

Special Education Plan

Introduction

MISSION VIEW PUBLIC CHARTER SCHOOL is committed to ensuring that all students with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) consistent with the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), applicable California Education Code requirements, and all other applicable state and federal regulations.

As a Local Educational Agency (LEA), MISSION VIEW PUBLIC CHARTER SCHOOL is responsible for ensuring that students with disabilities are identified, assessed, provided appropriate special education and related services, and monitored to ensure meaningful educational progress.

MISSION VIEW PUBLIC CHARTER SCHOOL recognizes that students with disabilities have unique strengths, abilities, and learning needs. The LEA is committed to providing equitable access to instruction, individualized supports, and specialized services that allow students with disabilities to participate in educational opportunities and achieve their academic, social-emotional, and postsecondary goals.

This Special Education Plan outlines MISSION VIEW PUBLIC CHARTER SCHOOL's framework for identifying, assessing, supporting, and monitoring students with disabilities. The plan establishes the LEA's commitment to individualized decision-making, parent participation, compliance with state and federal requirements, and continuous improvement of special education services.

Purpose

The purpose of this Special Education Plan is to establish a comprehensive framework for the delivery of special education services and supports at MISSION VIEW PUBLIC CHARTER SCHOOL. This plan is designed to ensure that the LEA:

- Identifies students who may have disabilities;
- Conducts timely and appropriate assessments;
- Determines eligibility for special education and related services;
- Develops and implements Individualized Education Programs (IEPs);
- Provides accommodations and supports through Section 504 Plans when appropriate;
- Delivers services within the Least Restrictive Environment;
- Monitors student progress and educational benefit;
- Maintains compliance with federal and state requirements.

MISSION VIEW PUBLIC CHARTER SCHOOL is committed to ensuring that every student with a disability receives individualized supports necessary to access instruction, participate meaningfully in educational opportunities, and make progress toward their goals.

Legal Framework

MISSION VIEW PUBLIC CHARTER SCHOOL's special education program is implemented in accordance with:

- Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 et seq.;
- Section 504 of the Rehabilitation Act of 1973;
- Americans with Disabilities Act (ADA);
- California Education Code;
- California Code of Regulations, Title 5;
- Family Educational Rights and Privacy Act (FERPA);
- Applicable state and federal guidance regarding special education services.

MISSION VIEW PUBLIC CHARTER SCHOOL follows all procedural safeguards, timelines, and requirements established under these laws and regulations.

Special Education Program Overview and LEA Responsibility

MISSION VIEW PUBLIC CHARTER SCHOOL operates as the Local Educational Agency (LEA) responsible for ensuring that eligible students with disabilities receive a Free Appropriate Public Education (FAPE).

As the LEA, MISSION VIEW PUBLIC CHARTER SCHOOL is responsible for:

- Implementing Child Find procedures;
- Conducting assessments and evaluations;
- Determining eligibility;
- Developing and implementing IEPs and Section 504 Plans;
- Providing special education and related services;
- Ensuring access to the general education curriculum;
- Monitoring student progress;
- Maintaining compliance with state and federal requirements;
- Providing staff training and oversight.

MISSION VIEW PUBLIC CHARTER SCHOOL provides a continuum of special education services and supports based on individual student needs. Services are determined by the IEP or Section 504 team and may include specialized academic instruction, related services, accommodations, modifications, supplementary aids and services, assistive technology, counseling and behavioral

supports, transition services, and other individualized supports necessary to support student access and progress.

Guiding Principles

MISSION VIEW PUBLIC CHARTER SCHOOL operates under the following guiding principles:

- All students can learn when provided appropriate supports and services.
- Students with disabilities are entitled to equitable access to educational opportunities.
- Special education decisions are individualized and based on student data, assessment results, and educational need.
- Parents and guardians are essential members of the educational decision-making team.
- Students with disabilities should participate with nondisabled peers to the maximum extent appropriate.
- Services are designed to promote meaningful educational benefit and student independence.
- Decisions regarding identification, placement, services, and supports are made through collaborative team processes.

Child Find and Identification

MISSION VIEW PUBLIC CHARTER SCHOOL implements Child Find procedures to identify, locate, and evaluate students who may be suspected of having a disability and requiring special education or Section 504 services.

Child Find applies to all students enrolled in MISSION VIEW PUBLIC CHARTER SCHOOL, including students who may be:

- Transferring from another educational program;
- English learners;
- Highly mobile;
- Experiencing homelessness;
- In foster care;
- Demonstrating academic, behavioral, attendance, or social-emotional concerns.

Students may be identified through:

- Parent or guardian referrals;
- Teacher or staff referrals;
- Academic performance data;
- Attendance and engagement information;
- Intervention data;
- Behavioral concerns;
- Enrollment records;
- Review of prior educational records;

- Screening or assessment information.

MISSION VIEW PUBLIC CHARTER SCHOOL ensures that identification procedures are nondiscriminatory and designed to identify students who may require additional supports.

Referral Process

A referral for special education evaluation may be initiated by parents, teachers, administrators, or other qualified personnel when there is reason to suspect that a student may have a disability. When concerns arise, the LEA reviews available information, including academic performance, interventions, attendance, behavior, and existing supports.

When an evaluation is appropriate, MISSION VIEW PUBLIC CHARTER SCHOOL follows required procedures, including reviewing existing data, developing an assessment plan, obtaining parent/guardian consent, conducting assessments by qualified personnel, and reviewing results with the IEP team. Interventions and supports will not be used to unnecessarily delay an evaluation when a disability is suspected.

Assessment and Evaluation Procedures

MISSION VIEW PUBLIC CHARTER SCHOOL conducts comprehensive evaluations to determine whether a student has a disability and requires special education and related services.

Evaluations are conducted by qualified personnel and are designed to:

- Identify student strengths and areas of need;
- Determine whether the student meets eligibility criteria;
- Identify educational impact;
- Assist the IEP team in developing appropriate supports.

Assessments may address areas related to the student's suspected disability, including academic achievement, cognitive functioning, communication, social-emotional functioning, behavior, motor skills, health-related needs, adaptive skills, and other areas of educational need.

MISSION VIEW PUBLIC CHARTER SCHOOL ensures assessments are selected and administered in a nondiscriminatory manner, are appropriate to the student's suspected areas of need, are provided in the student's primary language when appropriate, and are based on multiple sources of information.

Eligibility Determination

Eligibility decisions are made by the IEP team, including parents/guardians and qualified school personnel.

A student is eligible for special education services when the team determines that:

1. The student meets criteria under one or more IDEA disability categories;
2. The disability adversely impacts educational performance; and
3. The student requires specially designed instruction and/or related services.

Eligibility categories may include:

- Autism;
- Deaf-blindness;
- Deafness;
- Emotional Disability;
- Hard of Hearing;
- Intellectual Disability;
- Multiple Disabilities;
- Orthopedic Impairment;
- Other Health Impairment;
- Specific Learning Disability;
- Speech or Language Impairment;
- Traumatic Brain Injury;
- Visual Impairment.

A medical diagnosis or disability determination alone does not automatically establish eligibility for special education services. The IEP team considers evaluation results and educational impact when making eligibility decisions.

Individualized Education Programs (IEPs)

Students determined eligible for special education services under IDEA will receive an Individualized Education Program (IEP) developed by a multidisciplinary team that includes the parent/guardian as an equal member of the decision-making process.

The IEP team is responsible for developing an individualized plan that addresses the student's unique educational needs and ensures access to appropriate supports and services. The IEP identifies the student's educational needs, annual goals, services, accommodations, supports, and methods for monitoring progress to ensure meaningful educational benefit. IEPs are reviewed at least annually and revised as needed based on student progress, changing needs, or new information. Students are reevaluated at least once every three years unless the IEP team determines that a reevaluation is unnecessary.

Initial Provision of Services and Enrollment Procedures

When a student enrolls at MISSION VIEW PUBLIC CHARTER SCHOOL with an existing IEP or Section 504 Plan, the LEA reviews available educational records to ensure continuity of services.

The LEA will:

- Review existing records and evaluations;
- Identify current services, accommodations, and supports;
- Implement comparable services and supports as appropriate;
- Convene an IEP or Section 504 meeting when necessary to review and revise the plan;
- Ensure the student receives appropriate educational access while the review process occurs.

For students newly identified as eligible, services begin following the development and approval of the IEP.

Section 504 Plans

Students who have a disability that substantially limits one or more major life activities but who do not qualify for special education services under IDEA may receive a Section 504 Plan. Section 504 Plans are developed by a team knowledgeable about the student, including individuals familiar with the student's evaluation information, educational needs, and available supports. Individualized accommodations and supports that provide equal access to instruction, programs, and school activities. Section 504 Plans are reviewed periodically and revised as necessary to address student needs.

Continuum of Services and Least Restrictive Environment (LRE)

MISSION VIEW PUBLIC CHARTER SCHOOL provides a continuum of special education services designed to meet the diverse needs of students with disabilities.

The continuum may include:

- General education participation with accommodations and supports;
- Specialized Academic Instruction;
- Individual or small-group instruction;
- Related services;
- Consultation and collaboration;
- Behavioral supports;
- Assistive technology;
- Other supplementary aids and services.

Placement decisions are individualized and determined by the IEP team based on student needs, goals, services, and educational benefit.

Students with disabilities are educated with nondisabled peers to the maximum extent appropriate. Removal from the general education environment occurs only when the IEP team determines that education in the general education setting cannot be achieved satisfactorily with the use of appropriate supplementary aids and services.

Special Education and Related Services Delivery

Special education services are provided according to each student's IEP and are delivered by qualified personnel.

Service delivery may include:

- Specialized Academic Instruction;
- Individual instruction;
- Small-group instruction;
- Consultation between general education and special education staff;
- Related services provided by qualified providers.

Related services may include:

- Speech and language services;
- Occupational therapy;
- Counseling;
- Psychological services;
- Behavioral supports;
- Transportation;
- Other services identified as necessary by the IEP team.

MISSION VIEW PUBLIC CHARTER SCHOOL maintains systems to monitor service implementation, provider documentation, and student access to required services.

Progress Monitoring and Educational Benefit

MISSION VIEW PUBLIC CHARTER SCHOOL monitors student progress toward IEP goals through ongoing data collection and review of student performance. Progress is monitored through ongoing review of student performance and educational data to ensure students are making meaningful progress toward their IEP goals. Parents/guardians receive progress reports at least as frequently as report cards are provided to students without disabilities. If a student is not making sufficient progress, the IEP team reviews available data and determines whether changes to the student's goals, services, supports, or instructional program are needed to ensure meaningful educational benefit.

Transition Services

MISSION VIEW PUBLIC CHARTER SCHOOL provides transition planning for students with disabilities beginning no later than the first IEP in effect when the student turns 16, or younger when appropriate.

Transition planning prepares students for life after high school and includes consideration of:

- Postsecondary education or training;

- Employment;
- Independent living skills when appropriate.

Transition services are based on the student's strengths, preferences, interests, transition assessment results, and individualized postsecondary goals. Students are included in transition planning discussions whenever appropriate.

Extended School Year (ESY) Services

The need for Extended School Year (ESY) services is considered by the IEP team, as appropriate, based on each student's individual needs and the charter school's instructional calendar and program structure. When applicable, the IEP team considers factors such as regression and recoupment, maintenance of critical skills, progress toward IEP goals, and other relevant educational factors. ESY services are provided when determined necessary for the student to receive a Free Appropriate Public Education (FAPE).

Behavior Support and Discipline Procedures

MISSION VIEW PUBLIC CHARTER SCHOOL recognizes that behavior may impact a student's ability to access instruction and educational opportunities.

The LEA utilizes positive behavioral supports and interventions designed to address student needs.

Behavior supports may include classroom-based interventions, counseling and related services, Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), and individualized strategies designed to support student success. Students with disabilities are provided all protections required under IDEA and applicable regulations related to disciplinary actions.

When disciplinary removals meet applicable thresholds, MISSION VIEW PUBLIC CHARTER SCHOOL will conduct required reviews, including Manifestation Determination Reviews (MDR), when applicable.

Roles and Responsibilities

Successful implementation of special education services requires collaboration among LEA leadership, educators, service providers, students, and families.

- LEA Leadership: Ensures compliance, provides oversight, allocates resources, and monitors program effectiveness.
- Special Education Personnel: Conduct assessments, support IEP development, provide specialized instruction and services, monitor progress, and maintain documentation.
- General Education Teachers: Provide access to instruction, implement accommodations and supports, and collaborate with special education staff.

- Related Service Providers: Deliver services according to student plans, document services, and communicate student progress.
- Parents and Guardians: Participate as valued members of the educational team and contribute to decisions regarding their student's education.

Parent Participation and Procedural Safeguards

MISSION VIEW PUBLIC CHARTER SCHOOL recognizes parents and guardians as essential partners in educational decision-making.

Parents are provided procedural safeguards and information regarding their rights under IDEA and Section 504.

Parent rights include:

- Participation in IEP and Section 504 meetings;
- Access to educational records;
- Prior Written Notice regarding decisions;
- Mediation;
- State complaint procedures;
- Due process hearings.

MISSION VIEW PUBLIC CHARTER SCHOOL maintains confidentiality of student information in accordance with FERPA and applicable privacy laws.

Confidentiality and Records Management

MISSION VIEW PUBLIC CHARTER SCHOOL maintains student records in a manner that protects confidentiality and complies with applicable legal requirements.

The LEA ensures:

- Secure storage of special education records;
- Access only by authorized individuals;
- Appropriate documentation practices;
- Compliance with FERPA requirements;
- Proper record retention procedures.

Staff members with access to student information receive guidance regarding confidentiality requirements.

Professional Development

MISSION VIEW PUBLIC CHARTER SCHOOL provides ongoing professional development to support staff in effectively implementing special education services and meeting the needs of students with disabilities. Training is based on compliance requirements, staff needs, and program goals and may include special education requirements, IEP implementation,

accommodations and supports, progress monitoring, behavior strategies, and inclusive instructional practices.

Monitoring, Accountability, and Continuous Improvement

MISSION VIEW PUBLIC CHARTER SCHOOL maintains systems to monitor compliance, evaluate program effectiveness, and support continuous improvement of special education services. Monitoring activities may include IEP timeline reviews, service implementation reviews, progress monitoring, student record audits, staff compliance reviews, parent feedback, and program evaluations. The LEA uses monitoring results to identify areas of improvement, provide support, and ensure students with disabilities receive appropriate services.

LEA Responsibility and Special Education Governance

As the Local Educational Agency (LEA), MISSION VIEW PUBLIC CHARTER SCHOOL is responsible for ensuring compliance with all applicable special education requirements. The LEA oversees the identification and evaluation of students, eligibility determinations, implementation of IEPs and Section 504 Plans, service delivery, progress monitoring, staff training, compliance monitoring, and continuous improvement efforts. MISSION VIEW PUBLIC CHARTER SCHOOL maintains systems to ensure accountability and effective implementation of its special education program.

Dispute Resolution

MISSION VIEW PUBLIC CHARTER SCHOOL is committed to resolving concerns collaboratively and respectfully while prioritizing student needs.

Parents and guardians may seek resolution through:

- Informal conferences;
- School-level problem-solving;
- Mediation;
- State complaint procedures;
- Due process hearings.

MISSION VIEW PUBLIC CHARTER SCHOOL works collaboratively with families to address concerns and ensure students receive appropriate educational services.