

Student Support Services Department Handbook

Paul Public Charter School

Developed SY 2025-26

Special Populations Policy And Procedure Manual



Paul Public Charter School

Developed 2025- 2026 SY

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Introduction

The mission of Paul Public Charter School is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders. Paul Public Charter School (Paul PCS) is committed to ensuring that ALL children, regardless of their learning needs, receive a quality and personalized education that prepares them for college or careers. As such, Paul PCS has developed its policies and subsequent procedures to align with all pertinent Special Education Regulations as outlined in the District of Columbia Municipal Regulations Section 3000 and works diligently to abide by these regulations.

According to the District of Columbia Municipal Regulations, section 3000 as it pertains to Special Education, Section 3000.1 states that:

3000.1 All local education agencies (LEA) in the District of Columbia shall ensure, pursuant to the Individuals with Disabilities Education Act (IDEA), that all children with disabilities, ages three to twenty-two, who are residents or wards of the District of Columbia, have available to them a free appropriate public education (FAPE) and that the rights of these children and their parents are protected (See DCMR Sections 3002.1- 3002.4 for a full outline of LEA Responsibilities.)

We believe abiding by these regulations is essential to providing quality services to students with disabilities. Our procedures have been developed to elevate the quality of service provision to students with disabilities who participate in our school programs.

What is Special Education?

Special Education involves providing specialized instruction and services to students with disabilities who have qualified for services under the definitions and criteria outlined in the Federal Regulations known as IDEA 2004. State and Local Education agencies adopt these same definitions. These definitions represent the 14 disability categories under which a student could be determined as having special needs. The definitions are as follows:



Autism	<p>A developmental disability which:</p> <ul style="list-style-type: none">a. Does not include emotional disability as defined belowb. Significantly affects verbal and nonverbal communication and social interactionc. It is often evident before three years oldd. Adversely affects a child's educational performancee. It may be characterized by: (1) Engagement in repetitive activities and stereotyped movements, (2) Resistance to environmental change or change in daily routines; and (3) Unusual responses to sensory experiences.						
Deaf-blindness	<p>Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that the child cannot be accommodated in special education programs solely as a child with deafness or a child with blindness.</p>						
Deafness	<p>A hearing impairment which:</p> <ul style="list-style-type: none">a. It is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification; andb. Adversely affects the child's educational performance.						
Developmental Delay (DD)	<p>A condition in which a child, three through seven years of age:</p> <ul style="list-style-type: none">a. experiences severe developmental delays of at least two years below his or her chronological age and/or at least two standard deviations below the mean, as measured by appropriate standardized diagnostic instruments and procedures, in one or more of the following areas: 1. Physical development; 2. Language and communication development; 3. Social or emotional development; 4. Cognitive development; or 5. Adaptive development; andb. due to the delay(s) described above, special education and related services are required. <p>No child shall be classified as having a "Developmental Delay" based solely on social and/or emotional development deficits.</p> <p><i>"Developmental Delay" does not apply to children with the following disabilities:</i></p> <table><tr><td><i>a. autism;</i></td><td><i>b. traumatic brain injury;</i></td><td><i>c. mental retardation;</i></td></tr><tr><td><i>d. emotional disability;</i></td><td><i>e. other health impairment;</i></td><td><i>f. orthopedic impairment;</i></td></tr></table>	<i>a. autism;</i>	<i>b. traumatic brain injury;</i>	<i>c. mental retardation;</i>	<i>d. emotional disability;</i>	<i>e. other health impairment;</i>	<i>f. orthopedic impairment;</i>
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	<i>g. visual impairment, including blindness; h. hearing impairment, including deafness i. speech/language impairment.</i> <i>or</i>												
Emotional Disability (ED)	<p>A condition exhibiting one or more of the following characteristics over three months and to a marked degree that adversely affects a child's educational performance:</p> <ul style="list-style-type: none">a. An inability to learn that cannot be explained by intellectual, sensory, or health factorsb. An inability to build or maintain satisfactory interpersonal relationships with peers [*1860] and teachersc. Inappropriate types of behavior or feelings under normal circumstancesd. A general, pervasive mood of unhappiness or depressione. A tendency to develop physical symptoms or fears associated with personal or school problems. <p>"Emotional disability" includes schizophrenia. "Emotional disability" does not include a socially maladjusted child, unless it is determined that the child has an emotional disability.</p>												
Hearing Impairment	An impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this section.												
Intellectual Disability	Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior, manifesting during the developmental period and adversely affecting a child's educational performance.												
Multiple Disabilities	Concomitant impairments, such as mental retardation-blindness or mental retardation-orthopedic impairment, the combination of which causes such severe educational needs that the child cannot be accommodated in special education programs solely for one of the impairments. "Multiple disabilities" does not include children with deaf-blindness.												
Orthopedic Impairment	<p>A severe orthopedic impairment that adversely affects a child's educational performance. "Orthopedic impairment" includes impairments:</p> <ul style="list-style-type: none">a. Caused by congenital anomaly (e.g., clubfoot or absence of some member, etc.)b. Caused by disease (e.g., poliomyelitis or bone tuberculosis, etc.)c. From other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures)												
Other Health Impairment (OHI)	<p>Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, resulting in limited alertness concerning the educational environment, and adversely affecting a child's educational performance, due to chronic or acute health problems such as:</p> <table><tr><td>a. Asthma</td><td>b. Diabetes</td><td>c. Leukemia</td></tr><tr><td>d. Hemophilia</td><td>e. Nephritis</td><td>f. Epilepsy</td></tr><tr><td>g. A heart condition</td><td>h. Rheumatic fever</td><td>i. Lead poisoning</td></tr><tr><td>j. Sickle cell anemia</td><td colspan="2">k. Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder</td></tr></table>	a. Asthma	b. Diabetes	c. Leukemia	d. Hemophilia	e. Nephritis	f. Epilepsy	g. A heart condition	h. Rheumatic fever	i. Lead poisoning	j. Sickle cell anemia	k. Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder	
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Speech or Language Impairment (SLI)	A communication disorder such as stuttering, impaired articulation, voice impairment, or language impairment that adversely affects a child's educational performance.												
Specific Learning Disability (SLD)	A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. SLD does not include learning problems primarily resulting from visual, hearing, or motor disabilities, mental retardation, emotional disability, or environmental, cultural or economic disadvantage. A student with SLD is performing 1.5 standard deviations below their same-age peers in the affected academic area.												

Traumatic Brain Injury (TBI)	An acquired injury to the brain, caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. "Traumatic brain injury" includes open or closed head injuries resulting in impairments in one or more areas such as:			
	a. Cognition	b. Language	c. Memory	d. Attention
	e. Abstract thinking	f. Judgment	g. Problem solving	h. Speech.
	i. Physical function	j. Reasoning	k. Information processing	
	l. Sensory, perceptual, motor abilities		m. Psychosocial behavior	
	"Traumatic brain injury" does not include brain injuries that are:			
	a. Congenital or degenerative			
	b. Brain injuries induced by birth trauma.			
Visual Impairment, including Blindness	Impairment in vision that, even with correction, adversely affects a child's educational performance. "Visual Impairment" includes partial sight and blindness.			

Students experiencing any of the above conditions and whose academic and functional performance are significantly impacted by any one or more conditions may qualify for special education services. As a Local Education Agency, we must proactively locate and actively evaluate any children suspected of having a disability.

Frequently Used Acronyms

504 Plan a formal blueprint for how the school will provide support and remove barriers for a non-education-impeding disability so the student has equal access to the general education curriculum. These plans are not part of special education because students with 504 plans do not require specialized instruction to achieve within the general education setting. The central purpose is to provide the same education access as their non-disabled peers.

ABA Applied Behavior Analysis - one research-based method for supporting/teaching students with certain disabilities, most commonly with children with autism or autism spectrum disorders. It uses techniques and principles to bring about meaningful and positive change in behavior.

ADHD Attention Deficit Hyperactivity Disorder - is a medical diagnosis caused by differences in brain anatomy and wiring that impact focus, working memory, self-control and other executive functional skills that are important in daily life.

AED Analysis of Existing Data - a section in the IEP that identifies the area of concern and reviews the existing data when determining if a student qualifies for special education services.

ASD Autism Spectrum Disorder - a group of complex disorders of brain development. These are a range of conditions characterized by challenges with social skills, repetitive behaviors, speech, nonverbal communication, and unique strengths and differences.

AT Assistive Technology - equipment used to maintain or improve the capabilities of a student with a disability; any service that directly assists a student with a disability in selecting, acquiring, or using an assistive technology device.

BIP Behavior Intervention Plan - a plan of positive behavioral interventions that is a part of the student's IEP geared towards replacing unwanted behaviors with desired ones. This plan is developed when a student's behavior(s) interferes with his/her learning or that of others.

DA Dedicated Aide - a professional assigned to a student throughout the school day (or portions of the day) to assist them in making the curriculum and daily activities accessible for that student. The Paul PCS-specific acronym for this is a student support technician (SSTech).

Student Support Coordinator (SSC) - This coordinator supports the planning, implementation, and monitoring of Special Education and intervention for scholars with 504 plans and in the Student Support Process.

ED Emotional Disability - a condition exhibiting one or more of the following characteristics over three months and to a marked degree, adversely affecting educational performance.

1. Inability to learn that cannot be explained by intellectual, sensory, or health factors
2. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers
3. Inappropriate types of behavior or feelings under normal circumstances
4. A general pervasive mood of unhappiness or depression
5. A tendency to develop physical symptoms or fears associated with personal or school problems

ESY Extended School Year - a provision for special education students to receive instruction during ordinary school "vacation" periods or when school is not typically in session.

FAPE Free Appropriate Public Education - education for students with disabilities provided in the least restrictive environment and at public expense, under public supervision, and without charge, through an IEP.

FBA Functional Behavior Assessment - an assessment of a student's behavior that identifies a specific target behavior, the purpose of the behavior, and what factors maintain that behavior interfering with the student's educational progress.

IDEA Individuals with Disabilities Education Improvement Act - the Federal special education law that provides a free appropriate public education in the least restrictive environment to all eligible children with disabilities.

IEP Individualized Education Program- a legal document that provides a deeper understanding of a student's strengths and challenges and lays out exactly how the school plans to help the student improve and build skills. This is created once a student has been evaluated and determined the need to receive special education services,

LOI Letter of Invitation - a letter to the parent or guardian of a student with special education services to invite them to a meeting (IEP, MDT, Eligibility, etc.)

LRE Least Restrictive Environment - to the maximum extent appropriate, educating students with disabilities, including students in public or private institutions or other care facilities, with students who are nondisabled; and removing students with disabilities to special classes, separate schooling, or other settings apart from the regular educational occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily

MDR Manifestation Determination Review - a legal process conducted when considering the exclusion of a student with a disability that constitutes a change of placement.

MDT Multidisciplinary Team - members of a group of qualified professionals who are often the same members of an IEP team who have a variety of specialties key to meeting the needs of students. Often consists of parents, general education teachers, special education teachers, psychologists, school counselors, related service providers, the Principal, and Dean of Students.

ODD Oppositional Defiant Disorder - a behavioral or defiance disorder defined by chronic aggression, frequent outbursts, and a tendency to ignore requests and purposely irritate others.

OHI Other Health Impairment - having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness concerning the educational environment, that— (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (ii) Adversely affects a child's educational performance.

OT Occupational Therapy - a special education-related service usually focused on developing a student's fine motor skills and/or identifying adapted ways of accomplishing activities of daily living when a student's disabilities preclude doing those tasks in typical ways.

PLOPs or PLAAFPs Present Levels of Performance or Present Levels of Academic Achievement and Functional Performance - a statement on the IEP that describes what the student knows and can do now. It includes how the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); and how the disability affects the student's participation in appropriate activities.

PT Physical Therapy is a special education-related service usually focused on activities that improve a student's physical ability to access his/her educational environment.

School Psychologist The School Psychologist primarily evaluates children for special education eligibility and consults on related educational needs. At Paul PCS, Psychologists are contractors, not school employees, who have direct relationships with or experience with the student and school setting outside of the evaluation process. A School Psychologist is required at every Manifestation Determination Review.

SEP Meeting Student Evaluation Plan Meeting - a meeting to determine the next steps to support a student that sometimes results in the discussion to evaluate for special education services.

SLD Specific Learning Disability - a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, write, spell or to do math calculations. The term includes perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disability, or of environmental, cultural, or economic disadvantage.

SLI Speech Language Impairment - a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a student's educational performance.

SLP Speech Language Pathologist - the professional that provides speech therapy services.

What is “Child Find”?



As outlined in the DCMR, Section 3002.1, Local Education Agencies must have procedures in place to identify, locate, and evaluate all children with disabilities residing in the District who need special education and related services, including children with disabilities attending private schools, regardless of the nature or severity of their disabilities. As such, Paul Public Charter School takes a proactive approach to assessing all students and monitoring for signs of progress, or lack thereof, that may indicate deficits in student performance that require an evaluation for special education services. All students participate in beginning, middle, and end-of-year assessments to determine potential areas of need. The results of these assessments may be used to determine potential areas of need. We use a Response to Intervention approach that allows for a robust cache of Tier 2 services meant to give quality research-based interventions to any students with evidence of struggling with the grade level academic and functional expectations within Paul's general education curriculum. Students who have received appropriate Tier 2 interventions and cannot make any progress may qualify for special education services and should be referred for a special education evaluation.

POINTS OF CONTACT

Paul PCS uses various outreach methods to ensure family awareness of special education and related services availability. Examples of outreach methods include reviewing special education programs and services at Open House and Back to School Night.

Parents are encouraged to speak with any Paul PCS staff if they have concerns about their child. Parents and other stakeholders should contact one of the following Paul PCS staff to discuss Child Find, the referral process, and the availability of special education programming at Paul PCS:

Caitlin McGinnis, Assistant Director of Special Populations
cmcginnis@paulcharter.org

Mahko Connard, Student Support Coordinator (Middle School)
mconnard@paulcharter.org

Kimberly Mims, Student Support Coordinator (High School - 9th/10th Grade)
kmims@paulcharter.org

Nicolas Sardella, Student Support Coordinator (High School - 11th/12th Grade)
nsardella@paulcharter.org

Child Find Procedures at Paul Public Charter School Universal Screening

At the beginning of each school year, or upon immediate entry, all students' reading, math, and written language skills are assessed. Below is a chart of the assessments used in the following academic areas, along with a detailed description of what each assessment measures:



Assessment Type	Assessment Name	Description of Skills Measured	Scoring Definitions
Growth Assessment	MAP Assessment (Northwest Evaluation Association - NWEA)	MAP Growth reveals how much growth has occurred between testing events and shows projected proficiency when combined with our norms. It provides information about students' performance compared to other students in their age groups nationwide. Educators can track growth throughout the school year and over multiple years.	Map uses RIT Scale, which shows how students have grown academically over time
Summative Assessment	The District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE)	The DC CAPE assessment system is an <u>annual year - end test</u> in English language arts/literacy, and mathematics	Level 1 – Did not Yet Meet Expectations Level 2 - Partially Meets Expectations Level 3 - Approached Expectations Level 4 - Meets Expectations Level 5 - Exceeded Expectations
Formative Assessment	End of Advisory Exams	Students are assessed on content taught during the course or quarter	Traditional Grading Scale: A, B, C and F
Attendance Data	PowerSchool Attendance	Where applicable, student attendance data is analyzed to strategize interventions.	School Day Attendance, In Seat Class Attendance
Behavior Data	Powerschool, Deanslist	Where applicable, student behavior data is analyzed to strategize interventions.	Deanslist Behavior Reports Powerschool Reports



Using Assessment Information

When assessments are completed, students who fall within expected (grade level) ranges of academic performance continue in their regular education programs and are monitored quarterly.

Students who fall below the range of expectation (bottom quartile) will be referred to either teacher-based monitoring and intervention or more intensive Tier 2 Intervention. These decisions are based on academic team data analysis and parent and teacher input. As demonstrated via universal screening data, suppose any student falls within a significant deficit range. In that case, that student will automatically be referred to the Student Support Team for intensive Tier 3 structured intervention.

What is the Response to Intervention (RTI)?

The Student Support Team is a group of school-level professionals who work to:



- Identify students who demonstrate difficulty in making academic and/or social-emotional gains or having attendance concerns in the school community
- Develop and implement strategies for supporting those students
- Monitor the progress of students identified to determine a course of action

Standing Student Support Team members include but are not limited to

Grade Level Administrator, Learning Recovery Specialist Grade Level Counselor, Referring Teacher/or Teacher of student who can best discuss skill in the area(s) of concern and Parent(s).

Other participants might include but are also not limited to

Reading Specialist, Math Specialist, Applied Behavior Specialist, School Culture Team Member, School Social Worker, School Nurse, Occupational Therapist, and Speech-Language Pathologist.

Making a Referral to the Response to Intervention Process



All referrals to the Student Support Team should be submitted to the student's grade-level lead or designee. However, anyone concerned about a student can make referrals at any time.

Once received, the team will schedule a meeting to discuss the referral data; this meeting is documented in PowerSchool. The team will then conduct a root cause analysis to help determine the appropriate interventions to support the student. Once the team agrees to the necessary interventions, they are documented via PowerSchool and distributed for all team members to begin implementing them.

There are three stages to the intervention process: **Implementation, Monitoring, and Evaluation.**

Implementation: During this stage, the team decides which interventions will be used, who will implement the intervention, when the intervention will occur, and when the team will reconvene to review intervention data.

Monitoring: The team uses progress monitoring tools to collect data on the effectiveness of the intervention.

Evaluation: The team meets to discuss and review data collected during implementation. The team then makes one of the following decisions:

1. Interventions are working; continue with intervention as agreed.
2. The interventions are not working, try additional interventions and then reconvene between 6-8 weeks
3. The interventions are not working, and there is enough data to suspect that tier 3 interventions may be warranted. Refer the student to the Special Education Department for the Special Education eligibility determination process .

If the student is not progressing with the interventions in place, the parent will be notified if the student is moved to the next tier of support. The parent will then be invited to the tier 2 meeting. This meeting will review data and determine what additional interventions are needed. Should the team decide that a student will be referred for a special education evaluation, a referral will be submitted to the school's designated student support coordinator.

Initial Evaluation Policy and Multi-Disciplinary Team Members

All referrals made for Special Education Services at Paul Public Charter School will first be reviewed by the Multidisciplinary Team. Standing Multi-Disciplinary Team Members include, but are not limited to, the following:



- a. The parents of the child;
- b. At least one general education teacher of the child
- c. At least one special education teacher
- d. A representative of the LEA who is:
 1. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities and
 2. Knowledgeable about the general curriculum and the availability of resources to the LEA.
- e. An individual who can interpret the instructional implications of evaluation results, inclusive of but not limited to School Psychologist, Speech Language Pathologist, Occupational Therapist, Physical Therapist, School Social Worker, or other pertinent related service providers

- f. Other individuals, at the discretion of the parent or the LEA, who have knowledge or special expertise regarding the child, including outside service personnel, if appropriate; and
- g. The child, if appropriate.

See DCMR Section 3003.1

All Referrals for Special Education services must be submitted to the Student Support Coordinator. If any staff receives a referral orally, the staff must provide the individual requesting a **Referral for Special Education** form and assist in completing the form. When finished, this form should include the date the request was made. Once the referral is received, the Student Support Coordinator, the Executive Director of Student Support Services, and the Assistant Director of Special Populations will review the referral documents. The team must document the referral within three business days. The Student Support Coordinator will then schedule an Analyzing Existing Data meeting with the appropriate MDT members to review the following information within 10 days of the date of the referral:

- ☐ Existing Data;
- ☐ Information from the parent;
- ☐ Pre-referral interventions and strategies;
- ☐ Current classroom-based assessments and
- ☐ Observations by teachers and related service providers.

Referral to Special Education based on Response to Intervention

The RTI process cannot delay or replace a parent or school team member's evaluation request. Still, interventions can occur concurrently with evaluations where appropriate. The response to intervention data will be included in the assessment but is not a substitute: an evaluation process is still required to consider initial eligibility.

Outside Agency Referral

Sometimes, an outside provider, such as a physician, mental health professional, educational advocate, or outside social worker, will submit a letter to request evaluations for special education eligibility. Any such referral should be conveyed to the Special Education Coordinator immediately.

What is an Analysis of Existing Data (AED) Meeting?

The AED meeting is a set time for all MDT or IEP team members to come together before the initial evaluation process begins. The Student Support Coordinator will schedule and facilitate the AED meeting. At this meeting, all parties acknowledge that the student is due for evaluation, review and analyze the existing data, and receive written consent to evaluate from parents/guardians in attendance if necessary after analysis. The data should include, but is not limited to, the following:



At this meeting, the MDT will decide whether the student should undergo a full evaluation to assess qualification for special education services.

- a. If the team determines that an evaluation is not warranted at that time, it may request additional information or implement additional strategies, provided the parent agrees to pause evaluations.
- b. Suppose the team determines an evaluation is warranted. In that case, the team will request written consent from the parent, decide what assessments should be completed, and set a 60-day window to complete evaluations.
- c. Before obtaining consent, Paul PCS will send home a prior written notice (PWN) and a copy of the procedural safeguards parental rights to the parents/guardians. The PWN will include information about the purpose of the evaluation process, the types of data being assessed, and any additional assessments needed.

Signed Parental Consent—A signed consent form MUST be obtained from the parent (s) or guardian (s) before any student at Paul PCS can undergo an initial evaluation for Special Education services.

The Evaluation Process and Timeline



The evaluation process must be completed, and an eligibility decision should be made no later than 60 days after the school receives written consent to evaluate. The 60-day timeline begins when the school receives the signed parental consent to evaluate.

During these 60 days, if the team decides that more data is needed, additional assessments and/or data collection should be completed; parents/guardians should receive all related reports or documents at least five days before the meeting.

What types of assessment will be completed, and what kinds of data will be collected?



The types of assessments completed and data collected will vary based on the areas of concern identified by the Multidisciplinary Team. Examples of the types of assessments that may be completed include, but are not limited to, the following:

Assessment Type	Examples
Intelligence and Aptitude Testing	<ul style="list-style-type: none"> • Wechsler Adult Intelligence Scale (WAIS) for students age 17+ • Wechsler Intelligence Scale for Children (WISC) • Comprehensive Test of Nonverbal Intelligence (C-TONI)
Achievement Testing	<ul style="list-style-type: none"> • Wechsler Individual Achievement Test (WIAT) • Woodcock-Johnson Tests of Achievement (WJ)
Speech and Language Testing	<ul style="list-style-type: none"> • CELF-4 Clinical Evaluation of Language Fundamentals-4 • Peabody Picture Vocabulary Test 4 Form A or Form B (PPVT-4) • Test of Written Language-3(TOWL-3) • Goldman-Fristoe 2
Occupational Therapy / Functional Performance Assessments	<ul style="list-style-type: none"> • Adaptive Behavior Assessment System-Second Edition (ABAS Second Edition) • Assistive Technology Evaluation • Beery Buktenic Developmental Test of Visual-Motor Integration-4th Edition (VMI) • Behavior Rating Inventory of Executive Function (BRIEF)
Behavior Rating Scales and Assessments	<ul style="list-style-type: none"> • Beck Youth Inventories (BYI-II) • Conners Parent/Teacher Behavior Rating Scales • Child Behavior Checklist/Teacher Report Form • The Behavior Assessment System for Children.

How does the Multidisciplinary Team determine a child's eligibility?

During a Special Education eligibility meeting, the multidisciplinary team reviews the data collected from assessments, observations, and parent and teacher input. At this meeting, the team uses state-identified criteria to determine whether a student is eligible for special education services under the Individuals With Disabilities Education Act. (See section 2 of this document for Disability categories and definitions.)

What happens if the team determines a student is eligible for special education services?

If the Multidisciplinary team determines that a student is eligible for special education services, the team has 30 days to develop and finalize an Individualized Education Program for the student. Once the initial Individualized Education Program is created and reviewed, the student's parents must sign consent for the initial provision of services for their student to receive special education services.

What happens if the team determines a student is not eligible for special education services?

If the Multidisciplinary team determines that a student is not eligible for special education services, the team will continue to monitor the student's progress in the areas of concern. The student will receive additional Tier II services to support their academic needs. If the student does not progress or begins to regress, the team will reconvene to determine further actions that need to be taken to ensure student success.

Newly Enrolled Student Transfer Policy

Paul PCS follows OSSE's policies and procedures for transfer students.

Once a student has enrolled in Paul PCS from another LEA, including those coming to the District from another state, the Student Support Special Education Coordinator shall request the student's records from the previous LEA of enrollment within five (5) business days of enrollment. Specifically, the Special Education Coordinator should request any existing IEP, supporting evaluation documents, and other records about the provision of special education or related services. The Special Education Coordinator should upload a transfer student's existing IEP into Special Programs within ten (10) business days of receipt from the previous LEA. In the context of student transfer between LEAs, the new LEA and previous LEA are not required to seek consent from the parent or adult student to transfer records.

Out-of-State Eligibility

Once Paul PCS receives information regarding an out-of-state student's prior eligibility under IDEA or previous receipt of special education services, it shall treat the information as an initial referral and document the referral in writing in Special Programs within two (2) business days of receipt.

Within twenty (20) calendar days of receiving the existing IEP, the Special Education Coordinator will complete the Comparable Services tab in Special Programs, and the school will begin implementing comparable services while evaluations and/or eligibility are pending.

Individualized Education Program

What is the Individualized Education Program?

An Individualized Education Program (IEP) is a written statement developed for a child with a disability. It spells out the child's needs, the services the school will provide, and how the child's progress will be measured. The IEP is reviewed and revised annually in a meeting with the child's parent or guardian. However, team members can request a meeting to discuss amendments or modifications to the program at any time.

The IEP team must be comprised of, but not limited to, the following individuals:

- a. The parents, legal guardians, or surrogates of the child;
- b. At least one regular education teacher of the child, if the child is or may be participating in the regular education environment, or if the child is being evaluated for a specific learning disability.
- c. At least one special education teacher or, if appropriate, at least one special education provider of the child;
- d. A representative of the LEA who is:
 1. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities and
 2. Knowledgeable about the general curriculum and the availability of resources of the LEA;
- e. An individual who can interpret the instructional implications of evaluation results, which may be a member of the team described in §§ (a) through (d) of this section, or for a child being evaluated for SLD, a person qualified to conduct individual diagnostic evaluations;

- f. Other individuals, at the discretion of the parent or the LEA, who have knowledge or special expertise regarding the child, including related services personnel, if appropriate, and
- g. The child, if appropriate.

The content of the Individualized Education Program must include the following components:

- a. A description of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum (the same curriculum as for non-disabled children), and for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- b. A consideration of the following special elements when developing the IEP includes behavioral needs, English proficiency levels, if the student is blind or visually impaired, deaf or hard of hearing, and if they require communication support or assistive technology.
- c. A statement of measurable annual goals, including academic, functional (as needed), and transition (ages 14+) goals.
- d. A statement of the special education and related services and supplementary aids and services to be provided to the child or on behalf of the child, and a statement of the program modifications or support for school personnel that will be provided for the child.
- e. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the general education class
- f. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments consistent with the guidelines established for alternate assessments;
- g. A statement of the child's participation in alternate assessment if the IEP Team determines that the child will take an alternate assessment on a particular District-wide assessment of student achievement.
- h. A statement of how the child's progress toward the annual goals will be measured and how the child's parent will be regularly informed through an IEP progress report and periodic report cards.
- i. Consider if the student is eligible for Extended School Year Services. The team must determine if the students' IEP contains critical life skills, regression throughout the school year, and if the student is unlikely to recoup academic skills without the provision of extended school year services.
- j. No later than age 14, children with Individualized Education Program must have appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. The IEP must also include a description of the services (including course of study, needed to assist the child in reaching these goals.

Educational Placement



Following the DCMR placement policy outlined in section 3013.1, Paul Public Charter School will ensure that the MDT and persons knowledgeable about the child make educational placement decisions for a child with a disability.

Paul PCS must conform to the Act's Least Restrictive Environment (LRE) provision. This means that Paul PCS must ensure that, to the maximum extent possible, the student is educated with other children who are not disabled. Paul PCS must ensure that the student child is removed from the general education environment only when the nature and severity of the student's disability require the removal. Paul Public Charter School will also make available additional services, as determined by the IEP team, including specially designed or adaptive physical education services, extended school year services, Assistive Technologies, and non-public and residential placement (see explanation below) if deemed appropriate by the IEP team.

Suppose Paul PCS and the parent have determined that the child's needs cannot be adequately addressed at Paul PCS or that the child requires more special education services than what can be provided. In that case, the school will request assistance from The Office of the State Superintendent of Education (OSSE) regarding placement.

Based on a student's service hours as outlined by their IEP, they are determined to be at a corresponding SPED level. Please see the levels listed below:

- Level 1: 0-8 hours
- Level 2: 9-16 hours
- Level 3: 17-24 hours
- Level 4: 25+ hours

What is a Non-Public Placement?

The DCMR defines a non-public school as an educational program governed and operated by an individual or entity, not including the Federal government or any state, county, or municipal agency. These schools often provide highly intensive, specialized environments for students who require significantly more than what can be achieved in a traditional school setting.



Should the team determine that such a setting is the least restrictive environment for the student, it may place the student in such a setting. These placements are at no cost to the student's parents or guardians.

What is the process for a Non-Public Placement?



Suppose a team decides to seek a non-public placement for a student. In that case, the Assistant Director of Student Support Services must submit a Justification for Removal Statement (JRS) to the Office of the State Superintendent of Education (OSSE) for review. **This statement does not solidify the placement of a student in a non-public school setting.**

The following information must be included in the submitted document:

- | |
|--|
| 1. Description of the student's special education and related service needs; |
| 2. Description of the services that have been considered by the team and |
| 3. Implemented as strategies for success in the general education environment; |
| 4. Description of specific placements and/or locations under consideration; |
| 5. Description of provisional plans for reintegration into the less restrictive environment. |

In addition to the JRS, all of the student's records must be sent to OSSE, including:

Current and historical IEPs	Evaluations	Eligibility Report	IEP progress reports	Report Cards
Attendance records	Discipline/Behavior records	FBA and BIP plus any data collected	Meeting Notes	Student Schedule

Once the JRS is received by OSSE, a preliminary meeting should be scheduled between the LEA and OSSE to discuss the information provided and decide whether more information should be accumulated before the placement meeting. A 30-day review process will occur in which OSSE reviews the students' records and interviews the school's staff and relevant MDT members before a placement decision meeting. The placement meeting should be scheduled by the IEP team and will include a representative from OSSE.

During the placement meeting, the team will make a final decision and determine the physical location of the placement. OSSE will choose the specific school location within 10 business days from the date of that decision. An IEP meeting must be held before the student transitions to the location assignment. The following schools are available placement options.

The lists of approved schools are provided, as a courtesy, from the OSSE and can be found at the following URL:

<https://osse.dc.gov/publication/osse-approved-nonpublic-schools-and-programs-list>

What happens after a child is placed in a non-public facility?

We believe that the goal of a non-public placement is to provide students with disabilities with a temporary, more intensive set of services that the LEA cannot offer. The non-public placement program prepares students to return to the regular school setting with their general education peers. As such, our policy is to monitor our students who attend non-public schools and actively participate in the development, maintenance, and execution of their Individualized Education Programs. Below are the steps that we take to monitor and track the progress of our students with disabilities who attend non-public school facilities:

1. We continue to facilitate and actively participate in all IEP meetings

Our policy is that an LEA representative (from Paul PCS) will attend all IEP meetings for enrolled students. An LEA designee will sign off as a participant on all IEPs unless the LEA designee participates by phone, which will be noted on the front page of the finalized IEP.

2. We monitor student's academic and social-emotional progress

We expect non-public facilities to comply with federal and state regulations governing student progress reporting. As such, it is expected that the guardians of Paul PCS Students who attend non-public schools receive written progress reports on IEP goals at the same frequency the students without disabilities receive report cards. We actively monitor to ensure that progress reports are finalized for each student by the appropriate and agreed-upon quarterly due dates. Should this information not be finalized in the Special Education Data System in a timely fashion, the non-public school is given written notice that the item is incomplete and that the correction be made within a specified timeline. Appropriate Paul PCS staff will also contact parents and guardians to ensure that IEP Progress Reports have been received.

3. We ensure that all student-level data contained in Special Programs is accurate, complete, and timely and provide full access and training on its use.

All non-public school staff who work with students in our LEA receive technical training from designated Paul PCS staff. Training provided includes but is not limited to guidance on entering Special Programs Data, writing Standards-Based IEP Goals and Present Levels of Academic Performance, and quarterly IEP Progress Reports. At any point during the child's time at the non-public school, should it be determined that additional training is needed, further training will be provided. Non-public staff will be provided with reminders at the beginning of the child's time in the non-public program regarding required timelines and types of data to be entered for all levels of the IEP process, including the completion of related service trackers, manifestation determination reviews, and documentation of incidents such as seclusion and restraint. If at any point, the non-public is observed to be non-compliant with timelines, data entry, or documentation in any way, Paul PCS will provide written notification to non-public personnel and request that any corrective action be taken within a specified timeline.

4. Monitoring student attendance (in SEATS)

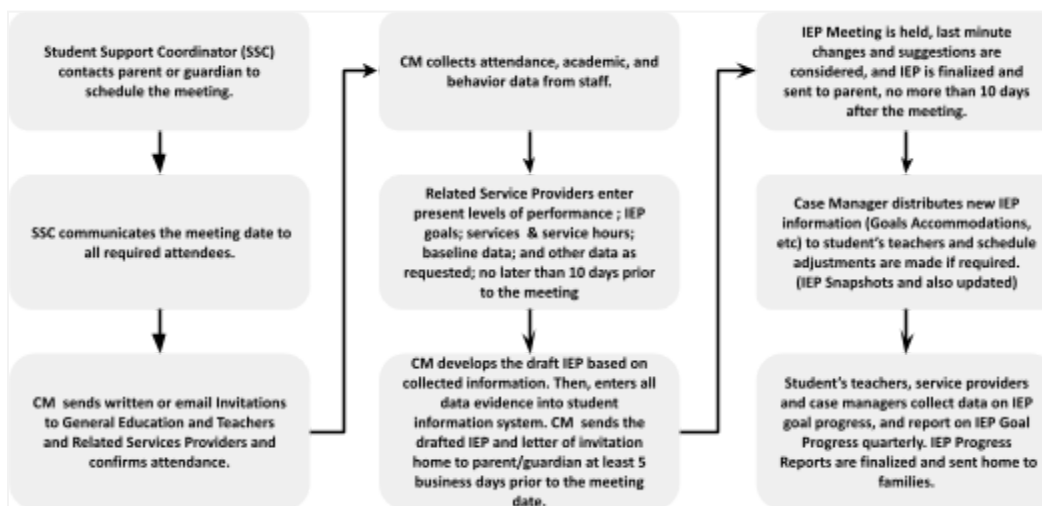
Paul PCS expects all students who attend non-public schools to adhere to expectations regarding attendance. As such, we continue to monitor student attendance at the non-public placement. The non-public school records attendance in the Special Education Attendance Tracking System (SEATS). In writing, we request that the non-public facility notify both Paul PCS and the parents/or guardians within two instruction days after the accrual of 5 unexcused absences in a marking period. The same is required after the accrual of 10 unexcused absences during the period under review.

5. Correcting student-level non-compliance

Should the Office of the State Superintendent of Education or the local education agency (Paul PCS) identify any instances of noncompliance, we require that necessary steps toward correction be taken within a specified timeline. All notices regarding the need for corrective action will be provided in writing to the non-public facility hosting the student.

The Annual Review Process

Every IEP must be reviewed at least annually. The graphic below outlines the annual review process at Paul Public Charter School:



Annual Review Expectations for Case Managers



All case managers must review their caseload during teacher preparation weeks. The Student Support Coordinator (SSC) must create a yearlong meeting calendar and tentatively schedule (until confirmed) their IEP meetings at least 30 days before the annual review date. The SSC must send written notice of the IEP meeting 5 business days before the meeting. Parents must be offered two meeting options on different dates and times. Case Managers are fully responsible for the IEP review process and must comply with the expectations and timelines noted in the graphic above. IEP Progress reports should be updated by the due date and finalized by case managers after the SSC review. The Student Support Coordinator should finalize all other IEP-related documents. Case Managers should review and familiarize themselves with the information, checklists, and tools provided in *Appendix Forms H: Special Education Case Management Tool Kit*.

Re-evaluation Procedures

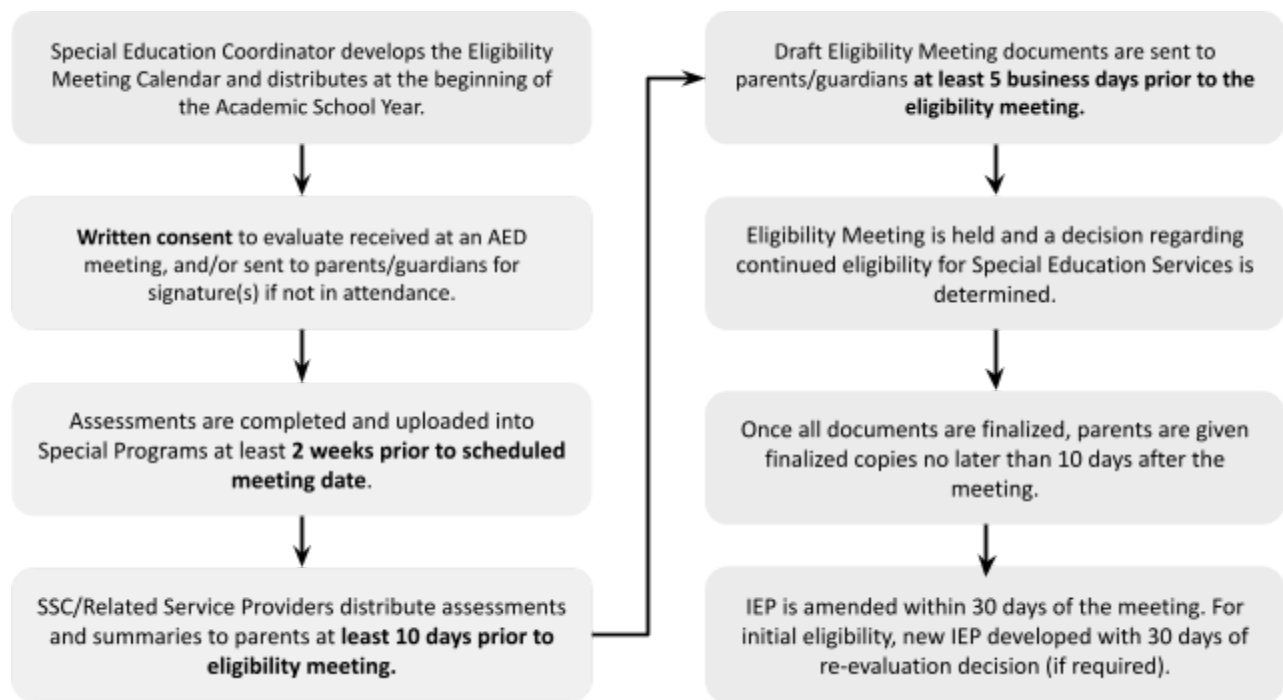


All students receiving special education services must be considered for reevaluation 3 years after their initial or most recent evaluation date. All re-evaluations are scheduled by the Student Support Coordinator. A calendar of scheduled evaluation meetings is made available to all related staff at the commencement of the academic school year. Meetings are expected to occur around 45 days before the evaluation due date to leave sufficient room for adjustments should there be any unforeseen delays in the evaluation process. Initial evaluations are plugged into the existing schedule as they arise, and updated calendars are sent to the necessary staff immediately.

If the team determines additional areas of concern or updated testing is needed to determine present performance levels, the re-evaluation process outlined below will apply.

What does the Re-evaluation process look like?

Below is a graphic of the re-evaluation process, including timelines and tasks for all team members involved:



Re-evaluation Process Tasks for Case Managers:

During assessments, Special Education Case Managers must complete the Analysis of Existing Data (AED) section and hold a meeting to review student data. The AED and any forms used MUST be entered into Special Programs no later than 10 days before the scheduled eligibility meeting date.

Expectations for Related Service Providers

Paul Public Charter School uses the following guidelines to manage the work of our Related Service Providers (RSP). Our goal is to ensure a consistent process and flow of work among all individuals who work directly with our students:

The IEP Process

Related Service Providers will generally be informed of an upcoming IEP meeting at least 30 days in advance and no later than two weeks before a meeting in urgent circumstances. RSPs are expected to have completed and entered present academic and functional performance levels, IEP goals, and recommended service hours into Special Programs no later than 10 days before the IEP meeting. Though Paul PCS prefers in-person presence, online or phone participation is permitted when needed. Related Service Providers are required to receive written permission from parents to not be in attendance at any one meeting at least 5 days before the meeting date. Otherwise, the parent may request to reschedule the meeting until the provider can attend.

The Eligibility Process

Related Service Providers receive evaluation requests at least 45 days before a meeting (30 days in urgent cases). RSPs are required to enter their assessment data into Special Programs at least 10 days before any eligibility or initial eligibility meeting. Paul PCS expects related service providers to engage parents in discussions about the assessment process before sharing pertinent data at the eligibility meeting. RSPs must also receive written permission from parents at least 5 days before the scheduled meeting date to be absent at any one meeting. Otherwise, the parent may request to reschedule the meeting until the provider can attend.

Data Entry (Service Trackers and Progress Reports)



Related service providers (RSPs) are expected to enter notes/session data using the Special Programs service tracking tool and the provided RSP service tracker sheet. Finalized Service Trackers must be printed, signed, filed, uploaded into Special Programs, and sent to the Assistant Director of Special Populations and Clinical Manager (for Social Worker). Formal IEP Progress reporting will occur every 9 weeks (quarterly). Providers will be reminded of progress reporting deadlines 2 weeks before the due date.

Missed Sessions

Related Service Providers are required to make up any missed sessions resulting from personal absences. When a student is absent, an RSP must make at least one additional attempt to provide make-up services within the service month and document the effort to make-up services. Providers must inform Special Education leadership of frequent student absences from therapy or lack of classroom-teacher cooperation.

Communication

Related Service Providers should maintain copious communication logs in Special Programs. These notes include but are not limited to:

- Any parent contact
- Any missed student session
- Any teacher collaboration to benefit the student

Each communication entry must provide detailed information regarding the contact (time, duration, result).

Dedicated Aides (Student Support Technician)



Dedicated Aides, also known as Student Support Technicians, play a vital role in our school. Under the direction of the Principal, Executive Director of Student Support Services, Assistant Director of Special Populations, and the Student Support Coordinators, they assist with specialized instruction and related services. Their support is particularly crucial for students with significant academic deficits and/or emotional disorders, autism, developmental delays in one or more areas, intense behavioral challenges, multiple learning problems, and other related disorders. Clarifying their role helps in understanding their responsibilities and the students they support.

The Dedicated Aide will assist their assigned student throughout the school day by making the curriculum and daily activities accessible. They will also support the student's access to learning and development in the virtual and physical classroom spaces.

Major Duties and Responsibilities

- ☐ Assisting the student to participate in lessons, daily activities, and assessments.
- ☐ Facilitate independent work with materials provided by the teacher.

- ☐ Implement prescribed behavioral strategies and positive behavior support in all settings.
- ☐ Accompany and assist their student during related service sessions (speech therapy, occupational therapy, etc) as needed.
- ☐ Gather written observations and input them into a tracker, PowerSchool or other assigned document.
- ☐ Communicating with Parents/Guardians when a scholar is absent or there are attendance concerns,
- ☐ Utilizing data to create an attendance support plan for their scholar

Collaborate with the Teaching Team and Special Education Team

- ☐ In collaboration with the General Education Teacher, Student Support Coordinator, Special Education Teacher, and Case Manager, the SSTech will assist in planning and managing lessons and work that the students will complete independently and with support.
- ☐ Provide regular student development communication to parents and IEP team members.
- ☐ Attend IEP meetings for their assigned student.

Assist in Data Collection and record-keeping

- ☐ Participate in training related to data collection and assessment.
- ☐ Gather written observations and input them into a tracker, Powerschool, or other assigned document.
- ☐ Documenting behaviors in the school-based database and following up with stakeholders as needed
- ☐ Discuss observations with the IEP team and parents.

Procedural Safeguards




All parents and guardians of students with disabilities, as well those who have students who have been suspected of having a disability (as evidenced by a written referral), but have yet to have been found eligible (and are in the process of eligibility determination), are entitled to receive a copy of the Procedural Safeguards provided by the Office of the State Superintendent of Education (OSSE). This document outlines the rights and protections provided to parents and guardians of students with disabilities. As described in the *DC Municipal Regulations section 3020*, the document must be provided at certain times, totaling at least one time annually, AND must include specific information. Details on the required components of the document are provided below:

Providing a Copy to Parents - 3020.1 A copy of the procedural safeguards available to the parents of a child with a disability shall be given to the parents only one (1) time a year, except that a copy also shall be given to the parents:

- ☐ upon initial referral or parental request for evaluation;
- ☐ upon the first occurrence of the filing of a complaint for a due process hearing as described in this Chapter, and
- ☐ upon a request by a parent

 [Part B Procedural Safeguards Update-ENG.pdf](#)

 [Procedural Safeguards Update--SPANISH.pdf](#)

The Contents - 3020.2 The contents of the procedural safeguards notice shall include a full explanation of all of the safeguards available relating to:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Opportunity to initiate a referral for initial evaluation and reevaluation, including criteria for evaluations; <input type="checkbox"/> Independent educational evaluation; <input type="checkbox"/> Prior written notice; <input type="checkbox"/> Parental consent; <input type="checkbox"/> Access to educational records; <input type="checkbox"/> Opportunity to initiate due process hearings; <input type="checkbox"/> The child's placement during the pendency of due process proceedings; <input type="checkbox"/> Procedures for children who are subject to placement in an interim alternative educational setting; | <ul style="list-style-type: none"> <input type="checkbox"/> Requirements for unilateral placement by parents of children in private schools at public expense; <input type="checkbox"/> Mediation; <input type="checkbox"/> Due process hearings, including requirements for disclosure of evaluation results and recommendations; <input type="checkbox"/> Civil actions; <input type="checkbox"/> Attorneys' fees; and <input type="checkbox"/> District complaint procedures, including a description of how to file a complaint and the timelines under the complaint procedures. |
|---|---|

Native Language 3020.3



- a. The notice shall be written in language that is understandable to the general public and provided in the parent's native language unless it is not feasible.
- b. If the parent's native language is not a written language, the LEA shall ensure that the notice is translated or interpreted orally or by other means and that the parent understands its content.

SOURCE: Final Rulemaking published at 30 DCR 2972, 2980 (June 17, 1983); as amended by Final Rulemaking published at 35 DCR 3017 (April 29, 1988); as amended by Final Rulemaking published at 50 DCR 1854 (February 28, 2003); and Final Rulemaking published at 52 DCR 10558 (December 2, 2005)

We ask that parents and guardians sign a receipt every time they receive a copy of the safeguards from school faculty or staff members.



Communication with Parents

Compliant communication with parents is not only legal but also best practice in ensuring that parents are involved in the Special Education program and are afforded every opportunity to participate. Paul PCS will maintain a parental Communication Log via Special Programs.

Before non-communication can be established, parents must be contacted three (3) times, on three (3) different dates, through three (2) different modalities.

Paul PCS will notify parents anytime it proposes or refuses to initiate or change the student's identification, evaluation, or location/placement through the Prior Written Notice via Special Programs.

Discipline for Students with Disabilities



All students must adhere to the behavioral expectations outlined in the Paul PCS Code of Conduct. At Paul PCS, we strive to proactively manage student behavior through a comprehensive system of positive behavioral supports. Should a student with a disability engage in behaviors that result in an out-of-school suspension, our LEA adheres to the procedural guidelines outlined in federal regulations governing the discipline of students with disabilities. Should a student be removed from school for more than 10 days, this is immediately considered a flag for "change of placement," which requires a manifestation determination review meeting. Parents and guardians will thus be immediately notified of the change in placement, provided a copy of the procedural safeguards, and invited to attend the Manifestation Determination Review. On the fourth day of out-of-school suspension, students with IEP or 504 plans will be provided access to classroom materials and live instruction. It is the responsibility of both the student and their parent to ensure that the student logs in:

Manifestation Determination Process for Students with Disabilities

When a student with a disability engages in a behavior that warrants a ten-day consecutive suspension or ten cumulative-day suspensions, the Student Support Coordinator will notify the parent/guardian to schedule a Manifestation Determination Review (MDR) meeting. At the MDR meeting, the LEA representative (Special Education Compliance Officer or Director of Student Support Services), the parent, and the IEP Team will determine the following:

- a. If the conduct in question directly resulted from the local educational agency's failure to implement the IEP.
- b. If the conduct in question was caused by or had a direct and substantial relationship to the child's disability.

When must the MDR team consider a behavior as a manifestation of the student's disability?

The MDR team must find a behavior as a manifestation of a student's disability if the MDR team determines that either the conduct in question was:

- a. The direct result of the district's failure to implement the IEP. OR
- b. The conduct was by or had a direct and substantial relationship to the child's disability.



When must the MDR team determine that the behavior of the child was not a manifestation of such a child's disability?

The MDR team must find a behavior that is NOT a manifestation of a student's disability if the MDR team determines that **either** the conduct in question was NOT:

- a. The direct result of the local educational agency's failure to implement the **AND**
- b. Caused by, or had a direct and substantial relationship to, the child's disability.

What happens if the MDR team determines that the student's misbehavior is a manifestation of their disability?

- a. The IEP must be reviewed and revised as appropriate. The team must conduct a functional behavioral assessment and implement a behavioral intervention plan for such a child, provided that the local educational agency has not previously conducted such an assessment to inform the determination of the behavior that resulted in a change in placement.
- b. When a behavioral intervention plan has been developed, review the existing plan, if one already exists, and modify it as necessary to address the behavior.
- c. Return the child to the placement from which the child was removed unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.

What happens if the MDR team determines that the student's misbehavior was not a manifestation of their disability?

- a. The relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner they would be applied to children without disabilities.
- b. Suppose the school initiates disciplinary procedures applicable to all children. In that case, the school shall ensure that the special education and disciplinary records of the child with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.
- c. The school must continue to make FAPE available to the student. If the school believes that maintaining the child's current placement is substantially likely to result in injury to the child or others, or if the parent disagrees, the parent may exercise their right to request a hearing.

What decisions does the Hearing Officer make when an appeal is made:

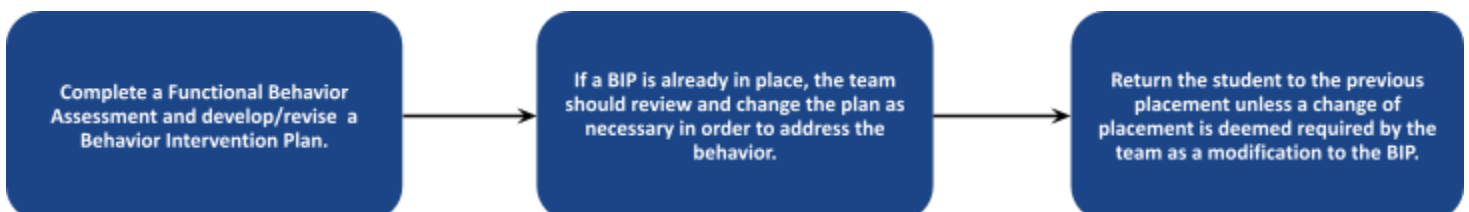
- a. Return a child with a disability to the placement from which the child was removed; or
- b. Order a change in placement of a child with a disability to an appropriate alternative interim educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Where is the student placed during the appeals?

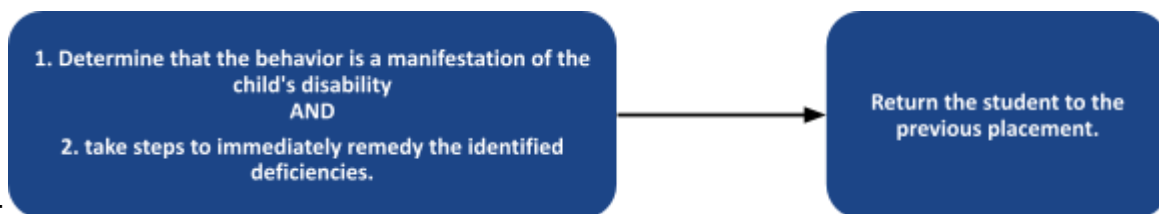
When a parent requests a hearing regarding disciplinary action or to challenge the interim alternative educational setting, the child shall remain in the interim alternative educational setting pending the hearing officer's decision or until the expiration of the period, whichever occurs first, unless the parent and the LEA agree otherwise.

Please see below a visual representation of the discipline process at Paul PCS.

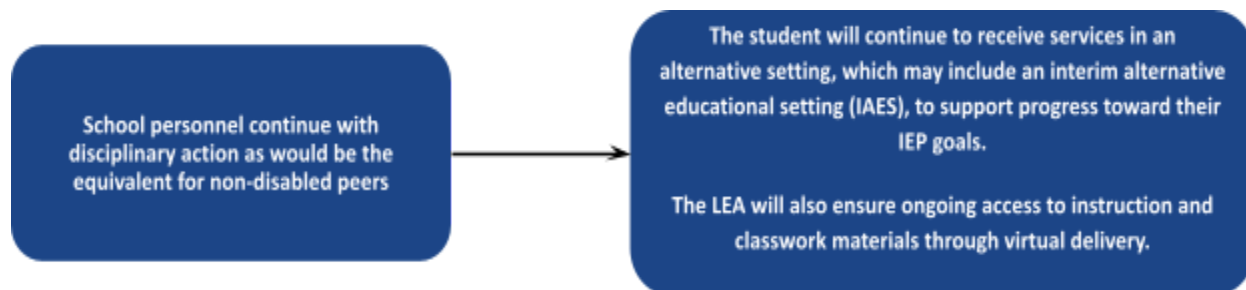
- a. If the team determines that the behavior IS a manifestation of the child's disability:



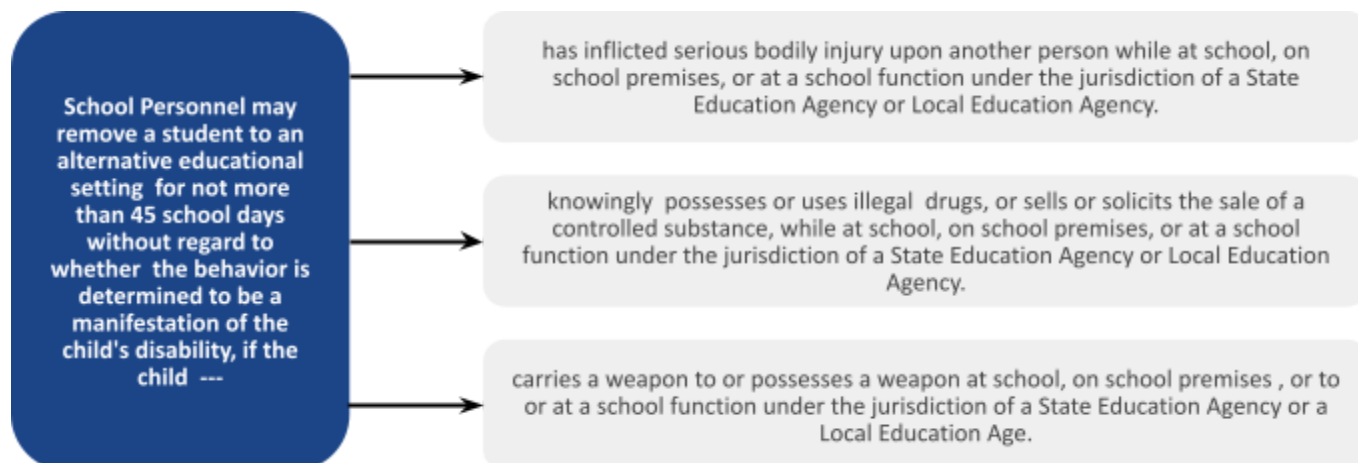
- b. If the team determines that the behavior IS a manifestation of the student's disability, resulting from a failure to implement the student's IEP as written:



- c. If the determination is that the behavior is NOT a manifestation of the child's disability:



Special Circumstances



DCMR Chapter 25- Section 5 <https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DCMR-Chapter-25-Title-5-Final-Rulemaking-2009.pdf>

Section 504 Policy And Procedure Manual



Paul Public Charter School

What is Section 504?



Section 504 of the Rehabilitation Act of 1973 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance. Specifically, it states, “No otherwise qualified individual with a disability in the United States... shall, solely because of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receive Federal financial assistance...” The U.S.

Department of Education has made regulations known implementing Section 504 at 34 C.F.R. Part 104. These regulations apply to recipients of financial assistance from the Department of Education. The Office of Civil Rights (OCR), a U.S. Department of Education component, has administrative authority to enforce Section 504.

Section 504 regulations require that a Local Education Agency (LEA) provide students enrolled in the LEA jurisdiction with a qualifying disability to receive a Free Appropriate Public Education (FAPE). FAPE includes providing regular or special education and related aids and services designed to meet the student's individual educational needs and ensure that students with disabilities are educated with their nondisabled peers to the maximum extent appropriate. For this manual, the LEA is Paul Public Charter School.

While Section 504 and the Individuals with Disabilities Education Act (IDEA) are designed to ensure FAPE for students with qualifying disabilities, important distinctions must be made.

How is Section 504 different from the Individuals with Disability Education Act/Special Education?

While both federal laws provide protections to students with disabilities, the following outlines the distinct difference between the two laws:

Section 504	IDEA/Special Education
<ul style="list-style-type: none"> ❑ An anti-discriminatory law that does not provide any type of funding. Prohibits discrimination based on one's disability in all programs and activities that receive federal funds. 	<ul style="list-style-type: none"> ❑ Federal statute that provides funding to support the delivery of special education & related services.
<ul style="list-style-type: none"> ❑ It requires the provision of free appropriate education. “Appropriate” means a program designed to meet the needs of individual disabled students as adequately as education provided to non-disabled students. Students may receive related services or accommodations without a need for specialized academic instruction services. 	<ul style="list-style-type: none"> ❑ It requires the provision of free appropriate education. “Appropriate” means a program designed to meet the needs of individual disabled students as adequately as education provided to non-disabled students.
<ul style="list-style-type: none"> ❑ Requires evaluation and 504 plan/placement decisions to be made by a team that includes someone knowledgeable about the student, evaluation data, and accommodations/placement options. 	<ul style="list-style-type: none"> ❑ The IEP team requires a parent, LEA representative, general education teacher, special education teacher or provider, and someone knowledgeable about the educational implications of evaluation data and may include others.
Section 504	IDEA
<ul style="list-style-type: none"> ❑ Students must have a physical or mental impairment substantially limiting one or more major life activities. 	<ul style="list-style-type: none"> ❑ Students qualify under one or more of 14 defined disabilities.
<ul style="list-style-type: none"> ❑ Students have regulations regarding building and program accessibility 	<ul style="list-style-type: none"> ❑ Modifications must be made, if necessary, to provide access to free appropriate public education.
<ul style="list-style-type: none"> ❑ Requires notice to the parent or guardian concerning identification, evaluation, and placement. 	<ul style="list-style-type: none"> ❑ Requires prior written notice to the parent or guardian concerning identification, evaluation, and placement.

<ul style="list-style-type: none"> ❑ The evaluation draws on information from various f sources in the area of concern, decisions made by a group of persons knowledgeable about the student, evaluation data, and placement options. ❑ Requires informed parental consent before an evaluation is conducted. ❑ Requires periodic reevaluations ❑ Reevaluation is required before a significant change in placement. 	<ul style="list-style-type: none"> ❑ Requires a full comprehensive evaluation assessing all areas related to the suspected disability. ❑ Requires evaluation by a knowledgeable team. Requires informed parental consent before conducting an assessment. ❑ Requires reevaluations to be conducted every 3 years.
<ul style="list-style-type: none"> ❑ No provision for independent evaluations at district expense. The district should not consider any such evaluations presented. 	<ul style="list-style-type: none"> ❑ Parent(s) may request an independent educational evaluation at district expense if parent(s) disagree with the evaluation obtained by the school.
<ul style="list-style-type: none"> ❑ A meeting and evaluation are required for a change of placement 	<ul style="list-style-type: none"> ❑ An IEP/placement meeting must be conducted before any change in placement. Must give prior written notice of change in placement.
<ul style="list-style-type: none"> ❑ The grievance procedure requires districts with more than 15 employees to designate an employee responsible for assuring district compliance with Section 504 and provide a grievance procedure for parents, students, and employees. 	<ul style="list-style-type: none"> ❑ Grievance procedures are not required, and neither is a compliance officer.
<ul style="list-style-type: none"> ❑ Due Process requires an impartial hearing for parents or guardians who disagree with identification, evaluation or placement decisions or provision of FAPE to the student. 	<ul style="list-style-type: none"> ❑ Due Process requires impartial hearings for parents or guardians who disagree with the identification, evaluation, placement decisions, or provision of FAPE to the student.
<ul style="list-style-type: none"> ❑ Federal Jurisdiction lies within the US Department of Education and the Office of Civil Rights. 	<ul style="list-style-type: none"> ❑ Federal Jurisdiction lies within the US Department of Education and the Office of Special Education and Rehabilitation Programs.

What disabilities qualify a student for Section 504?

A student must be determined to:

- ❑ Have a physical or mental impairment that substantially limits one or more major life activities, OR
- ❑ Have a record of such an impairment, OR
- ❑ Be regarded as having such an impairment

A physical or mental impairment is defined as:

- ➔ Any physiological disorder or condition
- ➔ Cosmetic disfigurement or anatomical loss affecting one or more of the following body systems:



Neurological	Respiratory	Reproductive	Genitourinary	Cell Growth	Bladder
Musculoskeletal	Speech Organs	Digestive	Endocrine	Lymphatic	Circulatory
Neurological	Cardiovascular	Respiratory	Immune System	Bowel	Brain
Reproductive functions		Special Sense Organs		Skin	Hemic

Mental or Psychological disorder:



ADHD	Organic Brain Syndrome	Emotional or Mental Illness	Specific Learning Disabilities
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A major life activity is defined as functions such as caring for one's self to include:

Walking	Sleeping	Seeing	Hearing
Standing	Lifting	Bending	Breathing
Reading	Learning	Concentrating	Working
Thinking	Eating	Communicating	Speaking

Definition of substantial limitation:

A substantial limitation must be determined on a case-by-case basis. No formula, measure, or scale should be used; instead, a group of knowledgeable people should draw upon various information to determine. Mitigating measures, such as medication or medical supplies, may not be considered in the determination, except for ordinary glasses or contact lenses. An impairment is considered transitory if it has an actual or expected duration of 6 months or fewer.

Exclusions to protections under Section 504:

Any student with a disability who is engaging in the illegal use of drugs is excluded from Section 504 protections. Students who have been identified as disabled under Section 504 and are recommended for discipline arising from current use or possession of alcohol, illegal drugs, or a weapon may be disciplined by using the procedures applicable to regular education students. The disciplinary actions must be consistent with those applied to regular education students for these offenses.

LEA Obligations under Section 504 of the Federal Rehabilitation Act of 1973

Child Find Obligations

Paul Public Charter School shall identify and locate every qualified student under Section 504 who is not receiving FAPE and take appropriate steps to notify students and their parents or guardians.

Parental Consent

Section 504 requires informed parental permission for initial evaluations of a student before providing services under Section 504. If a parent refuses consent for an initial evaluation and Paul Public Charter School suspects a student has a disability, Section 504 provides that Paul Public Charter School may use due process hearing procedures to seek to override the parent's denial of consent.



504 Team

Once a student is identified as potentially eligible for services under Section 504, a multidisciplinary team is required to gather information about the student. The team should include persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. The team members must determine if they have enough information to make a knowledgeable decision as to whether or not the student has a disability. The team member can rely on diagnoses from outside medical providers to help determine eligibility for a 504 plan.

Evaluation and Re-evaluation

Determining whether a child is a student with a qualifying disability under Section 504 starts with the evaluation process. Paul Public Charter School must establish standards and procedures for evaluating and placing students who, due to mental or physical impairment, need or are believed to need related aids or services under Section 504. Paul Public Charter School may elect to evaluate a student individually before classifying the student as having a qualifying disability and providing required service and support.

Similar to requirements under IDEA, tests used for this purpose must be selected and administered to ensure that the test results accurately reflect the student's aptitude, achievement, or other measured factors. Section 504 also requires that tests and other evaluation materials include those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient. The tests and other evaluation materials must be validated for the particular purpose for which they are used and appropriately administered by trained personnel.

Section 504 requires that re-evaluations occur periodically. In the case of Paul Public Charter Schools, re-evaluations will occur every 3 years. In addition, a re-evaluation must occur before a significant change in placement. The Office of Civil Rights considers an exclusion from the educational program of more than 10 school days as a substantial change of placement, and transferring a student from one program to another or terminating or significantly reducing a related service as a significant change in placement.



Eligibility

For a student to be protected under Section 504, a student must be determined to:

1. Have a physical or mental impairment that substantially limits one or more major life activities
2. Have a record of such impairment, or
3. Be regarded as having such an impairment

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made based on an individual inquiry. There is no exhaustive list of specific diseases and conditions that may constitute a physical or mental impairment because of the difficulty of ensuring such a comprehensive list. The same applies to major life activities, as other functions can be major life activities for Section 504.

In interpreting the evaluative data and making placement decisions, Paul Public Charter School shall do the following:

1. Draw upon information from various sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.
2. Establish procedures to ensure that information obtained from all sources is documented and carefully considered.
3. Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
4. Ensure that the placement decision conforms with regulation 104.34 regarding placement in schools.

504 Plan



The provision of FAPE is ensured through a 504 service plan. Paul Public Charter School shall provide qualified students under Section 504 with appropriate services designed to meet their individual needs to the same extent as students without a mental or physical impairment. The 504 plan must also be designed to ensure access to non-academic and extracurricular services and activities in a manner that affords qualified students an equal opportunity to participate in such services and activities to the maximum extent appropriate. Such services may include counseling services, physical recreational activities, transportation, health services, recreational activities, special interest groups, or clubs sponsored by Paul Public Charter School.

Paul Public Charter School shall provide all accommodations and related services in the 504 plan. All 504 plans are reviewed and updated annually to accurately reflect the students' needs.

Procedural Safeguards



Paul Public Charter School must establish and implement procedural safeguards that include notice, an opportunity for parents to review relevant records, and access to an impartial hearing, which provides an opportunity for the student's parent or guardian to participate and be represented by counsel and a review procedure.

Discipline



Students who have been identified with physical or mental impairments that substantially limit one or more major life activities under Section 504 and who commit a disciplinary infraction have the same protections afforded to students identified with a disability under IDEA.

Documentation



All information reviewed during the 504 evaluation process shall be retained and uploaded into a relevant data system by OSSE's LEA data management policy. Paul Public Charter School shall upload all students' Section 504 paperwork in a designated online drive upon completing the Section 504 process.

LEA's Responsibility to Establish Policies and Procedures

Paul Public Charter School is responsible for establishing policies and procedures to ensure compliance with Section 504. To do so, policies and procedures are similar to those under IDEA.

Section 504 Complaint Procedures



A written disability discrimination complaint must be filed with the Office of Civil Rights within 180 days of the incident. OCR will examine the procedures by which Paul Public Charter School identifies and evaluates students with disabilities and the procedural safeguards provided to students. OCR will also investigate incidents in which students with disabilities are allegedly subjected to treatment that is different from the treatment to which similarly situated students without disabilities are subjected. Such incidents may involve the unwarranted exclusion of disabled students from educational programs and services.

Except in extraordinary circumstances, OCR does not review the results of individual placement or other educational decisions so long as Paul Public Charter School complies with the procedural requirements of Section 504 relating to the identification and location of students with disabilities, evaluation of such students, and due process. Accordingly, OCR generally will not evaluate the content of a Section 504 plan or of an IEP when any disagreements can be resolved through a due process hearing. The hearing would be conducted under Section 504.

Paul Public Charter School Section 504 Process

What do I do if I suspect a student has a physical or mental impairment?

Paul Public Charter School is committed to identifying and locating every qualified student under Section 504 through the Child Find process who is not receiving FAPE and taking the appropriate steps to notify students and their parents or guardians. Suppose a teacher, administrator, staff member, parent, or other person knowledgeable about the student suspects a student of having a physical or mental impairment, has received documentation of such impairment, or receives a request from a parent to refer to Section 504. In that case, they are to communicate their concerns to the Section 504 Coordinator either verbally or in writing. That person becomes the referring source and will complete the Referral Form sent by the Section 504 Coordinator.



Eligibility Meeting Protocol

Section 504 Coordinator will review the Referral Form ([Parent Form](#), [Staff Form](#))

Section 504 Coordinator will schedule an Eligibility Meeting within a reasonable amount of time to include the parent/guardian, general education teacher, school counselor, and if applicable, special education teacher or ELL teacher, service providers, administrator, and any other person knowledgeable about the student.

The coordinator will complete the Notice of Meeting and send it to parents either via email or home with the student

The coordinator will compile data to include:

- A full evaluation report from a medical doctor which documents a physical or mental impairment. Letters from doctors of impairment alone are not sufficient.
- Academic achievement data to include current grades, assessment data, teacher input, and any other relevant data
- Attendance data
- Parent input
- Education and Medical History as appropriate

Section 504 Coordinator is responsible for completing forms necessary for the meeting, including:

- Notice of Meeting
- Consent to Evaluate - parental consent is required for initial evaluations
- Eligibility Form
- Procedural Safeguards

At the Eligibility meeting, the Section 504 team will gather input from all members and evaluative data to determine if a student has a physical or mental impairment that substantially limits one or more major life activities.

If the student is found eligible, then the team moves forward to develop a Section 504 plan.

If a student is not found eligible, the team has the option to refer the student to the grade-level Student Support Team to develop an intervention plan or, if necessary, to the Special Education Coordinator to determine if the student might have a disability that falls under the Individuals with Disabilities Education Act (IDEA).

If the parent disagrees with the eligibility determination, they can request an impartial hearing to challenge it.

Section 504 Plan Meeting Protocol:

After determining eligibility, the team will develop a plan to include classroom and testing accommodations for the student. The school team then discusses the plan with the parent/guardian and student before implementation to collaborate and obtain consent.

If it is the plan's annual review, the team will review current accommodations and determine if accommodations need to remain, changed, or removed.

Section 504 Coordinator will provide a signed copy of the plan to the parent(s)/guardian(s)

Section 504 Coordinator will create a 504 Snapshot and distribute it electronically or in-person to the case manager (school counselor), teachers, staff, administrators, and SPED/504 Compliance Manager.

Termination of Section 504



Suppose the team determines that a student no longer requires a Section 504 plan. In that case, the team will evaluate current data to justify the plan's termination and complete the Section 504 Notice of Termination document. The family will receive a Prior Written Notice outlining the justification for the 504 termination.

After the Initial/Annual Meeting

Section 504 Coordinator will finalize the student's 504 Plan. A 504 Plan Snapshot will be created and shared with all stakeholders.

Section 504 Coordinator will generate a progress report template for the student and send it to the school counselor. The school counselor (case manager) is responsible for monitoring the success of the 504 plan. The case manager will complete a progress report for students on their caseload at the same time as school-wide end-of-the-quarter reports.

Section 504 Coordinator consistently updates the Section 504 Dashboard tracker with current student information.

Procedural Safeguards Section 504 Student and Parental Rights

The rights granted by Federal law to students with disabilities are described below. The law intends to inform you of decisions about your child and notify you of your rights if you disagree.

As a parent, you have the right to the following:

- Participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- Receipt of free educational services to the extent they are provided to students without disabilities;
- Receipt of information about your child and your child's educational programs and activities in your native language;
- Notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice before evaluation and placement of your child and right to request a re-evaluation of your child periodically;
- Inspect and review your child's educational records, including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you are concerned that the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you are concerned with the records are misleading or inaccurate; A hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Who do I contact with questions or concerns?

The Section 504 Coordinator for Paul Public Charter School is the Student Support Coordinator and may be contacted at the following number: 202-541-6606. Please contact the Section 504 Coordinator regarding any questions related to Section 504 of the Rehabilitation Act of 1973. You may obtain a copy of Paul Public Charter Schools Section 504 Guidelines by contacting the Student Support Coordinator at the number above. Please note that all grievances and requests for impartial hearings and reviews must be in writing and submitted to the Section 504 Coordinator at the following address:

Mahko Connard MS(5th-8th)
Kimberly Mims (HS LA (9th & 10th))
Nicolas Sardella (HS UA (11th & 12th))
Section 504 Coordinators
Paul Public Charter School
5800 8th St. N.W., Washington, D.C. 20011
Phone: 202-291-7499
Fax: 202-291-7495

**District of Columbia
Notice of Procedural Safeguards
Section 504 Student and Parental Rights**

RECEIPT

I, _____, received a copy of
(Parent/Guardian name)

The District of Columbia's Notice of Procedural Safeguards: Section 504 Student and Parent Rights

from: _____
(Name and Title of Person Issuing Document)

at: _____. (Name of School)

_____/_____/_____
(Date)

(Parent/ Guardian Signature)

(This receipt is to remain in a designated file in the school, with a copy provided to the parent/ guardian upon request.)

Observations for Students with Disabilities

Purpose:

This policy outlines the guidelines for allowing observations of students with disabilities in educational settings. It aims to ensure that observations are conducted in a manner that respects the rights and privacy of all students while providing valuable insights for parents and professionals involved in the student's education.

Policy Statement:

1. Right to Observe:

- Schools must permit parents or a designated individual with professional expertise in special education to observe the child's current or special education program.
- The designee must not be a lawyer representing parents or anyone with a financial interest in litigation against the school.

2. Development and Availability of Observation Policy:

- Schools must develop a clear observation policy and make it publicly available to parents and guardians.
- The policy should outline the procedures and guidelines for conducting observations in the school setting.

3. Conditions and Restrictions:

- No conditions or restrictions on the observation may be imposed except those necessary to:
 - Ensure the safety of all children in the program.
 - Protect other children from the disclosure of personally identifiable information.
 - Avoid any potential disruption arising from multiple observations occurring simultaneously in the classroom.

4. Advance Notice Requirement:

- Schools may require parents or their designees to provide advance written notice of their intent to observe.
- The notice should include the date and time of the observation, as well as the specific areas or activities to be observed.

This policy ensures that observations of students with disabilities are conducted respectfully and by legal requirements, while safeguarding the rights and privacy of all students within the educational setting.

Home Hospital Instruction

Introduction

All public school students have a right to education, even during a medical, physical, or mental health situation that may prevent them from attending school in person. The Students' Right to Home and Hospital Instruction Act of 2020 ensures that every student can continue their education during such times.

Purpose

Our HHI policy is designed to help students stay current with their classroom instruction in core subjects to the greatest extent possible. This policy ensures a seamless reintegration into the classroom upon the student's return to school by fostering coordination between the classroom teacher and home or hospital instructors. This policy is for scholars who may be unable to attend school for 10 or more days during the academic year due to a documented physical or mental illness.

Application Process

1. Application Submission:

- -A Parent/Guardian should request HHI information and documents in writing to their Grade Level 504 Coordinator (SSC). The written application is required and will be provided within two school days of the request.
- The application include all sections and information must be completed in order to consider the application for approval:
 - Student's name and date of birth.
 - Name of the student's current school.
 - Parent/guardian's contact information.
 - Advocate or representative information (if applicable).
 - A medical certification (details below).
 - Requested start date and duration of services.
 - Parental/Guardian Consent for Disclosure of Medical Information.
 - Parent/guardian's signature.

2. Notification:

- Parents or guardians will be notified of the decision within five calendar days of receiving the completed application.
- If approved, a written plan for HHI will be provided, including the location, services to be delivered, delivery method, number of hours per week of direct instruction, and the schedule for service delivery.
- If denied, a specific written explanation will be provided.

3. For Students with IEPs:

- If a student has an IEP or is suspected of having a disability, the appropriate team members will be contacted to ensure compliance with the Individuals with Disabilities Education Act (IDEA).

Medical Certification

To access HHI, a medical certification from a qualified medical professional is required. This letter must:

- Include the signatory's license number.
- Certify that the student has a health condition preventing school attendance for 10 or more consecutive or cumulative school days during the year.
- Recommend HHI and specify the maximum number of instructional hours, if any.
- Define the expected duration and frequency of the health condition.

Recertification

For continued HHI beyond the initial 60-day period, a recertification of medical need and a reapplication are required at least five calendar days before the expiration of the current HHI plan.

Appeal Process

If a parent or guardian disagrees with the decision regarding HHI, they have the right to appeal to the Office of the State Superintendent of Education (OSSE). The appeal process includes:

- Submit a written request to OSSE within ten calendar days of the decision.
- The OSSE Office of Dispute Resolution coordinates mediation.
- A review by a three-member appeals panel is conducted if mediation does not resolve the issue.

Definitions

- Health Condition: A physical or mental illness, injury, or impairment that prevents school attendance.
- Home or Hospital Instruction: Academic instruction and support are provided to students who are unable to attend school due to a health condition.
- IEP (Individualized Education Program): A written plan specifying special education services for a child with a disability.
- LEA (Local Education Agency): The District of Columbia Public Schools or public charter schools.

For more information, please contact

Nakeisha Jones-Helton
 Assistant Director of Culture and Climate
 Paul Public Charter School
 5800 8th St. N.W., Washington, D.C. 20011
 Phone: 202-291-7499
 Fax: 202-291-7495

Pregnancy Plan

Policy for Pregnant and Parenting Students

Title IX and Pregnancy

Introduction Title IX of the Education Amendments of 1972 ensures that schools receiving federal funds do not discriminate based on sex. This includes protecting students' rights concerning parental, family, or marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. Schools must provide equal access to all school programs and extracurricular activities to students who are pregnant, parenting, or have been pregnant.

Equal Access and Treatment

- Schools must offer equal access to all school programs and extracurricular activities to students who are pregnant, parenting, or have been pregnant.
- Special services provided to temporarily disabled students must also be offered to pregnant students.
- Separate programs or schools for pregnant and parenting students must be voluntary and offer opportunities equal to those for non-pregnant students.
- Absences due to pregnancy or childbirth must be excused for as long as the student's doctor deems medically necessary. A doctor's note may be required if the school requests documentation for other students with medical conditions.

Health and Attendance

- Pregnant students should be allowed to continue attending school and participating in activities as long as they wish, even up to the date of delivery.
- Schools cannot impose participation requirements on pregnant students that are not required for all temporarily disabled students.
- Schools must excuse absences for pregnancy or childbirth for as long as the student's doctor deems necessary. After this period, the student must be reinstated to the status held before the leave.
- While Title IX does not mandate excusing absences for students to care for their children, schools should do so.

Educational Support

- Schools should provide support services, such as resources childcare, transportation, counseling, social service referrals, support groups, and homebound instruction, for students with extended absences.
- Title IX requires that schools provide pregnant students with any special services offered to temporarily disabled students, including at-home tutoring for students recovering from childbirth.
- Schools should consider providing at-home tutoring or other academic support for students with extended absences due to pregnancy and parenting.

Administrative Responsibilities

- All school staff, including administrators, faculty, and staff, are bound by Title IX.
- If a teacher or staff member is discriminating against pregnant or parenting students, it must be addressed according to the law and their obligations.

The Process

1. Notification: The Assistant Director of Culture and Climate must be notified immediately once a student confirms they are pregnant or an expectant father.
2. Communication: The Assistant Director of Culture and Climate will notify the pregnancy plan case managers (school counselors) and school leaders.
3. Initial Contact: The Pregnancy Plan Case Manager (School Counselor) will contact the student and their parent or guardian, where applicable.
4. Pre-Team Meeting: The Case Manager will conduct a pre-team meeting to initiate the development of a Pregnancy Plan.
5. Pregnancy Plan Meeting: The team will discuss the pregnancy plan, scheduled 2-4 weeks after learning about the pregnancy and a week before the student's return to school.

This policy ensures that pregnant and parenting students receive the necessary support and equal educational opportunities, as mandated by Title IX.

For more information, please contact

Nakeisha Jones-Helton
Assistant Director of Culture and Climate
Paul Public Charter School
5800 8th St. N.W., Washington, D.C. 20011
Phone: 202-291-7499
Fax: 202-291-7495

English Learner Policy and Procedure Manual



Paul Public Charter School

Introduction



Paul PCS serves a significant and diverse population of English Learners (ELs), representing a wide range of linguistic, cultural, and educational backgrounds. To support this community, the EL team has developed this handbook to guide administrators and teachers in meeting ELs' academic, linguistic, and social-emotional needs.

Our program is grounded in research-based best practices aligned with WIDA English Language Development Standards and Common Core State Standards. By recognizing and valuing students' cultural and linguistic identities, we can provide services that promote their success.

The mission of the EL Program at Paul is to ensure that all ELs develop the language, cognitive, cultural, and self-concept skills needed to thrive academically and socially—at Paul and beyond. We are equally committed to fostering an inclusive environment that respects and celebrates the diversity of our school community.

The EL Team supports students in acquiring the language skills necessary to access the curriculum and fully engage in our rich array of classes, activities, arts, sports, and clubs. In alignment with Paul PCS's mission, we aim to educate and empower all students to become responsible citizens, independent thinkers, and leaders—goals achieved through intentional screening, targeted instruction, and ongoing progress monitoring.

Who are English Learners?

A defining characteristic of English Learners at Paul PCS is their diversity. There is no single profile for our ELs, and no one-size-fits-all approach to supporting them. Students come from a wide range of backgrounds, differing in home language, English proficiency, age, race and ethnicity, immigration experiences, family history in the U.S., parental education, economic circumstances, and disability status.



In the District of Columbia, English learners in elementary and secondary programs are classified according to the federal government definition. As described in the Elementary and Secondary Education Act (ESEA), this definition classifies as an English learner any student:

- A. who is age 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i) who was not born in the United States or whose native language is a language other than English; (ii)(a) who is a Native American or Alaska Native, or a native resident of outlying areas; and (b) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) Who is migratory, whose native language is a language other than English
- D. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual; (i) the ability to meet the challenging state academic standards; (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

ELs and the Law

Under Title IV of the Civil Rights Act of 1964 and the Elementary and Secondary Education Act (ESEA) of 1965, states and LEAs must identify ELs and ensure ELs both develop English language proficiency and meet the same challenging state academic standards as their native English-speaking peers.¹



To meet their obligations under Title VI and the EEOA, Paul will:

Identify and assess all potential EL students in a timely, valid, and reliable manner;

¹ 2015 U.S. Department of Justice and U.S. Department of Education Dear Colleague Letter

- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well-prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to participate in all curricular and extracurricular activities meaningfully;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated promptly and that the language needs of students who need special education and disability-related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress concerning acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period; and
- Ensure meaningful communication with parents with limited English proficiency (LEP).

Program Model

Paul PCS provides high-quality language instruction to students identified as English Learners (ELs). Our program is designed to meet individual student needs while holding all learners to the same high academic standards. The EL instructional model at Paul combines two approaches: Sheltered Content Instruction and Inclusion Classes. Instruction for our ELs focuses on:



Developing academic English and its complex grammatical structures	Integrating oral and written language instruction into content area teaching	Providing regular structured opportunities to develop written language skills
Developing the reading and writing abilities of ELs through text-based, analytical instruction using a cognitive strategies approach	Providing small group instruction opportunities to students struggling areas of literacy and English language development	Providing opportunities for extended discussion of text meaning and interpretation
Fostering student motivation and engagement in literacy learning	Providing regular peer-assisted learning opportunities	Providing direct and explicit comprehension strategy instruction

English Learner Identification

Home Language Survey (HLS)

For all students enrolling in a DC school for the first time, the identification process begins with the OSSE Home Language Survey (HLS)—a questionnaire completed by parents or guardians at the time of enrollment. The HLS helps determine whether a student may require English language support but is not used as the sole method of EL identification. To ensure transparency and build trust with families:

- The HLS is used only to determine educational services, not legal or immigration status.
- Parents/guardians may decline participation in the EL program or specific EL services, even if the student qualifies.

The HLS includes three essential questions:

1. What is the primary language used in the home?
2. What is the language most often used by the student?
3. What language or languages did the student use first?

WIDA Screener Assessment

If the HLS indicates a language other than English in response to any of the three questions, the student will be assessed using the WIDA Screener, which evaluates English proficiency in listening, speaking, reading, and writing. Identification must happen within 30 days of enrollment. A student will not be identified as an EL student only on the basis that the HLS indicates a language other than English is spoken in the home or routinely used in other settings. Identification is determined only after the student completes the screener. Students who score below a composite score of 4.5 on the screener are identified as ELs and become eligible for EL services. Screener results guide program placement and determine the level of language support needed.

Students Transferring from Other States

Incoming students who are transferring from another state will not be screened if the student came from a WIDA state and have an ACCESS score from that state for the student within the last four school years. This score must be attained within the same timeline as would be required for the screener to be administered. If the student's composite score is less than a 4.5 on the ACCESS assessment, they will be classified as an EL. If the composite score is higher than the cut off score the student will be classified as an EL-monitored student.

Newly Enrolled Students with Previous Enrollment in DC Schools

If a newly enrolled student previously attended a DC public or charter school, the Manager of EL Compliance and Instruction will review the student's records in Early ACCESS, the English Learner Data Application, and/or Statewide Longitudinal Education Data System (SLED) to verify:

1. Whether the student was previously identified as an EL or monitored EL
2. If the student was screened by a prior Local Education Agency (LEA)
3. If the student has a valid ACCESS score

If the student is identified as EL in Early ACCESS or SLED, they will not be rescreened. The student will retain EL status until they meet the state's official exit criteria. If the student is not identified as EL in Qlik but has a proficient screener result on record, that data will be accepted and the student will not be rescreened.

Parental Notification



Within 30 days of enrollment at the start of the school year, or within two weeks of placement if not identified at the beginning of school, parents/guardians of ELs will be notified that their child is eligible for EL services. This information will be translated into the family's home language, and when needed, an oral interpretation will be made available.

Parental notification will include:

- ☐ The reasons for their child's identification as an EL and placement in a language assistance program;
- ☐ The child's level of English proficiency and how it is assessed, and the status of the child's academic achievement;
- ☐ The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- ☐ How the program in which their child is, or will be participating will meet the educational strengths and needs of their child;
- ☐ How such programs will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- ☐ The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners and the expected rate of graduation from high school
- ☐ In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- ☐ The rights of parent(s)
 - ☐ To remove their child from such programs upon their request;
 - ☐ To choose another program or decline to enroll in the program and
 - ☐ To be assisted in selecting from various programs and methods of instruction.x



Parental Waiver of Services

In accordance with federal law, parents will be offered the ability to waive their child's right to access the our language assistance program. Waiving EL services will occur only after eligibility has been determined. The parental waiver will not change the status of the student. If the parent(s) understands the services yet still prefers to waive them, then the waiver of services must be documented in writing, and the student can be removed from services for that school year. Parents may opt back into EL services anytime during that school year. If the student is eligible for EL services the following school year, parents wishing to waive services must begin the waiver process again.



An EL whose parents waive their right to access the language assistance program will be monitored regularly to ensure academic progress, be provided adequate support (including accommodations) to reduce any language barriers, and will participate in the annual ACCESS for ELLs assessment until meeting the exit protocol requirements. After meeting the exit protocol requirements, the student who received a parental waiver is formally exited and will be monitored for four years.

Regardless of their participation in EL programs and services, once students are identified as ELs, they must have their English language proficiency assessed with ACCESS for ELLs annually until they meet the minimum proficiency requirements to exit.

Placement and Services



Once students are identified as English Learners (ELs), they will receive appropriate language assistance services and supports until they demonstrate English proficiency and can fully participate in academic programs without additional EL support. This includes continuing services through the highest levels of English proficiency, until students formally exit the EL program and ensuring that ELs are held to the same high standards as all students.

The EL team will work together to continuously monitor each EL student's progress while receiving services to:

- Assess the student's ongoing progress and achievement in English language proficiency and content areas in order to plan and modify instruction accordingly; and
- Promote the student to different instructional levels within the EL program based on growth in English language skills.

Accommodations



Any student identified as an EL, including those students whose parents have opted-out of the language assistance program, is eligible for accommodations during instruction and on any statewide assessment. Additionally, students who have been exited from a language assistance program and are in the first two years of EL Monitoring status, are eligible for certain accommodations (as needed).

During instruction, some ELs may benefit from the use of accommodations to assist them in accessing the curriculum. ELs who are prescribed testing accommodations are allowed to use the accommodations during instruction so that they gain familiarity and learn how to approach academic material with them before the test administration window.

Supporting Students with Disabilities

Paul PCS will ensure that appropriate special education services are provided to ELs who are also identified as students with disabilities, also known as dually identified students, who are found to be eligible for both EL and special education services. Supporting dually-identified students require the collaboration of multiple professionals in the school setting. **The EL and Special Education teachers are responsible for ensuring that the dually-identified student receives both services.** This includes informing classroom teachers and specialists of the student's needs socially, emotionally, instructional, and with assessments.

An EL may be considered for special education when there is a concern regarding academic progress and/or social-emotional needs. **However, the lack of English language proficiency is NOT a basis for finding a student eligible for special education.** If a student is found eligible for special education, his/her participation in the EL program continues until the student is exited for proficiency.

Ensuring Equity



ELs should have equitable opportunities to learn and receive the support and counseling they may need to successfully meet grade level and high school graduation requirements. ELs will be provided with equitable resources and adequate materials needed to reach the high standards expected of all students and will not be tracked or placed in courses and/or programs with low expectations for success.

Extensive efforts will ensure the cultural and linguistic appropriateness of the AP and dual enrollment programs. When identifying students, evaluation and testing criteria should not screen out ELs because of their English language ability. Assessments in the student's native language will be made available where needed.

Responsibilities of the EL Team

The EL team is responsible for delivering high-quality, individualized services that support the success of English Learners (ELs). EL teachers serve as case managers, monitoring each student's progress in language development, academic performance, assessments, attendance, and social-emotional well-being. They also maintain consistent and proactive communication with families to ensure strong partnerships.



Responsibilities of EL Teachers:

- ☐ Design and deliver instruction that supports language development in all four domains: reading, writing, speaking, and listening
- ☐ Create and administer academic and language assessments to monitor student progress
- ☐ Establish a nurturing and inclusive learning environment that promotes responsibility and academic growth
- ☐ Serve as the primary point of contact for families regarding EL services and student progress
- ☐ Maintain accurate, up-to-date records on EL progress, assessments, and services
- ☐ Ensure that ELs receive all required accommodations on standardized and school-based assessments
- ☐ Collaborate with content teachers to design engaging, scaffolded lessons that support both language acquisition and content mastery
- ☐ Co-plan and co-teach when appropriate, modeling effective strategies for inclusive instruction
- ☐ Analyze student data to track progress and guide individualized instruction

Language development is a shared responsibility between EL teachers and general education teachers. While both are essential to student success, EL teachers provide targeted support to help content teachers meet the needs of ELs. This includes

Support for General Education Teachers:

- ☐ Support for General Education Teachers
- ☐ Collaborating to set developmentally appropriate learning goals and outcomes for ELs
- ☐ Supporting curriculum planning and instructional strategies based on the WIDA English Language Development Standards, with a focus on reading, writing, speaking, and listening
- ☐ Interpreting classroom, local, and state assessment data to guide instructional decisions
- ☐ Sharing insights into the social and emotional needs of ELs and their families, especially those with limited or interrupted formal education

Case Management

The EL Team will maintain current and accurate records on EL students.

Initial Intake Assessment and Home Language Survey	Parental notification (report cards, progress reports, invitations to parent meetings, etc) in the family's home language	Follow-up support is given to EL students, including those identified with special needs.
Assessment data: WIDA Screener, ACCESS, MAP, and PARCC	Evidence of monitoring EL and Opt-Out students who were reclassified and/or identified as needing extra support	School-Based Assignments (writing samples, student work, portfolios)
Current & prior records on the EL student, student's schedules, report cards	Evidence that ELs are being monitored for four years from the date of re-designation	Individual ELD (English Language Development) Plan

Individual ELD Plan



An Individual ELD Plan is created for each student upon initial entry into the EL program. The services provided to the EL student must be documented in the Individual ELD Plan. An Individual ELD Plan should be updated annually and whenever a change is made to the student's academic schedule/instruction and/or EL services/strategies.

Individual ELD Plans should include the following:

<input type="checkbox"/> Student name, grade, and date of entry	<input type="checkbox"/> Primary/ home language of the student and country of birth
<input type="checkbox"/> List of accommodations provided during testing	<input type="checkbox"/> List of strategies, accommodations, & modifications used by classroom teachers
<input type="checkbox"/> Academic history before coming to Paul PCS	<input type="checkbox"/> Additional services such as IEP Plan or 504 Plan

Scheduling and Servicing Considerations

Factors to Consider when Scheduling and Serving ELs



English Language Proficiency Level	<ul style="list-style-type: none"> → Provide ample English language development instruction for level 1 and 2 students, emphasizing providing direct support for newcomer students. → Provide content classroom support for level 3 and 4 students.
Level of Literacy in Native Language	→ Students with strong literacy skills in an L1 tend to acquire skills in the target language more readily. As a result, they may require less reading instruction than a student with little to no L1 literacy.
Age and Grade Level	→ Carefully review graduation requirements for older students entering the school system, as they may have less time to complete graduation requirements than their grade-level peers.
Prior Education and Transiency	→ Students with limited or interrupted prior schooling may require more direct English language development support than peers with uninterrupted schooling.
Individual Factors	→ Other factors that should be considered when determining services and scheduling ELs include but are not limited to IEPs, 504 plans, etc
Academic Performance	→ Students who demonstrate high levels of academic performance in grade-level content courses may require less direct support than those with lower educational performance levels.
Teacher Recommendations	<ul style="list-style-type: none"> → Input from the EL teacher, classroom teachers, guidance counselor, and other key stakeholders should be considered. → The EL team should be convened annually (or more frequently as needed) for each student and can be used to discuss recommendations for services and scheduling of ELs.

EL Instructional Model

Paul PCS provides two primary instructional models to support English Learners (ELs): the Newcomer Program and the Inclusion/Collaborative Teaching Model. Both are designed to meet students where they are in their English language development and help them access academic content while building language proficiency.



Newcomer Program

This model is designed for students with ACCESS scores between 1.0 and 2.0. In these classes, students receive instruction aligned with grade-level content in science, social studies, and math, adapted to ensure understanding and engagement. Academic language in these subjects is used as a tool for language learning.

Instruction focuses on scaffolding academic language, building background knowledge, and developing reading and writing strategies. The curriculum is grounded in content standards and WIDA's English language development standards. Native language support is provided as needed to accelerate both language acquisition and content comprehension. Key goals of the Newcomer Program include developing foundational English language skills, building core academic skills, and supporting acculturation to the U.S. school system

Inclusion/Collaborative Teaching Model

In this model, EL and general education teachers collaboratively plan and deliver instruction for students with ACCESS scores between 3.0 and 6.0. Instruction primarily occurs in the general education classroom, with both teachers actively supporting student learning. When needed, students may receive additional pull-out support for targeted language instruction or academic intervention, based on decisions made jointly by both teachers. This model is often used as students transition out of sheltered settings and provides the scaffolding they need to succeed in mainstream classes.

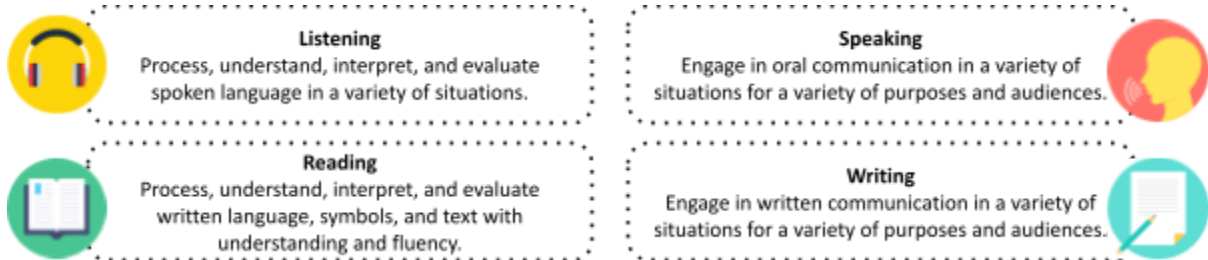
English Language Development Standards

Paul PCS has adopted the English language development (ELD) standards created by the World-Class Instructional Design and Assessment (WIDA) Consortium. We use the WIDA ELD Standards to provide services to ELs. The WIDA Consortium has developed the following English language development (ELD) standards for LEP students in PreK-12:



Language Domains

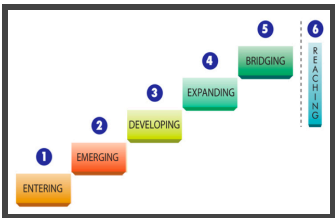
Each of the five ELP Standards encompasses four language domains that define how ELs process and use them:



Understanding Language Proficiency Levels

Levels of English Language Proficiency

The WIDA language proficiency levels show the progression of language learning and development from 1, which begins the process, to 6, which ends the continuum. The language proficiency levels represent what an EL student should know and be able to do at each level within each language domain (listening, speaking, reading, and writing).



Performance Definitions

Performance Definitions help interpret the WIDA English language proficiency levels. They describe the levels of English Language Proficiency for WIDA's ELD Standards and show, at each level, the language that English language learners process, understand, produce, or use.

Level	Description
6 - Reaching	<ul style="list-style-type: none"> → Specialized or technical language reflective of the content areas at grade level. → A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level
5 - Bridging	<ul style="list-style-type: none"> → Specialized or technical language of the content areas. → A variety of sentence lengths of varying linguistic complexity in extended oral or written disclosure, including stories, essays or reports. → Oral and written language nearly comparable to that of English-proficient peers when presented with grade-level materials.
4 - Expanding	<ul style="list-style-type: none"> → Specific and some technical language of the content areas. → A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs. → Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communications when presented with oral or written discourse connected with sensory, graphic or interactive support.
3 - Developing	<ul style="list-style-type: none"> → General and some specific language of the content areas. → Expanded sentences in oral interaction or written paragraphs. → Oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written narrative or expository descriptions with sensory, graphic, or interactive support.
2 - Beginning	<ul style="list-style-type: none"> → General language related to the content areas. → Phrases or short sentences. → Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one-to-multiple-step commands, directions, questions or a series of statements with sensory, graphic or interactive support.
1 - Entering	<ul style="list-style-type: none"> → Pictorial, graphic representation of the language of the content areas. → Words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice of yes/no, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support.

Assessments

ACCESS for ELLs 2.0



Under the Elementary Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), Section 3113(b)(2), all LEAs serving students in grades K-12 must assess the English language proficiency of ELs annually. As a member state of the WIDA consortium, Paul PCS administers the ACCESS for ELLs 2.0 assessment annually.

ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to kindergarten through 12th-grade students identified as ELs. This assessment provides individual student-level data on language growth and proficiency and ensures ongoing identification and EL status. After the administration of the annual ACCESS for ELLs, Paul PCS will review the ACCESS Score Report results to determine student placement in EL services, to exit students who have met the protocol requirements and evaluate the effectiveness of the EL program and services. Individual Student Score Reports will be sent home to parents/guardians and can be used for goal-setting and progress checks with families and students. Paul PCS will provide translations of the Individual Student Score Report when necessary.

Statewide Content Assessment Participation Requirements for English Learners

In addition to an annual measure for English language proficiency, all students, including EL students, must participate in required statewide assessments for English language arts/literacy (ELA), mathematics, and science.

Accommodations for English Learners on Statewide Content Assessments

→ Any student identified as EL, including those students whose parents have refused English language instructional program services, is eligible

for accommodations on any statewide assessment;

- Any student in “EL Monitoring” status, or a student who scored an overall composite score of 4.5 or above on ACCESS for ELs, is exited from an English language instructional educational program and is monitored for academic success for two consecutive years; or
- EL students with disabilities are entitled to accommodations on statewide tests, including ACCESS for ELLs. The student’s IEP team (or adults familiar with the student, in the case of a 504 plan) must determine how the student will participate in ACCESS for ELLs testing and document this information in the student’s IEP or 504 plan. The student’s IEP or 504 plan must specify precisely which test accommodation(s) he or she will receive, or if the student will participate in the Alternate ACCESS for ELLs.

Assessment Policy for English Learner Students Recently Arrived to the United States

The US Department of Education defines a “recently arrived” English learner (EL) as a student enrolled in schools in the United States for less than 12 months. Recently arrived ELs are required to participate in the ACCESS for ELLs 2.0 assessment the DC CAPE mathematics assessment and the DC Science Assessment (if enrolled in a grade/course with a required test). These students are exempt for one year from taking the DC CAPE ELA assessment.

Exiting, Reclassification, and Monitoring



“Exit” is a term used when a student has been formally “exited” from the EL program and no longer needs language development services. The decision to reclassify and exit students from EL services is based on a student’s level of proficiency in the ACCESS for ELLs 2.0.

An overall composite score of at least 4.5 on the ACCESS for ELLs 2.0 indicates English language proficiency. A student remains identified as an EL until achieving a 4.5 or higher on ACCESS for ELLs 2.0. Families will be notified in writing of the exit decision, the student’s English language proficiency, supporting evidence, and the right to contest the reclassification.

Once students are exited from the language assistance program, they are reclassified from EL to EL monitored. **Students exiting from EL status must be monitored for four years to ensure that:**

- ☐ The student has not been prematurely exited;
- ☐ Any academic deficits incurred have been remedied, and
- ☐ Students meaningfully participate in the standard instruction program, which is comparable to their non-EL peers.

If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the EL Team will reconvene to explore factors hindering the student’s success. If necessary, the student will be provided with appropriate interventions.



Based on the results of these interventions, the EL team will follow up in three months to evaluate the success of the interventions. If the team believes the student would benefit from re-entering the EL program, the EL team will re-assess the student’s English language proficiency. If the student is re-entered into the EL program, the EL team will document the appropriate reasons and obtain the parent’s consent to reclassify the student as an English Learner.

Questions or Concerns

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We look forward to working with you to support our students. Please be in touch should you have questions.

Best,

A handwritten signature in black ink, appearing to read "Rosee Ragin", with a long horizontal flourish extending to the right.

Rosee Ragin
Executive Director of Student Support Services
rragin@paulcharter.org
202-541-6601