

CAPITAL AREA SCHOOL FOR THE ARTS CHARTER SCHOOL

SECTION: PROGRAMS

TITLE: SPECIAL
EDUCATION

ADOPTED: 8/12/2013

REVISED: 5/15/2023

<p>Chapter 711 of Title 22 of PA Code</p>	<p style="text-align: center;">113. SPECIAL EDUCATION</p> <p>The charter school shall offer each student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, transitional and related services. A student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the charter school's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with their nondisabled peers. The charter school shall provide a continuum of placement options to appropriately meet the needs of students with disabilities.</p> <p>Students with disabilities - school-aged children within the jurisdiction of the charter school who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services. School-aged children who have identified disabilities but do not require special education may be entitled to accommodations or services or to enroll in courses of study in the charter school which serve students with disabilities pursuant to other law or Board policy.</p> <p>Individualized Education Program (IEP) - the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations.</p> <p>Parent/Guardian – for purposes of this policy and Board policies related to special education, parent/guardian shall have the definition of parent in IDEA statute and regulations, which includes a biological or adoptive parent of a child; a foster parent, unless prohibited by state law or regulations; a guardian authorized to act as the child's parent, in accordance with law or regulations; an individual acting in the place of a parent, including a grandparent or other relative, with whom the child lives or an individual legal)ly responsible for the child's welfare; or an appointed surrogate parent, in accordance with law and regulations.</p>
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The Capital Area School for the Arts (CASA) Charter School Board of Trustees (Board) directs that all students with disabilities who are enrolled in the school, including homeless children and wards of the state, shall be identified, evaluated, and provided with appropriate educational programs and services in accordance with federal and state laws and regulations. The Charter School shall establish and implement a system of procedural safeguards and parental notification as part of its Special Education Plan.

The charter school's Special Education Plan shall include procedures for identifying and educating students with disabilities and shall be aligned with the Comprehensive Plan adopted by the Board.

The Board shall determine the facilities, programs, services and staff that shall be provided by the charter school for the instruction of students with disabilities, based upon the identified needs of the charter school's special education population.

In order to maintain an effective Special Education Plan, the Board may participate in special education programs of Capital Area Intermediate Unit #15.

The Principal is directed to annually recommend to the Board the employment and retention of necessary, qualified staff and provision of required facilities, programs and services to provide for the needs of students with disabilities.

The Principal shall develop procedures for evaluating the effectiveness of the charter school's special education plan and shall periodically report to the Board the criteria and results of such evaluation.

Each student with a disability shall be educated pursuant to an IEP which shall provide an appropriate education in the least restrictive environment, in accordance with federal and state regulations.

The charter school prohibits discrimination based on disability. Students with disabilities are entitled to receive services and accommodations which will permit them to participate in charter school programs, services and activities as required by law.

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The charter school's Special Education Plan shall comply with the requirements of state and federal law and regulations. The charter school shall establish procedures to ensure the plan is updated and implemented as necessary. The Special Education Plan shall address:

1. Educational plans.
2. Child find.
3. Identification of special education programs that operate in the charter school, those operated in the charter school by the Intermediate Unit, vocational schools and other agencies.
4. Staff and parent/guardian training.
5. Assessments.
6. Screening.
7. Criteria the charter school will use to identify specific learning disabilities.
8. Evaluation.
9. Re-evaluation.
10. Individualized Education Programs (IEPs), including examples of supplementary aids and services provided by the charter school.
11. Extended School Year services (ESY).
12. Behavior support.
13. A full continuum of educational placements and evidence that placements in other than regular education settings are not based on lack of resources, facilities, staff or for administrative convenience.
14. Disciplinary placements.
15. Facilities.
16. Procedural safeguards.
17. Confidentiality of information.
18. Highly qualified staff.

19. Maintenance of information concerning students with disabilities, services provided, performance and discipline data, and report information as required by the Secretary of the Department of Education.

If the charter school is identified with significant disproportionality, the Special Education Plan shall include prevention measures for inappropriate overidentification and disproportionate representation by race or ethnicity of children with disabilities.

Fiscal and Program Compliance

The Principal shall establish procedures to ensure that the charter school complies with all federal and state law and regulations and program requirements for special education-related funding and reimbursement.

The charter school may coordinate with the Capital Area Intermediate Unit #15 to establish procedures, fulfill reporting requirements and participate in applicable programs.

Child Find/Outreach

The Principal shall ensure that the charter school annually conducts awareness and outreach programs and activities designed to reach charter school residents including parents/guardians of students with disabilities who are enrolled in the charter school.

The charter school's public awareness activities shall include annual publication of a written notice in newspapers and other media notifying residents about child identification activities; available special education services and programs and how to request them; and procedures used to ensure confidentiality of student information. Written information shall be published in charter school handbooks and on the charter school web site. Public awareness activities must include information regarding risk factors that could indicate disabilities.

Screening

The charter school shall establish a system of screening, including hearing and vision screenings. Screenings shall be conducted at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

Confidentiality

The charter school shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, storing, disclosing and destroying student records.

Charter school staff shall maintain the confidentiality of student records and personally identifiable information, as required by law, regulations and Board policy.

Recording of Meetings

Except as specifically provided for within this policy, the charter school prohibits audio, video and electronic recording of meetings between parents/guardians and charter school teachers, paraprofessionals, program specialists, consultants or administrators.

An attempt to record a meeting by a parent/guardian after a verbal prohibition by charter school staff shall result in immediate termination of the meeting and may result in ejection from charter school property and possible prosecution.

The charter school shall permit audio recording of a meeting when a participant submits, at least five (5) days prior to the meeting, documentation that substantiates:

1. Participant has a disability or limited English proficiency that significantly limits his/her ability to meaningfully understand or participate in the meeting's intended decision-making and recording is the only feasible means of accommodating the limitation.
2. Individual has a legitimate interest in attending the meeting but for good cause is unable to do so, and recording is the only feasible means by which s/he can meaningfully understand and participate in the decision-making.

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References:

School Code -24 P.S. Sec. 502, 1371, 1372, Article XVII -A

State Board of Education Regulations -22 PA Code Chapter 711

Family Educational Rights and Privacy Act -20 U.S.C. Sec. 1232g

Individuals With Disabilities Education Act -20 U.S.C. Sec. 1400 et seq.

Section 504 of the Rehabilitation Act -29 U.S.C. Sec. 794

Americans With Disabilities Act -42 U.S.C. Sec. 12101 et seq.

Family Educational Rights and Privacy, Title 34, Code of Federal Regulations -
34 CFR Part 99

Individuals With Disabilities Education, Title 34, Code of Federal Regulations -
34 CFR Part 300