

## The Process...

1. When a child is struggling in the general education setting, teachers will do all they can to help the child succeed.
2. A referral to the **STUDENT SUPPORT TEAM**, or **SST** will be made and parent consent will be needed in order to provide additional interventions that may prevent a classification.
  - a. Note – this is **NOT** a special education referral, but rather a request for more information so that the students can succeed in the general education.
3. If students do not respond positively to the interventions provided, a Special Education **REFERRAL** may be put in. This referral may NOT be completed without the parent's consent.
4. The consent means that educational professionals such as a school psychologist (whose main job is to give tests to students), an educational specialist (who is a classroom teacher that provides information about the child's learning abilities, needs and styles), perhaps a Counselor or Speech Pathologist, Occupational Therapist or Physical Therapist are allowed to meet with your child, give some tests and observe your child in different school settings.
5. After the tests are completed, reports are written with the psychologist's, teacher's, or therapist's recommendations.
6. The **Committee on Special Education** (CSE) will meet and discuss your child's strengths and needs along with the reports from the educators.
7. In order to receive Special Education services, the child needs to be **CLASSIFIED** (this is DIFFERENT from a DIAGNOSIS – only doctors can diagnose) as a student with a disability. One of 13 different classifications will be given (Learning Disabled, Speech Impaired, Hard of Hearing, Vision Impaired, etc.).
8. An **Individualized Education Plan** (IEP) will be written and will include
  - a. Present levels of performance academically, socially/behaviorally, physically and management)
  - b. Program for the child
  - c. List of any related services (Speech, counseling, PT, OT)
  - d. Program Modifications
  - e. Testing Accommodations
  - f. Annual goals for the student
9. The IEP will be reviewed every year. Every three years, the child will be re-evaluated.

**Here are some frequently asked questions that you might have. If you don't find your question here, PLEASE ASK US!**

### **What is an IEP (Individualized Education Plan)?**

- An IEP is your child's education plan.
- It is a LEGAL DOCUMENT which must be followed.
- It contains:
  - Present levels of performance in the areas of academics, social/emotional, physical, and management (how your child works)
  - Services (resource room, consultant teacher, etc.)
  - Related Services (counseling, speech, PT, OT)
  - Program Modifications (preferential seating, modified homework, etc.)
  - Testing Accommodations (extra time, tests read, etc.)
- Goals for your child in his or her area of weakness
  - These goals are monitored and progress notes are sent home to you each quarter

### **What is the CSE (Committee on Special Education)?**

- The CSE is a committee made up of many members, and **YOU are the most important member**. General education teachers, special education teachers, education specialists, school psychologists, sometimes a physician (if there is a medical reason to have one) are all members of a CSE. Sometimes, the school counselor and principal will attend. The meeting is run by the CSE CHAIRPERSON.
- Your child's IEP will be written/reviewed at this meeting.
- The CSE will meet yearly at the ANNUAL REVIEW. Every three years, your child will be RE-EVALUATED at a TRIENNIEL meeting

### **When are CSE meetings held?**

- At the first referral to the special education committee. This is called an Initial Referral.
- Annually from the date of the Initial Referral
- Every three years for the re-evaluation (your child will be re-tested at this time)
- When program changes are recommended
- Any time you request!

## Services Provided at Global Concepts Charter School

### 1. Consultant Teacher Services

- a. Consultant Teachers PUSH-IN to the general education classroom and provide services to your child in their areas of need in the general education setting

### 2. Resource Room

- a. Students who have a special education classification work with the special education teacher in a PULL-OUT Resource Room
- b. In groups of no more than 5 children, students may be provided extra attention in their areas of need, drilling in basic skills such as math facts, spelling basic sight words, counting, etc.

### 3. Counseling

- a. Our full-time school counselor can work with students individually or in a group to address
  - i. Social skills
  - ii. Anxiety and/or depression
  - iii. Problem solving skills
  - iv. Learning and practicing appropriate communication and interactions with peers and teachers

### 4. Speech Services

- a. In a group or individually, a Licensed Speech Pathologist will work with your child to improve
  - i. Articulation (how words and letter combinations are pronounced)
  - ii. Receptive Language (how the child hears and interprets information given orally)
  - iii. Expressive Language (how the child responds to information given; how the child expresses him or herself)

### 5. Physical Therapy

- a. In a group or individually, your child will work on gross motor coordination such as walking heel-to-to, skipping, running, etc.

### 6. Occupational Therapy

- a. In a group or individually, your child will work on fine motor skills such as writing, cutting, buttoning, etc.

## Your Responsibilities as a Parent of a Child with a Disability

- \* **ADVOCATE** for your child! If you are unsure how, ask for help from

- Global Concepts Charter School Teachers, Special Education Teachers, Related Service Providers (WE ARE ALL HERE FOR YOU!)
- Check out on-line resources
- Contact your local school district for support services

**\* ATTEND CSE MEETINGS!**

- Your input is important! We need you there!

**\* Ask how you can provide at-home assistance to your child**

- Homework help to reduce frustration for both you and your child

**When reading Special Education documents, it can sometimes feel like you are swimming in a bowl of alphabet soup! Here are some common acronyms that we use that will hopefully clear up some confusion!**

ADA	Americans with Disabilities Act
ADD	attention deficit disorder
ADHD	attention deficit with hyperactivity disorder
ASD	autism spectrum disorder
BIP	behavior intervention plan
CAPD	central auditory processing disorders; aka APD (auditory processing disorder)
CPSE	committee on preschool special education
CSE	committee on special education
ED	emotionally disturbed; emotional disorders
ESL	English as a second language
FAPE	free appropriate public education
FBA	functional behavior assessment
IDEA	Individuals with Disabilities Education Act
IEP	individualized education program
IQ	intelligence quotient
LD	learning disabilities; learning disabled
LRE	least restrictive environment
MR	mentally retarded or mental retardation
NCLB	No Child Left Behind Act
OCD	obsessive compulsive disorder
ODD	oppositional defiant disorder
OHI	other health impairments
OT	occupational therapy/therapist
OT/PT	occupational therapy/physical therapy
PDD	pervasive development disorder
PLEP	present level of educational performance
PT	physical therapy/therapist

RTI	response to intervention
SPED	special education
SS	Standard Score
SST	student study team; student support team
VESID	Vocational and Educational Services for Individuals with Disabilities
WISC-R	Wechsler Intelligence Scale for Children-Revised
WISC-III	Wechsler Intelligence Scale for Children-Third Edition