



## Special Education Policy

Bear Creek Community 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 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 school shall provide a continuum of placement options to appropriately meet the needs of students with disabilities.

**Students with disabilities** - school-aged children within the jurisdiction of the 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 school which serve students with disabilities pursuant to other law or Board policy.

**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.

The Board directs that all students with disabilities shall be identified, evaluated, and provided with appropriate educational programs and services, in accordance with federal and state laws and regulations. The school shall establish and implement a system of procedural safeguards and parent/guardian notification.

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

The Board may choose to participate in special education programs of Luzerne Intermediate Unit No. 18.

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

The Principal or designee shall develop procedures for evaluating the effectiveness of the school's Special Education services 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 school prohibits discrimination based on disability. Students with disabilities are entitled to receive services and accommodations which will permit them to participate in district programs, services, and activities as required by law.

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

1. Educational plans
2. Child find
3. Identification of special education programs that operate in the school, those operated in the school by the Intermediate Unit, vocational schools and other agencies
4. Staff and parent/guardian training
5. Assessments
6. Screening
7. Criteria the 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 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 school is identified with significant disproportionality, the School's procedures shall include prevention measures for inappropriate over identification and disproportionate representation by race or ethnicity of children with disabilities.

### **Child Find/Outreach**

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

The school's public awareness activities shall include annual publication of a written notice in the school handbook, on the school's web site, and posted in a prominent location within the school notifying the general public about child identification activities; available special education services and programs and how to request them; and procedures used to ensure confidentiality of student information.

### **Screening**

The 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 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.

School staff shall maintain the confidentiality of student records and personally identifiable information, as required by law and regulations.

The school may release, without parent/guardian consent, educational records that the school has designated as directory information.

The school shall obtain written parent/guardian consent prior to releasing a student's educational record when prior consent is required by law, regulations or Board policy.

The school shall notify parents/guardians prior to destroying personally identifiable information in a student's record that is no longer relevant or necessary for providing educational services to the student.

### **Recording of Meetings**

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

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

The 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 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; or
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 he/she can meaningfully understand and participate in the decision-making.

The school may permit videotaping of a meeting when written consent is given by all participants at the meeting.

When an exception to recording a meeting is granted, the school employee responsible for the meeting shall arrange to record the meeting by similar means. Such recording shall be considered part of the student's educational record and be subject to relevant law and regulations.