication with students, their families and the associate school district will take place regarding any emerging concerns a student is presenting and the strategies that may be implemented to correct the situation.

 2. If a REQUEST FOR ASSISTANCE is received by the BHCC special education coordinator, the associate district special education coordinator will be notified of an Intervention Assistance Team (IAT) meeting. After collecting data from the general education staff, BHCC will initiate a meeting to include the student, the student's parent/guardian, the associate district representative, general education staff, the building principal, the guidance counselor and the special programs coordinator. At this meeting the team may decide to implement an intervention plan to assist in the student's educational program. Progress will be monitored by the general education staff in collaboration with the special programs coordinator. Progress will be monitored at 9 week intervals to evaluate the success of the interventions. The Intervention Assistance Team (including the parents) will reconvene on a previously designated date to discuss the student's academic progress. If the Intervention Assistance Team suspects a disability, a referral for evaluation (PR-04) will be initiated with the associate district.
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1. The associate district is responsible for sharing with BHCC any requests for assistance or IAT plans when a student enrolls at BHCC. BHCC will schedule an IAT review with the parent(s) and home district representatives within 3 weeks of receiving a plan from the associate district. At that time, BHCC will discuss any agreed upon changes that may need to be implemented.

NAME	POSITION	EMAIL	PHONE Ext.
Paula Norman	Special Education Coordinator/Testing Coordinator	paula.norman@omeresanet.net	740-695-9130 Ext. 1129
Melissa Karkowski	Resource Room Secretary	melissa.karkowskil@omeresanet.net	740-695-9130 Ext. 1150
Amanda Smith	Career Assessment Specialist	amanda.smith@omeresanet.net	740-695-9130 Ext. 1199
Cathy Morrison	Intervention Specialist BCC	cathy.morrison@omeresanet.net	740-695-9130 Ext. 1250
Jeff Frye	Intervention Specialist BCC	jeff.frye@omeresanet.net	740-695-9130 Ext. 1252
Cheryl Supanik	Intervention Specialist BCC	cheryl.supanik@omeresanet.net	740-695-9130 Ext. 1251
Kristina Williams	Intervention Specialist BCC	kristina.williams@omeresanet.net	740-695-9130 Ext. 1119
Jennifer Murray	Intervention Specialist HCC	jennifer.murray@omeresanet.net	740-695-9130 Ext. 2451
Todd Poe	Intervention Specialist HCC	todd.poe@omeresanet.net	740-695-9130 Ext. 2458