

# Centre Learning Community Charter School

SECTION: PROGRAMS

TITLE: SPECIAL EDUCATION

ADOPTED: February 21 , 2007

REVISED:

## 107. SPECIAL EDUCATION

It is the policy of the Centre Learning Community Charter School to provide appropriate educational programs for suspected and identified exceptional students who are students at Centre Learning Community Charter School. It is the intent of the School Board that exceptional students be provided with quality special education services and programs. The School Board, administration, and professional staff shall disseminate information about and promote the use of research based practices and innovative programs to meet the needs of exceptional students.

All efforts to identify exceptionality in children shall take place at the earliest possible age level. Upon recommendation of appropriate school personnel and/or parent request, children are referred for evaluation to the school psychologist. The evaluation results are presented for review to the multidisciplinary team.

In addition, it is the philosophy of Centre Learning Community Charter School to provide programs for exceptional students in the least restrictive environment. All exceptional students, or those thought to be exceptional, should have individual education programs and due process procedures provided to them in accordance with federal and state laws and regulations.

The Faculty Leadership Team will determine which facilities for the instruction of exceptional children shall be furnished by the Centre Learning Community Charter School.

In order to maintain a more effective program of special education, the Board may participate in special education programs of Central Intermediate Unit # 10.

Centre Learning Community Charter School is committed to the development and operation of quality special education programs. Centre Learning Community Charter School's goals for special education programs include:

1. To locate and identify all exceptional students in Centre Learning Community Charter School in accordance with federal and state special education regulations and standards.
2. To provide a full continuum of services for the education of exceptional students.

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3. To ensure that special education standards and regulations are met regarding the education of exceptional students.
4. The program to which each student with a disability is assigned shall be one that provides an appropriate education, seeks to assure success in learning, and offers the least restrictive environment, in accordance with federal and state regulations.

### Objectives

The Centre Learning Community Charter School's objectives for special education programs include:

1. Screen all students thought-to-be eligible for special education services through the IST team or a similar early intervention model.
2. Evaluate all students thought-to-be eligible for special education services.
3. Place all exceptional students in appropriate programs.
4. Develop an Individual Education Plan (IEP) for each exceptional student to determine appropriate and meaningful progress.
5. Instruct each exceptional student in a carefully planned program of instruction.
6. Evaluate each exceptional student to determine appropriate and meaningful yearly progress.
7. Counsel parents regarding each student's individual program of instruction.
8. Reevaluate each student's program as prescribed by federal and state laws and regulations.
9. Provide an evaluation of each student as prescribed by federal and state laws and regulations.
10. Provide educational opportunities for exceptional students in the least restrictive environment.
11. Keep an accurate, up-to-date list of all approved private schools and students from Centre Learning Community Charter School in approved private school placements.
12. Keep an accurate, up-to-date list of all supportive agencies in the Central Intermediate Unit #10 and Pennsylvania.

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13. As part of the Centre Learning Community Charter School's census, to identify all special needs students in Centre Learning Community Charter School.
14. Employ special education teachers and highly qualified paraprofessionals who possess the competencies needed to provide a quality learning environment for exceptional students.
15. Work closely with the Central Intermediate Unit #10 and other agencies regarding special education programs.
16. Communicate, on a regular basis, with the Central Intermediate Unit #10 regarding students who are placed in IU special education programs and services.
17. Evaluate and place students by means of a multidisciplinary evaluation team.
18. Provide direct supervision of each program.
19. Evaluate temporary professional and permanent professional staff members on a regular basis.

Recommendations for appropriate primary and secondary programs and services for students with special needs shall be determined by a multidisciplinary evaluation team. The team, may be composed of, but not limited to, a certified school psychologist, social worker, education related service provider, administrator, regular education teacher, special education teacher, and parent is responsible for identifying the student's needs, how best they can be met, the least restrictive setting for meeting those needs, and the Individualized Education Program (IEP).

The IEP is reviewed and revised annually. While the student is in a special education program, the Director of Special Education is responsible for the student's appropriate education.

Child progress in programs/services as IEPs are implemented is monitored continuously. Review and updates of the IEP are made as needed, with a minimum review and update occurring once a year. Report cards are issued and at least two (2) conference periods are conducted annually as with regular education students.

Referrals can be made by teachers, counselors, or administrators. Parents may also initiate referrals by written request.

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The rights of the child and parents are guarded in this process. Referrals are made with parental, or where appropriate, student consent or notification. The process is in full compliance with both federal and state laws and regulations.

The initial screening process to determine if a school-age student needs to be evaluated for special education programs/services is through an early intervention model as prescribed by federal and state laws and regulations.

All evaluations and reevaluations completed by Centre Learning Community Charter School are consistent with the multidisciplinary team concept. The school psychologist, as chairperson of the team, determines which professionals are appropriate for the team evaluation. The following Centre Learning Community Charter School personnel are all potential team members: the referring classroom teacher, guidance counselor, Education Compliance Officer, and special education teacher are usually members of the team. In addition, the following intermediate unit personnel are potential team members: language consultant, hearing therapist, and vision therapist. When an IU special education program is being considered, the appropriate supervisor of that program becomes an ex-officio member. Centre Learning Community Charter School staff and community professionals may also be utilized in the team evaluation process.

Assessments are conducted in an appropriate and nondiscriminatory manner. Each professional utilizes judgment in selecting instruments that are appropriate. A wide variety of instruments are available to each evaluator. The team process provides a check on the appropriateness and cultural fairness of the evaluation data.

All evaluations and reevaluations are conducted with the rights of the parent and student in mind. Procedures outlined in federal and state laws and regulations are followed.