



# *The New Academy Charter School*

## **Special Education Faculty Handbook**

**2021 - 2022**

**School Year**

**2500 Jonquil Way**

**Pittsburgh, PA 15210**

**412-515-2280**

**[www.theacademyschools.com](http://www.theacademyschools.com)**

Welcome to The New Academy Charter School. We look forward to working together with you to provide students with disabilities an enriching and rewarding educational experience. Your involvement in this process is vital.

This handbook is designed to give you information and a brief overview about the school's special education process and policies. Please refer to the Special Education Manual for more in depth information. This can be located in the Special Education Office.

This will help you provide students special education services, and the wide range of support services that are available. When general and special educators work together as partners, a more effective and valuable educational program is developed to meet the needs of students in an inclusive setting.

Open communication is vital in order for the special education system to be successful. Therefore, please feel free to ask any and all questions to a veteran special education teacher and/or the Special Education Director.

## **OVERVIEW OF SPECIAL EDUCATION**

Special Education is a comprehensive and integrated approach to education that is designed to assist students in developing their maximum potential. Individualized Educational Programs (IEPs) are developed for each student annually and reviewed several times per year by a team consisting of teachers, administrators, OVR representatives, parents/guardians, and students. These plans allow for an individualized program geared to the students' intellectual, emotional and physical strengths and needs. Students receive specialized instruction for one or more periods per week in accordance with their individual needs. In addition, this specialized instruction supports students' achievement in all general education curricula and allows the student to develop his or her individual educational potential successfully.

Each student receiving special education services has an Individualized Educational Program (IEP) developed annually (or as needed) by a team consisting of the student, teachers, parents/guardians, school psychologist, administrators and community and other supports when applicable. These plans are created to meet the specific needs of the individual learner by capitalizing on his/her strengths. Students receive varying degrees of special education services based on their needs as determined by the school psychologist. The student may qualify as itinerant (no/one special education class per day), supplemental (two to four special education classes per day), or full-time (all classes are special education). Full-time special education services are not provided at The Academy Charter School. Support provided by the IEP is designed to allow the student to meet his/her educational and social potential.

Special education services can include, learning support, emotional support, life skills support, sensory support skills, speech and language support, physical support, autistic support, and multiple disabilities support. These services may be provided in the regular education classroom, in a resource classroom, pause room, or in a classroom outside the charter school.

Related services include support services that assist a student with a disability to benefit from special education. Accordingly, such related services must be necessary for the student to benefit from his or her special education program. In other words, without the related services, the student would not benefit from special education. Related services can include speech-language pathology and audiology services, psychological services, physical and occupational therapy, counseling services, school health services, social work services in school, parent/guardian counseling and training, and transportation.

The Academy Charter School is required to provide a Free Appropriate Public Education (FAPE) to children with disabilities who are determined, through the evaluation process, to need special education and related services under Individuals with Disabilities Education Improvement Act (IDEIA) and Charter School Services and Programs for Children with Disabilities Chapter 711. The following are the disability categories under IDEIA:

- Autism
- Deafness
- Deaf-Blindness
- Emotional Disturbance

- Traumatic Brain Injury
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Speech and Language Impairment
- Orthopedic Impairment
- Visual Impairment Including Blindness
- Other Health Impairments (*i.e. asthma, attention deficit disorder, diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia*)
- Specific Learning Disability (a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia)

A school age child is eligible for special education when he/she is identified as having one of these physical, sensory, cognitive, or emotional disabilities AND is in need of specially designed instruction.

## New Student on Your Caseload

When you get a new student on your caseload there are several steps that you need to take to organize their special education documents and information. You will be given any documentation received from the student's previous school in your mailbox or transferred in IEP Writer. Each teacher is responsible for managing their caseload and their student's files. Files must be kept in the teacher's file drawer unless they are being used to write the IEP and other documents. Follow the following steps:

1. Create a physical file for each student using the light blue binders. Each folder should be labeled on the tab accordingly. Place all documents in sheet protectors and in the appropriate sections:

### Front Pocket:

- Place **file checklist** on inside left
  - \*Fill out as you organize file
- Place **file access/contact log** on inside right
  - \*Fill out when you contact home for introduction, surveys, phone invitations, and any other phone calls home.
  - \*Fill out any time the file is removed from the file drawer

\*\*\*Examples of these are located in the Important Documents section of this handbook.

### First Tab: Current Documents

- Permission to Evaluate
- Most recent Evaluation or Reevaluation Report
- Invitations
- IEP
- Positive Behavior Support Plan (PBSP) [Now usually within IEP]
- Procedural Safeguards Letter
- NOREP with LEA signature and attempts made
- IEP waiver (if necessary)

### Second Tab: Testing and Evaluation

- Woodcock Johnson IV Test of Achievement student booklet and scores
- General Education Input forms
- Itinerant Forms
- Functional Behavior Assessment (if completed)

### Third Tab: Schedule, Grades, and Demographics

- Print from PowerSchool their schedule, grades, and demographics

Fourth Tab: Past Documents

- Past documents are organized according to school year with the most recent in the front and the oldest in the back.

Fifth Tab: Progress Monitoring

2. Meet with your student and complete with them a **Student Transition Survey**
  - An example of this can be found on the NACS Hub
3. Mail or email home a **Parent Survey** and enclose a prepaid envelope. If they do not mail it back or email back, call home and see if they will complete it over the phone or on Zoom.
  - An example of this can be found on the NACS Hub
4. **Academic testing** of each student needs to be completed within 30 days of the student's arrival. This testing is done using the AIMSWeb Program. Once you receive the score sheet for your student you will need to probe the student with an assessment based on those scores and enter it into their IEP in the Present Levels Page 1 section.
5. **Create General Education Google Forms** in order to complete quarterly progress monitoring. Each teacher should receive an event invite via Outlook Mail for all of the students that they teach and are on your caseload. This should include all their behavior goals and academic goals.
6. **Create a Google Sheet** with all of the students on your caseload with their PBSP and accommodations/modifications. The teacher will share this document with the their corresponding students in order to be aware of their specially designed instruction in the general education setting.
7. When a student comes in to the school and their IEP is **Out of Compliance**, the IEP team must meet within 2 school days to create a compliant IEP. This will be discussed with you on a case-to-case basis by the Special Education Director.
  - Student's IEP came to The New Academy Charter School out of compliance. Therefore, they will follow their most current IEP and the IEP team will reconvene within 30 calendar days to add additional information.

8. **IEP timelines** are as follows: When a new student comes to the school, the Special Education Director will create a NOREP to state that their current accommodations/modifications and PBSP will be followed until the IEP meeting has occurred at The New Academy Charter School. Second, an IEP needs to be created within 30 calendar days. This IEP will be based on their previous, compliant IEP from the last school or placement that they attended. Draft IEPs need to be written one week prior to the meeting and given to a veteran special education teacher for review. After the IEP meeting, you will have one week to finalize the IEP. This also applies if a student requires a Positive Behavior Support Plan.
  
9. **IEP meetings** will be scheduled by the Special Education Director. This schedule will be emailed to you as new students are added. It will also be added to your Academy Outlook Calendar.
  
10. **Other documents** that will be required for the IEP meeting include:
  - Invitations with at least three attempts by paper, email, or phone calls
  - Positive Behavior Support Plan (completed WITHIN the IEP)
  - NOREP with the LEA's signature and attempts made
  - Procedural Safeguards Letter and Notice

### **Woodcock Johnson IV Test of Achievement (WJ-IV)**

The Woodcock Johnson IV Test of Achievement Assessment needs to be given to all students on your caseload at least one month prior to a student's IEP meeting, if it is an annual IEP. If it is a new student that you are testing, this needs to be completed at least 2-3 week prior to the meeting. You are responsible for testing the students on your caseload. The Special Education Director or School Psychologist will have the testing materials needed.

The first time you need to test a student, a veteran special education teacher will show you how to complete it. This should be done in a quiet room without other students and distractions.

The student is only required to complete tests 1-6 & 9-11. Tests 3, 5, 6, 9, 10, and 11 can be done as a group with multiple students.

**Test 1: Letter-Word Identification**

**Test 2: Applied Problems**

**Test 3: Spelling**

**Test 4: Passage Comprehension**

**Test 5: Calculation**

**Test 6: Writing Samples**

**Test 9: Sentence Reading Fluency (timed 3 minutes)**

**Test 10: Math Fluency Facts (times 3 minutes)**

**Test 11: Sentence Writing Fluency (timed 5 minutes)**

Only if the student has had an extended absence, will not completing the test be acceptable. Please write "testing was unable to be completed due to absence." Make sure that when he or she returns that you resume testing and reconvene the IEP team. Testing must be completed upon the 5<sup>th</sup> day of the student's return to school. Teacher must bring the student's attendance to demonstrate absences.

#### Descriptions to put in the IEP (add grade level scores):

##### **Broad Reading: GE**

Letter-Word Identification: GE (Student is asked to read a list of words)

Sentence Reading Fluency: GE (Student is asked to read sentences and asked to answer yes or no within 3 minutes)

Passage Comprehension: GE (Student is asked to read a short passage and identify a missing key word)

##### **Broad Written Language: GE**

Spelling: GE (Student is asked to spell words that get progressively harder)

Sentence Writing Fluency: GE (Student is asked to write a sentence about a given picture within 5 minutes)

Writing Samples: GE (Student is asked to write sentences that are evaluated with respect to the quality of expression)

##### **Broad Mathematics: GE**

Calculation: GE (Student is asked to solve mathematical problems that get progressively harder)

Math Fluency Facts: GE (Student is asked to solve addition, subtraction, multiplication, and division problems within 3 minutes)



Applied Problems: GE (Student is asked to listen to a problem, recognize the procedure to be followed, and then perform relatively simple calculations)

### **IEP Writer**

IEP Writer is a web-based system that special education professionals use to create IEPs and other special education documents for all of the students on their caseload. Each teacher and administrator will be assigned a user name and password for the program. You will be given this log in information from the Special Education Director.

The website for IEP Writer is [www.iepwriter.com/pa](http://www.iepwriter.com/pa). Please take the time to login and get familiar with the system.

### **IEP Timeline**

When a new student comes to the school, an IEP needs to be created within 30 calendar days. This IEP will be based on their previous, compliant IEP from the last school or placement that they attended. Draft IEPs need to be written one week prior to the meeting and given to a veteran special education teacher for review. After the IEP meeting, you will have one week to finalize the IEP. This also applies if a student requires a Positive Behavior Support Plan.

When a student is on your caseload and their annual IEP is about to expire (one year less one day), you will need to create a new IEP. For example, if a student's IEP is dated 11/12/2016, their new IEP needs to be dated on or before 11/11/2017. This requires new testing and new input from the student's teachers.

When a student's Reevaluation Report is completed, you will have 10-30 calendar days to complete a new IEP based on the new information.

**IEP Schedule**

An IEP Schedule will be emailed to as new students are added. The meetings will also be added to your Academy Outlook email calendar. The schedule will include the student, who the general education teacher is, the LEA, Special Education Director, OVR Representative, and any other educational decision maker, when the meeting is, and any other important information. Once you receive the student’s prior special education documents, it is important to start the process that was outlined in this handbook.

<u>Student Name</u>	<u>Time</u>	<u>Caseload</u>	<u>Regular Education Teacher</u>	<u>Type:</u>	<u>Other Info:</u>
Jack Johnson	8 <sup>th</sup> 1:00pm	Ifft	Shamitko	IEP Meeting	
Ringo Star	3 <sup>rd</sup> 10:30am	Noll	Giordano	IEP after RR	

### **Invitations**

Invitations to IEP meetings must be mailed to parents/guardians and the student (14 years old and older during the current school year). You must document at least 3 invitations starting a month out from the scheduled date and time. Invitations are generated on IEPWriter and should be sent by mail, email, and/or fax. Phone or email conversations should be attempted in order to reinforce the official invitations.

You will also need to file the Outlook Calendar invite as documentation of invitation to the LEA, Guidance Counselor, Regular Education Teacher and/or any other outside agency.

Examples of the 2 invitations can be found on the NACS Hub.

## **IEP**

IEPs are implemented the same day as the meeting.

The IEP consists of different sections that address and discuss different topics. Sections include the IEP Team signatures, Special Considerations, Present Levels (Academic Achievement, Functional Performance, and Transition), Transition Services, Positive Behavior Support Plan, State Assessments, Local Assessments, Goals and Objective, Related Services, IEP Questions, and Placement and Reporting.

Included on the NACS Hub is a sample IEP that we use as a generic draft for our students. Please follow this sample as a guideline to writing your own IEPs. It would also be helpful to compare your IEP to the IEP File Checklist to ensure that you have everything in the IEP that is needed.

**Indicator 13 Checklist**

It will be helpful to you to compare your file and IEP and other documents to the Indicator 13 Checklist. This can be found on the NACS Hub.

## Transition

Once a student is 14 years old (or turns 14 within that school year) a Transition Survey and the Xello baseline must also be completed BEFORE the IEP meeting. Talk to the student about what their plans are for after high school. It will make the transition section of the present levels and transition section of the IEP much easier to complete. File this survey and the Xello results in the Evaluation and Testing section of their file. This survey can be found on the NACS Hub. Xello login information can be obtained from the principal or the curriculum specialist.

### Act 26 Transition Questions are new as of May 2017. Please let the Special Education Director know what answer you chose for each of the questions.\*\*\*

- Does this student have a transition plan as part of their IEP? (YES/NO/NA)
- Does the IEP contain new services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting? (YES/NO/NA)
- Does the IEP contain services that include job supports/coaching? (YES/NO/NA)
- Does the IEP contain services that include career development and job exploration? (YES/NO/NA)

Each student will have 3 transition goals including Post-Secondary Education/Training, Employment, and Independent Living. Each goal needs at least three services and activities. Examples of this are as follows:

**Post-Secondary Education/ Training:** Hunter has a goal of attending a 2 – 4yr program in order to obtain a degree after high school. In order to be successful, Hunter must improve his Reading Comprehension Skills. He will also work on his on-task skills and research different 2- or 4-year programs that he might be interested in.

**Employment:** Hunter has a goal of being competitively employed in the field of business after high school. In order to be successful, Hunter needs to improve his ability to stay on task.

**Independent Living:** Hunter has a goal of eventually living on his own or with friends after high school. Hunter has a goal of to obtain a drivers license and plans to get around using his own car or transportation from friends/family or Uber/Lyft. In order to be successful, Hunter must improve his Math Calculation Skills.

**Other Agency Involvement:** Hunter is a part of the Integrated Program at The New Academy Charter School. Hunter is a student involved with the Allegheny County Office of Juvenile Probation and is assigned a Probation Officer through the agency. He also receives services through Wesley Spectrum Services outside of School.

\*\*\*Each measurable annual goal must be addressed at least once under a transition goal. Each transition goal must address at least one measurable annual goal and include at least one service (what are we doing for them) AND one activity (what is he/she doing).\*\*\*\*



### **Goals and Standards**

If it is determined that a student is below at least 2 grades levels in a particular area, then a measurable annual goal is required to be written into their IEP and progress monitored. These goals need to be aligned to the Pennsylvania Common Core Standards based on the grade level that the student is currently in. You can find a list of these standards at [pdesas.org/PACore](http://pdesas.org/PACore). Select PA Core then ELA Assessment Anchors and Eligible Content or Math Assessment Anchors and Eligible Content and select the appropriate grade.

For help writing Measurable Annual Goals, please reference the Special Education Manual or a veteran special education teacher.

### Least Restrictive Environment

A student's special education placement must be made in the Least Restrictive Environment (LRE) in which the student's educational needs can be addressed. According to the law, all students with disabilities must be educated to the maximum extent *appropriate* with students who do not have a disability. Once the IEP team has decided upon services and the amount of services, then the location of where the services are to take place is determined. Services may be provided in four types of settings: the regular education classroom by the regular education teacher, in the regular education classroom by the special education teacher, in a small group setting in a special education classroom, or in a separate location by specialized instructors, or in a combination of these educational settings. The IEP must note how much of the student's day is spent outside of the regular education environment, and away from peers without disabilities.

Please use the following percentages for LRE placement:

Total Hours in a School Day	Total Hours w/ nondisabled peers	Number of Special Education Classes	Percentage	LRE Placement
6.5	6.5	0	100%	Itinerant
6.5	5.8	1	89%	Itinerant
6.5	5.1	2	78%	Supplemental
6.5	4.4	3	68%	Supplemental
6.5	3.7	4	57%	Supplemental
6.5	3	5	46%	Supplemental
6.5	2.3	6	35%	Supplemental

### **Positive Behavior Support Plan (PBSP)**

When a student is diagnosed with an Emotional Disturbance, it is required to create a Positive Behavior Support Plan (PBSP) based on observations, teacher input, and an FBA (Functional Behavioral Assessment) that is specific to that student's behaviors and needs. This will include 1-2 behavior goals that focus on the most problematic behaviors exhibited by student. This must be completed within the IEP.

## **NOREP**

Once the *Individualized Educational Program* (IEP) team has designed the IEP for the student, the charter school will issue a *Notice of Recommended Educational Placement* (NOREP) to the parents/guardians. This notice may be given to the parents/guardians at the IEP meeting, mailed, or sent through DocuSign immediately following the meeting. The NOREP explains the educational placement decision and the reasons for the recommended placement. The completed IEP and the NOREP are the charter school's offer of a Free and Appropriate Public Education (FAPE). Parents/guardians indicate their approval of this offer by signing the NOREP and checking the option: "I approve of this recommendation." This approval is required before special education services can begin.

*A NOREP must be sent home 3 times, the third time being sent Certified Mail. It is important to highlight where the NOREP needs to be selected and signed by a parent. An example of a NOREP can be found on the NACS Hub.*

When parents/guardians do not agree with the IEP that describes a student's program and placement, they have four options: request another meeting to discuss the recommendations further, request a Pre-Hearing Conference, request mediation, or request a Due Process Hearing. Each of these options is detailed in the *Procedural Safeguards Notice*. If a parent does not respond, the school is required to start services.

### **Procedural Safeguards**

At the yearly IEP meeting, parents must be given a Procedural Safeguards Notice, which can be found on IEPWriter. They must also sign page 4 of the IEP that states they have received the Notice. If they are not at the IEP meeting, this must be mailed or emailed home along with the other special education documents and date of mailing or emailing documented on page 4.

You must also create a Procedural Safeguards Letter. This is also found on IEPWriter. In order to create this, the following addresses for services are needed. Additionally, an example of the letter can be found on the NACS Hub.

HSAO  
2801 Custer Avenue  
Pittsburgh, PA 15227

The Arc of Greater  
711 Bingham Street  
Pittsburgh, PA 15203  
412-995-5000

The Special Education Manual goes into more detail pertaining to Procedural Safeguards Letter and Notice and the laws surrounding it.

### **IEP Meeting**

Three days before the meeting, make sure the following are in the student's folder ready for the IEP meeting:

- a. Clean copy of the IEP (with corrections made)
- b. Clean copy of the NOREP (with corrections made)
- c. Filled out Procedural Safeguards Letter
- d. Procedural Safeguards Notice
- e. Test Scores
- f. Evaluation/Reevaluation (most current)
- g. Grades
- h. Teacher Input
- i. Transition and Parent Survey
- j. Permission to Evaluate/Reevaluate (Multiple if not signed by parent/guardian)
- k. Invitation to the Meeting (Multiple if not signed by parent/guardian)

Two days before the meeting, please call the parent/guardian and ask if he or she will be attending the meeting and if he or she would like transportation. Please schedule it accordingly and then speak with Sam Roach in order to arrange transportation. If you do not reach the parent/guardian, please leave a message and try again the next day. This contact must be documented both on the Invitation to the Meeting and on the "Contact and File Access Log."

On the day of the meeting, call all of the parents/guardians, regardless if they are coming or not, and confirm the time of pick-up and/or meeting. This contact needs to be documented both on the Invitation to the Meeting and on the "Contact and File Access Log." If this is the first time you have been able to reach them please try to set up transportation and get them to come in for the meeting. If not, ask them if they are able to participate via Zoom or phone. Also, get all of your files ready and in order, because the day will go fast!

After the meeting you are responsible for making corrections to the IEP and NOREP on IEP Writer within one week of the meeting. The Special Education Director will read over the corrections. If any corrections need to be made they will let you know and these need to be made within three days.

### **What to Mail/Email Home and When**

Copies of all of the created special education documents must be mailed home to parents within a week of the IEP meeting. This is not necessary if the documents were given at the meeting and no changes to the IEP occur. Examples of these documents include the IEP, PBSP, NOREP, Procedural Safeguards Notice and Letter, and IEP Waiver (if needed). Please also include a prepaid envelope with ATTN: Your Name on it for parents to mail back the signed NOREP.

Progress Monitoring is also mailed home quarterly. This includes: quarterly overview, behavior chart, and academic charts.

Parent surveys also need to go home when you get a new student on your caseload.

### **Progress Monitoring**

Each special education teacher is responsible for completing progress monitoring for all of your students on your caseload on the hard copy of the IEP and on IEP Writer. Each file will be checked one week after each 9-week period. Spot checks of student's folders will be done bi-weekly. The monitoring needs to be marked as follows. If the IEP date starts within The Academy Charter Schools 3<sup>rd</sup> nine week grading period, the 3<sup>rd</sup> nine week grading period on the IEP will be the first monitoring block filled in.

For Behavior progress monitoring, you will use data from the behavior google forms that is given to the regular education teachers. Collect the regular education google form responses once grades are due. It will be helpful to send a friendly reminder to the teachers for when you would like them back to you and throughout the quarter. You will take the data, average it, and put it into a graph form using Microsoft Word or Excel. If you need help with this please see a veteran special education teacher.

Both Academic and Behavior progress monitoring needs to be completed and shown to the Special Education Director no longer than one week after report cards are sent home. You will then need to mail this home to the parents. Please send graphs for both as well as the progress monitoring summary page. Examples of these graphs and summaries can be found after this page.

### **2020-2021 Behavior Progress Monitoring Weeks**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Week 1	8/23 – 8/27	10/25 – 10/29	1/24 – 1/28	3/28 – 4/1
Week 2	8/30 – 9/03	11/01 – 11/05	1/31 – 2/04	4/4 – 4/8
Week 3	9/06 – 9/10	11/08 – 11/12	2/07 – 2/11	4/11 – 4/15
Week 4	9/13 – 9/17	11/15 – 11/19	2/14 – 2/18	4/18 – 4/22
Week 5	9/20 – 9/24	11/29 – 12/03	2/21 – 2/25	4/25 – 4/29
Week 6	9/27 – 10/01	12/06 – 12/10	2/28 – 3/04	5/02 – 5/06
Week 7	10/04 – 10/08	12/13 – 12/17	3/07 – 03/11	5/09 – 5/13
Week 8	10/11 – 10/15	01/04 – 01/07	3/14 – 3/18	5/16 – 05/20
Week 9	10/18 – 10/22	01/10 – 01/14	3/21 – 2/25	5/23 – 5/27



### **Manifestation Determination**

A Manifestation Determination must be completed and the IEP Team must meet when a student accumulates either 10 consecutive days or 15 cumulative days of suspension during a given school year. It also needs to be completed if days 11-15 constitute a pattern in behavior. This template can be found on IEP Writer. Your Special Education Director will discuss this with you on a case-to-case basis. More information can also be found in the Special Education Manual.

### **504 Plans**

Students with disabling conditions who do not qualify for and/or need special education may be eligible for a 504 Plan. A 504 Plan specifies accommodations and modifications in the educational environment that the student needs in order to “level the playing field”.

Students with 504 Plans are not considered to be “special education students.” They remain under the general education program. Section 504 regulations are enforced by the Office of Civil Rights (OCR). Further information regarding Section 504, including rights and safeguards can be obtained by accessing the following web site:

<http://www.ed.gov/about/offices/list/ocr/504faq.html>

504 Plans are completed yearly and they are generated through IEP Writer.

### **Graduation Plan and Exit NOREP**

A Graduation Plan must be completed for every senior on your caseload. This is a summary of academic achievement and functional performance. It includes student information, summary of performance, accommodations, recommendations, and transition goals. It also includes the student's perspective of their high school experience. This needs to be completed at least 2 weeks prior to their graduation and then mailed home. It can be done in IEPWriter.

An Exit NOREP must also be created for every senior that is graduating. This is generated in IEP Writer and will only be done if the student is definitely graduating. These are dated for the day of graduation. If the student is graduating in January, use their last day of school as the date. If the student is a summer graduate, also use their last day of school as the date. This will be mailed home no longer than one week after the student's graduation and it should be highlighted as an annual NOREP is highlighted.

An example of both of these can be found on the NACS Hub. If you would like a digital copy of the Graduation Plan, please ask your Special Education Director or a veteran special education teacher.

**Faculty Pledge**

It is important in establishing a positive school and home partnerships that the parents/guardians, staff and students have a common understanding of the rules and regulations of The Academy Charter School. We ask that you sign and return this pledge after reading the statements below.

I have read the *2021-2022 Special Education Handbook* and understand the policies and procedures as well the programs therein. In addition, I will adhere to these policies and procedures.

\_\_\_\_\_  
Faculty's Signature

\_\_\_\_\_  
Administrative Signature

Date signed: \_\_\_\_\_

Date handbook was received: \_\_\_\_\_