

## Supplemental Attachment 6

### **Special Education Procedures**

Academia Antonia Alonso Charter School  
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## **Special Education Policy and Procedures**

Academia Antonia Alonso Charter School (AAACS) adheres to Title 14 DE Administrative Code Section 900: Special Populations, Subsection 922.1.0 through 929.3.0 when identifying, evaluating, servicing, and monitoring a student suspected of have a disability. A "Child with a Disability" means a child evaluated in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0 as having Autism, a Developmental Delay, Deaf-blindness, an Emotional Disability, a Hearing Impairment (including deafness), a specific Learning Disability, an Intellectual Disability, an Orthopedic Impairment, Other Health Impairment, Speech or Language Impairment, Traumatic Brain injury, Visual Impairment (including blindness), and who, by reason thereof, needs special education and related services.

### **Referral process**

AAACS conducts evaluations for initial eligibility based upon school referral or parent request. For concerns with development in reading and mathematics, we implement a school-wide Response to Intervention (RTI) program. We use benchmark measures in reading and mathematics, as well as state test data where applicable, to place students in tiers for RTI intervention and all grades have a 30-minute intervention period built into their schedule during each school day that is used for this purpose. Tier II and III instruction is provided during this period and the SST team meet at the conclusion of each cycle of intervention to examine data and adjust students' intervention focus, method, and/or tiers depending on the need of individual students. Based on this data, students may be referred for evaluation for special education eligibility by the school if students are not responding to cycles of Tier II and Tier III intervention and/or are not on a trajectory to meet grade level benchmarks.

Referrals for special education can be made by the parents or guardians who believe their child could qualify as having a disability. They may submit a written referral request for a special education evaluation to the Educational Diagnostician or School Psychologist. The team will then invite the parent in for a meeting to discuss areas of concerns and fill as appropriate paperwork (when necessary).

Referrals can be made by the Student Support team for a child to be considered for special education and/or related services when a child has participated in RTI (Response to Intervention). When a child has been in RTI Tier 2 and 3 for  $\geq 18$  weeks, with a minimum of 6 weeks of Tier 3 level in math and for  $\geq 18$  weeks, with a minimum of 6 weeks of Tier 3 level reading. If, after interventions in the general education classroom, the student continues to experience difficulty, school personnel then may refer the child for a special education evaluation. The Educational Diagnostician will send out a "Permission to Evaluate" form to the student's parents. The school must obtain consent from the parent(s) or legal guardian(s) to begin the evaluation phase of the referral process.

### Special Education Evaluation

Once the signed PTE is received, IDEA requires that students referred for special education services receive a nondiscriminatory multi-factored evaluation which will assess the child's abilities, strengths and weaknesses. The school will use a variety of assessment tools & strategies to gather relevant functional, developmental and academic information about the child including: information provided by the parent(s), assessments in all areas related to the suspected disability, assess specific areas of educational need, teacher observations and classroom data. The school district is required to complete the evaluation within forty-five (45) school days or ninety (90) calendar days, whichever is less, of receiving the informed consent. The evaluation is to be conducted by a multidisciplinary team that will consist of individuals who can bring different perspectives and expertise to the evaluation. Some examples of team members include:

*School Psychologist:* These professionals are qualified to conduct all types of educational assessments including intelligence (IQ), achievement, behavior, etc.

*Special Educators:* These individuals are qualified to conduct some types of achievement and behavior evaluations as well as informal observations.

*General Educators:* These individuals provide documentation of the problems of the specific student.

*Parent(s) or Legal Guardian(s):* The parents or legal guardians provide valuable insight into the student's behavior and personality in other environments.

*Related Service Providers* (Speech Language Pathologist, Audiologist, Physical Therapist, Occupational Therapist, etc.): These specialists provide information pertaining to specific areas of concern that have been assessed.

*Medical Professionals* (including nurses, psychiatrists, ophthalmologists, and optometrists): Depending on the disability of the student, medical records can also be used in the determination of eligibility for special education services.

### Eligibility

IDEA states that each child is entitled to a Free Appropriate Public Education (FAPE.) Special education services are one way to accomplish that requirement for some students with disabilities. The IEP team will use the information from the evaluation to determine eligibility.

A student is considered eligible for special education services if (1) a child who has been determined to have a disability, and who, by reason thereof, needs special education and related services and (2) whose disability adversely affects their educational performance.

If the team determines that the student is eligible for special education services, then a formal Individualized Education Program (IEP) team will be created to develop a plan of special education services for the student within 30 days of the eligibility date.

### IEP Meeting

The Individualized Education Program (IEP) is a *legal document* that describes the special education services to be provided by the local education agency which is AAACS.

While IEP documents vary, the basic parts of an IEP include:

*Participation/Attendance page:* used to gather signatures for all attendees

*A student profile* provides background information about the student. It includes strengths and weaknesses of the student, data information regarding performance in the classroom and on formal assessments, and the reason he/she is receiving special education services.

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*A statement of opportunities* to participate in nonacademic and extracurricular activities with their non-disabled peers;

*A statement of special instructional factors* such as the need for (assistive technology, braille, or transition services). If the student requires any of the special instructional factors, they should be addressed in the IEP;

*IEP initiation and duration dates:* including the *Area of Educational Need, Present Levels of Educational Performance, Benchmarks, and Goals* which expressly stated in an IEP begin on the date, stated in the IEP meeting, and are in effect until the date stated in the IEP. These IEP goals are reviewed, monitored and updated based on student progress. For most students, IEP goals are in place for one academic year; *Benchmarks* are included and focus on specific areas that need special education services with target dates statements to meet the annual goals; *Measurable Annual Goals-* are written as standards based IEP goals;

*Additional considerations* such statement of special transportation needs; participation in statewide assessment; discipline, participation in the twelve-month program, ESY (state and Federal);

*Signature page* which provides a statement of least restrictive environment (LRE).

The IEP team is composed of the following:

The *parent(s) or legal guardian(s)* of the student with a disability;

At least one *general education teacher* of the student if the student is or may be participating in the regular education environment for any classes;

At least one *special education teacher* of the student

An *Administrator or designee* of the local educational agency (LEA) who is (1) qualified to supervise the needs of the student, (2) is knowledgeable of the general curriculum, (3) is knowledgeable about the availability of resources of the public agency, and (4) has the authority to commit agency resources;

A *psychologist* (when needed) or an individual who can interpret the instructional implications of evaluations;

*Other individuals* asked to attend at the discretion of the school or the parent who have knowledge or special expertise regarding the student (such as related service providers and/or family members or family friends maintaining a close relationship with the student).

Parents also have the right to invite an advocate if they so desire.

### Special Education Reevaluations

A reevaluation must occur at least once every three years. Academia Antonia Alonso Charter School may conduct a reevaluations of a child with a disability when:

(a) Academia Antonia Alonso Charter School determines that the child's educational or related service's needs, including improved academic achievement and functional performance, warrant a reevaluation; or

(b) the child's parent requests a reevaluation; or

(c) In order to make a change in disability category.

### Transfer Students (In State)

When a student transfers into AACCS and is qualified as disabled under IDEA, the Special Education team reviews the existing IEP and ESR to determine the plan's appropriateness in the current educational setting. The team may decide to implement the plan as received, write a new plan more appropriate to the current educational setting, or revise the plan.

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Progress Monitoring

The Special Education case manager develops a progress report for each student with an IEP at least 3 times at year at AACCS. In addition, Special Education staff (including paraprofessionals) monitors student's progress in relation to their IEP goals on a weekly basis. Special Education staff will also meets with general education teachers to discuss students progress.