

## **SPECIAL EDUCATION POLICY**

Genesis Innovation Academy ("Genesis") complies with all requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA).

### **Goal of the Program**

The goal of the Genesis special education program is to educate all scholars with special needs, in an inclusive setting when possible.

### **Types of Services Offered**

Genesis is bound by federal law to provide services as deemed necessary by a scholar's Individualized Education Plan (IEP). Those services may include:

- Learning Supports for scholars with diagnosed academic disabilities and needs
- Behavioral/Social Support for scholars with diagnosed emotional issues that interfere with student learning and adjustment
- Occupational/Physical Therapy Support for scholars with diagnosed fine and gross motor impairments that affect their academic achievement
- Speech and Language Support for scholars with diagnosed communication impairments that affect their academic development.
- Hearing Impaired Support for scholars with hearing impairments that interfere with their academic development
- Visually Impaired Support for scholars who have visual impairments that adversely affect their educational performance
- Nursing Services for scholars who have medical needs that adversely affect their educational performance.

### **Determining Level of Intervention**

The IEP Team determines the appropriate level of intervention and support required to meet the student's needs.

The appropriate level of intervention is the level at which the student performs successfully in the least restrictive environment (LRE).

### **Special Education Evaluation and Procedures**

#### Referral for Evaluation

Genesis will actively monitor and assess student progress to determine if there are data-driven causes for concern that a student might need additional services. Students who exhibit chronically low performance, and are not already receiving Special Education services, will be provided with increasingly individualized services based on Student Support Team (SST) intervention protocols.

If student performance does not improve after SST services and interventions have been implemented with fidelity, parents/guardians will be asked to consider granting their written permission for an educational evaluation of their child.

If a student's performance (academically or behaviorally) is obviously and extremely below normal based on early data collection and observations, the evaluation process can be expedited.

Parents/guardians who have concerns regarding their child may contact the Student Support Coordinator or the School Director at any time to request, in writing, that a screening or evaluation of their child be conducted as part of their due process rights.

Evaluations for special education needs and services will not be considered without documentation of prior academic struggles and responsive instructional interventions.

An initial independent evaluation will be provided by Genesis at no cost to families. If families disagree with the evaluation they may secure a second evaluation at their expense. Genesis must consider the results of any evaluation provided by a student's family but does not have to incorporate any recommendations or findings provided by that evaluation.

### Eligibility Determination

After an evaluation is completed, a comprehensive evaluation report will be produced which will include evaluation findings and specific recommendations for education strategies and techniques for helping the student.

The evaluation report becomes part of the student file.

If a student is found eligible for special education services, parents/guardians are then invited to participate in a meeting where the results of the eligibility will be reviewed and the Individual Education Program (IEP) will be developed.

### **Diagnoses Eligible for Special Education Services**

To be eligible to receive special education services, the student must meet the requirements of one or more of the following categories:

- Autism Spectrum Disorder (AUT)
- Deaf-Blind (D/B)
- Deaf/Hard of Hearing (D/HH)
- Emotional/Behavioral Disorder (EBD)
- Mild, Moderate, Severe, or Profound Intellectual Disability (MID, MOID, SID, PID)
- Orthopedic Impairment (OI)
- Other Health Impairment (OUI)
- Significant Development Delay (SDD)
- Specific Learning Disability (SLD)
- Speech-Language Impairment (SI)
- Traumatic Brain Injury (TBI)
- Visual Impairment, including Blindness (VI)

Eligibility Requirements are listed in Georgia Code 160-4-7-.05

## **Reevaluation and Renewal**

Students are reevaluated every three years to determine if they are still eligible for special education services. The date of each eligibility meeting begins the next three-year evaluation cycle.

If parents/guardians and educators have concerns, students can be reevaluated one year after their previous evaluation.

IEP's are developed and reviewed annually and are in effect at the beginning of each school year.

The IEP may be reviewed more than once a year if the parent/guardian of the student requests a review.

## **Terms and Acronyms**

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Program

BIP: Behavior Intervention Plan

FAPE: Free Appropriate Public Education

LRE: Least Restrictive Environment

OT: Occupational Therapy

SLT: Speech and Language Therapy

RTI: Response to Intervention

AT: Assistive Technology

IEE: Independent Educational Evaluation

## **Parent's/Guardian's Rights**

Parents/guardians have special rights related to special education which can be found at the Georgia Department of Education Website under Special Education Services: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Parent-Rights.aspx>