

Imagine Madison School of Arts Parent Guide to Special Education

I. Introduction (roles and responsibilities, contact information)

- A. Chrisie LaPoint: Special Education Coordinator and Intervention Specialist for 5th grade. Chrisie LaPoint is the point of contact for any requests, questions, or concerns,
 - 1. christine.lapoint@imgmadison.com
 - 2. Ext. 1112
- B. Sara Boze: Intervention Specialist for 6th and 7th grade
 - 1. sara.boze@imgmadison.com
- C. Megan Reyome: Intervention Specialist for Kindergarten through 4th grade
 - 1. megan.reyome@imgmadison.com
- D. Charlotte Adams: Special Education Paraprofessional
 - 1. charlotte.adams@imgmadison.com

II. Order of operations for an Initial IEP/ETR

- A. Request
 - 1. If you feel that your student is struggling and may need Special Education Services, call or email Chrisie LaPoint, the Special Education Coordinator. She will help set up an evaluation to determine if your child qualifies for special education services. You can reach her at ext. 112 or by emailing christine.lapoint@imgmadison.com
- B. RTI
 - 1. RTI stands for Response to Intervention, which is a way Imagine Schools help identify and assist struggling students. You will receive notice from the school indicating that your student needs extra support in the classroom. Your child will receive extra support in the regular classroom, like extra help from the teacher along with more targeted academic support based on their needs. This process happens over a series of up to six weeks. If your child's challenges continue after receiving this extra help, the RTI team will meet to determine if the student req. RTI helps identify a child's needs early and provides support quickly, so every child can succeed.
- C. Planning Process

1. The special education referral process starts when a guardian, school staff, or provider requests an evaluation, which is documented on an Ohio Department of Education (ODE) PR-04 Referrals for Evaluation form signed by the referrer and the school. The school must send the guardian a Parent Notice and a PR-01 Prior Written Notice within 30 days. If the district agrees to evaluate, they schedule a meeting to plan the evaluation (PR-06), obtain parental consent (PR-05), and then complete the comprehensive evaluation and eligibility determination within 60 days.

2. Initiate the Referral

A parent, guardian, or provider can initiate the process by contacting the school district to request an evaluation. A teacher or school staff member can also make a referral if they observe that a child needs additional support. The person making the referral should provide written documentation of their concerns, including the child's name and date of birth, and any supporting information like interventions tried or previous evaluations.

3. School Response to Referral

The school uses the PR-04 form, the "Referral for Evaluation," which must be signed by the person making the referral and the school official receiving it. The district sends the parent a "Parent Notice" and a PR-01 "Prior Written Notice" to inform them of their rights and the district's next steps within 30 days of the referral.

4. Evaluation Planning and Consent

If the school decides to proceed with an evaluation, a member of the Special Education team will schedule a planning meeting with the guardian. The PR-06 Planning form outlines the assessment areas to be evaluated and is signed by the guardian and team members. The district presents the PR-05 "Consent for Evaluation" form to the parent. Consent from a student's guardian is required to move forward with the evaluation.

5. Completing the Evaluation

The school has 60 calendar days from the date of the signed consent form to complete the evaluation and hold the Evaluation Team Meeting (ETR). A team gathers and assesses information about the child's academic, cognitive, motor, and social-emotional functioning to determine if they have a qualifying disability. The team will utilize a number of data sources pulled from the student's classroom teacher, the school psychologist, the intervention specialists, occupational therapists (as needed), and the speech and language pathologist (as needed).

6. Determining Eligibility

- ETR Meeting: The evaluation team discusses the results of the evaluation.
- Eligibility Decision: The team determines if the child is eligible for special education services under a specific disability category.

7. Developing an IEP

- IEP Meeting: If the child is found eligible, a meeting is scheduled to develop their Individualized Education Program (IEP), which outlines their goals and services. .

D. ETR Meeting

1. An ETR meeting stands for Evaluation Team Report meeting. To determine if a student qualifies for special education services, an ETR meeting will be set up with the special education team. The team will include the student's general education teacher, the special education coordinator, occupational therapists (as needed), speech therapist (as needed) , the guardian, and sometimes the student. During the meeting, the team discusses the student's needs and reviews testing data as well as classroom based observations. If a student qualifies for services, the team will create a plan called an IEP to support the student's learning. This meeting helps make sure the student gets the right support to succeed in school. The student's guardian is required to attend this meeting in person.

E. IEP Meeting

1. An IEP meeting is a meeting where the special education team, including guardians and school staff, talk about how to help a student with special needs. During the meeting, they look at the

student's strengths and challenges. They discuss what kind of support, goals, and services the student needs to succeed in school. The team creates a written plan called an IEP (Individualized Education Program) that explains these supports. The goal of the meeting is to make sure the student gets the help they need to do their best in school. The student's guardian is required to attend this meeting in person.

III. Definitions

- A. SPED: Special education is a service that helps students who have different learning needs. It provides extra support, tools, and services so these students can learn and do well in school. Special education plans are made just for each student to help them succeed.
- B. RTI: Response to Intervention, is a process schools use to help students who are having a hard time learning. The school gives extra help and support in the regular classroom. If the student still needs help after this, the school may do further tests to see if they need special education services. RTI helps students get the right support early so they can succeed.
- C. ETR: Evaluation Team Report (ETR) is a document created after a team of school professionals and guardians evaluate a student's needs. It explains the results of tests and assessments, and it helps decide if the student needs special education services. The ETR is used to create a plan to support the student's learning and growth.
- D. IEP: An Individual Education Plan (IEP) is a document for a student who needs special education help. It explains the student's strengths and challenges, and it lists the goals for learning. The IEP also explains support and services the student will receive at school. The goal of the IEP is to help the student succeed and do their best in school.
- E. LRE: Least Restrictive Environment refers to how much time a student is going to spend in the general education classroom receiving their special education services.
- F. 504 Plan: Not all students who struggle in school are found to need special education services. For students who need ongoing support, but will not receive an IEP, a 504 Plan is developed. A 504 Plan helps students get the accommodations and support they need to do well in school. It is created by a team of school staff and the student's guardians. The plan might include things like extra time on tests, a quiet place to take exams, or special seating. Students who do not qualify for special education services can still receive accommodations if they have a 504 Plan.

IV. IEP Meetings

- A. IEP Meetings take place every year. A member of the special education team will contact families to set up a meeting. Guardians are required to attend IEP meetings, either over the phone or in person. They will discuss their student's current level of performance, their progression regarding their current goals, and any changes that should be made to the IEP. Once the team reaches an agreement all members will sign the IEP and the plan will be put into place. This plan will be good for the next 364 days.

V. ETR Meetings

- A. ETR Meetings are held once every three years. A member of the special education team will contact families to set up a meeting. Guardians are required to attend ETR meetings, either over the phone or in person. During the meeting, the team discusses the student's needs and reviews testing data as well as classroom-based observations. These results will be the basis of the child's IEP.

VI. Questions & Concerns

- A. If you have any questions, comments, or concerns do not hesitate to reach out to Chrisie LaPoint at ext. 112 or christine.lapoint@imgmadison.com. An IEP is a "living document", which gives guardians and the special education team the ability to make changes if needed.