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Requirement	Response to ISBE Request	Title of Person in Organization Responsible
<p>Referral system – describe steps for Initial evaluation and Reevaluation;</p>	<p>Initial Evaluation: Response to Intervention (Academics) Step I: Universal Screening*</p> <ul style="list-style-type: none"> • Universal Screening is completed during the first 3-4 weeks of school. • Grades K-3 are given the DIBELS benchmark assessment for Reading and a computation assessment for Math • Grades 4-8 are given the MAZE comprehension assessment for Reading and a computation assessment for Math • Assessments are scored and at-risk students are identified <p>Step II: Identify at-risk students</p> <ul style="list-style-type: none"> • Students who are identified to be at-risk fall below the cut-off score, which is nationally normed. • These students are now considered to be receiving Tier I services. <p>Step III: Provide targeted instruction or intervention services for at-risk population</p> <ul style="list-style-type: none"> • Tier I <ul style="list-style-type: none"> ○ Targeted instruction in Tier I: During workshop or independent work the classroom teacher works with Tier I students on a specific identified skill. (ie. initial sounds, vowel sounds, blends, fluency, comprehension, single digit addition, etc.) ○ The at-risk population is then progress monitored* for 6-8 weeks. (See Step IV) • Tier II <ul style="list-style-type: none"> ○ Targeted instruction in Tier II: The at-risk population participates in a 45-60min. small group session lead by a reading or math specialist 5 days a week. Students in Tier II work with the specialist on a specific identified skill. ○ The at-risk population is then progress monitored* for 6-8 weeks. (See Step IV) • Tier III <ul style="list-style-type: none"> ○ Targeted instruction in Tier IV: Students who do not progress in Tier II will work one-on-one with a teacher on the identified area of need for 4-6 weeks. 	<p>Special Education Coordinator</p>

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	<ul style="list-style-type: none"> ○ The at-risk population in Tier III is progress monitored for 4-6 weeks. (See Step IV) • Tier IV/Referral for an Special Education Evaluation <ul style="list-style-type: none"> ○ Students are referred to the specialized services team for an evaluation. (See IEP process for detailed information) <p>Step V: Analyze data and create action steps (see cut-off scores for benchmark assessments and slope expectations for progress monitoring below)</p> <ul style="list-style-type: none"> • Tier I <ul style="list-style-type: none"> ○ If the student shows progress after the first 6-8 weeks he/she is no longer progress monitored. ○ If the student does not show significant progress after the first 6-8 weeks he/she is moved to Tier II services ○ If the student does not show significant progress after the first 6-8 weeks he/she is moved to Tier II services • Tier II <ul style="list-style-type: none"> ○ If the student shows progress after the first 6-8 weeks he/she is no longer progress monitored. ○ If the student does not show significant progress after the first 6-8 weeks he/she is moved to Tier II services ○ If the student does not show significant progress after the first 6-8 weeks he/she is moved to Tier III services • Tier III <ul style="list-style-type: none"> ○ If the student does not show significant progress after the first 6-8 weeks he/she is moved to Tier II services ○ If the student shows progress after the first 6-8 weeks he/she is no longer progress monitored. ○ If the student does not show significant progress after the first 6-8 weeks he/she is moved to Tier II services ○ If the student does not show significant progress after the first 6-8 weeks he/she is moved to Tier III services • Tier IV (See Step VI) <ul style="list-style-type: none"> ○ If the student does not show significant progress after the first 6-8 weeks he/she is moved to Tier II services ○ If the student shows progress after the first 6-8 weeks he/she is no longer progress monitored. ○ If the student does not show significant progress after the first 6-8 weeks he/she is moved to Tier IV services <p>Response to Intervention (Positive Behavior Support)</p> <p>Step I: Universal Systems are put into place</p> <ul style="list-style-type: none"> • School Wide Expectations • Climate Checks • Referral System is set up. 	

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	<p>Step II: Progress Monitor through referrals</p> <ul style="list-style-type: none"> • Collect data on all referrals that are turned in. • Categorize data by student, behavior, location, time, grade, gender, teacher, antecedent, consequence. <p>Step III: Identify at-risk students</p> <ul style="list-style-type: none"> • Students who have more than 3 referrals will receive Tier II services. <p>Step IV: Provide targeted instruction or intervention services for at-risk population</p> <ul style="list-style-type: none"> • Tier II <ul style="list-style-type: none"> ○ Intervention: The teacher, student, parent/guardian and the Director of School Culture and/or the Social Worker/Counselor will create a BIP. ○ All involved parties will implement and receive a copy of the plan. • Tier III <ul style="list-style-type: none"> ○ Intervention: The students BIP will be revised and the student will also receive small group intervention services specific to his/her social and behavioral needs. ○ All involved parties will implement and receive a copy of the plan. • Tier IV (Referral for an evaluation) <p>Step V: Progress monitor academic growth and behavior growth and track data</p> <ul style="list-style-type: none"> • Tier II and Tier III <ul style="list-style-type: none"> ○ Data is collected based on the BIP daily or weekly. <p>Step VI: Analyze data and create action steps</p> <ul style="list-style-type: none"> • Tier II <ul style="list-style-type: none"> ○ If the child shows significant growth the BIP will no longer be needed. ○ If the child does not show significant growth/change in behavior he/she will be recommended for Tier III services. • Tier III <ul style="list-style-type: none"> ○ If the child shows significant growth the BIP will no longer be needed. ○ If the child does not show significant growth/change in 	

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	<p>behavior he/she will be recommended for Tier IV services. (See IEP)</p> <p>Initial Evaluation Step I: Domain Meeting (Decide if the student needs an evaluation by the special education team.)</p> <ul style="list-style-type: none"> • Participants may include, but are not limited to the nurse, social worker, speech pathologist, occupational therapist, physical therapist, autism dept, and the school psychologist. • The parent/guardian, general education teacher, and student if 14 or older is able to discuss their concerns regarding the students needs. • Each domain has an opportunity to ask and answer questions that participants may have. • Each domain then determines whether or not an evaluation of their domain is warranted and explains to the parent/guardian/guardian what their evaluation will entail. • The parent/guardian either gives consent to evaluate or denies the evaluation. <ul style="list-style-type: none"> ○ If the parent/guardian consents he/she signs consent and identified domains may begin the evaluation process. ○ If the parent/guardian/guardian denies the evaluation and this is an initial case, the domains do not do an evaluation and the student continues to receive the same instruction that his/her non-disabled peers receive. ○ If the parent/guardian/guardian denies the evaluation and the student has already been previously identified as a student with a disability the specialized services team has the option of reporting the case to due process*. <p>Step II: If an evaluation is warranted and the parent/guardians consent, all domains will evaluate the student. (This may include, but is not limited to the nurse, social worker, speech pathologist, occupational therapist, physical therapist, autism dept, and the school psychologist.)</p>	

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<p>Assessments – describe how the required assessments for evaluations are determined;</p>	<p>Step III: An evaluation meeting is held. The team will come to consensus on whether or not the student has a disability. Step IV: If the student is found to have a disability the team will proceed with the IEP meeting to identify specific goals, accommodations, modifications, etc. Step V: The IEP is signed and shared with all participants. (Participants may include, but are not limited to the Parent/guardian, Teacher, Student, Special Education teacher, Transition Coordinator, Paraprofessional, Community Agency, Social Worker, Speech Pathologist, Nurse, Occupational Therapists, Physical Therapist, School Psychologist) Step VI: The IEP is implemented and revisited every year. Step VII (every 3 years): The student receives another full evaluation.</p>	<p>Special Education Coordinator</p>
<p>Timelines - describe how timelines are met for tri-annual reevaluations, yearly review or development of IEPs, sending required Notice and Consent forms to parent/guardians, and how progress is reported on IEP annual goals;</p>	<p>To determine the assessments that will be needed to complete the evaluation all domains of the specialized service team, the parent/guardian/guardian, and the teacher(s) meet. The parent/guardian/guardian, teacher(s), and student (if 14 years old or older) discuss their concerns in regards to the student's academic and/or social emotional needs. All domains (ie. School Psychologist, Nurse, Social Worker, Speech Pathologist, Occupational Therapist, Physical Therapist, etc) are able to ask questions to gain a deeper understanding of the student's needs. Finally, each domain determines if an assessment/evaluation is warranted in their specific domain. If the parent/guardian/guardian agrees to all assessments he/she signs permission for the team to evaluate the student.</p> <p>Tri-annual Reevaluations, Yearly Reviews, and IEPs For tri-annual reevaluations, yearly reviews, and IEP meetings all dates are scheduled on a calendar for the entire school year. The calendar is shared with the specialized services team during the first week they are in the school. At this point, if there are any conflicts, the meeting dates are then updated. All tri-annual, yearly reviews, and IEP meetings are scheduled 2 weeks before their due date to allow for some flexibility in case a meeting needs to be rescheduled for unforeseen circumstances.</p> <p>Notice and Consent Forms All Conference Notice forms are sent to the parent/guardian/guardian</p>	<p>Special Education Coordinator</p>

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<p>Parental involvement – define the provision for parent/guardian involvement in the Special Education process;</p>	<p>10 days prior to the meeting date. Consent forms are mainly explained and signed in person. If the parent/guardian is unable to meet, the consent forms are sent home for the parent/guardian/guardian to sign and return to school.</p> <p>Progress towards IEP Goals Each student who has an IEP receives a quarterly progress report. These are usually given out during report card pick-up dates. Progress towards the student's yearly goals is scripted in a summary version.</p>	
<p>Parental involvement – define the provision for parent/guardian involvement in the Special Education process;</p>	<p>Response to Intervention During the intervention process parent/guardians are notified if their child is identified to receive intervention services.</p> <p>Domain Meeting If the student is referred to the specialized services team to possibly receive an evaluation, the parent/guardians are invited to the domain meeting. The parent/guardian is also able to suggest or write a letter, asking for an individual special education evaluation for their child. During the meeting the parent/guardian is able to express his/her concerns in regards to the child's academics and/or social emotional needs. The parent/guardian either agrees or disagrees to a special education evaluation at the domain meeting. If the parent/guardian agrees, the identified domains move forward with an evaluation. If the parent/guardian disagrees the identified domains do not move forward with an evaluation.</p> <p>Evaluation Meeting After the student is assessed by all identified domains an evaluation meeting is scheduled. The parent/guardian is invited to attend the evaluation meeting. This invitation must be sent to the parent/guardian at least 10 days before the meeting date. During the evaluation meeting each domain will share the results of the evaluation. The team, including the parent/guardian, will then determine whether or not the student has a disability. If it is determined that the student has a disability the parent/guardian must sign consent to provide an individualized</p>	<p>Special Education Coordinator/Principal/Teacher</p>

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	<p>education plan and receive specialized services.</p> <p>IEP Meeting The parent/guardian is invited to the IEP meeting at least 10 days prior to the meeting date. The team discusses and explains all parts of the IEP to the parent/guardian and possibly the student if he/she is 14 years old or older. The parent/guardian is able to express his/her concerns and ask questions in regards to the IEP. The parent/guardian then signs consent to agree to the plan or disagree with the plan. If the parent/guardian agrees the IEP is implemented and the student receives special services according to the IEP. If the parent/guardian/guardian disagrees another IEP meeting may be scheduled for the team to come to consensus or the specialized service team may take the parent/guardian/guardian to due process.</p> <p>Progress towards IEP Goals A quarterly meeting is held with the parent/guardian to discuss progress towards the student's goals set at the IEP meeting. If the parent/guardian is unable to attend the scripted progress report is sent home for the parent/guardian to view and a phone conference is held.</p>	
<p>Provision of services – indicate how the full range of Special Education services and related services in the Least Restrictive Environment will be provided;</p>	<p>Each student receiving special education services will be assessed individually and the LRE will be determined based on previous data and the students need. When appropriate the special education teacher will co-teach in the general education classroom to assist specific students in succeeding in the general education setting.</p>	<p>Special Education Coordinator Special Education Teachers General Education Teachers</p>
<p>FAPE – describe how Free Appropriate Public Education will be provided;</p>	<p>All families are welcome to apply for enrollment in North Point Lighthouse Charter School. There is no charge for the application process; nor are there any charges for the child's education throughout the school year.</p> <p>All teachers are highly qualified to teach in their assigned positions.</p> <p>All curriculum is researched based and approved by our Board of</p>	<p>Principal Family Coordinator</p>

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	Directors and Lighthouse Academies, Inc.	
Confidentiality of records - provide method of access to records, access controls in place, guidelines for appropriateness of special education documents in temporary files;	<p>All special education files/records are locked in a filing cabinet at all times in the Special Education Coordinator's office.</p> <p>Access To gain access to specific special education record(s) one must have good cause. (ie. evaluating a student, annual review, if the individual is providing services to the student, parent request, etc) Each viewer will be required to sign, date, and explain the purpose of reviewing the file on the front inside cover of the file folder.</p>	Special Education Coordinator Office Manager
Define the discipline code as applied to special education students	The discipline code is followed as stated in the Family Student Handbook. If a child receives specialized services he/she may not be suspended out of school for more than 10 days, without an extension from the DPI legal department.	Principal Special Education Coordinator
Functional Assessments of Behavior – describe this provision;	<p>Response to Intervention (Positive Behavior Support) Step I: Universal Systems are put into place</p> <ul style="list-style-type: none"> • School Wide Expectations • Climate Checks • Referral System is set up. <p>Step II: Progress Monitor through referrals</p> <ul style="list-style-type: none"> • Collect data on all referrals that are turned in. • Categorize data by student, behavior, location, time, grade, gender, teacher, antecedent, consequence. <p>Step III: Identify at-risk students</p> <ul style="list-style-type: none"> • Students who have more than 3 referrals will receive Tier II 	Principal Teachers

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	<p>services.</p> <ul style="list-style-type: none"> • The student will be observed in the general education classroom or area of need. Behavioral data will be collected and analyzed. <p>Step IV: Provide targeted instruction or intervention services for at-risk population</p> <ul style="list-style-type: none"> • Tier II <ul style="list-style-type: none"> ○ Intervention: The teacher, student, parent/guardian and the Director of School Culture and/or the Social Worker/Counselor will create a BIP. ○ All involved parties will implement and receive a copy of the plan. ○ Data will be collected each day using the method determined during the BIP meeting. • Tier III <ul style="list-style-type: none"> ○ Intervention: The students BIP will be revised and the student will also receive small group intervention services specific to his/her social and behavioral needs. ○ All involved parties will implement and receive a copy of the plan. • Tier IV (Referral for an evaluation) <p>Step V: Progress monitor academic growth and behavior growth and track data</p> <ul style="list-style-type: none"> • Tier II and Tier III <ul style="list-style-type: none"> ○ Data is collected based on the BIP daily or weekly. <p>Step VI: Analyze data and create action steps</p> <ul style="list-style-type: none"> • Tier II <ul style="list-style-type: none"> ○ If the child shows significant growth the BIP will no longer be needed. ○ If the child does not show significant growth/change in behavior he/she will be recommended for Tier III services. • Tier III <ul style="list-style-type: none"> ○ If the child shows significant growth the BIP will no longer be needed. ○ If the child does not show significant growth/change in 	

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Behavior Intervention Plans – describe how these will be implemented;	<p>Behavior Intervention Plan</p> <p>Step I: Conduct a BIP meeting with the general education teacher, special education teacher (if applicable), parent, and student</p> <p>Step II: Write the BIP and share with all people involved</p> <p>Step III: All parties involved monitor progress according to the BIP</p> <p>Step IV: Data is analyzed on a weekly basis and progress is charted.</p> <p>Step V: Reassess student behavioral needs yearly or as frequently as needed and update or discontinue BIP</p>	Principal Teachers
WKCE-WAA determination - indicate how WKCE-WAA testing is determined by the IEP team;	<p>All students with academic goals on their IEP will take the WKCE. Accommodations and modifications described in the IEP will be implemented during the assessment.</p> <p>Students with only life skill goals will take the WAA. Accommodations and modifications described in the IEP will be implemented during the assessment.</p>	Special Education Coordinator
WKCE accommodations - indicate how WKCE accommodations will be made for students with disabilities whose IEPs require accommodations;	<p>Accommodations will be implemented on an individual or small group basis. The schedule for WKCE will be based on the students needs. All certified teachers will participate in giving the WKCE to maximize time and meet all students' accommodations.</p>	Special Education Coordinator Teachers (General and Special Education)
Special transportation – describe provisions for this service;	<p>If a student's needs require special transportation this is written into his/her IEP. The transportation department at NPLCS is then contacted and arrangements are made to transport the student from home to school and from school to home.</p>	Special Education Coordinator Family Coordinator

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<p>Indicate parent/guardian education, notification and involvement in all the above areas.</p>	<p><u>LRE</u> The parent/guardian is able to voice their concerns and ask questions regarding the LRE. He/She is able to agree or disagree with the suggested LRE setting.</p> <p><u>FAPE</u> All parents/guardians are welcome to apply for enrollment of any and all children. A lottery is held every year, in which parents/guardians are invited to.</p> <p><u>Confidentiality</u> Parents/Guardians reserve the right to keep their child's records confidential. He/she is able to view their child's record or get copies of their child's record at any time without question.</p> <p><u>Discipline Code</u> When a child violates a rule or expectation listed in the Code of Conduct the parent is notified by letter. The parent/guardian has the right to appeal a suspension or expulsion by writing a letter to the Regional Director of North Point Lighthouse Charter School.</p> <p><u>Functional Behavior Analysis (FBA)</u> If a child requires a FBA, the parent may be interviewed to gain more insight on the child's behaviors. The parent also has the right to express concerns and ask questions in regards to the FBA.</p> <p><u>Behavior Intervention Plan (BIP)</u> The parent is notified and invited to a meeting to create a BIP for their child. The parent/guardian is able to give his/her input in writing the BIP. A copy of the BIP is given to the parent.</p> <p><u>WKCE/WAA</u> The parent/guardian is notified about the assessment prior to the testing date. The parent/guardian will receive the scores of the assessment during the fall of the following year.</p> <p><u>Extended School Year (ESY)</u></p>	<p>Special Education Coordinator Principal Family Coordinator</p>

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	<p>The parent/guardian agrees or disagrees to ESY services during the IEP meeting. The parent/guardian is notified whether or not their child will attend ESY prior to the end of the school year.</p> <p>Transportation The parent/guardian agrees or disagrees to transportation services for his/her child. The office of transportation will contact the school and/or the parent to set up pick up and drop off times. The parent will ensure the child gets on the bus.</p> <p>Transition Planning The parent is interviewed in regards to their expectations or wishes for their child as he/she transitions. The parent is invited to the transition planning meeting at least 10 days prior to the meeting. The parent is able to give their ideas, concerns, and ask any questions during the meeting. A plan is decided upon and the parent and student sign consent.</p>	
<p>Describe how the school will perform background checks as well as credential verification of the prospective special education personnel;</p> <p>Describe how all services and resources required by a student's IEP will be provided.</p>	<p>All personnel will get a background check and fingerprinted before the first day of employment.</p>	<p>Principal Office Manager</p>
	<p>All academic services required by a student's IEP will be provided during the school day by the special education teachers at North Point Lighthouse Charter School. The student's schedule will reflect the amount of required minutes for each academic subject.</p> <p>All social work, speech, nursing, OT, PT, and school psychology minutes will be provided on a weekly basis in compliance with the required number of minutes listed on the IEP.</p>	<p>Special Education Coordinator Special Education Teachers General Education Teachers</p>

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<p>Describe how the school will determine class size to remain in compliance with federal and state requirements.</p>	<p>Each general education class will have no more than 25 students in each classroom. To remain in compliance with federal and state requirements each general education class will have no more than 30% or 7 students with IEPs in the general education classroom without specialized services.</p> <p>Each full instructional special education class will have no more than 15 students without paraprofessional support. Each special education resource class will have no more than 21 students without paraprofessional support.</p>	<p>Principal Special Education Coordinator Family Coordinator</p>