



**Risen Christ
Lutheran School**

**Special Education Handbook
For Parents**

To be used as a supplement to and in conjunction with the
Risen Christ Parent Handbook

Risen Christ Lutheran School is committed to providing a learning environment that is safe, inclusive and welcoming for students with special needs. The foundation of the Risen Christ Special Education program is language-based academic curriculum for children in Kindergarten through Sixth Grade with learning disabilities, speech or language impairments or other health impairments. Multisensory teaching techniques are used throughout the set of courses including the Orton-Gillingham Methodology to phonemic awareness. Students are exposed to a full academic curriculum modified to the goals and objectives of their Individualized Education Program (IEP) or Individualized Service Plan (ISP). In addition, social skills are taught through Lutheran doctrine and a character development curriculum. The primary goal of the Risen Christ Lutheran School Special Education program is to teach children the strategies they will need to become confident, productive members of society.

Children with learning disabilities (LD), other health impairments (OHI), and speech or language impairment (SPL) have their special education needs met with numerous resources. These may include special education teacher support services, resource room, speech-language therapy and counseling.

Risen Christ Lutheran School is a resource for those who learn differently. Through small student to teacher ratio in the classroom with certified special education teachers providing additional academic guidance and instruction, students are enabled to achieve their academic and personal potential. In addition, teacher feedback and class discussions are aimed at developing skills and awareness of learning styles.

Services at Risen Christ may include but are not limited to:

- Life Skills Support
- Learning Support
- Emotional Support
- Autistic Support
- Speech and Language Support

The staff at Risen Christ is dedicated to providing children with special needs an education that meets their spiritual, academic, emotional and social needs. Students with special needs flourish at Risen Christ as we offer a nurturing, accepting, faith based environment with a focus on individual strengths and abilities to help each child reach his or her God-given potential.

Nondiscriminatory Policy

Risen Christ Lutheran School recruits and admits students of any race, color, ethnic origin, national origin, religion, gender, disability, age and sex to all rights, privileges and activities. In addition, the school will not discriminate on the basis of race, color, ethnic origin or national origin in the administration of its educational programs and athletic/extracurricular activities. Furthermore, the school is not intended to be an alternative to court or administrative agency ordered, or public school district initiated desegregation. The Risen Christ Lutheran School will not discriminate on the basis of race, color, ethnic origin or national origin in the hiring of its certified or non-certified personal.

ADMISSION PROCESS FOR SUPPORTING STUDENTS WITH DIVERSE LEARNING NEEDS

ASSESS

Gather Data:

Screening Tools:

- History
- Medical records if applicable to the student's education
- Educational records including any private or public school special evaluations including diagnoses and copies of previous Individual Learning Plans
- Application
- Interview with student and parent(s)
- Observation if needed
- Conversation with staff at previous school if needed

Admission Questions:

- Can we meet the learning needs of this student?
- What is in the best interest of this child?
- Do we have the resources (human, financial, facility) to provide an appropriate and effective educational program for this student?
- If this school is not the right match for the student, what is a more appropriate placement?

PLAN

- Class Placement
- Schedule
- Accommodation(s)/Modification(s) if needed
- Probationary Contract or Memorandum of Understanding if needed

IMPLEMENT

- Student begins school
- Continue to assess student needs
- Maintain communication with the parents

REVIEW

- Monitor progress reports, report cards, classroom assessments, and behavior
- Adapt program/instructional strategies if data indicates a need
- Dialogue with parents is essential to determine whether enrollment/placement is an appropriate match for the student

**POST ADMISSION PROCESS
FOR SUPPORTING STUDENTS WITH DIVERSE LEARNING NEEDS**

ASSESS:

Screening Tools:

- Observations
- Classroom Performance
- Student Records/ Medical Records

Assessments:

- Formal – Standardized Tests, Classroom Assessments, Professional Evaluations
- Informal – Classwork, Projects, Behavior

PLAN:

Diagnose:

- Convene Learning Support Team and/or IEP Team (teachers, specialists, administrator, parent(s), older students if appropriate)
- Determine student's strengths, needs, and level of performance
- Develop Individual Educational Service Plan (ISP) or Individual Education Plan (IEP)

IMPLEMENT:

- Differentiated Instruction
- Accommodation(s)/modification(s)
- ISP or IEP

REVIEW(Quarterly unless stated otherwise):

- Monitor student's progress
- Provide research-based interventions
- Determine success of interventions
- Adjust as needed
- Meet with Learning Support Team and/or IEP Team annually on review date

TEACHING METHODS

Risen Christ provides inclusive, student-centered, student-led instruction. Teachers remain the authority figure in a student-centered classroom however; teachers and students play an equally active role in the learning process.

At Risen Christ, the teacher's primary role is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, such as group projects, student portfolios, and class participation. At Risen Christ, teaching and assessment are connected because student learning is continuously measured during teacher instruction and student participation during activities and projects. Students at Risen Christ participate in large group instruction, small group instruction and one-on-one instruction on a daily basis.

In both general classroom instruction and special education instruction, Risen Christ students participate in and practice several approaches to learning. We believe that exposing students to several methods of learning and instruction allows the student to develop a learning process that works best for their skills as well as their needs. These methods include but are not limited to:

- Differentiated instruction-the practice of tailoring instruction to meet individual student needs.
- High Tech learning-the practice of using computers and tablets as research tools, communication devices, and as a means of assessment.
- Kinesthetic learning -the practice of learning with or through body and/or hand movement.
- Expeditionary learning-the practice of learning by doing and participating in a hands-on experience.
- Direct instruction-the practice of teacher-led demonstrations or lectures with student question and answer periods. Used primarily to introduce new concepts, routines, schedules and safety procedures.
- Personalized instruction- student self-direction and choice in the topic and curriculum and/or the implementation of an IEP/ISP.

CONTINUUM OF SERVICE OPTIONS FOR STUDENTS ELIGIBLE FOR SPECIAL EDUCATION

Services for students with disabilities will vary from student to student, depending upon the child's strengths and weaknesses. In all cases, final determination of educational services for a student with disabilities will depend upon the identified needs of the student, as determined by the IEP team.

In selecting the least restrictive environment, consideration is given to any potentially harmful effects of the suggested service on the student and the rights of the student to be educated with chronological peers (same-age students).

A continuum of services is available to meet the individual needs of students including, but not limited to, the following:

General Education with consultation: The student is served in the general education classroom without any accommodations or modification to the curriculum, instruction, testing or grading. The special education teacher is responsible for consulting with the teacher(s) and monitoring the student's progress according to the IEP/ISP, or as determined by the IEP team. Example: A student fully participates in the 5th grade general education math class without modifications or accommodations. The special education teacher meets with the general education teacher once a month to make sure the student continues to make progress in the general education curriculum.

General Education with consultation/accommodations: The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP/ISP. The special education teacher may assist the general education teacher by designing and making material adaptation and accommodations, etc. Example: A student participates in the 6th grade general education science program with accommodations that allow for shortened assignments and tests/assignments read to the student orally.

General Education with direct special education support in the classroom: The student receives special education support for the general education curriculum in the general education setting. The special education teacher, therapist, or trained educational technician will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students. Example: A 2nd grade student participates in the classroom that has an educational technician supporting the teacher.

General Education with direct special education support outside the classroom: The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive the selected services that they need in a separate special education setting. Example: A 3rd grade student receives their ELA credit by participating in an English class in the Resource Room with a special education teacher.

Out of district placement: The student is served in a specialized school specifically designed to address special learning or behavioral needs. The student has significant special education needs that cannot be satisfactorily achieved at Risen Christ Lutheran School.

Children can have all sorts of difficulties growing up. Sometimes, the problems are obvious right from the start; sometimes, they do not appear until the child is in school. Some children have problems learning to read and write. Others have difficulty remembering new information. Still others may have trouble with their behavior.

When a student is having trouble in school, it is important to find out why. The child may have a disability. By law, schools must provide special help to eligible students with disabilities. This help is called special education and related services.

This handbook is intended to help parents learn about the process of referring and identifying students who may be in need of special education and related services. We have broken the process down into the following steps to make the process easier to understand.

STEP 1. A child is identified as possibly needing special education and related services.

There are two primary ways in which students are identified as possibly needing special education and related services: the system known as Child Find (which operates in each state) and by referral from a parent or school personnel.

Child Find. Each state is required by the federal Individuals with Disabilities Education Act (IDEA) to identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct what are known as Child Find activities.

When a child is identified by Child Find as possibly having a disability and as needing special education, parents may be asked for permission to evaluate their child. Parents can also call the Special Education Director and ask that their child be evaluated if they suspect their child has a disability.

Referral or request for evaluation. A school professional may ask that a student be evaluated to see if he/she has a disability. Parents may also contact the student's teacher or other school professional to ask that their child be evaluated. Referrals must be in writing and can be as simple as a short note asking for your child (give the child's name) to be tested for special education and sign the letter. If you need help writing this letter of referral, ask your child's teacher or the special education teacher from your to help you. Sample letters located near the end of the handbook.

Once your written request for a referral to special education has been received by the school, a meeting will be arranged to discuss the concerns. Written consent from a parent or legal guardian is required before a child may be evaluated. Clark Shawnee Local School District Special Education personnel will administer initial evaluations.

Step 2. Child is evaluated.

Evaluation is a necessary early step in the special education process for a child. It is intended to answer the following questions:

Does the child have a disability that requires the provision of special education and related services?

What are the child's specific educational needs?

What special education services and related services are appropriate for addressing those needs?

By law, the initial evaluation of the child must be "full and individual", which is to say, focused on that child and that child alone. The evaluation must assess the child in all areas related to the child's suspected disability. Parents will receive a copy of the evaluation results.

The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

Step 3. Eligibility is decided.

A group of qualified individuals, including the parents and other professionals (the IEP Team) look at the child's evaluation results and data from school performance. Together, they decide if the child is a "child with a disability", as defined by IDEA. If the parents do not agree with the eligibility decision, they may ask for mediation or a hearing to challenge the decision.

If the child is found to be a child with a disability, as defined by IDEA, then they are eligible for special education and related services. Within 30 calendar days after the child is determined to be eligible, the Individualized Education Program (IEP) Team must meet to write an IEP or ISP for the child.

The school system schedules and conducts the IEP/ISP meeting. School staff must:

- contact the participants, including the parents, in writing;
- notify parents at least seven (7) days prior to the meeting to make sure they are present at the IEP meeting and have an opportunity to attend;
- schedule the meeting at a time and place mutually agreed to;
- inform the parents of the purpose, time and location of the meeting;
- inform the parents who will be attending; and
- inform the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

The IEP Team meets to talk about the child's needs and to write the student's IEP/ISP. Parents and the

student (when appropriate) are full participating members of the team and are involved in making the decisions.

Before the school system may provide special education and related services to the child for the first time, the parent must give initial consent in writing. The child begins to receive services no later than 30 days after parental consent for special education.

If parents do not give consent for placement, the child will not be able to receive special education services, even if the school disagrees.

If the parents do not agree with the IEP/ISP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents may meet with the Special Education Director, ask for mediation, or the school may offer mediation. Parents may file a complaint with the Ohio Department of Education and may request a due process hearing, at which time, mediation must be available. This process may occur at any time that a child is receiving special education and related services.

Step 4. After the IEP/ISP is written, services are provided.

The school makes sure that the child's IEP/ISP is carried out as it was written as soon as possible following the IEP/ISP meeting, but no later than 30 days after the IEP Team's initial identification of the student as a child with a disability in need of special education and related services. Parents are given a copy of the IEP/ISP. Each of the student's teachers and service providers has access to the IEP and knows their specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided, in keeping with the IEP. All identified students shall have a current IEP/ISP in effect at the start of the school year.

Step 5. Progress is measured and reported to parents each Quarter.

The student's progress toward the annual goals is measured, as stated in the IEP/ISP. Their parents are regularly informed of their student's progress and whether that progress is enough for the student to achieve the goals by the end of the year. These progress reports should be received quarterly at the same times that report cards are issued for all students.

Step 6. IEP/ISP is reviewed.

The student's IEP/ISP is review by the IEP team at least once per year, or more often if the parents or schoolask for a review. If necessary, the IEP/ISP is revised. Parents are team members and must be invited to participate in these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP Team, and agree or disagree with the placement. Concerns may also be discussed more informally through a case conference; the IEP/ISP may be amended.

If parents do not agree with the IEP/ISP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, meeting with Special Education Director, or asking for mediation or a due process hearing. Parents may also file a complaint with the Ohio Department of Education if they believe a violation of the law has occurred.

Step 7. Child is re-evaluated.

At least every three years, the child must be re-evaluated. This evaluation is often called a “triennial”. Its purpose is to find out if the child continues to be a child with a disability, as defined by IDEA, and what the child’s educational needs are. However, the child must be re-evaluated more often if conditions warrant or if the child’s parent or teacher asks for a new evaluation.

Storage of Confidential Records

Confidential student information (i.e. psycho-education assessment, RTI, IEP/ISP) is kept in a file separate from the general student information file. A colored dot on the general student information file will indicate a confidential file exists. This confidential file will be forwarded to the next school with the parents’ signed permission. Student roster information is not shared with other school families or any other agencies. Student files are available for review to the parent/legal guardian of the student, the teaching staff of the student, the school counselor, the school special education team and the school administrator. Student files will be forwarded to other schools, counselors and/or the student’s doctors only by written request of the parent/legal guardian.

Child Protection Records

All records of child protection or child welfare concerns, disclosures or allegations are treated as sensitive information and will be kept together, securely and separate from the student’s general school file. The information will be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the pupil or to enable them to carry out their own duties, it will not be shared wider than that.

CATEGORIES OF ELIGIBILITY

- **Autism**
- **Deafness**
- **Developmental Delay (ages 3-5)**
- **Emotional Disturbance**
- **Hearing Impairment**
- **Intellectual Disability**
- **Orthopedic Impairment**
- **Other Health Impairment**
- **Multiple Disabilities**
- **Speech and Language Disability**
- **Specific Learning Disability**
- **Traumatic Brain Injured**
- **Visual Impairment, including blindness**

Risen Christ will provide special education services and supports within and according to our resources.

DESCRIPTION OF EVALUATIONS

Evaluations will include what your child does well, areas of need or difficulty and how they may learn. This information is then used to decide if your child is eligible for special education services and helps build an IEP or ISP if your child is eligible. The information is also helpful for identifying general education accommodations if your child is not eligible for special education services. Some assessments can only be given once in a calendar year.

Academic/Developmental Testing is designed to determine what the student's academic/developmental progress is within specific academic areas; i.e., overall development, reading, math, and spelling. The student's learning and development achievement will be compared to the achievement of students enrolled at Risen Christ and to students throughout the country.

Intellectual Testing involves the individual administration of intelligence tests. These tests are designed to measure different types of abilities, such as what the student can do and how they do it.

Observation is completed in the child's learning environment (including regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.

Learning Development Testing is designed to determine what the student's strengths and weaknesses are in terms of processing information.

Speech/Language Testing is designed to determine the student's communication skills in articulation, voice, fluency, expressive language, and receptive language.

Psychological Evaluation is designed to assess personality and/or behavioral functioning. Commonly used evaluation methods include parent and child interviews, personality inventories, behavior rating scales and projective tests, such as Behavior Assessment Scales for Children.

Physical Therapy Evaluation assesses a student's large motor development. Evaluations include, but are not limited to: range of motion, manual muscle assessment, functional skill performance, mobility in the environment, reflex integration development, muscle tone assessment, gross motor skills (e.g., balance, coordination, agility, skill refinement), and review of any equipment needs the student may have.

Occupational Therapy Evaluation addresses the functional needs of the student related to, but not limited to, the performance of: self-help skills, adaptive behavior and play, sensory development and integration, motor development and integration, and posture.

Interest and Aptitude Assessment is designed to determine strengths, weaknesses and interests as they relate to vocational preparation and choice.

Additional Assessments are designed to collect essential information on health, social or developmental history, behavior (may be completed by an interview with the parents, school personnel or the child), or sensory assessment in vision or hearing.

A PARENT CHECKLIST FOR IEP MEETING PREPARATION

You are an important member of the IEP/ISP team. You know your child better than any other member of the team and can provide important information and insight about your child. Just as the other members will prepare for the IEP/ISP meeting, you must also take time to prepare. Use this list as a guideline to prepare for the meeting.

- Read your advance written notice to see what issues will be discussed and who will attend.
- Be sure enough time is allotted for the meeting and be willing to schedule a second meeting if needed.
- Ask the school for copies of any relevant information you do not already have, including: latest comprehensive individual assessments and any new testing the school has done;
- Progress notes or updates on IEP/ISP goals.
- Gather any reports you have from outside therapists, tutors, consultants, or doctors and provide a copy of these to the school to review prior to the IEP/ISP meeting if you would like to share them.
- Make a list of your child's strengths.
- Make a list of your child's needs. Make a list of other things you would like your child to learn during the year. How is this going to help them? Will they be able to participate more fully in school life? Will they become more independent? How will their life change or improve? These will be the basis for developing their IEP/ISP goals during the IEP/ISP meetings.
- Make a list of their areas of functioning that would increase with assistive technology (communication, mobility, etc.) or accommodations. Be prepared to make requests for accommodations if needed.
- Decide who you will bring with you to the IEP/ISP meeting. You must notify the school if you will be bringing an attorney to your IEP/ISP meeting. The school district will want to have their attorney present as well.
- Decide if you want to meet with the teacher(s) or diagnostic specialist before the IEP/ISP meeting.
- Make list of questions or things you don't understand about special education.
- If your child is attending the IEP meeting, explain to them what the meeting is going to be like (who are the people, the purpose of the meeting). Discuss what they can do if they become uncomfortable (ask to leave, wait in the hall, or go back to class).
- Contact the special education teacher, principal, Intervention Specialist or Special Education Director if you have questions.
- If you don't understand something during the meeting, ask questions.

**The Special Education Attendance, Tardy and Discipline Policies align with the
General Education Policy as detailed in the Parent Handbook.**

Attendance

Regular school attendance is important to a student's academic success and also promotes good work habits and self-discipline.

Parents are to report all absences to the front office by telephone. Students are not to report their own absences. When absent, students will be given the same number of days they were absent to make up missed homework and classwork. For example, if a student misses 4 days of school, he/she will have 4 days to make up the work done in class and assigned as homework. Work not turned in on time will receive a grade of 0%. Parents may request a homework extension if there are extenuating circumstances that would deem an extension appropriate. Students that miss more than 9.5 days total within a school year must present a doctor's note for all further absences. Students failing to turn in a doctor's note upon return to school will receive 0% for all missed work. Students, who are dismissed from school early, for any reason, must be signed out at the office.

Starting Time/Tardy

School will begin promptly at 8:30 a.m. and children are considered tardy after 8:40 a.m. unless the principal identifies an unavoidable delay for all children. Tardy minutes accumulate to equal days absent. Parents are responsible for their children until 8:20 a.m. unless they want to take advantage of the extended care Risen Christ has available. Parents of children left before 8:20 a.m. will be assessed a charge for extended care in thirty minute increments until 8:30 a.m. Extended care is available Monday – Friday from 7:00 a.m. – 8:30 a.m. and 3:30 p.m. – 5:30 p.m.

Discipline Policy

Our policy for behavior is one of love and forgiveness as taught to us by our Lord and Savior, Jesus Christ and to provide a safe environment that displays respect for both children and staff. Unacceptable behavior will be pointed out and the consequences of that behavior will be dealt with depending upon the seriousness of the behavior. Examples of actions taken are:

- Discuss proper behavior with student.
- Separate the student from the situation by having her/him study in a different area.
- Discuss the problem with the parents or guardians to help solve the problem.
- To help the student see the consequences of her/his actions and to accept responsibility.
- To administer discipline with loving concern.

A child will never be left alone or unsupervised: never be subjected to physical, cruel, harsh, or unusual punishment: no discipline technique will be delegated to any other child; no child will be humiliated or subjected to verbal abuse; and no child will be shamed or frightened.

Parents are strongly encouraged to make an appointment to discuss problems or questions with the teachers and to alert the teachers of any changes at home that may affect the child's behavior. All information will be kept confidential.

The ultimate goal of our discipline policy is to provide a loving and forgiving environment.

For repeated discipline issues and in cases that have not resolved in improved behavior after teacher and/or principal intervention, the following steps will commence:

1. A meeting will be called between the teacher, student and parents. At this meeting, it will be clearly stated which behaviors will not be allowed at Risen Christ School. Parents, student and teacher will sign a statement of details covered in the meeting including the date, time and locations of the offending behavior and the consequences if this or any other severe discipline problems should occur.
2. Should there be another offense, a meeting shall be called between the parents, student and teacher and a second school board representative such as Principal, Pastor or President of the School Board. The discipline issue of concern will be discussed and all in attendance will sign a document clearly outlining which behaviors will not be tolerated at Risen Christ School. Included in this document will be a statement of action upon a 3rd or 4th offense.
3. Upon a subsequent offense, the School Board may elect to suspend the student for 3 days.
4. Should an additional offense occur, the School Board may elect to suspend or dismiss the student from Risen Christ Lutheran School.

Severe Discipline Policy

In cases of severe misconduct, the School Board may elect to immediately suspend or expel the student. Severe misconduct includes but is not limited to: vulgar or sexually implicit behavior, intentionally harming oneself or another, intentional destruction of property, bringing an illegal substance or item to school.

Storage of Confidential Records

Confidential student information (i.e. psycho-education assessment, RTI, IEP/ISP) is kept in a file separate from the general student information file. A colored dot on the general student information file will indicate a confidential file exists. This confidential file will be forwarded to the next school with the parents' signed permission. Student roster information is not shared with other school families or any other agencies. Student files are available for review to the parent/legal guardian of the student, the

teaching staff of the student, the school counselor, the school special education team and the school administrator. Student files will be forwarded to other schools, counselors and/or the student's doctors only by written request of the parent/legal guardian.

Child Protection Records

All records of child protection or child welfare concerns, disclosures or allegations are treated as sensitive information and will be kept together, securely and separate from the student's general school file. The information will be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the pupil or to enable them to carry out their own duties, it will not be shared wider than that. These records must be stored in a secure (ie locked) easily accessible filing cabinet or cupboard, accessible through the Director of Records or School Principal.

Confidentiality of Student Records

All student records are stored in a secure (ie locked) easily accessible filing cabinet, accessible through the Director of Records or the School Principal. Student information is shared only with licensed staff who need the information to carry out their contracted duties (ie classroom teacher, counselor).

Students and their parents

The child who is the subject of a child protection record has a right to access their personal record, unless to do so would affect their health or well-being or that of another person, or would be likely to prejudice an ongoing criminal investigation.

Parents (i.e. those with parental responsibility in law) are entitled to see their child's child protection file, on behalf of their child, with the same exceptions as apply to the child's right to access to the records. Note that an older pupil may be entitled to refuse access to their parents. Parent requests to access records on a child's behalf, must be done in writing.

Other professionals

Child protection information shall not ordinarily be shared with agencies other than Social Services, Health, the Police and/or Sheriff's Dept.

Transfer of Records

When a student transfers from one school to another, their child protection record (if any) shall be forwarded to the new school without delay, separate from their main pupil file. Care will be taken to ensure confidentiality is maintained and the transfer process is as safe as possible.

If a student with a child protection record leaves Risen Christ without providing a forwarding address for home and/or new school information within 10 school days, the Clark County Sheriff's Department will be informed. Tracking procedures will be instigated if the child's whereabouts are deemed unknown.

Withdrawal Policy

In the event of a necessary withdrawal, thirty days' notice in writing or one month's tuition must be given to the Director of Records or Principal. Registration fees are non-refundable. All prepaid tuition will be prorated and a refund will be issued. Refunds/credits for families with other children enrolled at Risen Christ will be applied to remaining child(ren)s tuition account. Refunds for families with no other children enrolled will be sent by USPS within 30 days of receipt of the withdrawal request.

WHOM SHOULD I CONTACT?

Making a referral: A referral, in writing, can be given to the classroom teacher, principal, special education teacher or intervention specialist. The referral is then sent to the Special Education Director. Once signed by the Director, it becomes an official referral.

Risen Christ Lutheran School Special Education Complaint Procedure:

Risen Christ Lutheran School believes that problems are best solved as close to the source as possible. Therefore, parents with concerns about their child's special education services are encouraged to take the following steps:

First, meet with your child's special education teacher. Talk honestly about your concerns and what you hope will happen. Seek ways in which you can work with the teacher to help your child.

If this does not resolve your concerns, meet with the principal.

If this is not satisfactory, meet with the Special Education Director/ Superintendent of Schools.

Contact Information

**Risen Christ Lutheran School
41 E. Possum Road
Springfield, Ohio 45502**

(937) 323-3688 x 16

Common Terms in Special Education

Adaptive Behavior Scales: checklists that provide information relating to the attainment of skills that lead to independent functioning as an adult.

Accommodations: changes in the manner in which instruction and assessments are delivered that does not alter the curriculum level expectation being measured or taught.

Amendment: a change to the existing IEP/ISP, such as increasing speech services from 30 minutes to 45 minutes. An amendment is made to the plan after consultation with team members.

Americans with Disabilities Act (ADA): 1990 Federal legislation enacted to prohibit discrimination on the basis of disability.

Annual Goal(s): Annual goals are those goals written in a student's IEP/ISP that the school personnel assist the students in striving to meet for the coming year. The goals must be measurable and relate to those areas with which the student has difficulty. Annual goals are reviewed once a year (Annual Review) and revised as needed.

Annual Review: A meeting is conducted for every special education student each year. The IEP team convenes and reviews the student's progress on the IEP/ISP for the preceding year by reviewing the student data, as well as revising the IEP to meet the student's needs for the upcoming school year. The meeting must be held no later than one year from the last Annual Review or the original development of the IEP.

Assistive Technology: This term refers to special technology that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The disabilities can be either physical, academic, or cognitive. Examples of assistive technology include things as simple as pencil grasps, computer programs such as those that assist with reading and typing, programs that magnify the screen, phonic hearing devices, special communication switches, and special keyboards. This technology does not limit itself to items used with a computer. Assistive technology determinations begin with low technology and move to higher technology only if needed. The term does not include eyeglasses, hearing aids, or medical devices.

Behavior Intervention Plan (BIP): a document created for special education students who are experiencing behavioral difficulties. The document details the behavior or concern and the steps the special education teacher and school staff will take to help the student acquire more appropriate behaviors. A BIP is often created following the implementation and results of a Functional Behavior Assessment (FBA), but can be developed at any time that a need is identified.

Case Conference: an informal meeting where the child's team may discuss concerns about a child. If the team feels a change needs to be made to the IEP/ISP, the IEP/ISP may be amended. A parent may request a case conference at any time.

Cognitive/Intellectual Assessment: a test that measures a wide range of abilities, including attention, memory, problem-solving, language skills and intellectual functioning. It is the process of determining a student's cognitive strengths and weaknesses.

Confidentiality: Special education students' identifying information and educational information can be shared only with those school personnel who have an educational interest in that student for the current school year. Information about special education students or their parents cannot be shared with those who are not educationally involved with the students.

Educational Assessment: a test that measures areas of knowledge or skills, such as basic reading; reading comprehension; mathematics calculation, reasoning and application; oral expression; listening comprehension; and learning preference and style.

Extended School Year: required under the IDEA for students who experience regression or limited recoupment of previously learned material. These services are provided when it is likely that your child will significantly lose skills during a break in school services and is not likely to recoup those skills in a reasonable amount of time. Your child's performance data is used to show there are regression and recoupment problems.

Family Educational Rights and Privacy Act (FERPA): a federal law protecting the privacy of students and families in the collection, maintenance, use, and destruction of educational records.

Free Appropriate Public Education (FAPE): public education provided at no cost to the parent and in accordance with an Individual Education Program.

Functional Behavior Assessment (FBA): a school-based process used by the Individual Education Program (IEP) Team to hypothesize why a child engages in challenging behaviors and how the behavior relates to the child's environment. A series of observations and questionnaires are compiled into a report, the purpose of which is to determine the function of a student's inappropriate behavior. FBAs can be conducted any time an IEP team has concerns about a student's behavior.

Individuals with Disabilities Education Act (IDEA): a federal law requiring states to provide eligible children with disabilities a free appropriate public education in the least restrictive environment.

Individualized Education Program (IEP): a document required by law for every student who receives special education. The program outlines the child's needs, abilities, and individual goals for the student, as well as documents how and what special education services will assist with meeting those goals. The IEP goals target the student's weakest area(s). No IEP is a guarantee of success; it is a best faith plan to improve performance.

Individualized Family Service Plan (IFSP): a written document that describes the early intervention

services for infants through toddlers (Birth-2 years of age) who have a disability.

Individualized Service Plan (ISP): a plan similar to an IEP that outlines the services a district will make available to a student who is parentally placed in a private school or is home schooled (if requested).

Intervention: any method, strategy, material, or environmental change that is used by a regular education teacher to accommodate the struggling student in the general education program.

Least Restrictive Environment (LRE): School districts are required to educate students with disabilities in regular classrooms with their peers without disabilities and in the school they would attend if not disabled, to the maximum extent appropriate.

Manifestation Determination: a process to determine if a student's specific behavior was or was not caused by the student's disability. A Manifestation Determination is completed as part of an IEP team meeting.

Mediation: a process in which the parent(s) or guardian(s) of a student with a disability and a representative of the school district meet with a mediator who is an independent person. By asking questions and discussing all information with both parties, the mediator helps the parent(s) and the school district representation resolve disagreements, reach a more complete understanding of each other's concerns, and agree upon the special education program for the student in a cooperative and timely manner.

Modifications: changes in the regular education curriculum and/or assessment that lower the standards of the curriculum to meet the needs of the student. Modifications are made when the expectations are beyond the student's level of ability. Modifications may be minimal or very complex, depending on the student's performance. Example: student may only be expected to learn ½ of the spelling words.

Occupational Therapy (OT): a related service associated with the improvement of fine motor, sensory, and daily living skills.

Office of Special Education Programs (OSEP): the federal office responsible for administering programs and requirements under the IDEA.

Physical Therapy (PT): a related service associated with the improvement of gross motor skills and Coordination.

Pre-referral: Pre-referral procedures are general education procedures involving regular benchmark assessments of all children, using Curriculum-Based Measurements (CMB) to monitor children's progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

Rating Scales: provide information for comparing the targeted behavior(s) to other students. Developmental scales provide information related to areas of child growth and development and allow comparisons to be made between developmental levels of one student and others of the same age.

Re-evaluation: a process required by law to re-evaluate special education students. The purpose of the re-evaluation is to determine whether special education continues to be appropriate for the student and to help determine the child's strengths and needs. The IEP team determines the components of the reevaluation.

A re-evaluation shall occur not more frequently than once per year unless the parent and the local educational agency agree otherwise and at least once every three years unless the parent and local educational agency agree that a re-evaluation is unnecessary.

Referral: The special education referral is the first step of the special education process. Any student who needs or is believed to need special education or related services in order to receive a free and appropriate public education may be referred by a teacher, parent or other individual or agency representative with knowledge of the child. Referrals for special education testing should be submitted to the school in writing, and parents or teachers making referrals should keep a copy of the written request.

Related Services: services designed to support delivery of special education direct instruction and are necessary for a child to achieve the special education goals. Examples of related services include speech therapy, occupational therapy, physical therapy, and rehabilitation counseling.

Resource Room: part-time special education instruction that is given to a student outside of the regular classroom. Resource instruction time can vary per student and is dependent of their individual needs.

Response to Intervention (RTI): Response to Intervention is a general education process designed to help all students at risk of academic and behavioral difficulties. It requires a multi-step process of providing intervention and supports to students who struggle to meet appropriate academic and behavioral benchmarks. RTI is a preventative measure that provides assistance to students early when they begin to struggle. It may be a part of the pre-referral process. It is required to be a part of the pre-referral procedure for many disabilities.

Specially Designed Instruction (SDI): adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the child with a disability to ensure access to the general curriculum.

Supplementary Aids and Services: aids, services and supports that are provided in regular education classes that enable children with disabilities to be educated within nondisabled children to the maximum extent possible.

SPECIAL EDUCATION LANGUAGE

Acronyms like IEP, IFSP, IDEA, and FAPE are common in special education. Feel free to ask what a specific term means. Here are a few examples.

ABA Applied Behavior Analysis
ADA Americans with Disabilities Act
ADD Attention Deficit Disorder
ADHD Attention Deficit Hyperactivity Disorder
ASD Autism Spectrum Disorder
AT Assistive Technology
AYP Adequate Yearly Progress
BIP Behavior Intervention Plan
CBM Curriculum-Based Measurement
DHHS Department of Health and Human Services
DIBELS Dynamic Indicators of Basic Early Literacy Skills
DTT Discrete Trial Testing
ED Emotional Disability
ELL English Language Learners
ESY Extended School Year (also known as EYS – Extended Year Services)
FAPE Free Appropriate Public Education
FBA Functional Behavior Assessment
FERPA Family Education Rights and Privacy Act
IAES Interim Alternative Educational Setting
IASA Improving America’s Schools Act
ID Intellectual Disability (formerly referred to Mental Retardation)
IDEA Individuals with Disabilities Act
IEE Independent Educational Evaluation
IEP Individualized Education Program
IQ Intelligence Quotient
LEP Limited English Proficiency
LRE Least Restrictive Environment
LREA Least Restrictive Educational Alternative
MD Multiple Disabilities
NAEP National Assessment of Educational Progress
NCLB No Child Left Behind
OCD Obsessive Compulsive Disorder
OCR Office of Civil Rights
ODE Ohio Department of Education
ODD Oppositional Defiant Disorder
OHI Other Health Impairment
OI Orthopedic Impairment
OSEP Office of Special Education Programs
OSERS Office of Special Education & Rehabilitative Services
USDOE United States Department of Education

OT Occupational Therapy

RTI Response to Intervention

SAT Student Assistance Team

SATs Scholastic Aptitude Tests

SLD Specific Learning Disability

SNOW Strengths, Needs, Opportunities and Worries

SAMPLE LETTERS

Throughout your child's school years, there is always a need to communicate with the school (teachers, administrators and others concerned with your child's education).

There are also times when the school needs to communicate with you. This is particularly true when your child has a disability and is receiving special education services. Some of this communication is informal, such as phone calls, comments in your child's notebook, a chat when picking up your child from school, or at a school function. Other forms of communication are more formal and need to be written.

Letters provide both you and the school with a record of ideas, concerns, and suggestions. Putting your thoughts on paper gives you the opportunity to take as long as you need to:

- state your concerns,
- think over what you have written,
- make changes, and
- have someone else read over the letter and make suggestions.

Letters also give people the opportunity to go over what has been suggested or discussed. A lot of confusion and misunderstanding can be avoided by writing down thoughts and ideas.

Sample Letter 1: Discussing a problem

Your Mailing Address

Your City, State and Zip Code

Today's date (month, day and year)

Name of Principal

Name of School

Address of School

City, State and Zip Code

Dear (Principal's Name),

In this paragraph, say who you are, give your child's full name and their current class placement. Say something positive about your child's situation here before you state your reason for writing.

BRIEFLY explain why you are writing. Give relevant history and facts that support your concerns. (For example, your third grader is struggling in school, and you want to ask for help. You might say that your child's schoolwork has been getting worse throughout the year. That fact is relevant. Talking about something from your child's infancy probably is not.)

In this paragraph, state what you would like to have happen or what you would like to see changed. You may BRIEFLY say what you would not like or what has been tried and not worked. However, spend most of this paragraph saying what you want.

Say what type of response you would prefer. Do you need to meet with someone? Do you want a return letter or a phone call? Do you want a meeting?

Finally, give your daytime telephone number and state that you look forward to hearing from the person soon or give a reasonable date ("Please respond by the 15th.") End the letter with "Thank you for your attention to this matter."

Sincerely,

Your name

cc: your child's teacher

(Note: the "cc" at the bottom of the letter means you are sending a copy of this letter to the people listed. If you write to the Special Education Director about a problem at your child's school, you should send a copy to the principal. If you write to the principal about a problem, you should send a copy to your child's teacher. This lets people involved know your concerns and that you are taking steps to resolve the concerns.)

Always keep a copy of your letter.

Sample Letter 2: Requesting an Initial Evaluation/Referral for Special Education

Your Mailing Address

Your City, State and Zip Code

Today's date (month, day and year)

Name of Principal or Special Education Director

Name of School

Address of School

City, State and Zip Code

Dear (Principal's or Administrator's Name),

I am writing to request that my child, (child's name), be evaluated for special education services. I am worried that (child's name) is not doing well and believe they may need special services in order to learn. (Child's name) is in the (grade) at (name of school). (Teacher's name) is their teacher.

Specifically, I am worried because (child's name) does/does not (give a few direct examples of your child's problems at school).

We have tried the following to help (child's name):_____. (If you or the school have done anything extra to help your child, briefly state it here.)

I understand that I have to give written permission in order for (child's name) to be evaluated. Before the evaluation begins, I have some questions about the process that I need to have answered (list questions you may have). I would be happy to talk with you about (child's name). You can send me information or call me during the day at (daytime phone number). Thank you for your prompt attention to my request.

Sincerely,

Your name

cc: your child's principal (if letter is addressed to another administrator)
your child's teacher(s)

(Note: If your child has been identified as having a disability by professionals outside the school system, add the following sentence to the end of the first paragraph above:

(Child's name) has been identified as having (name of disability) by (name of professional).

Enclosed is a copy of the report I have received that explains (child's name) condition.

Sample Letter 3: Requesting your child's records

Your Mailing Address

Your City, State and Zip Code

Today's date (month, day and year)

Name of Person to Whom You Are Writing

Name of School

Address of School

City, State and Zip Code

Dear (Name),

I am writing to schedule a time to come and review all of my child's records. My child, (child's name), is in (grade) in (teacher's name) class. I will also need copies of some or all of these records.

Please let me know where and when I can come in to see the records. I need these records by (date).

You can reach me during the day at (phone number).

I look forward to hearing from you soon. Thank you for your assistance.

Sincerely,

Your name

Sample Letter 4: Requesting an IEP Team Meeting

Your Mailing Address

Your City, State and Zip Code

Today's date (month, day and year)

Name of your child's special education teacher

Name of School

Address of School

City, State and Zip Code

Dear (Teacher's name),

I am writing to request an IEP/ISP review meeting. I would like to discuss making some possible changes in (child's name)'s IEP/ISP. I am concerned about (state your reasons, but don't go into detail about the specific changes you want to make. Save those for the meeting).

I would also like to have (names of specialists or other staff) attend. I think their/their ideas about the changes we may need to make will be valuable.

I can arrange to meet with you and the other members of the IEP team on (give several suggested days) between (give a range of time, such as between 2:00 and 4:00). Please let me know what time would be best for you.

I look forward to hearing from you soon. My daytime phone number is (give your number). Thank you for your help.

Sincerely,

Your name

cc: specialists or other staff

