


<p>Bridges Charter School</p> 	<p>Board Policy-</p> <p>Special Education</p>	
<p>Policy Number:</p> <p>BP6164</p>	<p>Adopted:</p> <p>09/17/2018</p>	<p>Revised:</p> <p>12/12/2022</p>

PURPOSE

Under California’s Master Plan for Special Education (“Master Plan”), all of the school districts in Ventura County (including those schools chartered through the Ventura County Office of Education) joined together to form the Ventura County Special Education Local Plan Area (“SELPA”). It is the responsibility of the SELPA to see that all children found eligible for Special Education receive the services necessary for them to benefit from their educational program. As a participating party in the Ventura County SELPA, BRIDGES Charter School must establish policies to ensure its coordination with the intent and obligations of the Master Plan.

SCOPE

This policy applies to all Bridges Personnel with respect to decisions and actions pertaining to the provision of special education programs.

POLICY DETAILS:

1. The Director shall ensure that this policy and set of procedures is implemented and followed.

Step 1: Teacher or parent identifies gaps in a student’s learning or has concerns about a student’s academic at-risk status.

Step 2: General Education intervention techniques are employed and monitored.

Step 3: If necessary, student is referred to a Student Study Team (“SST”)

Step 4: SST meets to review collected baseline data. Identified actions from SST are implemented.

Note: SST is a function of general education, and may be made up of a number of school professionals such as a school administrator, school psychologist, general education teacher, school nurse, special educator, counselor, and others as necessary. The purpose of the SST is

to identify the students' needs and to use all the resources available to the general education classroom to solve them.

Step 5: If necessary, student is recommended for assessment to determine Special Education eligibility. Academic assessment is performed once assessment plan is signed by parent(s).

After general education and SST interventions have been attempted, the SST may recommend a student for assessment to determine Special Education eligibility. In this case, the parent would receive an Assessment Plan noting the areas and professionals who will be assessing. Both formal and informal assessment procedures may be used to determine the presence of a disability and to define the educational needs of the student.

Initial assessment for Special Education cannot be done without prior written consent of the parent or guardian. This requirement does not apply to the generalized screening and routine testing given to all students in school, but it does apply to any individual test that will lead to decisions about eligibility or services in Special Education.

Step 6: Initial Individualized Education Plan (IEP) meeting is held to report out assessment results and determine eligibility.

Step 7: If the student is identified as having a disability and is found to be eligible for special education, Special Education services are offered and goals are set. Information on special education eligibility can be found in the Ventura County Selpa Eligibility Guidelines available at www.venturacountyselpa.com.

Step 8: The IEP team will decide the location in which a student receives his or her Special Education services. Many services are provided in the general education classroom or other settings such as the cafeteria and playground. The services may be provided by a Special Education specialist who comes in and works directly with the student or a group of students, or who consults with the general education teacher. Sometimes, the general education teacher will be the provider of the Special Education services.

Step 9: Progress reports will be provided at report card time. IEPs will be reviewed annually. Reassessment of eligibility will take place every third year. We follow all IDEIA and SELPA timelines for assessment and reviews of IEPs.

STATE CERTIFICATION

The Director or designee will ensure that teachers who provide instruction to students with disabilities meet the standards for state certification as a special education teacher.

The Director or designee will also ensure that teachers who provide instruction to English learners with disabilities have appropriate special education credentials as well as supplementary authorization to provide English language development and primary language support (CLAD, BCLAD, or equivalent).

NON-COMPLIANCE TO POLICY

Violations of this policy may result in the BRIDGES employee being subject to disciplinary action.

GOVERNANCE

The BRIDGES Board and Director will be responsible for monitoring adherence to the policy.