

LIVE OAK CHARTER SCHOOL

BOARD POLICY: SPECIAL EDUCATION

Local Plan for Special Education

The Live Oak Charter School Board desires to provide a free and appropriate public education to all individuals with disabilities enrolled in the school.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized.

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the Charter School participates as a member of the Special Education Local Plan Area (SELPA).

The Executive Director or designee shall extend the Charter School's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this Charter School, with the exception of those that apply to complaints, unless the local plan specifically authorizes the Charter School to operate under its own policies and regulations.

The special education local plan area shall administer a local plan and administer the allocation of funds.

Identification of Individuals for Special Education

The Board of Education recognizes the need to actively seek out and evaluate enrolled students at Live Oak Charter School who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Executive Director or designee shall develop a method to ensure that all children enrolled at the Charter School are currently receiving needed special education and related services.

The Executive Director or designee shall establish a means whereby parents/guardians, teachers, appropriate professionals and others may request screening for any child they believe to have a disability that significantly interferes with his/her learning. The Executive Director or designee shall identify screening processes to determine when an individual's academic, behavioral or other difficulties may be related to disabilities and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment.

For assessment purposes, staff shall use appropriate tests to identify specific information about the student's abilities in skill areas. In addition, staff shall use multiple measures, including direct observation, to study the effect of interventions or modifications to the

regular instructional program. Staff also may consider the student's personal history, development and adaptive behavior.

The Executive Director or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation and review, including the Charter School's procedures for initiating a referral for assessment to identify individuals who need special education services.

Individualized Education Program

Students with disabilities shall be placed in the least restrictive environment which meets their needs. The Live Oak Charter School Board provides a range of educational opportunities to facilitate this placement so that these students may interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student's specific needs cannot be met in that setting.

Upon the identification of a student's disabilities, the Executive Director or designee shall appoint an individualized education program (IEP) team. This team shall consider the student's needs, determine the content of his/her IEP and make placement decisions. Students and parents/guardians shall have the right to participate in the development of the IEP in accordance with law.

The IEP team shall consider the factors specified in law and administrative regulation, as well as the educational and nonacademic benefits of placing the student in a regular class. The IEP team shall determine what support services would be needed in order to maintain this placement. All placement decisions should promote maximum social interaction between students with disabilities and their nondisabled peers, in a manner that is appropriate to the needs of each.

Each IEP shall be consistent with the curriculum and course of study pursued in the regular education program. Students with disabilities should also receive instruction which fosters their independence and integration into the community.

Students and parents/guardians shall have the right to approve the student's placement in a special education program, and written parental consent shall be obtained before any such placement is made unless a due process hearing officer authorizes the placement. Once an IEP team has determined an appropriate placement with the parent/guardian's approval, that placement remains in effect unless the parties agree otherwise or a due process hearing officer so orders.

A special education or regular education teacher may request a review of the classroom assignment of a student with disabilities in accordance with procedures set forth in administrative regulations.