



## **STUDENT SUPPORT HANDBOOK**

### **Supporting children in the Montessori Prepared Environment**

The Montessori Method of education provides a nurturing, supportive prepared environment for children of all abilities and learning styles. The Community Roots Montessori Public Charter School offers a continuum of services to ensure that all students make progress according to their developmental stage and individual learning goals.

Children with special needs, such as learning differences or physical disabilities, can thrive in the student focused Montessori setting. Teachers observe each of their students closely and adjust learning activities in the classroom to meet their needs. Each child learns at their own pace, with supports built into the classroom or small group sessions to address areas of need and provide additional support if necessary. Students with special needs are embraced and accepted for their individuality.

Montessori teaching materials engage all the senses, drawing in students with distinct learning styles. The direct contact with self teaching materials allows students to explore a material until they master the learning inside. Students learn through experiences and interactions in the prepared environment.

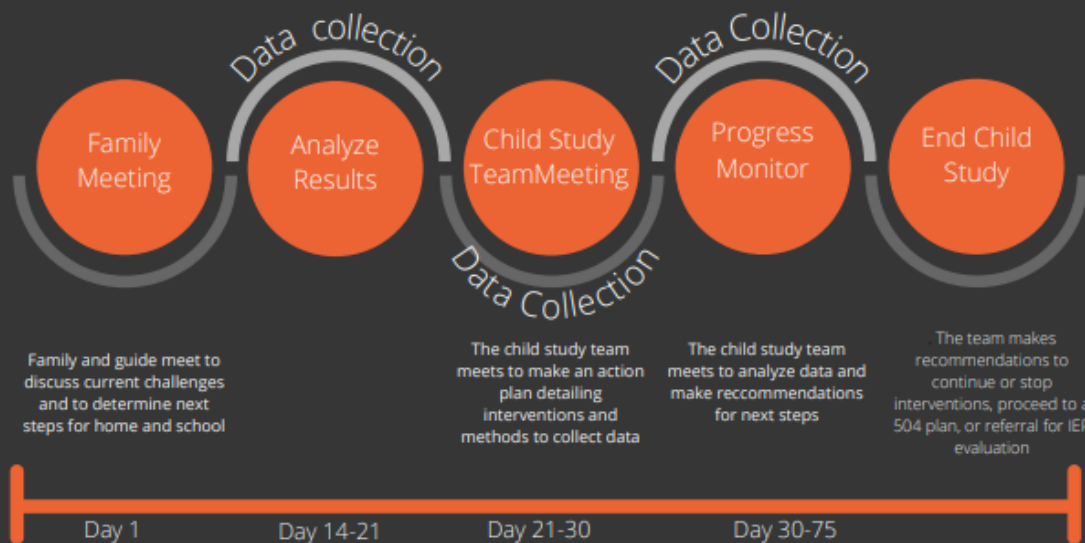
## Child Study

When classroom observations, student work samples, standardized test data, behavioral data, and/or a parent request indicates that a student needs additional intervention and support in order to reach his or her highest potential, a Child Study process is implemented. Through the Child Study process, teachers, parents, administrators, and support staff work collaboratively to address student needs and develop the best plan for the individual student. The team will then reconvene with parents to share updates and progress and further program to student needs.

During the child study process, the team will make recommendations for accommodations and interventions.

- The process starts with a family meeting, providing a holistic, partnership approach to supporting the child.
- Data is collected and presented to the child study team. At this meeting, the team reviews data, determines the best intervention and establishes a data collection plan.
- The guide works over the next weeks to implement the intervention and collect data.
- The team then meets again to progress monitor and review the effectiveness of the intervention.
- At the end of the child study process, the team may recommend evaluation for special education or a 504 plan. Parents can expect updates throughout and the conclusion of the child study process.

# The Community Roots School Child Study Process From Data to Knowledge



## 504 Plans

504 plans are a formal blueprint to ensure that children with disabilities have the support they need. They work to prevent discrimination and protect the rights of children, giving them equal access at school. 504 plans are not part of special education. The 504 plan details classroom accommodations to support the child and ensure equal access.

If the child study team determines that a 504 plan is the best support for a child:

- Parents will be notified and invited to participate in a consent meeting.
- The team then works to develop a plan outlining classroom accommodations. This plan is detailed in a formal 504 plan and is available to the parents.
- The 504 plan is implemented by the classroom teacher, with support from the school's child study team.
- The 504 plan is reviewed annually.

## **TAG Identification**

Identification of TAG students will follow the child study process and include multiple pathways for referral to our Child Study process. Parents and guides work together to identify students and make recommendations to follow CRS's child study process to determine TAG qualification.

Pathways for referral to Child Study:

- Screening for children in 1st, 4th, and 7th grade using the Ravens assessment
- Teacher referral based on classroom observation, work samples and standardized test scores
- Standardized test score above the 97 percentile on two or more occasions in the same subject (math or reading)
- Parent referral

Upon referral to the child study process for TAG identification, a family meeting is scheduled to allow for all parties involved to share information. At this time, the parent is asked to complete the parent observation form. After the family meeting, the child is placed on the Child Study docket for the team to complete a Tier One action form. This action form will support the guide in providing accommodations and collecting data. Upon review of the data, the team makes the determination if further assessment for TAG identification is advisable.

Upon permission from parents, CRS will administer the Woodcock Johnson or WISC IV to help support TAG identification.

The process is summarized here:

- The process starts with a family meeting, providing a holistic, partnership approach to supporting the child.
- Data is collected and presented to the child study team. At this meeting, the team reviews data, determines the best intervention and establishes a data collection plan.
- The guide works over the next weeks to implement the intervention and collect data.
- The team then meets again to progress monitor and review the effectiveness of the intervention.
- At the end of the child study process, the team may recommend evaluation for TAG identification.

- The Woodcock Johnson or WISC IV is administered to determine eligibility for identification for TAG

Results are reviewed and a recommendation is made based on all data to include teacher observations, all standardized test scores, and IQ testing results. Recommendations for TAG identification will take into consideration all data and observations.

A child identified as being eligible for TAG is served in our prepared environment. Accommodations that were found to be appropriate during the child study process will stay in place to provide support.

## **Special Education Evaluations**

If the Child Study team determines that the next step is to evaluate for special education:

- Parents will be notified and invited to participate at a consent meeting.
- The school will then complete the evaluation within 60 days of the consent meeting.
- The school and parents will meet to review the evaluation and determine if the student meets eligibility requirements.
- If the student meets eligibility requirements, an IEP (individualized education plan) will be developed.

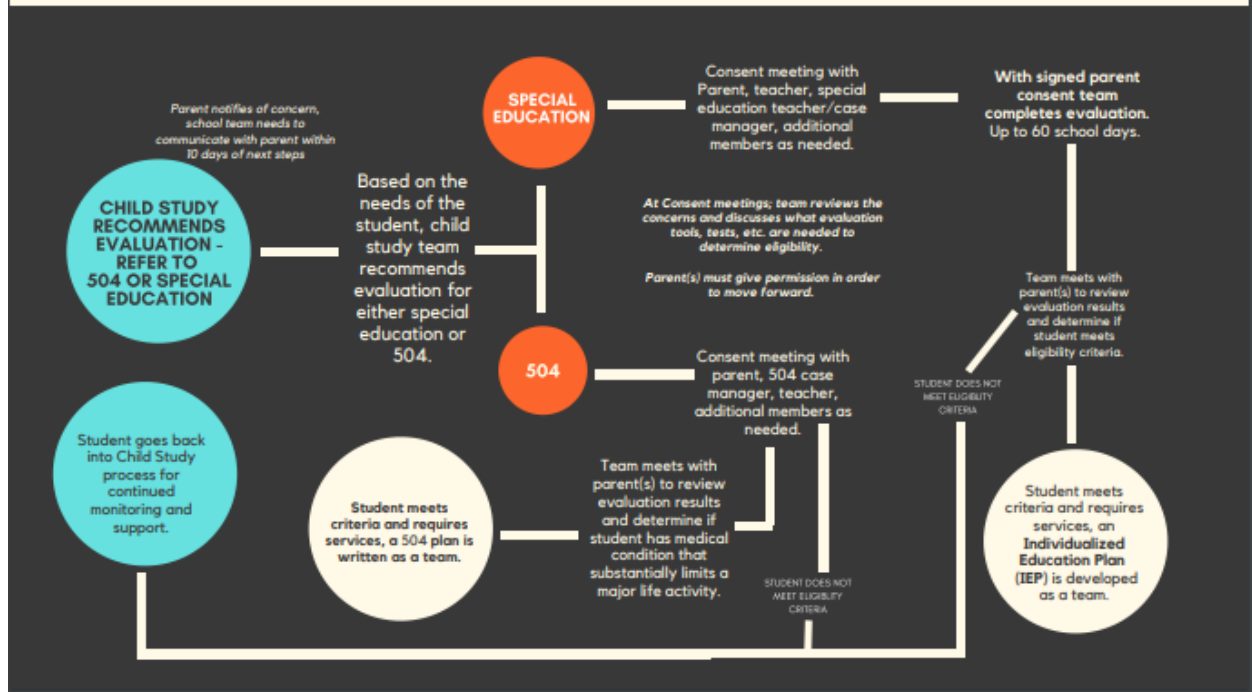
If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards.

If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation. Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education.



# 504 and Special Education evaluation Processes

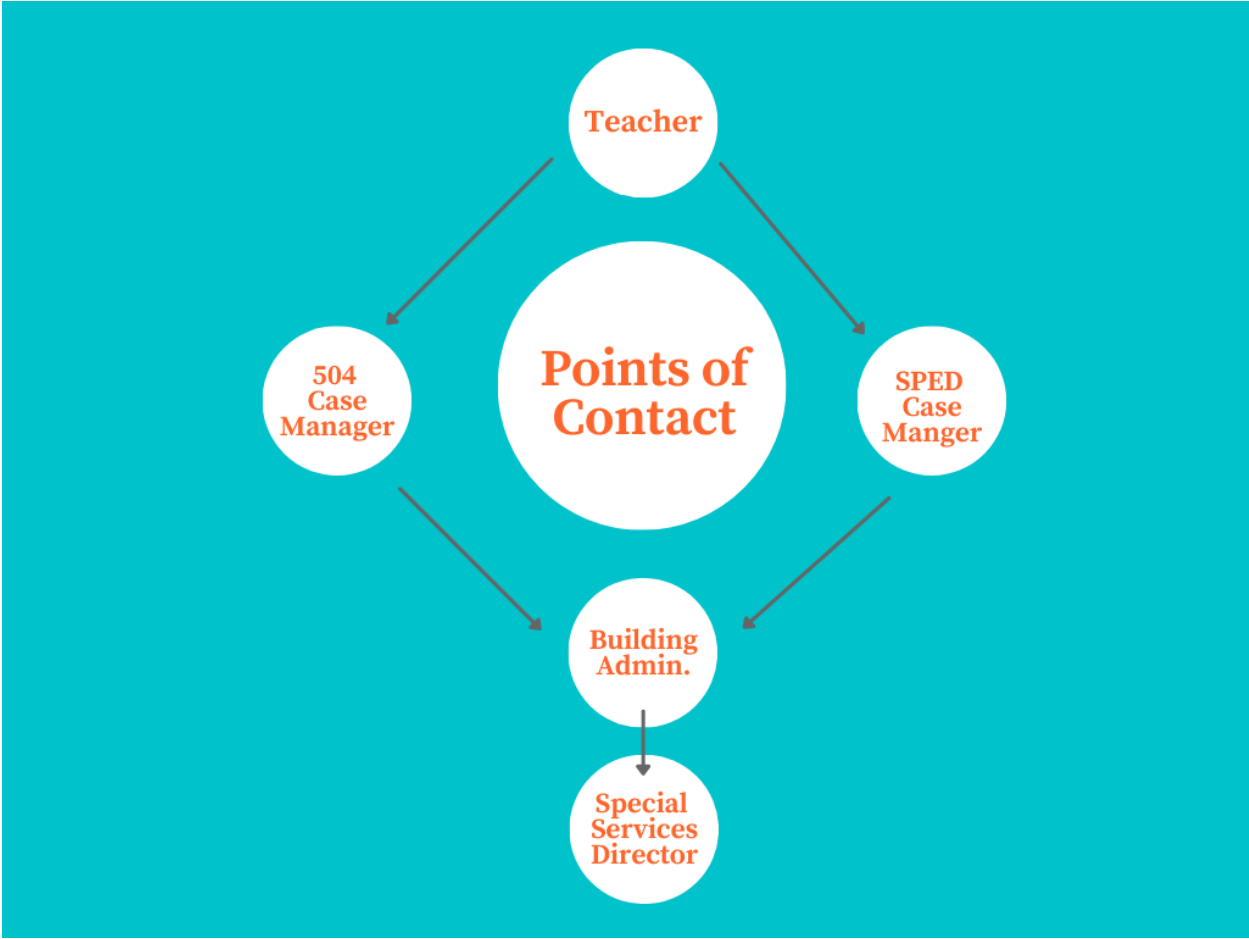
THE COMMUNITY ROOTS SCHOOL



If a child qualifies for an IEP, the Community Roots school offers a Special Education program that addresses the goals and accommodations indicated on the student's Individualized Education Plan (IEP) for students identified with a disability. Inclusion and pull-out Special Education services are offered to students in following their IEPs. Focus being to push into class for services whenever possible.

An annual review of the IEP will be held at CRS, with all team members present (such as SFSD Special Education Coordinator, Service Provider, CRS Administrator, Teacher, and parent(s)/guardian(s))

**CONTACTS**



## **GLOSSARY**

**504 Plan:** a written plan for individuals with disabilities qualifying under the US Rehabilitation Act of 1973 that documents necessary accommodations or services.

**Accommodations:** services or supports used to enable a student to fully access the subject matter and instruction. An accommodation does not alter the content or expectation; instead it is an adjustment to instructional methods. Accommodations should be specified in a student's IEP or 504 Plan. Examples include books on tape, content enhancements, and allowing additional time to take a test.

**Eligibility:** the process of qualifying for a service under one of the federally defined disability categories;

**Evaluation:** to examine, judge, and analyze the data collected through the assessment process.

**Individualized Education Plan (IEP):** a legal document designed by a team of educators, specialists, and the child's parent(s)/guardian(s) for students eligible as described in IDEA 2004; has many required sections, specifying many aspects of a disabled child's education.

**Intervention:** action taken to correct, remediate, or prevent identified or potential educational, medical, or developmental problems.

**Parent:** a natural, adoptive, or foster parent; a guardian or individual acting in place of a natural or adoptive parent with whom the child lives or who is legally responsible for the child's welfare; a required member of the MDT team

**Progress monitoring** is a scientifically based practice for assessing academic and social-emotional performance and evaluating the effectiveness of instruction.

**Referral:** a written request for evaluation or eligibility for special education and related services.



**Special education:** specialized instruction specifically designed to meet the unique needs of a student with a disability, including classroom instructions, instruction in physical education, home instruction, and instruction in hospitals and institutions.

## **Resources**

<https://www.oregon.gov/ode/students-and-family/SpecialEducation/Pages/default.aspx>

<https://factoregon.org/special-education/>

<https://prepparents.org/resources/for-parents/special-education-parent-guides/oregon-special-education-parent-guide/>