Special Education Services

**Special Education Services Provided at Columbus Preparatory Academy**

Columbus Preparatory Academy considers a full continuum of supports and services for students with disabilities. Assessments for such disabilities are available for students who are struggling in school, have taken part in the Intervention Assistance Team process and are not responding to interventions at that level.

Columbus Preparatory Academy uses various methods for assessing student’s knowledge levels. In addition, CPA utilizes the Iowa Tests of Basic Skills, The OAA (Ohio Achievement Assessment), Scantron Ed. Performance Series, Direct Reading Assessment and other research-based tests as needed for all students. Specialized psychological, social/emotional and achievement tests are used, in part, for assessing student eligibility for special education services as determined by the IEP team. Assessment is conducted by professionals.

Columbus Preparatory Academy (CPA) has developed policies and procedures in concurrence with the federal and state regulations and guidelines to ensure a free and appropriate education in the least restrictive environment to all school-age children, including those with disabilities.

**Assessment:** When students experience difficulties in school, teams will meet to develop interventions to help students be successful in regular education. The Intervention Assistance Team (IAT) accomplishes/documents this work.

If a student continues to experience difficulties even with regular education interventions, the student may be referred for a multidisciplinary evaluation by the multidisciplinary team, which includes the student’s parents/guardians.

**Evaluation Process:** Parent/Guardian permission is necessary before any evaluation can take place. The parent/guardian is notified in writing of the types of assessments that will be given and the proposed date(s) of the evaluation.

An evaluation team reviews all pertinent data and compiles a report called an Evaluation Team Report (ETR) which states whether a disability or disabilities exist and if the student is in need of special education. Parents/Guardians are members of the evaluation team and will be asked to provide relevant information.

The entire evaluation process must be completed within 60 calendar days from the date CPA receives signed parent permission on the “Consent to Evaluate” form. A copy of the ETR will be given to the parents/guardians and a summary of the report will be communicated to them.

If a student is found to be eligible for special education, the parents/guardians will be invited to an Individualized Education Plan (IEP) meeting. Students eligible for special education must meet one or more of the criteria established by State Standards and regulations for the following categories:

– Autism

– Deaf-blindness

– Deafness

– Emotional Disturbance

– Hearing Impairment

– Cognitive Disability

– Multiple Disabilities

– Orthopedic Impairment

– Other Heath Impairment

– Specific Learning Disability

– Speech and Language Impairment

– Traumatic Brain Injury

– Visual Impairment including blindness

A reevaluation is conducted at least every three years.

**Individual Education Program Process:** The IEP is developed by a team, which includes some members of the evaluation team as well as the parent(s)/guardians, the special education teacher, a school administrator, the regular education teacher(s) and sometimes the student. The IEP includes a description of the programs and services necessary to assist an eligible student. Information that is contained in the ETR is used to write the IEP in the year the student was evaluated, along with information from the other assessments previously completed for that student.

The student’s program is reviewed every year at an IEP meeting or more frequently at the request of an IEP team member, which includes the parent(s)/guardians.

The IEP team will write annual goals which can be measured and are designed to meet the needs of the student. The IEP team will determine special education services and programs. The annual goals will be evaluated on a regular schedule and parents/guardians will be notified of progress of these goals in writing.

Once the IEP has been developed, the parent will receive Prior Written Notice of placement for special education programs and services. This document often refers the parent to the IEP, which details the educational program recommended by the CPA. A parent/guardian must approve the IEP in writing before implementation of the student’s first special education placement.

The location and level of placement are determined at the IEP meeting and are based upon the least restrictive environment where the student can successfully achieve his/her goals. The Least Restrictive Environment would include providing special education services and programs provided outside the general education classroom only when supports and services can not be provided successfully within general education classroom.

CPA considers a full continuum of services when determining an appropriate program for every student with a disability.

For additional information please review the links below:

[Ohio Department of Education Office of Students with Disabilities:](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=968&TopicRelationID=967)

[Whose IDEA is this? Parent’s Guide to the Individuals with Disabilities Improvement Act of 2004](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=968&ContentID=11128&Content=74616)

[Operating Standards for Agencies Serving Children with Disabilities](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=968&ContentID=28143&Content=77281)