



Hope Community Public Charter School

Developing Character, Enriching Minds

Student Support Services Manual 2017-2018

The purpose of this handbook is to describe the policies and procedures that Imagine Hope Community Charter School staff will follow to facilitate the formal student support programs. While these processes are important, they cannot substitute for sound instructional practices. Such a topic is beyond the scope of this handbook. A portion of the material and language in this handbook has been adapted from other sources including Washington Yu Ying Public Charter School, E.L. Haynes Public Charter School, Bridges PCS, and the Cardiff School District.

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Referral/SST/RTI Process

As an independent local education agency (LEA) we are responsible under Federal laws to find, refer, and possibly deliver services for any student that may have a disability. As an independent LEA we only have responsibility for the students enrolled at our school. District of Columbia Public Schools (DCPS) is responsible for finding and completing the referral process for all students that reside within the district that are not enrolled at our school.

The following flowchart details the SST (Student Support Team) process used by Imagine Hope Community Public Charter School during the referral process to ensure instruction or to ascertain if any other factor is not the cause of the problem identified. Staff members should complete the SST referral forms.

If the student's impairment does not affect his/her educational status but rather access to the environment (e.g., has diabetes and needs a plan to ensure proper procedures are in place), the SST process is not appropriate. Students will complete the 504 plan procedures detailed on pages 7-9.

Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to early identification and support of students with difficulties in all academic content areas. These included but not limited to reading fluency, comprehension, letter, word, sound identification: Math, Comprehension, multi-step equations, regrouping, fluency, Writing: extended answers, spelling, restating the question. In years past RTI was only used for Academic concerns however the same model can be utilized for behavioral concerns as well. Common behaviors include talking out, verbal outburst and selective mutism.

The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. High Quality instruction allows for a natural process of seeking the learners who need additional support. These learners are then given supplement assistance in the necessary areas. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. However, it is best practice to utilize teacher support for the first two tiers of RTI. Academic and/or behavioral progress is monitored with fidelity to assess the rate of any learning gain. It is suggested that the school use a cross comparison to analyze learning gains before and after the use of an intervention. Teachers should also take said data and compare it to students who are on Benchmark and For Watch. Determinations of performance should be up to the discretion of the teacher and academy leader. It should be stated that RTI can be used in the special education setting. Moving a student(s) through RTI in a self-contained class could help measure if a nonpublic placement should be explored.

Response-to-Intervention is a method of practice that if develop properly can display promising rates in early detection of learning disabilities. Below list essential operational definition of key terms within the RTI paradigm.

- *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.

- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually and in comparison with the peer group. The word “Ongoing” suggest that the student should be subjected to progress motoring on a monthly basis. The Student Support team should reference the data before determining any educational outcome of the student.
- *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. Tried instruction supports the idea of individualized instruction for all students. Advance learners and students who need occasional or moderate support should be able to thrive in the same classroom. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- *Parent involvement.* One of the most members of the RTI team is the parent. Often overlooked, the caregiver can provide critical information and insight into the student. It is important to keep the parent abreast of all progress to ensure transparency. Two-way communication will also allow an effective transition to possible conversation about psychoeducational testing.

Though there is no single, thoroughly researched and widely practiced “model” of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Multi-Tiered Model of Supports

Tier 1 – Universal screening (all students) & (Woodcock Screener, STAR, Teacher examines)

- Educators deliver Common Core State Standards for ELA and Math
- Educators used differentiated instruction within the core to meet a broad range of student needs (content, process, and product)
- Educators use evidence based instructional strategies
- Teachers use behavior screeners to determine early identification of potential behavior problems e.g. *A-B-C Chart (3 or more student)*. (check list- behavior plan) (cant test if the child is not here)
- Teachers develop and teach behavior expectations in conjunction with a school-wide behavior system; e.g., *PBIS, classroom behavior plan*
- RTI teams will use universal screening assessments to determine students’ level of reading proficiency.
- The RTI team will consult with parents of said child throughout tier one.

Tier 2 – Targeted interventions

- Small group or individuals - no more than 5-8 students- interventions
- Supplemental instruction is provided to all students not meeting benchmark expectations.
- Students receive academic or behavioral interventions matched to their skill deficits as identified by progress monitoring data.
- Academic interventions, approved by Leadership team, are provided in addition to the core instruction; e.g.,
- Behavioral interventions are provided in addition to teaching school-wide and class positive behavior expectations; e.g., *Check In, Check Out (CICO), social skills groups by social worker or counselor*
- *Added comprehension questions. Builds confidence.*

Tier 3 – Intensive interventions (individual students)

- Tier 3 academic support; screenings, formative, and summative data are used to determine specific area(s) of skill deficits
- Small group are tighten to 1-3 students. The time length of each session in extend for 15-30 minutes.
- Academic interventions are provided by interventionist.
- Individual behavioral interventions are provided in addition to Tier 1 and Tier Behavior supports.
- Student Support Team are used at the Tier 3 level to help develop, implement, and monitor intensive, individualized interventions
- Functional Behavioral Assessment + Behavioral Plans

Possible Evaluation

- Candidates who need intensive intervention may receive an evaluation in Speech, Occupational Therapy or psycho-educational evaluation.
- Intake meetings must be conducted before the evaluation begins
- Additional assessments may be required based off the initial finding of the evaluation.

Response To Intervention Quick Reference

Tier 1: Teacher/Coach/Parent Collaboration Teacher or Parent/Guardian identifies a concern. Teacher and Coach observe student, implement differentiated instruction plan or behavior strategies. Implementation consists of a 30 day assessment period.

	Step 1	Step 2	Step 3
What Needs to Be Done	Review student history, teacher identifies and defines student concern. Teacher connects with Coach and Parent about concern. Observations and supporting data such as ABC data, anecdotal notes are taken	Teacher and Coach work together to set up structures to support implementation of plan. Interventions are created and implemented during 30 day period. Data/observation notes are taken during this period to measure effectiveness.	Teacher/Coach reviews progression of student. Information is shared with parent. Decision is made regarding intervention strategies and SST referral by entire.
Resources	Cumulative file, report cards, anecdotal notes, ABC data, test scores, attendance, work samples, behavior logs	Strategies brainstormed and plan for implementation	Cumulative file, report cards, anecdotal notes, ABC data, test scores, attendance, work samples, behavior logs
Who can Help?	Colleagues, Parents, and Students	Colleagues, Parents, and Students	Colleagues, Parents, and Students

Tier 2: Initial SST Meeting Phase 1. If the concern still exists, the teacher will present the concerns to their Academy team and Curriculum Specialist. Collaborative decision will be made to submit SST referral. Once approved, Student Support Team meeting will be held where SST plan will be created.

	Step 1	Step 2	Step 3
What Needs to Be Done	Referring teacher informs parent that greater support	SST meets and facilitates meetings. Referring teacher	If parent/guardian could not be present, teacher

	is needed; indicates need for SST. Teacher submits forms/docs to SST chair. SST chair places child on calendar and inform parent.	identifies and defines student concern for team. Teacher provides documentation and data. Team member ask questions, brainstorm interventions, and develop a plan of implementation	communicates meeting outcome to parent/guardian. Referring teacher begins implementing plan with members. SST chair monitors timeline and follow-ups
Resources	All documentation from Phase One. Referring documentation.	Referring forms and teacher documentation. SST initial meeting plan. SST planning/implementation form. PRIM (Pre-Referral Intervention Manual)	Parent Communication, behavior logs, work samples, documentation of implementation of strategies from SST meeting.
Who can Help?	Colleagues, Parents, SST chair and Students	Colleagues, Parents, and SST members	Colleagues, Parents, SST members and chair

Tier 2: Implementation Phase 2. A six (6) week implementation plan period i.e. strategies and effective interventions for students.

	Step 1	Step 2
What Needs to Be Done	SST chair schedules classroom observations and supports	Teacher/Support implemented in meeting. Bi weekly updates (email or meetings) to review progress and offer support. SST chair will check in on progress of implementation, SST chair/member will support strategies, ensure completion of docs
Resources	Student Anecdotal Notes Form, classroom schedules	SST on going meeting report, PRIM, behavior logs, student work samples, communication log, student observation forms
Who can Help?	Referring Teacher and SST Chair or member	Colleagues, Parents, and SST members

Tier 2: Assess and Review Phase 3. After the initial implementation period, the team will complete and review the assessment to determine the next steps

	Step 1	Step 2
What Needs to Be Done	Initial implementation period ends. SST chair invite parent/guardian to attend.	SST meeting and reviews and assesses all documentation from implementation. If successful, the implementation will continue and SST case is closed. If unsuccessful, SST may be modify/revise, implement for 4 weeks and have a follow up meeting. SST chair may decide to refer the student

		to the MDT (Multidisciplinary Team) for further evaluation.
Resources	Parent Letter	SST on going meeting report, student observation forms, and ALL referring teacher documentation
Who can Help?	Referring Teacher and SST Chair or member	Colleagues, Parents, and SST members

Child Find Policy

PROCEDURES FOR LOCATING, EVALUATING AND IDENTIFYING CHILDREN WITH DISABILITIES (Child Find)

I. Purpose

According to State and federal special education regulations, annual public notice to parents of children who reside within a local educational agency (LEA) is required regarding Child Find responsibilities. LEAs, including Imagine Hope Community Public Charter School, are required to conduct child find activities for children who may be eligible for services under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

This policy provides guidance on how Imagine Hope Community Public Charter School will locate and identify all enrolled children between the ages of 3 and 21 who may need special education and/or related services to address problems that may interfere with their future development and learning. This policy will also address how Imagine Hope Community Public Charter School will meet its obligations to enrolled students who are transitioning from Part C (IDEA) to Part B of IDEA.

II. Public Awareness and Outreach Activities

Training

Imagine Hope Community Public Charter School conducts ongoing professional development activities and ongoing trainings for staff to ensure that Child Find, screening activities, and referrals for special education evaluations are carried out in a manner consistent with the timelines and requirements established by the IDEA and this manual.

Annual Public Notification

With a circulation adequate to notify parents throughout the school community, Imagine Hope Community Public Charter School will publish and announce child identification activities, notify parents of their right to request evaluation and advise families of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible children. Imagine Hope Community Public Charter School will accomplish this goal through:

- Disseminating materials at regular parent and family conferences; and
- Including relevant Child Find information in any family recruitment and enrollment materials.

III. Identification Timelines

Through its SST Process and process by which parents and/or staff can request to bypass the SST and move straight to evaluation, Imagine Hope Community Public Charter School is always conducting Child Find activities. Once a referral for an evaluation is received, either through and SST or through a parent/staff request Imagine Hope Community Public Charter School follows the timelines established by OSSE, or 60 calendar days from referral to eligibility.

IV. Part C to B Transition

In order to enroll at Imagine Hope Community Public Charter School, a student must turn three years old by September 30 of that school year. Imagine Hope Community Public Charter School is committed to ensuring that children receiving Part C services under the IDEA before enrolling at Imagine Hope Community Public Charter School experience a smooth transition to our early childhood program.

- If the child's Early Intervention Provider (EIP) has determined that child is eligible for Part B services and an IEP has been developed prior to the student's enrollment, Imagine Hope Community Public Charter School will fully implement the IEP.
- If the student's enrollment is secured before the EIP has completed the transition planning and/or evaluation and IEP process, Imagine Hope Community Public Charter School will participate in any transition planning conferences coordinated by the EIP and in all of the associated transition requirements thereafter, including any necessary completion of evaluation and IEP development.

Special Education

Vision

The vision of the Special Education Department is that all students can achieve; therefore, we are committed to identifying and meeting the diverse needs of each student through individualized educational programming within IDEA (Individuals with Disabilities Education Act) guidelines.

Mission

It is our mission to provide leadership and advocacy, and to promote collaboration among parents, educators, students, communities, and other agencies to ensure that all students receive a free appropriate public education as they prepare for future endeavors.

Referral

All students for which a problem has been identified that is affecting him/her academically will go through the SST process noted above. Once that process has concluded or has been circumvented directly by the parent (either with a written or verbal request or a Parent Referral Form), the following process will occur.

Sixty (60) days is the period from referral to Eligibility as required by the District of Columbia's current policy as documented in the flowchart below. Imagine Schools will document all parent/guardian requests for evaluations within three (3) business days. All Imagine Hope Community PCS staff must inform the Special Education Coordinator (SEC) as soon as a parent requests an evaluation for their child. Imagine Schools SEC will gather all documentation for submission into Analyzing Existing Data section of the Eligibility Process.

Individualized Education Programs (IEPs)

Meetings: All students with an IEP must have an annual review each year. All IEPs with due dates after the last day of school through October 2, 2018 **MUST** have an updated IEP on file by May 31, 2018. This policy is designed for professional courtesy, as the beginning of the year is a difficult time to assess, write, and schedule IEP meetings for all school staff. All meeting dates must be scheduled **30 calendar days in advance** of the IEP due date to ensure ample time is provided to remedy any emergencies that may arise the day of the meeting (e.g., a parent not being able to attend last minute). All documentation being reviewed during the IEP meeting must be provided to the parent/guardian/attorney **5 days prior to the IEP meeting**. Meetings should not overlap other scheduled IEP meetings, as multiple team members may need to be present for such meetings. **Case managers** are responsible for scheduling meetings using the IEP/Eligibility Scheduling Protocol in OSSE's (Office of the State Superintendent of Education's) SEDS (Special Education Data System). ALL IEP's must be completed for review **5 days prior to the IEP meeting**. Additionally, the IEP MDT (Multidisciplinary Team) Notes template should be used during meetings. **ALL** correspondence **MUST be entered in SEDS** under the parent communication section.

Completion Checklist: The completion of annual IEPs is a complex process. To standardize and simplify the process, all case managers will be expected to adhere to the IEP guidelines. Quarterly reviews of random IEPs will occur to ensure quality indicators are being met.

Progress Monitoring Each student will have an IEP at a Glance to record all relevant information from the IEP (i.e., an IEP snapshot) as well as progress monitoring information. Case managers have **5** calendar days from the conclusion of an IEP meeting to finalize the IEP and submit documentation to parents/guardians/attorney's and update the student tracker accordingly (i.e., the IEP at a Glance and GOAL progress report tabs). This document must be shared with all of the student's teachers and there must be a written document verifying receipt of the document.

Formal progress reports will be completed four times per year in alignment with the academic schedule. Progress reports must be completed by the dates specified below.

Eligibility Process

Meetings: Every three (3) years students must be reevaluated to determine if they are still eligible for services and what services they are eligible for. The eligibility process is more in-depth than the IEP process and requires more time. Eligibility meeting dates must be **30 days in advance** of the due date to ensure ample time to remedy any emergencies that may arise the day of the meeting (e.g., a parent not being able to attend last minute). Meetings cannot overlap, as multiple team members may need to be present for such meetings. ALL meetings for eligibilities will be scheduled in the "Outlook Web App Meeting Calendar" on our Outlook Web App so that the meeting space is not double booked. Case managers are responsible for scheduling meetings using the Outlook Web App Calendar.

Completion Checklist: The completion of annual/triennial eligibility is a complex process. To standardize and simplify the process, all case managers will be expected to adhere to the Eligibility guidelines. Random eligibility reviews will occur quarterly to ensure quality indicators are being met.

Reporting Period	Due Dates
Q1	<ul style="list-style-type: none"> ● All progress reports entered: Friday, October, 20, 2017 by 4:00pm ● Progress report finalized: Monday, October 30, 2017 by 4:00pm ● Emailed, mailed, and/or sent home with the student by Thursday, November 2, 2017 at 4:00
Q2	<ul style="list-style-type: none"> ● All progress reports entered: Thursday, January 12, 2018 by 4:00pm ● Progress report finalized: Monday, January 22, 2018 by 4:00pm ● Emailed, mailed, and/or sent home with the student by Thursday, January 25, 2018 at 4:00
Q3	<ul style="list-style-type: none"> ● All progress reports entered: Friday, March 23, 2018 by 4:00pm ● Progress report finalized: Monday, April 2, 2018 by 4:00pm ● Emailed, mailed, and/or sent home with the student by Thursday, April 5, 2018 at 4:00
Q4	<ul style="list-style-type: none"> ● All progress reports entered: Friday, May 25, 2018 by 4:00pm ● Progress report finalized: Monday, June 4, 2018 by 4:00pm ● Emailed, mailed, and/or sent home with the student by Thursday, June 12, 2018 at 4:00
ESY	<ul style="list-style-type: none"> ● All progress reports entered by June 28, 2018 by 2:00 pm

Related Service Provider Expectations

Scheduling

- The Service Provider will provide a copy of their schedule to the Special Education Coordinator including days that the professional will be present, and the times that the professional is scheduled to meet with the student.
- If the Service Provider is ill and unable to report to the designated school location, the Service Provider will be directed to email the Special Education Coordinator by 7:00 AM so he/she can inform the teachers.
- If the Service Provider is unable to provide services when school is in session (vacation, personal leave etc.), the professional must provide notification as to how they will make up the hours at least 1 WEEK PRIOR to their scheduled/unscheduled leave.
- All Service Providers must sign in at the front desk upon arrival at the designated school location. Google Docs is how the LEA tracks student services and should be completed by all related service providers. Each provider will be given access to their Google Doc at the end of the site visit, the service provider is required to sign out upon departure.

Meetings

- You are encouraged to attend all meetings for which you are a team member.
- Reminders for meetings will be sent 1 WEEK PRIOR to the meeting.

Paperwork

- Weekly service logs MUST be submitted into Easy IEP by Friday.
- Service logs should be printed, signed, and faxed into Easy IEP each Friday.
- Due dates for progress reports are on page 10. Progress reports must be submitted by the due date.
- Case managers will send out a 3 week reminder for an IEP meeting. Present levels and goals must be submitted 20 CALENDAR DAYS PRIOR to the IEP meeting
- Evaluations and SEDs input must be submitted 20 CALENDAR WEEKS PRIOR to eligibility meetings.

Manifestation Determination

- If a student with an IEP (or a student who is in the evaluation process) faces suspension beyond 10 days in a school year, convene a manifestation determination review meeting
- Send Meeting Notice/Invitation to parent–check “manifestation determination” box
- Complete Manifestation Determination form
 - Team must review all evaluation information and determine that no further evaluation is necessary/confirm student’s disability^[IEP]
 - If behavior was a manifestation, student must be allowed to return unless team agrees otherwise
 - If behavior was not a manifestation, student can be disciplined like any other student. No services are required while the student is out on suspension
- Provide parent with copy of completed Manifestation Determination form and Notice of Parental Rights.

Imagine School Inc. will follow the amended DC law, which prohibits suspensions and expulsion of Pre-K students

- Schools may suspended a Pre-K age student for up to 3 days if the student willfully caused or attempted to cause bodily injury unless the injury was caused in self defense
- Schools may suspend a Pre-K age student for up to 3 days if the student threatened serious bodily injury to another person unless the threat was made in self defense
- Expulsion completely prohibited

LEA Director of Student Support Services: Tamara Clarke, 202-722-4421, tamara.clarke@imageschools.org.

Tolson Special Education Coordinator: Tiffany Yeldell 202-832-7370, tiffany.yeldell@imageschools.org.

Lamond Special Education Coordinator: Barbara Awitta, 202-722-4421, barbara.awitta@imageschools.org.

SECTION 504 PROCESS

Student Referral^{[[L]]}_{[[SEP]]}

- Assist Parent in completing Parent Referral form if parent expresses concern about possible disability or ^{[[L]]}_{[[SEP]]} requests an evaluation pursuant to Section 504^{[[L]]}_{[[SEP]]}
- Complete Staff Referral form if staff suspect that the student has mental or physical impairment that ^{[[L]]}_{[[SEP]]} requires special education or related aids and services to participate in or benefit from education
- Staff and/or Parent Referral form should be submitted to SST for review

Decide Whether Evaluation is Warranted

- SST should review all information available and determine whether there is reason to suspect that he ^{[[L]]}_{[[SEP]]} student has an impairment that substantially limits a major life activity.
- If after parent referral, the SST determines there is no reason to suspect a disability and thus an evaluation ^{[[L]]}_{[[SEP]]} is not warranted, Notice of Decision Not To Evaluate form should be completed and sent to parent with ^{[[L]]}_{[[SEP]]} Notice of Parental Rights Document
- If SST determines there is reason to suspect a disability, initial evaluation process should be initiated ^{[[L]]}_{[[SEP]]} pursuant to either IDEA or Section 504.
- If SST suspects IDEA eligibility – refer to special education department
- If SST suspects 504 eligibility – follow steps below

Initial Evaluation

- Notice of Referral/Request for Consent form should be completed and sent to parent along with Notice of ^{[[L]]}_{[[SEP]]} Parental Rights^{[[L]]}_{[[SEP]]}
 - Parent must provide written consent
- Once parental consent is provided^{[[L]]}
 - Conduct necessary formal assessment^{[[L]]}_{[[SEP]]}
 - Gather relevant records/documents/information to be considered as part of the evaluation
- Once all necessary assessments are completed and information gathered, schedule evaluation eligibility meeting ^{[[L]]}_{[[SEP]]}
 - Send Meeting Notice/Invitation to parent – check “evaluation/eligibility” and “504 plan review” boxes

Eligibility Determination

- Convene evaluation/eligibility meeting to review evaluation results and determine eligibility
- Complete Eligibility Determination form
- Complete Notice of Eligibility Determination form and provide to parent along with copy of completed ^{[[L]]}_{[[SEP]]} Eligibility Determination form, meeting notes from eligibility meeting, and Notice of Parental Rights
- If student is found eligible, determine if a 504 Plan is necessary

504 Plan

If student requires 504 Plan, convene team to develop 504 Plan – can be combined with eligibility meeting^{[[SEP]]}

- If a separate meeting is scheduled, send Meeting Notice/Invitation form to parent—check “504^{[[SEP]]} plan review” box
- Complete Section 504 Plan form
Complete Notice of 504 Plan and Placement form and provide to parent along with copy of completed 504 plan, meeting notes from 504 plan meeting, and Notice of Parental Rights
Assign a case manager if one has not already been assigned to monitor implementation and student progress
Distribute 504 Plan to relevant school staff and provide education to staff regarding implementation

Annual Review of 504 Plan

- Review and revise the student’s 504 Plan at least annually, or more if necessary^{[[SEP]]}
 - Send Meeting Notice/Invitation to parent prior to convening meeting—check “504 plan review” box
- After every review and revision to the student’s 504 Plan, complete Notice of 504 Plan and Placement form and provide to parent along with copy of completed 504 plan, meeting notes from 504 plan meeting, and Notice of Parental Rights
- Distribute updated 504 Plan to relevant school staff and provide education to staff regarding changes and implementation

Periodic Reevaluation

- Reevaluate student at least every 3 years
- Reevaluate student before any significant change in placement, including initiating or discontinuing a service, significantly increasing or decreasing the amount of service, and long term disciplinary removals
- Before any reevaluation, complete Notice of Reevaluation/Request for Consent Form and send to parent along with Notice of Parental Rights^{[[SEP]]}
 - Parent must provide written consent
- Once parental consent is provided
 - Conduct necessary formal assessment^{[[SEP]]}
 - Gather relevant records/documents/information to be considered as part of the evaluation
- Once all necessary assessments are completed and information gathered, schedule evaluation/eligibility^{[[SEP]]} meeting
 - Send Meeting Notice/Invitation to parent—check “evaluation/eligibility” box
 - Follow steps for Eligibility and 504 Plan review above

Progress Review

- If parent or staff express concerns about student progress once a 504 Plan is developed, convene a meeting to review progress and make any necessary changes to the 504 Plan^{[[SEP]]}
 - Send Meeting Notice/Invitation to parent—check “progress review” box

Manifestation Determination

- If a student with a 504 Plan (or a student who is in the evaluation process) faces suspension beyond 10 days in a school year, convene a manifestation determination review meeting
- Send Meeting Notice/Invitation to parent—check “manifestation determination” box
- Complete Manifestation Determination form
 - Team must review all evaluation information and determine that no further evaluation is
 - Necessary/confirm student’s disability^[L]_[SEP]
 - If behavior was a manifestation, student must be allowed to return unless team agrees otherwise
 - If behavior was not a manifestation, student can be discipline like any other student. No services
 - Are required while the student is out on suspension^[L]_[SEP]
- Provide parent with copy of completed Manifestation Determination form and Notice of Parental Rights.

Section 504 Notice of Parental Rights

This is a notice of your rights under Section 504. These rights are designed to keep you fully informed about the school’s decisions about your child and to inform you of your rights if you disagree with any of those decisions. If your child is in the process of being considered for Section 504 eligibility or has been identified for Section 504 accommodations/services, you may have the right to the following:

- Have your child participate in and benefit from the school's education program without discrimination based on disability.
- Receive notice with respect to any action taken regarding the identification, evaluation, or placement of your child.
- Refuse consent for the initial evaluation and initial placement of your child.
- Have your child receive a free appropriate public education. This includes your child's right to be educated with nondisabled students to the maximum extent appropriate. It also includes the right to have the school provide related aids and services to allow your child an equal opportunity to participate in school activities.
- Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
- Have evaluation, educational, and placement decisions for your child based upon information from a variety of sources, by a group of persons who know your child, your child's evaluation data, and placement options.
- Have your child be provided an equal opportunity to participate in non-academic and extracurricular activities offered by the school.

- Have educational and related aids and services provided to your child without cost except for those fees imposed on the parents/guardians of non-disabled children.
- Examine your child's education records and obtain a copy of such records at a reasonable cost unless the fee would effectively deny you access to the records.
- A response to your reasonable requests for explanations and interpretations of your child's education records.
- Request the school to amend your child's education records if you believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school refuses this request, you have the right to challenge such refusal.
- Request mediation or an impartial due process hearing to challenge actions regarding your child's identification, evaluation, or placement. You and your child may take part in the hearing and have an attorney represent you.

Questions about how to request a hearing shall be forwarded to the person responsible for the school's compliance with Section 504 listed below.

- File a local grievance or a complaint with the District of Columbia Office for Civil Rights within the U.S. Department of Education. The regional office is located at 400 Maryland Avenue, SW, Washington, DC 20202 and can be reached at 202-453-6020 (phone), 202-453-6021 (fax), OCR.DC@ed.gov (email), and <http://www2.ed.gov/about/offices/list/ocr>.

The Section 504 Coordinator's for Imagine Hope PCS who are responsible for Section 504 compliance:

Tolson: Justice Stafford, 202-832-7370 , justice.stafford@imagineschools.org

Lamond: Jessica Coleman, 202-722-4421, Jessica.coleman@imagineschools.org.

ELL Program and Services

Mission

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

Our mission is to increase the level of English proficiency for students whose first language is a language other than English. By doing so, we are increasing the likelihood of academic achievement as well as productivity in the workplace in America.

State English Language Learner (ELL) definition:

To be eligible for English language learner services, a student must:

1. Be enrolled in an LEA within the District of Columbia.
2. Have a primary language other than English or come from an environment in which a language other than English significantly impacts the individual's level of English language proficiency; and
3. Have difficulty speaking, reading, writing, and understanding English as shown by assessment results.
4. Achieve a qualifying score on the OSSE approved ELL assessments.

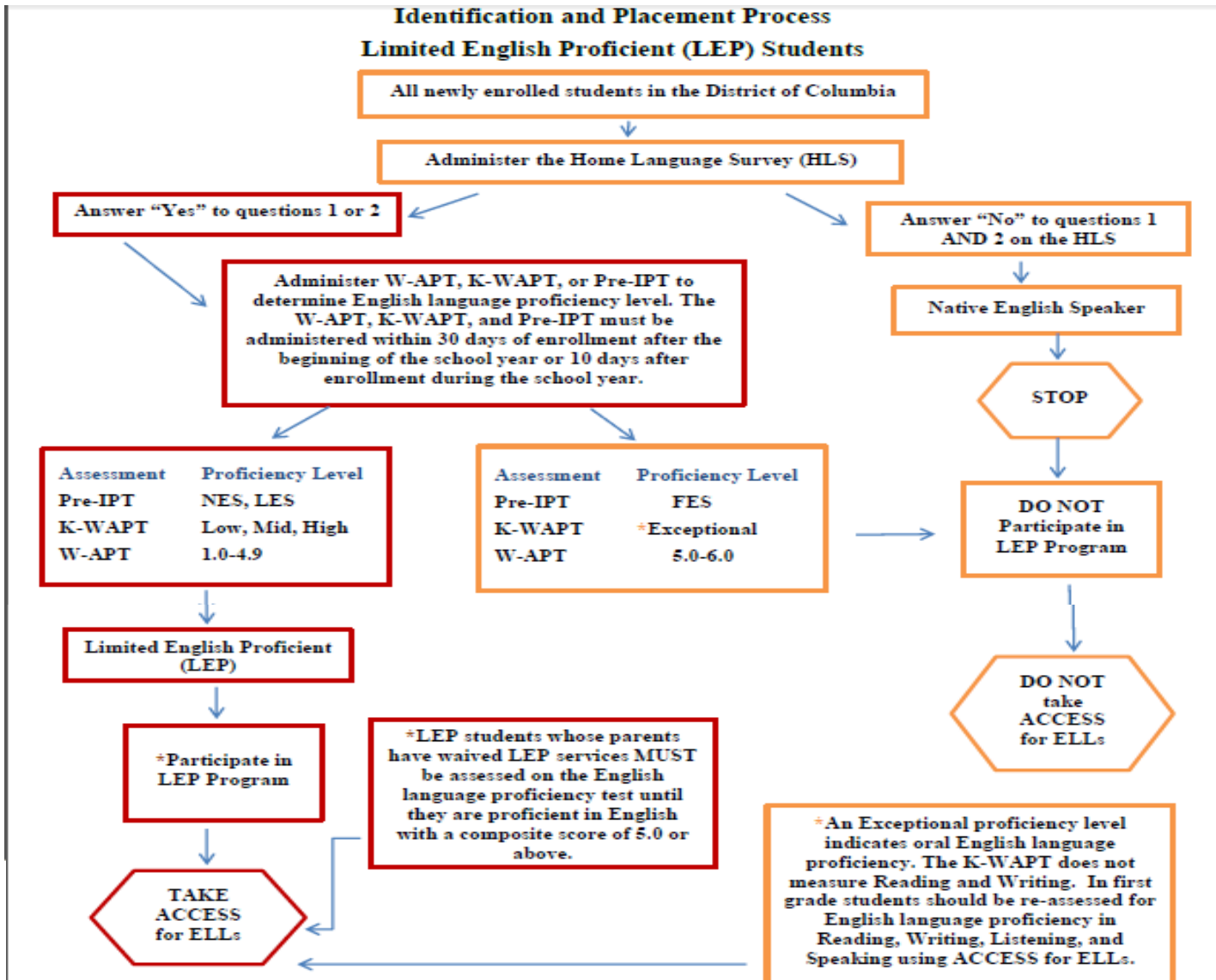
Instructional Support of English Language Learners

Students who are identified as ELL receive regularly scheduled academic support in their core content area classes on a weekly basis. The ESL support staff works with classroom teachers to incorporate best practices for language acquisition instructional strategies into courses with ELL students. Additionally, ELL students may qualify for an ELL Service Plan dependent upon their most recent OSSE approved English Language Proficiency Assessment.

English Language Learners (ELL) Assessment and Screening

ACCESS for ELLs is the annual English language proficiency assessment given to Kindergarten through 12th graders at Imagine Hope Community Public Charter School who have been identified as ELL. ACCESS for ELLs yields an overall composite score based on the language domains tested in grades Kindergarten through grade 12. The following guidelines must be adhered to in determining eligibility for placement in an English language instruction educational program and exiting an English language instruction educational program: any student scoring an overall composite score of 4.9 or below on ACCESS for ELLs must be identified as limited-English proficient and will require placement in an English language instruction education program. Any student scoring an overall composite score of 5.0 or above on

ACCESS for ELLs is exited from an English language instruction educational program, and must be monitored for academic success for two (2) consecutive years after scoring an exit-level score.



Coordinator for Imagine Hope PCS who is responsible for ELL compliance, is:

Tolson: Ernest Cotton, 202-832-7370 , ernest.cotton@imagineschools.org.

Lamond: Ernest Cotton, 202-722-4421 ernest.cotton@imagineschools.org.

Documentation

Filing/Record Keeping

All paperwork should be submitted to the system of record used by the OSSE to determine whether our school is compliant. That system is the Special Education Data System (i.e., SEDS, sometimes referred to as EasyIEP). All paperwork generated in SEDS that needs to be signed must be faxed in or uploaded back into SEDS once signed. Additionally, it is best practice to have a backup system of record. Our backup system of record will contain both hard and soft copies. The following documents and duties are specified below:

Who is responsible?	Documents	Form
Special Education Coordinator/Case Managers	IEP checklist completion materials, eligibility checklist materials including assessments, signed service logs, any other documents signed in a formal meeting	Hard copies, locked filing cabinet
Special Education Coordinator/Case Managers	Latest IEP, latest eligibility determination, latest disability worksheet, progress reports, BIPs	Hard copies, electronic copies
School Social Worker/Guidance Counselor	All 504 documentation	Hard copies, locked filing cabinet, electronic copies

Resources

There are numerous resources that have been purchased by Imagine Hope and other free resources available that can be used to facilitate differentiation in the classroom and the development of high quality IEPs. The following tables include a list of resources that can be used. These lists are not exhaustive and you are strongly encouraged to add to these tables as you see fit!

Programs/Tools

Math	<ul style="list-style-type: none"> ● IXL Math ● EnVision ● Math Steps
Reading	<ul style="list-style-type: none"> ● Reading Street ● Read 180 ● Ladders to Success ● Wilson Reading
Writing	<ul style="list-style-type: none"> ● Craft Plus

IMAGINE HOPE COMMUNITY PUBLIC CHARTER SCHOOL
WASHINGTON, DC
MULTIDISCIPLINARY TEAM (MDT)
MEETING NOTES

MEETING TYPE: _____

STUDENT: _____

DATE OF BIRTH: _____

SCHOOL: Imagine Hope-_____

DATE: _____

PARTICIPANTS: (PRINT NAME)	PARTICIPANTS: (SIGN NAME)	POSITION:
_____	_____	<u>Guardian</u>
_____	_____	<u>SPED Teacher</u>
_____	_____	<u>Gen.Ed Teacher</u>
_____	_____	<u>SEC/LEA</u>
_____	_____	_____

MULTIDISCIPLINARY TEAM MEETING NOTES

Introductions were made and the parent was given the procedural safeguard. The safeguards were explained and the parent signed the receipt, consent to evaluate, and Medicaid consent. The purpose of this meeting is to discuss the **annual IEP** for the _____ school year for _____ a student at Imagine Hope _____ who is currently identified as a student with _____.

Parents Concerns:

General Education Teacher:

Special Education Teacher:

Behavior Supports:

Related Service Providers:

AUTHORIZATION TO RELEASE CONFIDENTIAL INFORMATION

Student/Patient Full Name (Please Print): _____ Date of Birth: ___/___/___

Parent/Guardian Name (Please Print): _____ School: _____

I authorize the person or agency listed below to release protected health information, educational information, and/or otherwise confidential information.

PERSON/AGENCY RELEASING RECORDS (Please Print):

Name/Organization: _____

Address: _____ Phone: _____

City: _____ State: _____ Zip: _____ Fax: _____

THESE RECORDS MAY BE FORWARDED TO:

Name/Organization: _____

Address: _____ Phone: _____

City: _____ State: _____ Zip: _____ Fax: _____

Release to be reciprocal between persons/agencies listed above:

- I understand that signing this authorization is voluntary and may be revoked at any time by providing a written notice to Imagine Schools. The withdrawal of this authorization does not affect any health information disclosed prior to this written notice.
- I understand that this information may be re-disclosed by Imagine Schools by means of record transfer, summative reports, etc., and at that point, the information may no longer be protected under the terms of this agreement.
- I place no limitation on history or illness (including HIV and/or AIDS, genetic, drug dependency or psychiatric information) or diagnostic and therapeutic information, including any treatment for alcohol, drug abuse, or psychiatric disorders.
- This authorization expires ___/___/___ (insert applicable date or event or insert "no expiration designated") or in 12 months, whichever is shorter.

The following information is to be released (Check All That Apply):

- Psychological Reports Medical Records Discipline Records Social History
- Evaluations Psychiatric Reports IEPs & Educational Plans School Re-entry Plan
- Treatment Summaries Eligibility Reports Observations/Work Samples Anecdotal Records

Dedicated Aide Evaluation Tool

Component	Unsatisfactory	Developing	Proficient	Distinguished
Dedicated Aide/Student Interactions	Aide’s interactions with students are mostly negative, insensitive and inappropriate for students’ cultures, or developmental levels or unique learning styles. Aide is not responsive to students’ needs, requests, and interests, controlling rather than allowing any opportunity to follow the student’s lead.	Aide’s interactions with students are generally appropriate but may reflect occasional disregard for students’ cultures, or developmental levels or unique learning styles. Aide is developing responsiveness to students’ needs, requests, and interests, rarely following the student’s lead.	Aide’s interactions with students are friendly and demonstrate general caring and respect . Such interactions are appropriate to the children’s cultural backgrounds, developmental levels, and unique learning styles. Aide is generally responsive to students’ needs, requests, and interests, at times following the student’s lead.	Aide’s interactions with students is highly respectful , reflecting genuine warmth, caring and sensitivity to students as unique individuals, taking into account their cultural backgrounds, developmental levels, and unique learning styles. Aide is very responsive to student’s needs, requests, and interests, at times following the student’s lead.
Supporting Students to Make Progress Towards IEP Goals	Aide’s support to students is mostly unsupportive, minimally effective and does not assist the student in	Aide’s interactions with students are generally supportive, occasionally effective and somewhat assists	Aide’s interactions with students are supportive, effective and the aide demonstrates an understanding of IEP goals and assists the student in making	Aide’s interactions with students are very supportive, highly effective and the aide demonstrates a deep understanding of IEP goals and assists the student in making

	making progress towards IEP goals.	the student in making some progress towards IEP goals.	sufficient progress towards IEP goals.	exceptional progress towards IEP goals.
Collaboration with Teaching Team	Aide does not collaborate with the teaching team and does not provide support to the classroom teacher. Aide does not take initiative in finding ways to support the teaching team/classroom	Aide collaborates minimally with the teaching team and provides some support to the classroom teacher. Aide sometimes takes initiative in finding ways to support the teaching team in the classroom.	Aide collaborates well with the teaching team and provides sufficient support to the classroom teacher. Aide takes initiative in finding ways to support the teaching team throughout the day.	Aide collaborates very well with the teaching and provides exceptional support to the classroom teacher. Aide always takes initiative in finding ways to support the teaching team and is an invaluable member of the team.
Reflecting on Your Practice	Aide's reflection does not accurately assess the their effectiveness, the degree to which outcomes were met and/or has no suggestions for how a interactions could be improved.	Aide's reflection is a generally accurate impression of their effectiveness, the degree to which outcomes were met and/or makes general suggestions about how interactions could be improved.	Aide's reflection accurately assesses their effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for improving interactions.	Aide's reflection accurately and thoughtfully assesses their effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
Communicating with Families	The Aide provides little/no information to families about the instructional program and/or individual students. Communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The Aide provides some communication with families and responds to family concerns inconsistently. The Aide has made some attempts to engage families in the instructional program with limited success.	The Aide provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responds consistently to family concerns. The Aide has made frequent, successful efforts to engage families in the instructional program.	The Aide provides frequent, culturally-appropriate information to families with student ^[IEP] input. The Aide has made successful efforts to engage families in the instructional program that enhance student learning.

Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving . Aide avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and the Aide fulfills required school/district duties, and has become involved in a culture of professional inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation and include active participation in a culture of professional inquiry and participation in school events and school/district projects. The Aide makes substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of professional inquiry. The Aide makes substantial contributions to school/district projects.
Showing Professionalism	Professional interactions of the Aide are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Aide interactions are characterized by honest and genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or inconsistent compliance with school/district regulations.	Aide interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Aide displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices.

Glossary of Special Education Terms and Acronyms

Adapted from The IRIS Center

504 plan	A plan that specifies the accommodations and modifications necessary for a student with a disability to attend school with her or his peers; named for Section 504 of the federal Rehabilitation Act of 1973, which prohibits discrimination against individuals with disabilities, ensuring that children with disabilities have equal access to public education; students with 504 plans do not meet the eligibility requirements for special education under IDEA.
Accessibility	An optimal state in which barrier-free environments allow maximum participation and access by individuals with disabilities.
Accommodation	Service or support related to a student's disability that allows her or him to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the assignment's or test's standard or expectation.
Alternate assessment	Assessments used with students who are unable to take the typically administered standardized tests, even with accommodations; generally reserved for students with the most significant disabilities.
Alternate form	A variant assessment test that measures the same skills and has the same format as the standard version but that features different content. Not to be confused with an alternative format, which may assess skills differently or utilize different content.
Alternative portfolio	A collection of a student's work; often used to evaluate students' school performance through authentic assessments.
Americans with Disabilities Act (ADA)	Federal disability antidiscrimination legislation passed in 1990 to guarantee basic civil rights to people with disabilities; similar to those provided to individuals on the basis of race, sex, national origin, and religion, ADA guarantees equal opportunities for individuals with disabilities in areas of employment, transportation, government services, telecommunications, and public accommodations.
Annual goals	Statements in a student's IEP that outline the major expectations for that student during the upcoming twelve months; must be objective and measurable.
Annual review	Required meeting of the IEP team, including parents and school professionals, to review the student's goals for the next year.
Applied behavior analysis (ABA)	Research methodology that employs single subject designs (e.g., reversal, multiple baseline); paradigms that describe human behavior in terms of events that stimulate behavior, maintain behavior, and increase its likelihood.
Array (or continuum) of services	A constellation of special education services, personnel, and educational placements.
At-risk	Term used to describe students whose condition or situation makes it probable for them to develop disabilities.
Attention deficit	A characteristic often associated with learning disabilities characterized by an inhibited ability to pay attention to or focus on relevant tasks.
Attention deficit (ADD)/ hyperactivity disorder (ADHD)	Any of a range of behavioral disorders in children characterized by symptoms that include poor concentration, an inability to focus on tasks, difficulty in paying attention, and impulsivity.

Autism	A pervasive developmental disorder considered to be part of the autistic spectrum disorders (ASD) characterized by problems in communication and social interaction, and repetitive or manneristic behaviors; generally evident by age three.
Autistic spectrum disorder (ASD)	Any one of a family of disorders characterized by a pronounced difficulty with communication, inhibited social interaction, and mannerist behaviors.
Baseline	The level at which students, school personnel, or other individuals are performing before a new practice or program is implemented.
Behavioral intervention plan (BIP)	A set of strategies designed to address the function of a student’s behavior as a means through which to alter it; requires a functional behavioral assessment and an associated plan that describes individually determined procedures for both prevention and intervention.
Categorical approach	A system of classifying disabilities (e.g., learning disabilities, intellectual disabilities).
Community participation	In the context of special education, the efforts of clergy, youth ministry personnel, recreational staff, or others to help students with disabilities to become and remain more fully active in their communities.
Community-centered learning environment	Used to describe an environment in which explicit values or norms that promote lifelong learning are fostered.
Consultation	Process through which a professional assists or interacts with other professionals and the families of students with disabilities in order to acquire information that facilitates the learning of such students.
Cross-cultural dissonance	Situation created when the home and school cultures are in conflict.
Cultural competence	Refers to the ability to learn from and relate respectfully to other cultural backgrounds, heritages, and traditions.
Cultural responsiveness	The process through which educators and others broaden their awareness of the cultural and racial issues facing diverse students, families, and communities by reflecting on their own cultures and learning about those of others.
Cultural-familial intellectual disability	Mild intellectual disability due to an unstimulating environment or hereditary factors.
Culturally and linguistically diverse (CLD)	Term sometimes used to describe students from diverse cultural or linguistic backgrounds.
Culturally responsive instruction	Instructional modifications or adjustments made by culturally responsive educators to meet the individual needs of their diverse classrooms and students.
Demographics	Term used to denote any of a variety of pre-selected population characteristics (e.g., racial, ethnic, gender) that are collected and analyzed usually for the purpose (either scientific or commercial) of studying group action dynamics; not to be confused with demography.
Developmental delay (DD)	Term used to encompass a variety of disabilities in infants and young children indicating that they are significantly behind the norm for development in one or more areas, including motor development, socialization, independent functioning, cognitive development, or communication.
Differentiated curriculum	The flexible application of curriculum targets to ensure content mastery, in-depth and independent learning, and the exploration of issues and themes; often used in gifted education.
Differentiated instruction	An approach whereby teachers adjust their curriculum and instruction to maximize the learning of all students: average learners, English language learners, struggling students, students with learning disabilities, and gifted and talented students; not a single strategy but rather a framework that teachers can use to implement a variety of strategies, many of which are evidence-based.

Disability	Any of a wide variety of conditions characterized by limitations in typical function (e.g., seeing, hearing, speaking, or learning) or development resulting from a physical or sensory impairment.
Discrepancy formula	Any one of a variety of formulas developed by state educational agencies or local districts to determine the difference between a child's actual achievement and, using the student's IQ scores, expected achievement; used to identify students with learning disabilities.
Discrepancy score	The score used in some states to determine eligibility for services designed for students with learning disabilities; calculated by applying one of several different discrepancy formulas.
Disproportionate representation	Situation wherein a particular group is represented significantly more or less than would be predicted by the percentage that group represents in the general population.
Early childhood special education	The provision of customized services crafted to meet the individual needs of young children with disabilities; generally used among children from birth to five years old.
Early expressive language delay (EELD)	A significant interruption in the development of language that is apparent by age two.
Education for All Handicapped Children Act (EHA) or Public Law PL 94-142	Act of Congress passed in 1975 with many provisions for assuring free appropriate public education for all students with disabilities; later renamed the Individuals with Disabilities Education Act (IDEA).
Emotional or behavioral disorder – emotional disturbance	A condition of disruptive or inappropriate behaviors that interferes with a student's learning, relationships with others, or personal satisfaction to such a degree that intervention is required.
English as a second language (ESL)	Instructional approach in which non-native speakers are instructed in English until a level of proficiency is achieved; does not provide support in the student's native or primary language; also referred to as English for speakers of other languages (ESOL).
English language development	An instructional method used with English Language Learners (ELL) that focuses on learning the formal structures of language(grammar); another term for English as a second language (ESL).
English language learner (ELL)	The preferred term for a student engaged in learning English as his or her second language; sometimes called limited English proficient (LEP) students.
ESL/ bilingual paraprofessional	Professional who provides instruction or support under the supervision of an ESL or bilingual teacher.
Evaluation	Assessment or judgment of special characteristics such as intelligence, physical abilities, sensory abilities, learning preferences, and achievement.
Exceptional learning needs (ELN)	The exhibition of variations in behavior or performance sufficient to warrant a special educational intervention.
Executive functions	The mental processes that control and coordinate activities related to learning, including processing information, retaining and recalling information, organizing materials and time, and using effective learning and study strategies.
Four-tiered RTI model	An RTI model in which the fourth level of intervention is provided by the special education program. Tiers 1 through 3 are provided by the general education program and are increasingly intensive.
Free appropriate public education (FAPE)	A provision of IDEA ensuring that students with disabilities receive necessary education and services without cost to the child or family.
Frequency	In behavior intervention, the number of times a behavior occurs; also called event.

Frequent progress monitoring	A type of formative assessment in which student learning is evaluated often and on a regular basis in order to provide useful feedback about performance to both learners and instructors.
Full inclusion	An interpretation of the least restrictive environment concept that all students with disabilities should receive their instruction in the general classroom; the act of facilitating the full participation of an individual in an activity, lesson, or course of study.
General education	A typical (regular education) classroom and curriculum designed to serve students without disabilities.
Guardianship	A legal authority that grants one person the right to make decisions for another.
Hyperactivity	Term used to describe the impaired ability to sit or concentrate for long periods of time.
Identification	The process of seeking out and designating students with disabilities who require special education and related services.
IEP Team	The multidisciplinary team of education and services professionals that develops and evaluates, along with the students and their parents, the individualized education program plan for each student with a disability.
Inclusion	In education, a state of inclusivity in which all students are educated so as to reach their fullest potentials, regardless of ability or disability.
Individualized education program (IEP)	A written plan used to delineate an individual student's current level of development and his or her learning goals, as well as to specify any accommodations, modifications, and related services that a student might need to attend school and maximize his or her learning.
Individualized family service plan (IFSP)	A written document used to record and guide the intervention process for young children with disabilities and their families; designed to reflect individual concerns, priorities, and resources.
Individuals with Disabilities Education Act (IDEA)	Name given in 1990 to the Education for All Handicapped Children Act (EHA) and used for all reauthorizations of the law that guarantees students with disabilities the right to a free appropriate education in the least restrictive environment.
Instructional support	Element added to an instructional routine in order to accommodate the different learning needs of students with disabilities.
Intellectual disability (ID)	A disability characterized by significant intellectual impairment and deficits in adaptive functioning that occurs in the developmental period (before the age of eighteen) and has adverse effects on education.
Interdisciplinary team	Group of professionals from different disciplines who work together to plan and manage a student's IEP.
Intervention	An instructional technique designed to improve or remediate a certain set of skills.
IQ-achievement discrepancy model	The traditional assessment vehicle used to determine whether a student has a learning disability and requires special education services.
Language delay	Circumstance in which a child's language development occurs at a slower rate or over a longer period of time than is usually seen.
Language difference	Natural variations or anomalies that occur in the language development of non-native English speakers or of those who speak nonstandard English.
Language impairment	A pronounced difficulty or inability to master the various systems of rules in language.
Learning disability (LD)	Any one of a variety of disorders characterized by a difficulty or delay in the development of the ability to learn or use information.
Least restrictive environment (LRE)	One of the principles outlined in the Individuals with Disabilities Education Act requiring that students with disabilities be educated with their non-disabled peers to the greatest appropriate extent.

Legal mandates	In reference to education policy, the laws or legislative changes that outline the required guidelines for serving students with disabilities.
Limited English proficient (LEP)	Term used to describe non-native English speakers whose ability to read, write, or speak may be limited or developing more slowly than that of their peers; English language learners is the preferred term.
Low incidence disability	Term used describe a disability whose occurrence in a general population is relative uncommon (e.g., deafness, deaf blindness).
Manifestation determination	The result of a process used to determine whether a student's disciplinary problems are the result of a disability.
Manipulatives	Concrete objects—for example, an abacus or popsicle sticks—that students can use to develop a conceptual understanding of math topics.
Mathematics disability	Condition characterized by significant difficulty in the area of mathematics.
Mediation	Process through which a neutral party facilitates a meeting between parents and school officials to resolve disagreements about a student's individualized education program and questions about his or her placement and services.
Modification	Any of a number of services or supports that allow a student to access the general education curriculum but in a way that fundamentally alter the content or curricular expectations in question.
Multi-tiered systems of support	A model or approach to instruction that provides increasingly intensive and individualized levels of support for academics (e.g., response to intervention or RTI) and for behavior (e.g., Positive Behavioral Interventions and Supports or PBIS).
Multidisciplinary team	A team of teachers, educational professionals (e.g., related services personnel, school psychologist), administrators, specialists, and parents or guardians who assess the individual needs of students to determine eligibility for special education and develop individualized education programs (IEP); often called IEP teams.
Multiple disabilities (MD)	Circumstance in which an individual has more than one disability.
No Child Left Behind Act of 2001 (NCLB)	Federal school reform legislation that aimed to increase school accountability for student learning, offer more choices for parents and students, create greater flexibility for schools in the use of funds, and emphasize early-reading intervention.
Occupational therapist (OT)	Professional who directs activities to help improve fine-motor muscular control and develop self-help skills and behavior in conjunction with services for persons with disabilities.
Overrepresentation	Circumstance in which the number of students from a cultural or ethnic group found to be participating in a special education category is above the level one might expect based upon that group's proportion of the overall school population.
Paraprofessional	An individual trained to assist a professional.
Partial participation	Educational approach in which students with disabilities in general education classrooms engage in the same learning activities as students without disabilities, but on an appropriately modified basis.
Performance level	An indication of a student's academic skills, usually denoted by a score on a given test or probe.
Physical therapist (PT)	A professional who treats movement dysfunctions through a variety of nonmedical means in a program tailored to the individual's needs; provides a special education related service.
Portfolio assessment	An alternative form of individualized evaluation that includes numerous samples of the student's work across all curriculum targets and reports of teachers and parents about that individual's social skills.

Positive behavioral interventions and supports (PBIS)	A tiered framework that guides the selection, integration, and implementation of evidence-based practices for improving important academic and behavior outcomes for all students.
Pre-referral	Term used to describe a set of procedures designed to assist students experiencing academic or behavior difficulties prior to any consideration of special education services.
Present level of educational performance	Information pertaining to a student's current level of academic achievement and other areas of development, such as social, behavior, and communication skills; a required component of a student's IEP.
Procedural safeguards	In the context of IDEA, the guarantee of a free appropriate public education in the least restrictive environment possible through a process of resolving disagreements and disputes beginning with mediation and ending with civil action.
Progress monitoring	A form of assessment in which student learning is evaluated on a regular basis in order to provide useful feedback about performance to both learners and instructors.
Psycho-educational evaluation	An evaluative measure that usually includes intelligence testing, achievement testing, and an assessment of adaptive behavior skills for the purpose of designing an educational program appropriate to the needs of the student.
Public Law (PL) 94-142	The first special education law passed by Congress in 1975 as the Education of All Handicapped Children Act and later updated as IDEA.
Push-in program	Educational program in which instruction and related services are delivered to students with disabilities within the general education classroom.
Pullout program	Educational program in which instruction and related services are delivered to students with disabilities outside the general education classroom.
Reading disability	Any condition in which a student's learning disability in reading is significant or unusually pronounced.
Referral	Process through which a student is sent to another professional for services to support his or her academic, social, or behavioral needs.
Related services	A part of special education that includes services from professionals (e.g., occupational therapist [OT], physical therapist [PT], Speech-Language Pathologist [SLP]) from a wide range of disciplines typically outside of education, all designed to meet the learning needs of individual children with disabilities.
Resource room	Classroom in which students with exceptional learning needs receive individualized services for part of the school day.
Response to intervention (RTI)	A multi-tiered method for delivering instruction to learners through increasingly intensive and individualized interventions.
School counselor	Professional whose job it is to advise students in matters related to school success and planning, including academics, attendance, social issues, and post-secondary transitions.
School nurse	Professional who participates in delivering services to students with disabilities by assisting with medical services at school and designing accommodations for students with special healthcare needs.
Section 504 of the Rehabilitation Act of 1973	Federal law that set the stage for both the Individuals with Disabilities Education Act, passed in 1975, and the Americans with Disabilities Act, passed in 1990, by outlining basic civil rights for people with disabilities.
Self-contained class	A special classroom, usually located within a regular public school building, that exists only for students with exceptional learning needs.
Service coordination	The process of facilitating students' access to services, and coordinating the services, supports, and resources as identified on the IFSP or IEP; assures that services will be provided in an integrated way and that they will not be needlessly duplicated.

Severe disorder/ disability	Term generally understood to describe disorders or disabilities that compromise an individual's functional skills to the extent that substantial assistance with daily living activities and ongoing supervision is required.
Social competence	The ability to understand social situations, respond to others appropriately, and interact with other people.
Special education	Individualized education for children and youth with exceptional learning needs.
Specific language impairment (SLI)	Language disorder with no identifiable cause and not attributable to another disability.
Speech impairment	Any one of several disorders that interferes with an individual's ability to communicate clearly and articulately; used to refer to speech and language disorders.
Speech/ language pathologist (SLP)	A professional who diagnoses and treats problems in the area of speech and language development; a related services provider.
Three-year reevaluation	Triennial process, conducted by a multidisciplinary team, to reassess the needs of students with disabilities.
Tier 1: class- or school-wide interventions (primary prevention)	Program of reading instruction that includes all students, whether struggling in reading or not.
Tier 2 service provider	Any individual who has been trained in the appropriate Tier 2 instruction: classroom teacher, reading specialist, special education teacher, supervised paraprofessional, tutor, or trained volunteer.
Tier 2: targeted interventions (secondary prevention)	Program of reading instruction that offers more focused instruction than is usually offered in the typical classroom.
Tier 3: intensive, individualized interventions (tertiary preventions)	Program of increasingly intensive, specialized services designed to help students to become successful readers.
Underrepresentation	The Low or non-presence of a group or groups of individuals in a special education category; smaller numbers than would be predicted by their proportion in the overall school population.
Visual accommodation	Any of a variety of modifications made to printed materials (e.g., enlarged print, increased contrast) that render them easier to read.
Wraparound service	A service delivery model whereby all of the student's needs are met through the coordination of the education system, mental health agencies, social services, and community agencies.
Zero reject	The core principle of IDEA stating that no student with a disability, regardless of its nature or severity, can be denied an education.