

# SPECIAL EDUCATION OVERVIEW

Prep Charter believes that all students can and must have an opportunity to reach their potential. It is our intent to take the necessary measures (i.e., specialized programming, services, and support) to meet the needs of individual students and to ensure that they receive a world-class educational experience regardless of disability. To this end, we have certified special education faculty, counselors, related service providers, and psychologists to provide on-going support to students who have been identified as needing special education services. Our special education program complies with federal and state special education laws

## ***Step 1: Child Find***

Prep Charter identifies and refers students who might be eligible for special education services for evaluation through our child find process. Screening and referral processes include initial admissions, academic placement tests, standardized reading and mathematics assessments, classroom performance, benchmark examinations, vision and hearing screenings, and the Student Assistance Program (SAP). Whenever a student is referred by the SAP Team for a multi-disciplinary team evaluation, Prep must obtain written consent from a parent/guardian before the evaluation can be conducted. Please note that, if you consent to the evaluation of your student, you are agreeing to an evaluation of your student's eligibility for services, not special education services. Not all children who are evaluated meet the eligibility criteria for special education services. If your child is determined by the child find team to be ineligible, he or she may be a candidate for non-special education services, programs and interventions available at Prep. These may be discussed at the eligibility meeting.

If you think that your child might be eligible for special education services, please contact the Assistant Principal to request a multi-disciplinary evaluation for your child. When you make a request for an evaluation, the school will provide you with an evaluation request form to complete within ten (10) calendar days. Upon receiving the evaluation request form, the school will issue a formal Permission to Evaluate. The multi-disciplinary evaluation will occur within sixty (60) calendar days after receiving the signed Permission to Evaluate form. Once the multi-disciplinary evaluation is completed, the school psychologist and the Assistant Principal will meet with the parent/guardian to review the findings of the evaluation.

Students are eligible for special education, assistive technology, and related services if they need specially designed instruction and have one or more of the following physical and/or mental disabilities: autism; deaf-blindness; deafness; emotional disturbance; a hearing impairment; an intellectual disability; multiple disabilities; an orthopedic impairment; other health impairment(s) (e.g., ADD or ADHD); a speech or language impairment; a traumatic brain injury; a visual impairment; and a specific learning disability in the following areas: basic reading skills, reading comprehension, math calculations, math reasoning, listening comprehension, written expression, and oral expression.

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

If your child is identified as needing special education services, the next step in the process is to develop an Individualized Education Program (IEP). This document describes your child's needs and explains the specific services that Prep will provide to your son or daughter to assist him/her in achieving academic and/or social-emotional progress in school. The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports the child needs to maintain steady and ongoing progress. The IEP is a living document and can be amended at any time in order to consistently reflect the needs of the student. The IEP is written by a team of qualified professionals, and parents/guardians are critical members of the team. As a parent/guardian, you are invited to all IEP meetings. We value parent/guardian and student input during these meetings; input allows the team to devise an IEP that will meet your child's individual academic and/or social-emotional needs. When your son or daughter turns 14 years of age within an IEP term, s/he will be invited to the IEP meeting to discuss post-secondary goals and transition needs.

After the IEP is written, parents/guardians will be asked to sign a Notice of Recommended Educational Placement (NOREP). By signing this document, you indicate your approval of the proposed program and services included in the IEP. Services will commence once the NOREP is signed by the parents/guardians. Please note that parents/guardians are not required to sign the NOREP at the IEP meeting. Prep staff members encourage families to think deeply about the proposed services before signing the NOREP. We need the IEP/NOREP within 48 hours of the IEP meeting.

### ***Step 3: Start Services and Progress Monitoring***

After the NOREP is signed, indicating approval of proposed services, your child will begin receiving the services outlined in the IEP. Prep uses data to monitor the academic and social-emotional/behavioral growth of all students in order to determine progress towards meeting the goals outlined in their IEP. Progress monitoring reports are sent home along with report cards.

### ***Step 4: Transition Services***

Prep wants to ensure that all students are able to transition from Prep into valuable post-secondary opportunities. Consideration of transition needs is required annually for all students once they reach 14 years of age. Prep provides transition services to all special education students. This may include linking students to outside agencies and supporting students and families with the identification of post-secondary opportunities for students. When a student graduates or "ages out" of Prep's special education programming, the student and his/her family will receive a copy of the student's *Summary of Academic Achievement and Functional Performance*. The purpose of this document is to provide the student and his/her family with information regarding his/her academic achievement/functional performance and recommendations on how to assist the student in meeting his/her post-secondary goals.

## SPECIAL EDUCATION PROCESS

