

# **Imagine Madison Avenue School of Arts Special Education Handbook 2025-2026**

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## **Introduction**

Imagine Madison Avenue School of Arts is committed to providing a high-quality education to all students. This Special Education Policies & Procedures Handbook describes how the school identifies, evaluates, and provides services for students with disabilities in grades K–7 in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Family Educational Rights and Privacy Act (FERPA), and the Ohio Department of Education Operating Standards for the Education of Children with Disabilities. Our goal is to ensure each eligible student receives a free appropriate public education (FAPE) in the least restrictive environment (LRE) that meets their individual needs.

## **Purpose**

The purpose of this handbook is to:

- Explain Madison Avenue School of Arts’s policies, procedures, and practices for special education services.
- Describe how parents/guardians, staff, and community members can participate in the identification, evaluation, planning, and delivery of special education services.

- Clarify responsibilities and student/parent rights under IDEA, Section 504, FERPA, and applicable Ohio law and operating standards.
- Provide consistent, practical guidance for teachers, administrators, and related service providers to ensure compliance and high-quality instruction.
- Promote collaborative partnerships among families, general and special education staff, and community providers to support student learning and social-emotional development.

## Scope

This handbook applies to:

- All students enrolled in Imagine Madison Avenue School of Arts qualify for special education services or 504 accommodations.
- All staff involved in referral, screening, evaluation, eligibility determination, IEP/504 plan development, service delivery, progress monitoring, and procedural safeguards.
- Parents/guardians and external service providers who participate in planning and implementation.

## Guiding Principles

- FAPE: We will provide eligible students with an individualized program designed to meet their unique needs and enable access to the general education curriculum.
- LRE: Placement decisions will prioritize the least restrictive environment appropriate to each student's needs when receiving their special education services.
- Parent Partnership: Families are essential partners in decision-making; we will engage them respectfully and meaningfully in all phases of the special education process.
- Non-Discrimination: Services and education will be provided without discrimination based on race, color, national origin, sex, disability, religion, or other protected status.
- Data-Informed Practice: Instruction and services will be guided by timely data, ongoing progress monitoring, and evidence-based practices.
- Continuous Improvement: The district will regularly review policies, procedures, and student outcomes and make improvements based on data and feedback.

## How to Use This Handbook

This handbook is organized to follow the lifecycle of special education services—from child find and referral through evaluation, IEP/504 planning, service delivery, review, and transition. Each section provides:

- Required steps and timelines
- Roles and responsibilities
- Required documentation forms or references to where forms can be found
- Practical guidance and sample processes for consistent implementation

## **Review and Updates**

This handbook will be reviewed annually and updated as needed to reflect changes in federal or state law, Ohio Department of Education guidance, school policy, or administrative practice. Any updates will be communicated to staff and families.

## **Legal Framework**

### **Purpose**

This section summarizes the federal, state, and local laws and regulations that govern identification, evaluation, placement, services, and procedural safeguards for students with disabilities served by Imagine Madison Avenue School of Arts . It explains how those authorities interact and highlights the rights and responsibilities of the school staff, students, and families.

### **Primary Authorities**

- Individuals with Disabilities Education Act (IDEA)
  - Establishes entitlement to a Free Appropriate Public Education (FAPE) for eligible children with disabilities, requirements for individualized education programs (IEPs), procedural safeguards, child find, evaluation and eligibility, least restrictive environment (LRE), and related services.
- Section 504 of the Rehabilitation Act of 1973
  - Prohibits disability-based discrimination in programs receiving federal financial assistance.

### **Definitions**

- Age of Majority — The age at which a student is legally considered an adult (in Ohio, generally 18). At that time, certain parental rights transfer to the student unless a guardian or surrogate decision-maker is designated.
- Accommodations — Changes in how a student accesses instruction or demonstrates learning (e.g., extended time, preferential seating) that do not change the academic expectations.
- Annual Review — The required yearly IEP meeting to review progress and revise goals and services as needed.
- Assistive Technology (AT) — Any device or service that increases, maintains, or improves the functional capabilities of a student with a disability (e.g., communication devices, specialized software).

- Behavioral Intervention Plan (BIP) — A written plan developed when a student's behavior impedes learning; it describes positive supports and interventions based on a Functional Behavioral Assessment (FBA).
- Child Find — The district's legal obligation to identify, locate, and evaluate all children with disabilities who may need special education and related services, from birth through age 21.
- Consent (Parent Consent) — Written permission from a parent, guardian, or eligible student (when age of majority applies) required before conducting an initial evaluation or providing special education for the first time. Consent may also be required for certain other actions.
- Continuum of Services — The range of placement options and service delivery models (general education classroom with supports, resource room, self-contained classroom, therapeutic programs, etc.) to meet students' needs.
- Due Process — Formal legal procedures available to resolve disputes between parents and the school district about special education identification, evaluation, placement, or provision of FAPE.
- Eligibility Determination — The process and decision by the IEP or eligibility team that a student meets federal and state criteria for having a disability and requires special education services.
- Evaluation — Procedures used to determine whether a student has a disability and to identify the student's educational needs; includes assessments, observations, and parent input.
- Extended School Year (ESY) — Special education services provided beyond the regular school year when necessary to provide FAPE and prevent significant regression.
- Free Appropriate Public Education (FAPE) — Educational instruction and services, at public expense, designed to meet a student's unique needs and provide access to the general curriculum in accordance with IDEA.
- Functional Behavioral Assessment (FBA) — A systematic process to identify the reasons for a student's behavior and to guide development of an effective BIP.
- General Education — The regular school program available to all students, with or without accommodations and supports.
- IEP (Individualized Education Program) — A written plan developed by the IEP team that documents a student's present levels of performance, annual goals, special education and related services, accommodations, participation in state/district assessments, LRE, and transition planning as appropriate.
- IEP Team — A group required by IDEA to develop, review, or revise an IEP. Typically includes the parent/guardian, general education teacher, intervention specialist, and district coordinator.

## **Referral and Child Find**

### **Purpose**

Imagine Madison Avenue School of Arts has a legal obligation to identify, locate, and evaluate all children with disabilities who need special education and related services (child find). The purpose of this section is to describe how child find is implemented and how referrals for evaluation are made, processed, and resolved.

### **Child Find Responsibilities**

- Proactively publicize child find activities to families, community agencies, and early intervention providers.
- Conduct periodic screenings (academic, speech/language, hearing, vision, developmental) and review universal screening/RTI/MTSS data to identify students who may need further evaluation.
- Coordinate with early intervention (Part C) providers to ensure timely transition of eligible children to preschool special education (notify families of transition rights and timelines).
- Maintain documentation of child find activities, referrals, evaluations, and parent communications.

### **Who May Refer**

- Parents/guardians
- Classroom teachers and other school staff
- School nurses, counselors, and related service providers
- Administrators
- Community agencies, physicians

## **Evaluation and Eligibility Determination**

### **Purpose**

This section describes how Imagine Madison Avenue School of Arts evaluates children referred for special education and how eligibility decisions are made. The evaluation process is used to determine whether a student has a disability under IDEA and/or Section 504, the student's unique educational needs, and the services and supports necessary to provide a Free Appropriate Public Education (FAPE).

### **Key Principles**

- Evaluations must be timely, comprehensive, and nondiscriminatory.
- Decisions are based on multiple sources of information, not a single test score.
- Evaluations are conducted in the student's native language or other mode of communication unless clearly not feasible to ensure validity.

## **IEP Development, Implementation, and Review**

### **Purpose**

This section explains how Imagine Madison Avenue School of Arts puts into practice, monitors, and revises Individualized Education Programs (IEPs)

### **Identifying Students who Qualify for Special Education Services**

When a General Education Teacher has concerns regarding a struggling student, they are to contact the Special Education Coordinator to share these concerns. The classroom teacher should also notify the Special Education Coordinator if a student has received red in at least two consecutive STAR testing cycles. The Special Education Coordinator, the Intervention Specialist who handles that child's grade, and General Education Teacher will meet to go over concerns and schedule an observation. A member of the Special Education Team will conduct the observation, and the team will meet again. If they feel that the student might qualify for Special Education Services, the guardian of the student will be contacted, and the team will begin the RTI process. A letter will be sent home with the student to share the team's concerns and indicate that the child qualifies for the RTI process.

### **The RTI Process**

The RTI process will take place over a span of no more than six weeks. During this time the classroom teacher will implement the specific intervention provided by the Special Education Department to collect data on the student. Each General Education Teacher is expected to return the intervention sheets graded by the end of the day Friday. At the end of the RTI period the General Education Teacher, Intervention Specialist handling that grade, Special Education Coordinator, child's guardian, and principal will meet to decide if the classroom interventions were successful.

### **Steps to Implement an IETR**

If the team decides that the student needs special education services, the Special Education Coordinator will send home a Referral for Evaluation (PR-04). The PR-04 starts a 30 day window in which to receive the parental consent for an initial evaluation. The Special Education Coordinator will also send a Parent Invitation (PR-02) to the student's guardian to invite them to the Evaluation Planning meeting as well as a Parent Consent for Evaluation form. Once these forms are returned the school psychologist will be contacted by the Special Education Coordinator and testing will be scheduled. Once the testing is completed Special Education Coordinator will send a parent invitation and the ETR Planning Team will meet.

### **IETR Planning Meeting**

The ETR Planning team consists of the student's guardian, their General Education Teacher, grade level Intervention Specialist, school psychologist, district representative, Special Education Coordinator, speech pathologist (if needed), and occupational therapist (if needed). At this meeting the team will go over the steps needed to write the ETR and they will set up the official IETR meeting. The Special Education Coordinator is to be the chairperson and will be the point person of this process. The team will send a Prior Written Notice (PR-01) to the student's guardian regarding the outcome of the meeting.

### **IETR Meeting**

If the student qualifies for special education services, the team will meet again at the IETR meeting. The Special Education Coordinator will send the Parent Invitation to the student's guardian, who MUST be in attendance in person for the IETR meeting. Once the ETR is approved by the team, and a Prior Written Notice is sent to the student's guardian by the Special Education Coordinator, they will set up the IIEP meeting. A Prior Written Notice will be sent to the student's guardian regarding the outcome of the meeting. It is the responsibility of the Special Education Coordinator to

ensure that all paperwork is submitted, filed, and signed. It is also the responsibility of the Special Education Coordinator to ensure that the EMIS at a glance is sent to the EMIS Coordinator.

#### **VI. IIEP Meeting**

The IIEP meeting will take place within 30 days of the initial evaluation. The student's guardian must attend this meeting in person. The Intervention Specialist, grade level teacher, District Representative, Speech pathologist (as needed), Occupational therapist (as needed), and guardian will all be in attendance. After the meeting a Prior Written Notice (PR-01), a copy of the IEP, and a copy of *A Guide to Parents Rights in Special Education* will be sent home with the student by the end of the day or given directly to the guardian. It is the responsibility of the Special Education Coordinator to ensure that all paperwork is submitted, filed, and signed. It is also the responsibility of the Special Education Coordinator to ensure that the EMIS at a glance is sent to the EMIS Coordinator.

### **Existing Special Education Students**

#### **ETR Planning Meeting**

The ETR Planning team consists of the student's guardian, their General Education Teacher, grade level Intervention Specialist, school psychologist, district representative, Special Education Coordinator, speech pathologist (if needed), and occupational therapist (if needed). At this meeting the team will go over the steps needed to write the ETR and they will set up the official ETR meeting. The Special Education Coordinator is to be the chairperson and will be the point person of this process. The team will send a Prior Written Notice (PR-01) to the student's guardian regarding the outcome of the meeting.

#### **ETR Meeting**

The Special Education Coordinator will send the Parent Invitation to the student's guardian, who must be in attendance in person or over the phone for the meeting. Once the ETR is approved by the team, and a Prior Written Notice is sent to the student's guardian by the Special Education Coordinator, they will set up the IIEP meeting. A Prior Written Notice will be sent to the student's guardian regarding the outcome of the meeting. It is the responsibility of the Special Education Coordinator to ensure that all paperwork is submitted, filed, and signed. It is also the responsibility of the Special Education Coordinator to ensure that the EMIS at a glance is sent to the EMIS Coordinator.

#### **IEP Meetings**

The IEP meeting will take place within 364 days of the last IEP meeting. The student's guardian must attend this meeting in person or over the phone. The Intervention Specialist, grade level teacher, District Representative, Speech pathologist (as needed), Occupational therapist (as needed), and guardian will all be in attendance. After the meeting a Prior Written Notice (PR-01), a copy of the IEP, and a copy of *A Guide to Parents Rights in Special Education* will be sent home with the student by the end of the day, or given directly to the guardian. The team 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 It is the responsibility of the Special Education Coordinator to ensure that all paperwork is submitted, filed, and signed. It is also the responsibility of the Special Education Coordinator to ensure that the EMIS at a glance is sent to the EMIS Coordinator.

## **Least Restrictive Environment (LRE) and Continuum of Services**

### **Purpose**

This section explains Imagine Madison Avenue School of Arts commitment to educating students with disabilities alongside their non-disabled peers to the maximum extent appropriate, describes the range of placement options available (the continuum of services), and explains how IEP teams determine and document the least restrictive environment for each student in accordance with IDEA and the Ohio Operating Standards.

### **Guiding Principles**

- Placement decisions are made individually by the IEP team based on the student's unique needs, strengths, present levels of performance, and IEP goals — not on labels, availability of programs, or convenience.
- Students will be educated with nondisabled peers to the maximum extent appropriate. Removal from general education will occur only when the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily.
- Supplementary aids and services, supports for school personnel, and program modifications are considered and documented before moving to a more restrictive placement.
- Parents/guardians are full participants in placement decisions and must be provided rationale and documentation if a more restrictive placement is recommended.

### **Continuum of Services (examples)**

The district provides a range of placement and service delivery options. The list below describes common placement levels; local program names may differ.

- General Education Classroom with Supports
  - Student is enrolled in the general education class full time with accommodations, modifications, and supports (e.g., differentiated instruction, preferential seating, extended time, assistive technology).
  - Supplementary aids: co-teaching, push-in support by special educator, classroom aide, consultation with specialists, behavior supports.
- Resource Room / Pull-Out Services

- Short-term, scheduled instruction outside the general classroom to provide specially designed instruction (e.g., reading/math small groups) while spending most of the day in general education.
- Itinerant Services
  - Specialist provides services across multiple buildings or classrooms (e.g., itinerant speech/language, adaptive physical education).
- Self-Contained Special Education Classroom
  - More intensive, specially designed instruction in a separate classroom for students whose needs

## **Procedural Safeguards & Parent/Guardian Rights**

### **Purpose**

This section summarizes the procedural safeguards and rights of parents/guardians (and eligible students) under the Individuals with Disabilities Education Act (IDEA), Section 504, FERPA, and applicable Ohio law. It explains the district's obligations to notify families of their rights, obtain consent when required, and provide meaningful opportunities to participate in decisions affecting their child's education.

### **Overview**

Imagine Madison Avenue School of Arts will provide parents/guardians a copy of the IDEA Procedural Safeguards Notice at least once per school year, and additionally:

- upon initial referral or parent request for evaluation.
- upon the receipt of a parent's due process complaint; and
- upon parent/guardian request. The safeguards notice describes the full range of rights and dispute resolution options; parents and guardians should contact the special education office for a copy, which is also available in alternative formats and translated on request.

### **Key Parent/Guardian Rights**

- Right to be involved: Participate in all meetings regarding evaluation, eligibility, IEP development, placement, and disciplinary actions affecting the child.
- Prior Written Notice: Receive written notice whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of FAPE to the child. The notice will explain the action, reasons, and options for dispute resolution.
- Informed Consent: Give or refuse informed, written consent before initial evaluation and before initial special education placement. Consent is also required for certain other actions; the district will explain when consent is required and the consequences of

## **Confidentiality and Student Records (FERPA)**

### **Purpose**

This section explains how Imagine Madison Avenue School of Arts protects the confidentiality of education records for students with disabilities and complies with the Family Educational Rights and Privacy Act (FERPA), IDEA confidentiality requirements, and applicable Ohio law. It describes parents'/eligible students'/guardian's rights to inspect and review records, procedures for amending records, rules for disclosure and consent, data security practices, and staff responsibilities.

### **Applicable Law and Policy**

- FERPA governs access to and disclosure of education records.
- IDEA includes additional confidentiality protections for special education records and requirements for authorized disclosures to monitor program compliance.

### **Definitions**

- Education Record: Records directly related to a student and maintained by the district or a party acting for the district (includes IEPs, evaluations, progress reports, discipline records, and related service notes).
- Personally Identifiable Information (PII): Information that identifies a student (name, address, personal identifiers, SSN, date of birth, etc.) or information that would make the student's identity easily traceable.
- Eligible Student: A student who has reached the age of majority under Ohio law (generally 18) and to whom FERPA rights transfer unless a guardian is maintaining rights.

### **Parent/Guardian/Eligible Student Rights**

- Inspect and Review: Parents/eligible students/guardians have the right to inspect and review the student's education records maintained by the school. The school will comply within a reasonable time (not to exceed 45 calendar days) after receiving a written request and will arrange access during regular school hours or provide copies if requested (the district may charge a reasonable fee for copies).
- Request Amendment: Parents/eligible students may request correction of records they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights. If the school refuses to amend a record, the parent/eligible student will be informed of the right to a formal hearing under FERPA/IDEA procedures.
- Consent for Disclosure: Except as described below, the school will not disclose PII from education records without prior written, informed consent of the parent or eligible student. Consent must specify the records to be disclosed, the purpose, and the party to whom disclosure is made.
- Right to a Copy of Policy/Notice: Parents/eligible students/guardians will be given annual notice of FERPA rights and district procedures for confidentiality and record access. A copy of the district's FERPA notice is available from the special education office.

## **Section 504 Plans**

### **Purpose**

This section describes how Imagine Madison Avenue School of Arts identifies, evaluates, and supports students eligible under Section 504 of the Rehabilitation Act of 1973 so they have equal access to educational programs, services, and activities. Section 504 protects students with a physical or mental impairment that substantially limits one or more major life activities (including learning, walking, seeing, hearing, concentrating, thinking, communicating, and major bodily functions).

### **Legal Basis and Relationship to IDEA**

- Section 504 and implementing regulations prohibit disability-based discrimination in programs receiving federal funds and require reasonable accommodations and services to provide equal access.
- A 504 plan is distinct from an IDEA IEP. Students who qualify under IDEA receive an IEP; students who do not meet IDEA eligibility but who have a qualifying disability under Section 504 may receive a 504 plan.
- Schools must ensure Section 504 protections in addition to any IDEA protections that apply; both laws (and ADA Title II) may be relevant.

### **Key Principles**

- Eligibility is based on whether a student has a physical or mental impairment that substantially limits a major life activity, presently or when regarded as such.
- The goal is to provide reasonable accommodations, supports, and services that allow the student to access the general education curriculum and school programs.
- Decisions are individualized and made on a case-by-case basis using evaluation data from multiple sources.
- Parents/guardians and students (as appropriate) must be meaningfully involved in decisions.

### **Referral and Evaluation**

- Who may refer: parents/guardians, teachers, school staff, administrators, medical providers, or community members can refer a student for 504 consideration.
- Notice: The school will provide written notice to parents/guardians when it initiates an evaluation for possible Section 504 eligibility and when it makes eligibility determinations or implements a 504 plan.
- Evaluation scope: Evaluation may include classroom observations, academic/behavioral records, teacher input, parent/guardian input, medical documentation, discipline records, grades, attendance, and informal or formal assessment results as needed.
- Timelines: Evaluations shall be completed within a reasonable period after referral.

- Parental consent: Section 504 does not require the same written consent as IDEA for initial evaluation, but the school will obtain parent/guardian permission for assessments when required by other policies and will involve parents/guardians throughout the process. The school will document parent/guardian contact and efforts to obtain input.

#### **504 Team and Eligibility Decision**

- Team composition: A group knowledgeable about the student, the meaning of evaluation data, the student's placement options, and Section 504 requirements. This typically includes the parent/guardian, teacher(s), and other staff (school counselor, psychologist) as needed.

### **Related Services (Speech-Language, Occupational Therapy, Physical Therapy, Counseling)**

#### **Purpose**

This section describes the related services available to support students with disabilities in accessing FAPE and the general education curriculum. Related services may include, but are not limited to, speech-language pathology, occupational therapy (OT), physical therapy (PT), counseling, school psychology, and other health or therapeutic support as required by a student's IEP.

#### **Legal Basis**

Related services are provided when required for a student with a disability to benefit from special education, per IDEA and applicable Ohio rules. Services are based on individual need as documented in the evaluation, IEP, and/or a 504 plan.

#### **Definitions (examples)**

- Speech-Language Pathology: Assessment and intervention for communication disorders (articulation, language, fluency, voice, pragmatic/social communication), including augmentative/alternative communication (AAC).
- Occupational Therapy (OT): Evaluation and intervention to develop, improve, or maintain fine motor skills, sensory processing, self-care/handwriting, classroom participation, and adaptive skills.
- Physical Therapy (PT): Evaluation and interventions addressing gross motor skills, mobility, posture, positioning, and safety to enable access to the classroom and school activities.
- Counseling: School-based counseling (individual or group) to address social-emotional needs, behavioral skills, crisis response, grief, trauma, self-regulation, and strategies for school success. (Note: identify whether counseling is provided by a school counselor, school psychologist, social worker, or outside mental health provider.)

- Related Service Assistants/Paraprofessionals: Trained staff who may implement delegated tasks under a licensed therapist's direct supervision per district practice and state law.

### **Identification and Referral**

- Referral sources: Concerns about speech, motor skills, or social-emotional functioning may arise from parents/guardians, teachers, nurses, counselors, or screening results (RTI/MTSS).
- Initial evaluation: When a possible need for related services is identified, the IEP/eligibility team will consider whether evaluation by an appropriate related service provider is necessary as part of the comprehensive special education evaluation.
- 504 consideration: Students not eligible for IDEA but with needs under Section 504 may be evaluated for accommodations or related services under 504.

### **Assessment and Documentation**

- Assessments must be comprehensive, nondiscriminatory, and conducted by qualified personnel in the student's native language or communication mode.
- Evaluation reports will document present levels of performance, the impact of the impairment on access to learning, measurable needs, and recommended services or accommodations.
- Standardized and/or criterion-referenced tools, observations across settings, curriculum-based measures, and parent/teacher input will be used as appropriate.

### **Service Determination and IEP/504 Documentation**

- Services are provided only if necessary for the student to receive FAPE; merely having a diagnosis does not automatically require services.
- The IEP will specify type of related services, frequency (e.g., minutes/month), duration (e.g., 5.5 weeks; start/end dates or "ongoing"), setting (pull-out, push-in, consultative), and responsible provider.
- For counseling, document participant (individual or group), frequency, duration, and whether counseling goals are educationally based.
- When using consultative models, specify teacher responsibilities, consultation frequency, and expectations for implementation.

### **Service Delivery Models**

- Pull-out: Student receives therapy in a separate setting for skill-focused instruction.
- Push-in/Collaborative: Therapist works in the general education classroom alongside the teacher to support goals in context.
- Consultation/Indirect: Therapist consults with staff and family and provides strategies, with limited direct student contact.

### **Provider Qualifications and Supervision**

- Services must be provided by appropriately licensed/certified staff per Ohio licensure rules (e.g., SLPs with CCC, OTs/PTs licensed, school counselors/psychologists/social workers certified).
- Documentation of credentials will be maintained in personnel files. Paraprofessionals or assistants will work under direct supervision of a licensed provider Service Delivery Models (Inclusion / Pull-out / Resource / Self-contained)

### **Purpose**

Describe the range of instructional delivery options Imagine Madison Avenue School of Arts uses to meet students' individual needs and explain how the IEP team selects, documents, monitors, and changes those models. Emphasize that placement is an IEP team decision made in the LRE and that services must be documented on the IEP (type, frequency, duration, setting, and provider).

### **Service Options (typical continuum)**

- Full Inclusion (General Education Classroom with Supports)
  - Student spends the majority or all of the day in the general education classroom.
  - Supports include accommodations, differentiated instruction, supplemental aids and services, co-teaching, push-in services, classroom paraprofessional, and consultative support.
  - Best when student can access grade-level curriculum with supports; promotes peer interaction and access to general curriculum.
- Co-Teaching / Collaborative Teaching
  - A general education teacher and a special education teacher jointly plan and deliver instruction in the general classroom.
  - Models include team teaching, parallel teaching, station teaching, alternative teaching, and one-teach/one-assist.
  - Use when student benefits from specially designed instruction embedded in classroom instruction.
- Push-in / Consultation Model
  - Related service provider or special educator works with the student (or small group) in the classroom to provide direct instruction or model strategies for the general educator.
  - Consultation includes planning and coaching for classroom staff with limited direct contact.
- Resource Room / Pull-out Services
  - Students receive specially designed instruction outside the classroom for prescribed periods (e.g., reading/math skills, language therapy) and return to general education for much of the day.

- Appropriate for targeted remedial or skill-based instruction that requires small group or concentrated support.
- Itinerant Services
  - A specialist (e.g., SLP, adaptive PE, behavior specialist) provides periodic services across buildings or classrooms; sessions may be brief and scheduled.
  - Appropriate for students who need relatively low-frequency direct services or consultation.
- Self-Contained Special Education Classroom
  - Student receives most instruction in a separate, specialized classroom for a portion of or all day due to intensity of needs.
  - Includes highly differentiated curriculum, smaller teacher-student ratio, and intensive supports.
  - Use only when needs cannot be met satisfactorily in general education even with supplementary aids and services.
- Specialized Programs / Therapeutic Classrooms / Separate Day School
  - For students with very significant academic, behavioral, or medical needs requiring specialized staff, curriculum, or therapeutic supports beyond what can be provided in a self-contained class.
  - Placement is considered only after IEP team documents that less restrictive options were tried and were not adequate.
- Home/Hospital Instruction or Alternative Placement
  - Temporary instruction is provided when a student is medically unable to attend school or is placed in an alternative setting for safety/health reasons; IEP team determines services and duration.

### **Decision-Making and LRE Considerations**

- Placement decisions are individualized and based on present levels of performance, IEP goals, the supports needed to participate, and data demonstrating whether the student can make progress in the general curriculum.

### **Purpose**

This section describes the staffing structure, required qualifications and licensure, role expectations, supervision, caseload guidance, and professional learning requirements for personnel providing special education and related services at Imagine Madison Avenue School of Arts . The school is committed to hiring and supporting qualified staff to deliver high-quality, evidence-based instruction and services consistent with IDEA, Section 504, and Ohio licensure requirements.

### **Staffing Structure and Key Positions**

- District Special Education Director / Coordinator: Oversees compliance, monitoring, and communication with families and state agencies.

- Building Special Education Coordinator: Manages building-level special education operations, leads IEP processes, schedules services, monitors implementation, and supports staff.
- Special Education Teachers: Provide specially designed instruction, develop/implement IEPs, participate in evaluation/eligibility teams, progress monitoring, and collaboration with general education staff.
- General Education Teachers: Provide instruction and accommodations, collaborate on IEP implementation, participate on IEP/504 teams, and document progress.
- Related Service Providers: Speech-language pathologists, occupational therapists, physical therapists, school psychologists, school counselors/social workers, and others who provide evaluation and related services as specified on IEPs or 504 plans.
- Paraprofessionals / Instructional Assistants: Support implementation of IEPs/BIPs, provide direct student support under supervision, assist with data collection, and support inclusion. Duties must be assigned and supervised by licensed staff.
- Behavior Specialists / BCBA (if available): Provide FBAs, BIP development, staff coaching, and program monitoring for students with significant behavior needs.

## **Future Planning (Transition Planning)**

### **Purpose**

This section describes how Imagine Madison Avenue School of Arts plans for and supports students' transitions across school levels and programs so changes in placement, services, or routines occur smoothly and the student continues to make progress. "Future planning" at the elementary level focuses primarily on transitions such as preschool to kindergarten and elementary to middle school, while also beginning to lay groundwork for longer-term secondary/post-school planning where appropriate.

### **Guiding Principles**

- Transition planning is individualized, proactive, and begins early enough to ensure continuity of supports and services.
- Families and students are full partners in planning; students are included to the extent appropriate for age and ability.
- The IEP/504 team documents transition needs and actionable steps, coordinates with receiving schools and community agencies, and monitors follow-through.
- Planning emphasizes academic access, social-emotional readiness, independence/self-advocacy, and continuity of supports (including assistive technology and behavioral plans).

### **Types of Transitions Addressed**

- Early Intervention (Part C) → Preschool special education (Part B)
- Preschool → Kindergarten
- Elementary (Grade K–5) → Middle School (12 years of age)
- Changes within elementary (e.g., classroom or building changes, intensive program moves)
- Early preparation for longer-range secondary/post-school transition activities (awareness, self-determination, career exposure) for students with ongoing needs

#### Legal and Policy Foundation

- Transition planning must be consistent with IDEA and state operating standards.