

Commitment to Scholar Success

Jumoke Academy Charter School is committed to providing a continuum of special education services that support each scholar's individual needs. Through collaboration with our Jumoke families, nexus districts, and related service providers, we strive to ensure that every scholar receives appropriate educational opportunities, services, and supports in accordance with their IEP.

IDEA

Individuals with Disabilities Education Act (IDEA), a U.S. federal law that ensures eligible children with disabilities receive a **Free Appropriate Public Education (FAPE)** and related services from the age of 3-22. The act also provides rights for scholars and their parents/guardians. IDEA has been amended several times to support all stakeholders in the educational process.

- Provides special education and related services for eligible scholars with disabilities. Covers early intervention services for infants and toddlers and special education services for children and youth.

Referral Process

A scholar may be referred for special education consideration by:

- A school-based team
- A parent or guardian
- An outside provider or agency

All referrals must be submitted in writing and should include the reason for the request and any relevant concerns regarding the scholar's educational performance, development, or access to the curriculum. All referrals must be dated and acknowledged by the Student Support Team.

Timelines

Connecticut State Department of Education special education law establishes specific timelines for evaluating a scholar following an initial referral. Upon referral, the school district must complete the evaluation and, if the scholar is found eligible, an Individualized Education Program (IEP) is developed and implemented within **45 school days**. This timeline excludes weekends, holidays, school vacations, and any time required to obtain written parental consent for the evaluation.

If fewer than 45 school days remain before the end of the school year, the timeline is paused at the close of school and resumes on the first day of the next school year.

Collaboration with Nexus Districts

As a charter school, we serve as the host school for our scholars while coordinating closely with each scholar's nexus district throughout all stages of the special education process, including evaluations, eligibility determinations, IEP development, and service implementation.

Once a referral is received, we collaborate with the Nexus district to schedule a PPT meeting. Prior to the meeting, school staff collect and provide relevant information, including:

- Reading Worksheet
- Mathematics Worksheet
- Writing Worksheet
- Behavioral
- Medical
- Intervention history, when applicable

The PPT team reviews all available information to determine appropriate next steps.

PPT Meetings

Most PPT meetings are conducted in person at the scholar's school campus. Virtual meetings may be held when necessary; however, our preference is to have all team members present whenever possible to facilitate collaboration and discussion with all team members. Prior to the PPT and at the beginning of each meeting parents/guardians are provided with their Procedural Safeguards.

During PPT meetings, the team may:

- Review concerns and referral information
- Discuss the scholar's strengths and areas of need
- Determine appropriate accommodations and modifications
- Identify the location and frequency of services
- Plan evaluations and assessments
- Review eligibility criteria and disability categories
- Develop recommendations for educational programming and supports

PPT Team Members

The composition of a Jumoke PPT (Planning and Placement Team) Member may vary depending on the needs of the scholar and the purpose of the meeting. However, the team always includes the nexus district, an administrator or administrative designee, a classroom teacher, and the parent or guardian.

Additional team members may include the school nurse, school social worker, related service providers, the Dean of Culture and Climate, Dean of Academics and other school personnel who have knowledge of the scholar's educational needs. Parents or guardians may also invite individuals to participate in the meeting, such as outside service providers, advocates, or others who can provide relevant information and support.

The PPT team works collaboratively to review the scholar's needs, discuss appropriate supports and services, and make decisions that promote the scholar's academic, social, and emotional success within a scholar's least restrictive environment.

Annual Review and Re-Evaluation

Each scholar's IEP is reviewed annually through the PPT process to ensure services and goals continue to meet their needs. During the annual PPT meeting, the team reviews the scholar's progress toward their current goals and objectives. The team also discusses and develops new goals and objectives to support the scholar's continued growth and success.

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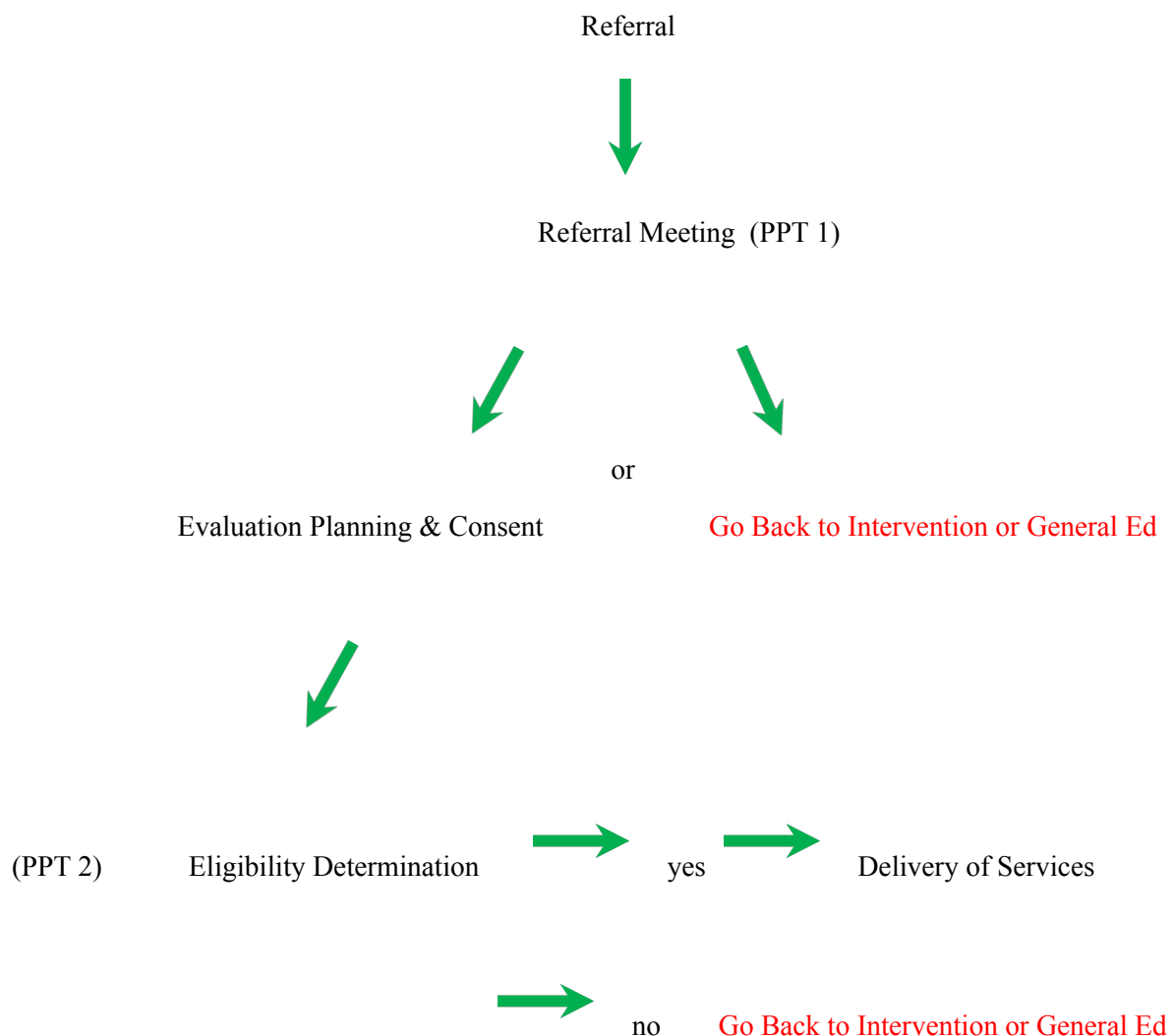
Additionally, the team reviews accommodations and modifications that will be in the scholar's best interest throughout the duration of the IEP. Transportation needs may also be discussed, as well as assessment information and any other relevant educational considerations such as Extended School Year (ESY).

During a re-evaluation year, the Nexus district coordinates additional assessments that have been determined by the PPT. The Jumoke Student Support Team actively participates in the assessment process based on the needs of the scholar. Upon completion assessment results are reviewed by the PPT team and used to determine ongoing eligibility and educational needs.

Documentation of Child Find Process

The Child Find process is required by the Individuals with Disabilities Education Act (IDEA). Its purpose is to ensure that all children, from birth through age 21, who may have a disability are identified and evaluated so they can receive appropriate support and services.

Jumoke follows these steps:



Multilingual Learner (EL/ML) Services

EL/ML identification, communication, service, and monitoring policies

Here at Jumoke Academy scholars are identified as an EL/ML based on the initial Home Language Survey which is received during the enrollment process. Based on the information received from the Home Language Survey, each scholar is identified for any necessary accommodations and modifications. At each school site, a folder is established containing the scholar's Home Language Survey and, if applicable, their most recent Links assessment results.

For returning scholars, the previous year's assessment results are also included in the file. The assessment results are sent home for parent/guardian review. If needed, a meeting may be scheduled with the parent or guardian to discuss the scholar's language support services and any accommodations that will be provided. The parent/guardian has a right at any time to refuse services.

Additionally, each scholar that has been identified with the EL/ML status is also reported in the Public School Information System (PSIS) and our PSIS Coordinator.

Ensure that the Multilingual Learner Bill of Rights is available on the school's website

English

https://portal.ct.gov/-/media/sde/english-learners/parent-bill-of-rights/parent_bill_of_rights_elml.pdf?rev=fe911827a4b541e1abb76d8586e3d384&hash=292ECC610744F15D577B75EA6C847739

Haitian Creole

https://portal.ct.gov/-/media/sde/english-learners/parent-bill-of-rights/parent_bill_of_rights_elml-haitiancreole.pdf?rev=d71ce92e06d54ff196fcedc3370d46e6&hash=E790AAB1E4107B6304C717EBD217579E

Spanish

https://portal.ct.gov/-/media/sde/english-learners/parent-bill-of-rights/parent_bill_of_rights_elml-spanish.pdf?rev=d64ed084b8874a04b82372c0299e50fb&hash=79760E9F5087D7D34B7F4DA2B71477C2

Multilingual learners Exiting Process

In order for a Jumoke scholar to exit English learner/multilingual learner (EL/ML) status and no longer receive supports, the scholar must reach the state mandated exit requirements measured by the LAS Links Assessment.

Las Links Exit Criteria:

Grade	Overall	Reading	Writing
Kindergarten-Grade 8	Score 4 or 5	Score 4 or higher	Score 4 or higher

A Jumoke scholar may be considered for exit from EL/ML services upon meeting the established exit criteria. Exit determinations will be based on the scholar's most recent Las Links Assessment results from the current school year. If the scholar achieves the required proficiency level and meets all criteria outlined above.. Documentation, including the student's assessment report, will be placed in the scholar's cumulative file to support the exit determination, parent/guardian will be notified as well as the PSIS Coordinator.