

# Legal Aid of North Carolina, Inc.

## ADVOCATES FOR CHILDREN'S SERVICES

2101 Angier Avenue, Suite 300 • Durham, NC 27703  
919-226-0052 • [www.legalaidnc.org/acs](http://www.legalaidnc.org/acs)

Dear Youth Justice Advocate:

We are sharing the enclosed resources in hopes of strengthening your ongoing efforts to make sure that your student's educational needs are met. These materials include general tips and tools that parents, guardians, and advocates can utilize in navigating the school system and making sure that their voices are heard. Please utilize these resources in your advocacy for your student and/or share directly with other families who may need them to advocate for their children.

Specifically, you will find the following information enclosed:

- ✓ An overview of general strategies that you can use to best make sure your voice is heard and your student's needs are identified at school (*"How to Be Your Student's #1 Advocate at School"*)
- ✓ A listing of common acronyms and terms that school staff may use when discussing your child's education and a description of what they mean
- ✓ A template form that you can use to request copies of your student's educational records

We hope that these resources will be helpful to you in your advocacy efforts. Please note that every student's situation is very different, and so the **tips and recommendations included in the enclosed materials should not be interpreted as legal advice in your specific situation.**

Visit our website ([www.legalaidnc.org/acs](http://www.legalaidnc.org/acs)) for additional resources related to students' rights in school. If you have general questions about students' rights or would like to request training for a group of students/parents/advocates, contact Advocates for Children's Services at 919-226-0052 or [acsinfo@legalaidnc.org](mailto:acsinfo@legalaidnc.org). If you need direct legal assistance, contact our helpline at 1-866-219-5262.

Sincerely,

The Advocates for Children's Services Team  
Legal Aid of North Carolina

# How to Be Your Student's #1 Advocate at School

## *Tips for Parents and Guardians*

### ***What is the School-to-Prison Pipeline?***

*The system of laws, policies, and practices that pushes students out of schools and into the juvenile and criminal systems. This system can begin with academic failure and school suspensions.*

*While legal advocacy is an important part of dismantling the school-to-prison pipeline, **there are also many simple things that you can do as a parent or guardian to be a well-informed advocate for your child at school.** Putting just a few of these tips into action can help make a big difference in your child's success at school.*

## **1. Building a Strong Relationship with Your Student's School**

- ✓ You are your student's #1 advocate! In whatever way you are able, always be involved (i.e. in person, via phone, via email, via written notes, etc.) when decisions are being made about your child.
- ✓ Talk with the school staff regularly about your child's strengths as well as your concerns.
- ✓ Put your communications to the school (i.e. requests or notice of concerns) in writing and keep copies.
- ✓ Take detailed notes during meetings and phone calls. Bring someone with you to meetings who can help support you and help take notes (family member, friend, mental health provider, mentor, etc.).
- ✓ Ask questions if you don't understand things (i.e. acronyms or services that the school is proposing).
- ✓ If necessary, ask for an interpreter and/or translation of documents.
- ✓ Politely do not take "no" for an answer. Keep searching for a solution and asking to speak to more people who could help. If needed, reach out to your assigned board member if you're not getting help.
- ✓ Make sure the school is aware of any significant changes in your student's life (e.g., death of a family member, homelessness, diagnosis of a disability, etc.) and the extra support your student may need.
- ✓ Make sure all of your student's teachers have your most up-to-date contact information, including your phone number, email address, and mailing address.
- ✓ Attend school events, such as open houses, parent-teacher conferences, and school celebrations.
- ✓ Volunteer in the classroom or at the school. Join the parent-teacher association (PTA).

## **2. Understanding School Documents**

- ✓ Carefully read all documents sent to you by the school.
- ✓ Call the school if you do not understand the information in the documents.
- ✓ If necessary, ask for translation of the documents into another language.
- ✓ Keep all of the documents (including emails) in a well-organized binder or in folders.
- ✓ Check your student's online records (if the school puts them online) regularly.
- ✓ Request copies of your student's full records so that you can review and understand what is in them.

## **3. Exercising Your Rights**

- ✓ Know your rights and your responsibilities.
- ✓ Read the student-parent handbook, which can typically be found on the school district's website and/or at your student's school.
- ✓ Review "Know Your Rights" materials on Advocates for Children's Services' website ([www.legalaidnc.org/acs](http://www.legalaidnc.org/acs)).
- ✓ **Ask for help when you need it. Contact Legal Aid of NC at 1.866.219.5262 or [acsinfo@legalaidnc.org](mailto:acsinfo@legalaidnc.org).**

Advocates for Children's Services of Legal Aid of North Carolina

For additional resources: [www.legalaidnc.org/acs](http://www.legalaidnc.org/acs) To apply for legal services: 1-866-219-5262



*\*The information included here is not legal advice and does not cover all rights and remedies, or apply in every situation\**

**Advocates for Children’s Services of Legal Aid of North Carolina  
Common Education Acronyms, Abbreviations & Terms**

Accommodation	Alterations designed to allow a child with a disability to access the general curriculum. Can be included as a part of an IEP or 504 plan. Some examples include preferential seating, additional test time, larger print, etc.
ADA	<u>Americans with Disabilities Act</u> - Federal law that prohibits discrimination based on a person’s disability.
ADHD/ADD	<u>Attention Deficit Hyperactivity Disorder</u> - Medically diagnosed condition, consisting of hyperactivity and impulsivity, and/or inattention, at developmentally inappropriate levels. A child with ADHD may be eligible for special education under the Other Health Impairment category.
ALP	<u>Alternative Learning Program</u> - Services, provided outside of a regular class environment, for students who are at-risk of truancy, academic failure, behavior problems, and/or dropping out of school (e.g. alternative school). Long-term suspended students may also be served in an ALP during their suspension.
APE	<u>Adapted Physical Education</u> - Specialized physical education program for children with disabilities who may not safely or successfully participate in the regular physical education program.
AT	<u>Assistive Technology</u> - Any piece of equipment, product, or system that is used to increase, maintain, or improve the functional capabilities of a child with a disability (e.g. a communication device, FM unit, computer access.) An AT Service is any service that directly helps a child with a disability select, acquire or use an assistive technology device. AT should be listed in child’s IEP.
AU	<u>Autism</u> - Disability category under the IDEA covering students whose education-impairing behaviors fall within the autism spectrum. Students within this category have impairments that significantly affect verbal and nonverbal communication, social interaction, and educational performance.
BIP	<u>Behavioral Intervention Plan</u> - Plan created by the IEP team to support the student in changing her behaviors. BIPs should be created based on information gathered via a FBA. BIPs include: what the team wants the student to do instead of the old behavior (the “replacement behavior”); what school staff will do differently/how the school staff will help the student practice the new behaviors; rewards/reinforcements for good behavior; and consequences for negative behaviors. Once a BIP is in place, it becomes an enforceable part of the IEP.
BOE	<u>Board of Education</u> - A group of elected or appointed officials to oversee a local or statewide school system. This body is typically the final decision-maker in suspension or grievance hearings.
BST	<u>Behavior Support Teacher</u> - The Behavior Support teacher provides direct instruction and additional supports to special education students whose behavioral, emotional or social needs are impacting their education. The BST provides support based on the student’s individual needs as reflected in the student’s IEP or BIP.
CA	<u>Curriculum Assistance</u> - Class designed to provide study skills and content support for students with disabilities who are enrolled in regular education classes.
CAP	<u>Community Alternatives Program</u> - Program that provides home and community based services to medically fragile children who, because of their medical needs, are at risk for institutionalization in a nursing home.
Court Counselor	An individual employed by the NC Administrative Office of Courts to work with juveniles in the justice system. Court counselors have two roles: (1) decide whether to accept or divert complaints and (2) supervise juveniles who become more involved in the court system. They are similar to probation officers.
CPS	<u>Child Protective Services</u> - Program within DSS that helps: (1) prevent further harm to children from intentional physical or mental injury, sexual abuse, exploitation or neglect by a person responsible for a child’s health or welfare; and (2) protect children who have no parent, guardian or custodian to provide care and supervision and lacks an appropriate alternative child care arrangement.
CFT	<u>Child and Family Team</u> – Child and Family Teams are teams that are built around children involved in DSS or DJJ systems, and are comprised of the child, his family members and any community supports

	who come together to create, implement and update the child’s service plan. The associated plan is intended to build on the strengths of the child, youth, and family and address their needs and goals.
CTE	<u>Career and Technical Education</u> - CTE provides high school students the opportunity to take courses in eight program areas so that they can explore interests and careers while building and strengthening their career-specific knowledge and skills. The eight education program areas are: Agricultural; Business, Finance and Information Technology; Career Development; Family and Consumer Sciences; Health Science; Marketing and Entrepreneurship; Technology Engineering and Design; and Trade and Industrial.
DD	<u>Developmental Disability</u> - A disability category under the IDEA covering children between the ages of 3 through 7 whose development and/or behavior is delayed or atypical, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development or adaptive development, and who, by reason of the delay, needs special education and related services.
DHHS	<u>Department of Health and Human Services</u> - Agency in state government responsible for ensuring the health, safety, and well-being of North Carolinians, providing human service needs for special populations, including individuals who are deaf, blind, developmentally disabled and mentally ill, and helping poor North Carolinians achieve economic independence.
Diversion	A program through which a court counselor provides an opportunity for a juvenile to not be formally processed in the juvenile system and instead requires the juvenile to comply with terms outlined in a diversion plan. Common services included in diversion plans are substance abuse interventions, mentoring, or counseling programs.
DPI	<u>Department of Public Instruction (NC DPI)</u> - State agency that administers the policies adopted by the State Board of Education and offers instructional, financial, technological and personnel support to all public school systems in the state. DPI includes the Exceptional Children division, which is charged with overseeing the special education programming in North Carolina. In that role, DPI maintains and oversees policies that ensure NC schools are in compliance with the IDEA, investigates formal complaints filed by parents (State Complaints) regarding special education violations, and provides services for parents and IEP Teams including facilitated IEP meetings, mediations, and consultations. See <a href="http://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf">http://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf</a>
DSS	<u>Department of Social Services</u> - Division within DHHS that administers programs for families and children including Child Welfare, Family support, Work First, Child Support and Food and Nutrition Services. Each county has a DSS office handling child abuse and neglect cases, among other issues.
EC	<u>Exceptional Children</u> - Children who, because of mental, physical or emotional disabilities, require special education services and supports.
ECAC	<u>Exceptional Children Assistance Center</u> - Nonprofit organization that provides education and support to children with disabilities and their families. See <a href="http://www.ecac-parentcenter.org/">http://www.ecac-parentcenter.org/</a>
ELA	<u>English Language Arts</u> - Part of the Common Core curriculum in the NC Standard Course of Study, ELA refers to reading, literature, writing and speaking and listening.
EOC	<u>End-of-Course (Exam)</u> - End-of-Course tests designed to assess the competencies defined by the Standard Course of Study for Algebra I/Integrated I, English II and Biology. Tests are taken during the last two weeks of school for students on a traditional calendar and the last week of the course for students on a block schedule.
EOG	<u>End-of-Grade (Exam)</u> - End-of-Grade tests in reading and mathematics (grades 3-8) and science (grades 5 and 8) that are taken by students during the last three weeks of the school year.
ESL	<u>English as a Second Language</u> - A program model that delivers specialized instruction to students who are learning English as a new language.
ESY	<u>Extended School Year</u> - Free school services provided beyond the normal school year to students as part of their IEP. ESY services are available for students that will have substantial regression issues or who show emerging skills that would otherwise regress.

FAPE	<u>Free Appropriate Public Education</u> – FAPE is the legal standard LEAs are held to when providing special education and related services needed to enable a child with a disability to make reasonable progress on the goals set out in his IEP and in the general curriculum. The determination of what constitutes a FAPE for a student must be based on an individualized assessment of the student’s strengths and needs. The services required to provide a student with FAPE must be provided regardless of whether the school has them readily available and must be provided even if a student is suspended.
FBA	<u>Functional Behavioral Assessment</u> - The process of collecting data to try to understand and analyze the triggers behind a student’s misbehavior so that it can be adequately addressed in a BIP. It must include the following steps: the identification and definition of the specific problem behavior; the collection of information regarding the occurrence of the behavior and possible triggers through observation and interviews; the identification of antecedent events to the behavior; and a hypothesis, based on this information, regarding the function or purpose of the behavior.
FERPA	<u>Family Educational Rights and Privacy Act</u> - Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
FRL	<u>Free and Reduced-Price Lunch</u> - Children qualify, based upon parent or guardian financial status, to receive either free or reduced priced lunch based on federal poverty guidelines.
HI	<u>Hearing Impairment</u> - Disability category under the IDEA covering students with 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 under special education law.
IAES	<u>Interim Alternative Educational Setting</u> - Special education setting other than the student’s current placement - typically used for disciplinary purposes – that enables the student to continue to receive special education services.
ICR	<u>In-Class Resource</u> - A regular education classroom setting in which a special education teacher collaborates with the regular education teacher to provide services to students with disabilities.
ID	<u>Intellectual Disability</u> - A disability category under the IDEA covering children who have significantly sub-average general intellectual functioning that adversely affects educational performance, as well as deficits in adaptive behavior.
IDEA	<u>Individuals with Disabilities Education Act</u> - A federal law, reauthorized in 2004, designed to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.
IEE	<u>Independent Educational Evaluation</u> - An evaluation conducted by a qualified examiner who is not employed by the LEA responsible for the education of the child in question. An IEE can be requested by a parent/guardian anytime she disagrees with an evaluation conducted by the LEA.
IEP	<u>Individualized Education Program (IEP)</u> - The IEP is a written plan for a student with a disability that is developed, at least annually, by a team of professionals knowledgeable about the student and the parent. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child, and when, where, and how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the student will be served and what goals he or she should be meeting.
IHCP	<u>Individualized Health Care Plan</u> - A plan that outlines how to care for an individual child with special health needs (e.g. diabetes, severe allergies, feeding tube, etc.) at school.
ISS	<u>In-School Suspension</u> - a discipline measure that allows a student to attend school, but requires that the student spend the school day in a separate setting. Students who are placed in ISS without being provided access to the services in their IEPs are considered as being “suspended” for purposes of triggering procedural safeguards.
Juvenile	For purposes of prosecution in North Carolina, a juvenile is a person under age 16. Youth age 16 and older charged with a crime in North Carolina are automatically sent into the adult criminal system. A person who turns 16 while her case is pending in juvenile court stays in juvenile court until and

	through disposition.
LEA	<u>Local Education Agency</u> - A local school system or a local school district, indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.
LEP	<u>Limited English Proficiency</u> - A category including students whose first language is one other than English and who need language assistance in order to participate fully in the regular curriculum and the statewide assessment system.
LME	<u>Local Management Entity</u> - The organization or business responsible for managing, coordinating, facilitating and monitoring the public system of mental health, developmental disabilities and substance abuse services in the geographic area that they serve. LMEs review and approve or reject Medicaid-funded services.
LRE	<u>Least Restrictive Environment</u> - The school setting that maximizes opportunities for children with disabilities to be educated with their nondisabled peers. A “restrictive” environment is one that separates a student from her nondisabled peers (sometimes referred to as “regular education” peers). The setting (or “placement”) is determined by the IEP Team and documented on the student’s IEP. Educating a child in the LRE is prioritized under the IDEA and so, prior to moving a child to a more restrictive setting, the Team must explore whether problems in the less restrictive setting can be addressed by additional aids and services.
LTS	<u>Long-Term Suspension</u> - Disciplinary exclusion from school lasting more than 10 school days. Can extend until the end of the school year or, if the infraction occurs in the 4 <sup>th</sup> quarter, until the end of 1 <sup>st</sup> semester of the following year. An EC student is automatically entitled to an MDR if recommended for LTS.
MDR	<u>Manifestation Determination Review</u> - An IEP team meeting that must be held when a child with a disability is facing a disciplinary change in placement (i.e. an LTS or a pattern of STS totaling more than 10 days in a given school year). The IEP Team must determine whether the child’s disability or the school’s failure to implement the IEP were directly and substantially related the alleged misbehavior. If either are found, the school generally cannot remove the student from their current placement.
MTSS	<u>Multi-Tiered System of Support</u> – NC’s new model for systemic student support. It is being implemented county by county and should be in place statewide by 2020. It consists of three tiers of increasing support: Differentiated Core (general education), Supplemental Support (after school tutoring, etc), and Intensive Support (individualized plans, often special education). By 2020 the need for the Intensive Support tier may qualify a student in the SLD category. Detailed information is available at: <a href="http://tinyurl.com/gpq4wws">http://tinyurl.com/gpq4wws</a>
MU	<u>Multiple Disabilities</u> - A disability category under the IDEA covering children who have two or more disabilities occurring together (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
NCDPI	<u>North Carolina Department of Public Instruction</u> . See <i>DPI</i>
NCEXTEND1	The North Carolina EXTEND1 is an alternate assessment designed to measure the performance of students with significant cognitive disabilities using alternate achievement standards. It is not appropriate for students pursuing a high school diploma (including OCS). Its use should be determined by an IEP team.
NCEXTEND2	The North Carolina EXTEND2 is an alternate assessment that is no longer used in NC.
OAH	<u>Office of Administrative Hearings</u> - The Court that hears special education claims raised via due process petitions. More information about due process petitions can be found here: <a href="http://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf">http://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf</a>
OCR	<u>Office for Civil Rights</u> - A unit within the U.S. Department of Education that enforces federal nondiscrimination laws in schools that receive federal funding. Parents who believe their child has been discriminated against may file a complaint with the OCR challenging discriminatory acts that

	have occurred within the past 180 days.
OCS	<u>Occupational Course of Study</u> - A transition-focused curriculum framework that includes extensive career preparation. Upon completion students will receive a diploma which qualifies them to attend a local community college, but will not qualify them for a four year institution.
ODD	<u>Oppositional Defiant Disorder</u> - A mental health diagnosis given to children who display a pattern of disobedient, hostile and defiant behavior toward authority figures. To fit this diagnosis, the pattern must last for at least six months and be more severe than normal childhood misbehavior.
OHI	<u>Other Health Impairment</u> - Disability category under the IDEA covering children with limited strength, vitality or alertness due to chronic or acute health problems that adversely affect a student's educational performance. OHI is often the category under which students with ADHD qualify for special education services.
OI	<u>Orthopedic Impairment</u> - Disability category under the IDEA covering children with impairments caused by a congenital anomaly, impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures, etc)
OSEP	<u>Office of Special Education Programs</u> - Program component of the Office of Special Education and Rehabilitative Services within the U.S. Department of Education that assists states and local districts in serving students with disabilities, OSEP develops and disseminates policy guidance, administers grant funding and evaluates.
OSS	<u>Out-of-School Suspension</u> - Exclusion of a student from school for disciplinary purposes. STS and LTS are types of OSS. Depending on length of suspension, an EC student may be entitled to an MDR.
OT	<u>Occupational Therapy or Occupational Therapist</u> : Services provided to assist a disabled individual develop skills for daily living activities. For example, using a pencil, toileting, and dressing. School-based OT is a related service, and is provided only as determined by an IEP team.
PBIS	<u>Positive Behavioral Interventions and Supports</u> - Positive Behavior Intervention and Support programs are a way to impact school learning environments by establishing and reinforcing clear behavioral expectations in order to support high student performance and to reduce behavioral problems. PBIS site schools work to integrate their Safe Schools Plans, character education efforts and strategies, and discipline efforts in order to make the schools caring and safe communities for learning.
Parent	In the special education context, "parent" includes a parent, guardian (but not the State), person acting in place of a parent, surrogate parent, and foster parent under certain circumstances.
PCP	<u>Person-Centered Plan</u> - Plan developed by a child and her family, friends and other supports to establish goals for the year, determine skills and knowledge necessary to work toward the desired outcomes and identify practical steps to achievement of the goals. PCPs are typically created for students receiving Medicaid-funded mental health services.
PEP	<u>Personal Education Plan</u> - An individualized plan designed to improve a student's performance to grade-level proficiency. PEPs are no longer required by law.
PT	<u>Physical Therapy</u> - Continuum of services provided by a licensed physical therapist or licensed and supervised PT assistant. School-based PT services are provided to develop and maintain performance levels, within an individual student's physical capabilities, for independent and safe access to educationally related activities. School-based PT is a related service, and is provided only as required to assist a child to benefit from special education.
PTSD	<u>Post-Traumatic Stress Disorder</u> - Mental health condition that is triggered by a terrifying event- either experiencing it or witnessing it. Symptoms may include flashbacks, nightmares and severe anxiety, as well as uncontrollable thoughts about the event. Students with PTSD may be eligible for an IEP under the category of SED.
Related Services	Related services include additional services beyond an academic curriculum that are required to allow a child to access special education. Common related services include occupational therapy, physical therapy, speech language therapy, counseling and transportation.
Rtl	<u>Response to Intervention</u> - A model for systemic student support that has been implanted by some

	counties in NC. Requires the use of evidence based and strategies and progress tracking. Districts which use this qualify students with SLD after two interventions do not address a problem. This is being replaced by MTSS across the state and should no longer be in use by 2020.
SED	<u>Serious Emotional Disability</u> - A disability category under the IDEA covering children whose emotional or behavioral disabilities adversely affect their educational performance and necessitate special education supports.
SIP	<u>School Improvement Plan</u> . A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years.
SLD	<u>Specific Learning Disability</u> - Disability category under the IDEA, which includes disorders that affect a student's ability to understand or use spoken or written language; may manifest in difficulties with listening, thinking, speaking, reading, writing , reading fluency, spelling and doing mathematical calculations; and includes minimal brain dysfunction, dyslexia and development aphasia.
SLP	<u>Speech-Language Pathologist</u> - A professional who oversees: the identification of children with speech or language impairments; diagnosis and appraisal of specific speech or language impairments; referral for medical or other professional attention necessary for the habilitation of speech or language services for the habilitation of communication impairments, including form, content and function of language; and counseling and guidance of parents, children and teachers regarding speech and language impairments. Can be included as a related service provider in an IEP.
SLT	<u>Speech-Language Therapy</u> - A service aimed at providing treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing. Can be included as a related service in an IEP.
SPED	<u>Special Education</u> - Services that are specially designed and provided at no cost to the parent that adapts the curriculum, materials or instruction for students identified as having education or physical disabilities and tailored to each student's needs and learning style and provided in a general education or special education classroom, home, hospital, separate school or other setting.
SSDI	<u>Social Security Disability Insurance</u> - A monthly benefits program for workers who are no longer able to work due to a significant illness or impairment that is expected to last at least a year or to result in death within a year
SSI	<u>Social Security Income</u> - Federal income supplement program for disabled adults and children who have limited income and resources. It is designed to help aged, blind and disabled people who have little or no income. It provides cash to meet basic needs for food, clothing and shelter.
SST	<u>Student Support Team</u> - Collaborative, school-based, problem-solving team that is organized to address academic, medical, behavioral/emotional and/or other problems which may interfere with a student's ability to obtain an appropriate education. SSTs develop and implement action plans using classroom-, school-, family- and/or community- based strategies.
STEM	<u>Science, Technology, Engineering and Mathematics</u> - STEM curriculum emphasizes connections within and between the fields of mathematics and science; integrates technology; introduces and engages students in the engineering design process; cultivates creativity; and develops skills that drive innovation.
STS	<u>Short-Term Suspension</u> - Disciplinary exclusion from school lasting 10 school days or fewer. Depending on the cumulative total of any prior disciplinary removals, an EC student may be entitled to an MDR.
TA	<u>Teacher's Assistant</u> - individual who assists a teacher with instructional and classroom management responsibilities.
TBI	<u>Traumatic Brain Injury</u> - Disability category under the IDEA covering children who have suffered a complex injury to the brain with a broad spectrum of symptoms and disabilities.
VI	<u>Visual Impairment</u> - Disability category under the IDEA covering students suffering from an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.



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

Re: *Request for Student Records*

*Student Name:* \_\_\_\_\_

*School:* \_\_\_\_\_

Dear Principal \_\_\_\_\_,

I am the parent/legal guardian of \_\_\_\_\_, a student at your school.  
(Student Name)

I would like to review my child's entire cumulative file. In particular, I would like copies of any of the following that the school or school district has in its possession that relate to my child:

- level of achievement on all standardized tests, including all end-of-grade and end-of-course exams and State writing assessments, and any nationally-normed test the student has taken;
- attendance data;
- teacher or counselor ratings and observations;
- progress reports;
- records or reports of behavioral incidents, including referral forms, notices of in-school or out-of-school suspensions, or records from disciplinary proceedings;
- results of benchmark tests the student has taken in current or completed courses/grade levels;
- the results and raw data from any writing test the student has taken;
- any current or former Personal Education Plan;
- any former MTSS or IST plan;
- any notes, observations, or evaluations done for the aforementioned MTSS or IST plan;
- any lesson plans or notes from "Targeted Instruction" (i.e. Enrichment, Intervention, Remediation, or Maintenance);
- notes, charts, or graphs connected with the implementation of any behavioral plan (i.e. BIP, Positive Behavior Game, etc.);
- notes, charts, or graphs connected with teacher interaction strategies (i.e. 2 x 10 strategy, 4:1 feedback strategy);
- records of the student's involvement in any school-sponsored tutoring, drop-out prevention, or other enrichment program;
- record of whether the student is in a target support group receiving intervention (TSI), or if the student has been in a target group recently exited from the intervention program;
- school curriculum guide for the student's current classes;
- any writing portfolio the student has completed or a teacher has maintained; and
- the coursework, graded assignments, and grade histories for core academic classes the student has taken (Language and Math for grades 1 through 8; and English I, U.S. History, Algebra I, Civics/Economics, and Biology).

I also would like a copy of the student's confidential psychological file, including, but not limited to:

- information regarding any special education services and testing, including any IEPs or student assistance plans, that have been in place for the student;
- any current or previous “IEP at a Glance” sent to regular education teachers for the individual student
- notes from monthly “PLCs,” or other meetings where EC teachers, Curriculum facilitators, and administrators have discussed the individual student’s case or student data from assessments;
- progress monitoring reports including student baseline, monitoring data, goal line and any associated notes, charts, or graphs;
- any progress monitoring system worksheets being used (i.e. CBM, Fountas & Pinnell, Core Phonics survey, DIBELS Paper, DAZE/MAZE, PAST, Core Phonological Segmentation Test, Number Knowledge Assessment, etc.);
- a list of supplements any of the student’s teachers is currently using in the classroom (i.e. American Reading Company Toolkit, Wilson Reading System, Leveled Literacy Intervention, Foundations, Corrective Reading, Reading Mastery, Number Worlds, etc.);
- notes about the individual student on PlanBook;
- any Excel of that includes the individual student’s accommodations including those saved on OneDrive in Sharepoint;
- notes about individual student on OneNote or any other Sharepoint program;
- documents pertaining to any home/hospital ("homebound") services that have been provided;
- the results of any testing or evaluations; and
- minutes of any IEP meetings.

Finally, I would like a copy of \_\_\_\_\_’s complete discipline records.  
(Student Name)

Please provide me with copies of the records in the following format: \_\_\_\_\_

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(Describe best way for school to get records to you, e.g. mail, hand-delivery, fax)

Thank you for your prompt attention to this matter. If you have any questions or need additional information, please do not hesitate to contact me.

Sincerely,

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(Parent/Guardian Name)

Hand-delivered to \_\_\_\_\_ on \_\_\_\_\_.  
(Name of school staff) (Date)