

SAN TAN CHARTER SCHOOL

Special Education

Policies and Procedures



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1. Child Find

Policy

San Tan Charter School will ensure that all children with disabilities within the population it serves who are in need of special education and related services are identified, located, and evaluated, regardless of the severity of the disability. Child Find includes students who are homeless, highly mobile, migrant, wards of the State, or advancing from grade to grade. San Tan Charter School will maintain a record of students receiving special education and related services. (34 C.F.R. §300.111)

Procedures

1.1 Public Awareness - A.A.C. R7-2-401.C

1. San Tan Charter School will inform the general public and parents of the availability of special education services for children ages 3 through 21 and how to access those services, including information regarding early intervention services for children birth through age 2.
2. As a charter school, San Tan Charter School is responsible for Child Find activities for children enrolled in the charter school.

Local procedure responsibility: Annually, the Exceptional Student Services Director will review Child Find requirements and referral procedures with front office staff, teachers, and campus leadership. Child Find posters and general information will be posted in each campus reception/waiting area and made available electronically when appropriate.

1.2 Child Identification and Referral - A.A.C. R7-2-401.D

3. San Tan Charter School will establish, implement, and make available in writing or electronically procedures for identification and referral of children with disabilities ages birth through 21 within its responsibility.
4. Appropriate school-based personnel will review Child Find identification and referral procedures annually. San Tan Charter School will maintain documentation of the annual review.
5. Identification screening will be completed within 45 calendar days after: (a) entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and school progress; or (b) parent notification of developmental or educational concerns.
6. Screening will include vision and hearing status and consideration of cognitive/academic, communication, motor, social/behavioral, and adaptive development. Screening is not a detailed individualized comprehensive evaluation.
7. For a transferring student, San Tan Charter School will review enrollment data and prior educational performance. If the student has a history of special education but is not currently eligible, or has a history of poor progress, the student will be referred to the appropriate administrator for consideration of evaluation or other services.
8. If a concern is identified through screening or record review, San Tan Charter School will notify the parent within 10 school days and inform the parent of procedures for follow-up.
9. San Tan Charter School will maintain documentation of identification procedures, dates of school entry or parent concern, screening dates, screening results, and follow-up. Results will be maintained in the student record or, for a child not enrolled, in a location designated by the administrator.
10. If the identification process indicates a possible disability, the student will be referred for consideration of a full and individual evaluation or other services. A parent or adult student may request an evaluation at any time.
11. If, after consultation with the parent, San Tan Charter School determines that a full and individual evaluation is not warranted, San Tan Charter School will provide prior written notice and the procedural safeguards notice in a timely manner.

Local procedure responsibility: The Campus Principal or designee is responsible for initiating and monitoring the 45-calendar-day screening timeline.

Local procedure responsibility: The Campus Principal or designee coordinates the screening process. The school nurse completes or coordinates vision and hearing screening, and designated school personnel address the remaining screening domains. The Campus Principal or designee reviews results, ensures the 10-school-day parent notice is issued when concerns are identified, and ensures the permanent screening record is maintained.

Local procedure responsibility: The Exceptional Student Services Director conducts and documents the annual staff review of Child Find procedures and maintains evidence of completion.

2. Evaluation and Reevaluation

Policy

San Tan Charter School will conduct a full and individual initial evaluation before the initial provision of special education and related services and will conduct reevaluations in accordance with 34 C.F.R. §§300.300-300.311, A.A.C. R7-2-401.E, Arizona statutes, and State Board of Education rules.

Procedures

2.1 Parental Consent - §300.300

12. Before collecting additional data for an initial evaluation, San Tan Charter School will review existing data with the parent, provide prior written notice, and make reasonable efforts to obtain informed written parental consent. Consent for evaluation is not consent for initial provision of special education services.
13. For a ward of the State who is not residing with a parent, parental consent is not required when the parent cannot be located after reasonable efforts, parental rights have been terminated, or educational decision-making rights have been assigned by a judge and consent has been obtained from the appointed individual.
14. If the parent of a student enrolled or seeking enrollment refuses consent for an initial evaluation, San Tan Charter School may, but is not required to, pursue the evaluation through IDEA dispute-resolution procedures as permitted by law.
15. San Tan Charter School will make reasonable efforts to obtain informed written consent before conducting a reevaluation. If the parent refuses consent, San Tan Charter School may pursue the reevaluation through due process but may decline to do so. Consent is not required for reevaluation when reasonable attempts are documented and the parent fails to respond.
16. Consent is not required before reviewing existing data or administering a test or evaluation given to all students unless consent is required for all students.
17. For a home-schooled or parentally placed private-school child, the responsible public agency may not use due process procedures to override refusal or nonresponse to a request for evaluation consent.

Local procedure responsibility: The Special Education Teacher/Case Manager obtains and documents evaluation consent and records reasonable efforts to contact the parent. Reasonable efforts generally include multiple documented attempts using more than one method when practicable (for example, telephone, email, written correspondence/certified mail, or in-person contact). Contact attempts are recorded in the student information system and/or special education record.

2.2 Initial Evaluation Timeline - §300.301 and A.A.C. R7-2-401.E

18. Either San Tan Charter School or the parent may initiate a request for an initial evaluation.
19. When a parent makes a written request for evaluation, San Tan Charter School will, within a reasonable time not to exceed 15 school days, either begin the evaluation process by reviewing existing data or provide prior written notice refusing the requested evaluation.
20. The initial evaluation, or a reevaluation requested by a parent, will be completed within 60 calendar days after receipt of informed written parental consent and will conclude with the multidisciplinary evaluation team determination of eligibility.
21. The 60-calendar-day period may be extended by up to 30 calendar days when the extension is in the child's best interest and the parent and San Tan Charter School agree in writing. No extension may cause a reevaluation to exceed the three-year reevaluation timeline.
22. Applicable federal exceptions to the 60-day timeline include transfer during the evaluation process and repeated failure or refusal by the parent to produce the child for evaluation. San Tan Charter School will ensure prompt completion in transfer situations.

Local procedure responsibility: The Special Education Teacher/Case Manager, in consultation with the Exceptional Student Services Director, records the date of receipt of written evaluation requests and monitors the 15-school-day and 60-calendar-day timelines, including any written extensions.

2.3 Reevaluations - §300.303

23. San Tan Charter School will conduct a reevaluation when educational or related-service needs warrant a reevaluation or when the parent or teacher requests one.
24. A reevaluation will not occur more than once a year unless the parent and San Tan Charter School agree otherwise, and will occur at least once every three years unless the parent and San Tan Charter School agree that a reevaluation is unnecessary.

Local procedure responsibility: The Exceptional Student Services Director maintains the reevaluation due-date monitoring system and ensures reevaluation planning begins sufficiently in advance of the three-year deadline.

2.4 Evaluation Procedures - §§300.304-300.305

25. San Tan Charter School will provide prior written notice describing proposed evaluation procedures.

26. Evaluations will use a variety of assessment tools and strategies; will not use a single measure as the sole criterion; will use technically sound instruments; and will gather functional, developmental, academic, and parent-provided information relevant to eligibility and educational need.
27. Assessment tools will be nondiscriminatory, administered in the child's native language or mode of communication when feasible, valid and reliable for the purpose used, administered by trained and knowledgeable personnel, and administered in accordance with publisher instructions.
28. The child will be assessed in all areas related to the suspected disability and the evaluation will be sufficiently comprehensive to identify all special education and related-service needs.
29. Evaluations of students transferring during the school year will be coordinated with the prior or subsequent public agency to expedite completion.
30. As part of an initial evaluation, when appropriate, and any reevaluation, the IEP team and other qualified professionals will review existing data, including parent information, classroom and State/local assessments, and observations. With parent input, the team will determine what additional data, if any, are needed.
31. If no additional data are needed, San Tan Charter School will notify the parent of the determination, reasons for the determination, and the parent's right to request assessment.
32. San Tan Charter School will evaluate a student before determining that the student is no longer a child with a disability, except when eligibility ends because of graduation with a regular high school diploma or reaching the applicable age limit.

Local procedure responsibility: The Local Education Agency Representative (Principal or Designee) leads the review of existing data, coordinates evaluation components, and verifies completion of all suspected areas.

2.5 Eligibility Determination - §300.306

33. A group of qualified professionals and the parent will determine whether the child is a child with a disability under IDEA and Arizona law and, if so, the educational needs of the child.
34. The parent will receive, at no cost, a copy of the evaluation report and eligibility determination.
35. A child will not be found eligible if the determinant factor is lack of appropriate instruction in reading, lack of appropriate instruction in mathematics, or limited English proficiency.
36. Eligibility and educational need will be based on all evaluation information. If eligible and in need of special education and related services, an IEP will be developed in accordance with §§300.320-300.324.

Local procedure responsibility: The Special Education Teacher/Case Manager provides the evaluation report and eligibility documentation to the parent at no cost using the parent's documented preferred method of delivery when feasible, and documents delivery in the student's special education record.

2.6 Specific Learning Disability - §§300.307-300.311

37. San Tan Charter School will use State-permitted criteria for identifying a specific learning disability, including response to scientific, research-based intervention, identification of a pattern of strengths and weaknesses, discrepancy between achievement and ability where permitted, and/or other State-approved research-based procedures.
38. The SLD eligibility team will include the parent, the child's regular teacher (or appropriately qualified teacher), and at least one person qualified to conduct individual diagnostic evaluations, such as a school psychologist, speech-language pathologist, or remedial reading teacher.
39. The child will be observed in the learning environment to document academic performance and behavior in areas of difficulty. For a child who is not school age or not in school, the observation will occur in an age-appropriate environment.
40. SLD documentation will address the required achievement/standards findings, relevant behavior and its relationship to academic functioning, educationally relevant medical findings, exclusionary factors, intervention data when applicable, and each group member's written certification of the report or a separate dissenting statement.

2.7 Arizona Category-Specific Requirements - A.A.C. R7-2-401.E

41. For initial evaluations, San Tan Charter School will obtain required verification/evaluation by qualified professionals for emotional disability, hearing impairment, other health impairment, orthopedic impairment, speech/language impairment, traumatic brain injury, and visual impairment, and will meet Arizona requirements for specific learning disability determinations.
42. The multidisciplinary evaluation team will determine whether category-specific requirements must be repeated for reevaluation consistent with IDEA and Arizona rule.

Local procedure responsibility: The Exceptional Student Services Director verifies qualified-professional credentials and ensures category-specific evaluation requirements are met before eligibility determination.

3. Free Appropriate Public Education (FAPE)

Policy

San Tan Charter School will make FAPE available to eligible school-aged children within its responsibility, including children with disabilities who have been suspended or expelled, and will provide special education and related services at public expense, under public supervision and direction, without charge, in conformity with an IEP. Eligibility will be determined individually by a properly constituted team.

Procedures

3.1 Preschool and School-Aged Children - §300.101

43. For children ages 3 through 5 whom San Tan Charter School does not serve as a preschool provider, San Tan Charter School will refer children suspected of having a disability to the appropriate unified or elementary school district for evaluation and, if appropriate, services.
44. For school-aged students ages 5 through 21, San Tan Charter School will make FAPE available to any child who needs special education and related services even if the child is advancing from grade to grade and has not failed or been retained.

Local procedure responsibility: The Exceptional Student Services Director or designee makes preschool referrals to the appropriate district of residence and maintains a referral log in a secure location accessible to designated campus staff.

3.2 Staffing/Program Location - A.R.S. §15-764

Local procedure responsibility: The Exceptional Student Services Director monitors special education staffing and program-location requirements and coordinates corrective action when staffing ratios, service capacity, or facility needs require adjustment.

45. San Tan Charter School will maintain policies concerning appropriate pupil-teacher and pupil-staff ratios for special education services as required by applicable Arizona law.
46. Special education programs and services will be provided in regular school facilities or other facilities permitted under applicable Arizona requirements.

3.3 Assistive Technology - §300.105

47. San Tan Charter School will ensure that assistive technology devices and services are available when required as special education, related services, or supplementary aids and services.
48. On a case-by-case basis, school-purchased assistive technology will be made available for use in the child's home or other setting when the IEP team determines such access is necessary for FAPE.

Local procedure responsibility: The Exceptional Student Services Director coordinates acquisition, maintenance, staff training, and home-use documentation for assistive technology.

3.4 Extended School Year - §300.106

49. ESY services will be available when the IEP team determines they are necessary for FAPE. ESY may not be limited by disability category or by unilateral limits on type, amount, or duration.
50. ESY services will be provided beyond the normal school year, in accordance with the IEP, at no cost to parents, and consistent with State standards.

Local procedure responsibility: The Exceptional Student Services Director coordinates ESY eligibility review, staffing, scheduling, parent notice, and service documentation.

3.5 Nonacademic Services - §300.107

Local procedure responsibility: The Campus Principal, in collaboration with the Exceptional Student Services Director and the student's IEP team, ensures access to nonacademic and extracurricular activities and implementation of required supplementary aids and services.

51. Students with disabilities will have equal opportunity to participate in nonacademic and extracurricular services and activities, with supplementary aids and services as determined appropriate by the IEP team. Services may include counseling, athletics, transportation, health services, recreation, clubs, referrals to agencies, and student employment opportunities.

3.6 Physical Education - §300.108

Local procedure responsibility: The Campus Principal and Exceptional Student Services Director ensure students with disabilities have appropriate access to physical education and coordinate specially designed physical education when required by an IEP.

52. Regular physical education will be available to students with disabilities to the same extent as to nondisabled students unless the child is enrolled full time in a separate facility or requires specially designed physical education under the IEP.
53. When specially designed physical education is prescribed in the IEP, San Tan Charter School will provide or arrange the service.

3.7 Program Options - §300.110

Local procedure responsibility: The Campus Principal ensures students with disabilities have access to program options available to nondisabled peers; the Exceptional Student Services Director monitors implementation of IEP-required supports within those programs.

54. Students with disabilities will have access to the variety of educational programs and services available to nondisabled students, including electives, fine arts, career and technical education, and other applicable program options.

3.8 Hearing Aids and Surgically Implanted Medical Devices - §300.113

55. San Tan Charter School will ensure that hearing aids worn by students with hearing impairment are functioning properly and will ensure proper functioning of external components of surgically implanted medical devices. The School is not responsible for post-surgical maintenance, programming, or replacement of internal or external medical-device components.

Local procedure responsibility: The Exceptional Student Services Director will provide appropriate staffing to perform/coordinate routine hearing-aid and external-component checks.

3.9 Public Benefits and Insurance - §300.154

56. San Tan Charter School may use Medicaid or other public benefits or insurance programs in accordance with IDEA, but will not require parents to enroll in a program, incur out-of-pocket expenses, or use benefits in a manner that decreases lifetime coverage, increases family costs, increases premiums, risks discontinuation, or risks loss of eligibility.
57. A parent's refusal to permit access to public benefits does not relieve San Tan Charter School of its obligation to provide required IDEA services at no cost.
58. Before accessing a child's or parent's public benefits for the first time, San Tan Charter School will provide written notice and obtain one-time written parental consent specifying the personally identifiable information to be disclosed, the purpose, and the recipient agency.
59. San Tan Charter School will provide the required written notice before first access and annually thereafter.

Local procedure responsibility: The Special Education Teacher/Case Manager issues the required public-benefit notice and obtains the one-time written consent. The Exceptional Student Services Director or designee maintains the authorization, coordinates any Medicaid/public-benefit billing, and ensures the annual written notice is provided.

3.10 Parental Consent for Initial Services and Revocation - A.A.C. R7-2-401.F

60. San Tan Charter School will obtain informed written parental consent before the initial provision of special education and related services.
61. If the parent refuses or fails to respond to a request for initial services, San Tan Charter School will not use mediation or due process to override the parent. The School will not be considered in violation of FAPE for services refused or not consented to and is not required to convene an IEP team meeting or develop an IEP for initial services.
62. If, after initial services begin, a parent revokes consent in writing, San Tan Charter School will provide prior written notice before ceasing services; will not use mediation or due process to override the revocation; will not be considered in violation of FAPE because services cease; and is not required to convene an IEP team meeting or develop an IEP for further services.
63. San Tan Charter School is not required to amend education records to remove references to special education received before written revocation.

Local procedure responsibility: The Special Education Teacher in consultation with the Exceptional Student Services Director receives revocation requests, prepares PWN, determines the service cessation date, notifies teachers/providers, and updates the student's special education status.

3.11 Preschool Programs / Private Schools

San Tan Charter School currently does not operate a public-school preschool program. To the extent San Tan becomes responsible for a preschool program, it will adopt procedures consistent with A.A.C. R7-2-401.K, including continuum, AzEIP transition, and minimum instructional-time requirements.

For parentally placed private-school children, San Tan Charter School will follow IDEA and Arizona rules governing responsibility for Child Find, evaluation, consultation, and equitable services. When legal responsibility rests with the school district in which a nonprofit private school is located, San Tan Charter School will refer or coordinate with the responsible district as appropriate.

4. Least Restrictive Environment (LRE)

Policy

Children with disabilities will be educated with nondisabled children to the maximum extent appropriate. Special classes, separate schooling, or other removal from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily. (34 C.F.R. §§300.114-300.117; A.A.C. R7-2-401.H)

Procedures

4.1 Continuum of Alternative Placements - §300.115

64. San Tan Charter School will make available a continuum of alternative placements to meet student needs, including regular classes, special classes, special schools, home instruction, instruction in hospitals/institutions, and supplementary services such as resource or itinerant instruction.
65. The continuum may be provided directly, through another public agency, or through an appropriate private placement or contracted service when necessary to implement the IEP.

Local procedure responsibility: The Exceptional Student Services Director is responsible for confirming availability of the continuum and arranging placements/services that are not available on a San Tan campus.

4.2 Placement Decisions - §300.116

66. Placement will be determined by a group including the parent and persons knowledgeable about the child, evaluation data, and placement options; will conform to LRE requirements; will be determined at least annually; will be based on the IEP; and will be as close as possible to the child's home.
67. Unless the IEP requires another arrangement, the child will be educated in the school the child would attend if nondisabled.
68. The team will consider any potential harmful effect on the child or quality of services, and a child will not be removed from an age-appropriate regular classroom solely because modifications are needed in the general education curriculum.

Local procedure responsibility: The Exceptional Student Services Director documents placement decisions, consideration of harmful effects, and parent participation in the placement decision.

4.3 Nonacademic Settings - §300.117

69. San Tan Charter School will ensure participation with nondisabled peers in meals, recess, clubs, athletics, and other nonacademic/extracurricular activities to the maximum extent appropriate.
70. San Tan Charter School will ensure that IEP-required supplementary aids and services are provided in nonacademic settings.

Local procedure responsibility: The Exceptional Student Services Director ensures that extracurricular/nonacademic staff receive and implement relevant accommodations, supplementary aids, and supports.

5. Individualized Education Program (IEP)

Policy

San Tan Charter School will develop and implement an IEP for each eligible child it serves and for each eligible child it places in or refers to a private school or facility, consistent with 34 C.F.R. §§300.320-300.327 and A.A.C. R7-2-401.G.

Procedures

5.1 Contents of the IEP - §300.320

71. Each IEP will include present levels of academic achievement and functional performance, including how the disability affects involvement and progress in the general education curriculum.
72. Each IEP will include measurable annual academic and functional goals designed to address disability-related needs and other educational needs. For students participating in an alternate assessment aligned to alternate academic achievement standards, the IEP will include benchmarks or short-term objectives as required.
73. Each IEP will describe how progress toward annual goals will be measured and when periodic progress reports will be provided.
74. Each IEP will identify special education, related services, supplementary aids/services, program modifications, and supports for school personnel necessary to enable progress toward goals, access/progress in the general curriculum, and participation in extracurricular/nonacademic activities.
75. Each IEP will describe the extent, if any, to which the child will not participate with nondisabled children in regular classes and nonacademic activities.
76. Each IEP will identify assessment accommodations. If an alternate assessment is selected, the IEP will state why the child cannot participate in the regular assessment and why the alternate assessment is appropriate.
77. Each IEP will state the projected beginning date, frequency, location, and duration of services and modifications.

5.2 Arizona Academic Standards and Grade-Level Content - A.A.C. R7-2-401.G

78. IEP development will incorporate Arizona academic standards adopted by the State Board of Education and address grade-level expectations and grade-level content instruction.
79. Specially designed instruction may be delivered in a variety of settings by general education or other certificated personnel when appropriate, provided certificated special education personnel are involved in planning, progress monitoring, and, when appropriate, delivery.

Local procedure responsibility: The Exceptional Student Services Director and Campus Principals review IEP implementation for alignment to Arizona standards and grade-level expectations and monitor specially designed instruction delivered in general education settings.

5.3 Transition Services and Graduation Planning - A.A.C. R7-2-401.G

80. Beginning no later than the first IEP in effect when the student completes 9th grade or reaches age 16, whichever occurs first, or younger when appropriate, and updated annually thereafter, the IEP will include measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living.
81. The IEP will include transition services, including courses of study, needed to assist the student in reaching postsecondary goals.
82. The IEP will include an estimated date of graduation and a course of study aligned to the individual transition plan.
83. San Tan Charter School will inform the parent in writing at least one year before the anticipated high school graduation date. This notice is in addition to prior written notice associated with graduation as a change of placement.
84. Beginning at least one year before the student reaches age 18, the IEP will include a statement that the student has been informed of rights that will transfer at the age of majority.

Local procedure responsibility: The Special Education Teacher/Case Manager identifies students reaching the Arizona transition trigger, ensures age-appropriate transition assessments are completed, verifies the course of study and estimated graduation date, and provides and documents the one-year anticipated-graduation notice.

5.4 State Assessment Participation

85. Each student with an IEP will participate in the Arizona State assessment system. Students may participate with or without accommodations as documented in the IEP. Students determined to have a significant cognitive disability under State criteria may participate in the applicable Arizona alternate assessment as determined by the IEP team.

Local procedure responsibility: The Special Education Teacher verifies assessment participation, accommodations, and alternate-assessment eligibility before testing windows.

5.5 IEP Team - §300.321

86. The IEP team will include the parent; at least one regular education teacher when applicable; at least one special education teacher or provider; a San Tan representative qualified to provide/supervise specially designed instruction and knowledgeable about curriculum and resources; an individual able to interpret evaluation results; other individuals invited by the parent or School with knowledge/special expertise; and the child when appropriate.
87. The student will be invited when postsecondary goals or transition services are considered. If the student does not attend, the School will take other steps to ensure the student's preferences and interests are considered.
88. With parent/adult student consent, San Tan Charter School will invite representatives of agencies likely to provide or pay for transition services.
89. Required team members may be excused only as permitted by IDEA, including written agreement/consent and written input when the member's area will be discussed or modified.

5.6 Parent Participation - §300.322

90. San Tan Charter School will take steps to ensure parents are present or afforded an opportunity to participate, including notice early enough to attend and scheduling at a mutually agreed time and place.
91. Meeting notices will state the purpose, time, location, and attendees and will include required information regarding participation of others and transition-related invitations.
92. If neither parent can attend, San Tan Charter School will use alternate methods such as telephone or video conferencing. An IEP meeting may proceed without the parent only after documented efforts to secure participation.
93. San Tan Charter School will provide interpreters or other assistance necessary for the parent to understand the proceedings and will provide the parent a copy of the IEP at no cost.

Local procedure responsibility: The Special Education Teacher/Case Manager prepares and sends meeting notices, documents parent participation efforts, and coordinates interpreters or translations as needed.

5.7 When IEPs Must Be in Effect - §300.323

94. At the beginning of each school year, an IEP will be in effect for each eligible child.
95. A meeting to develop an IEP will occur within 30 days after eligibility is determined, and services will be made available as soon as possible after the IEP is developed.
96. Each teacher and provider responsible for implementation will have access to the IEP and will be informed of specific responsibilities, accommodations, modifications, and supports.
97. For an in-State transfer, San Tan Charter School will provide comparable services until it adopts the prior IEP or develops and implements a new IEP. For an out-of-State transfer, San Tan will provide comparable services until it conducts an evaluation if necessary and develops a new IEP if appropriate.
98. San Tan Charter School will take reasonable steps to promptly obtain special education records from the prior public agency and will promptly respond to requests from another public agency.

Local procedure responsibility: The Exceptional Student Services Director monitors the 30-day initial IEP timeline, annual IEP due dates, provider access/acknowledgment, and transfer-IEP implementation.

5.8 Development, Review, and Revision - §300.324

99. The IEP team will consider the child's strengths, parent concerns, evaluation results, and academic, developmental, and functional needs.
100. The IEP team will consider positive behavioral interventions/supports when behavior impedes learning; language needs for students with limited English proficiency; Braille needs for students who are blind/visually impaired; communication needs for students who are deaf/hard of hearing; and assistive technology needs.
101. The regular education teacher will participate, as appropriate, in development, review, and revision of the IEP, including positive behavioral supports and supplementary aids/services.
102. After the annual meeting, the parent and School may agree to amend the IEP without convening a meeting. All IEP team members will be informed of the amendment, and a revised copy will be provided to the parent upon request.
103. The IEP will be reviewed at least annually and revised as appropriate for lack of expected progress, reevaluation results, parent information, anticipated needs, or other matters.
104. A parent or San Tan Charter School may request in writing a review of the IEP and identify the basis for the request. The review will occur within 45 school days of receipt of the written request at a mutually agreed date and time.

Local procedure responsibility: The Special Education Teacher logs written IEP review requests and monitors the 45-school-day timeline.

5.9 Private School Placements by San Tan - §300.325

Local procedure responsibility: The Exceptional Student Services Director coordinates San Tan-initiated private placements and remains responsible for evaluation/reevaluation, IEP development and review, placement decisions, progress monitoring, and FAPE.

105. Before San Tan Charter School places a child in a private school or facility, the School will initiate and conduct an IEP meeting and ensure participation of a representative of the private school/facility.
106. San Tan Charter School remains responsible for FAPE and will ensure parents and San Tan representatives participate in IEP decisions and approve proposed changes before implementation.

5.10 Educational Placement - §300.327

Local procedure responsibility: The LEA Representative and Exceptional Student Services Director ensure parents participate in educational-placement decisions and that placement is based on the student's IEP and LRE requirements.

107. Parents will be members of any group making decisions about the educational placement of their child.

6. Procedural Safeguards

Policy

San Tan Charter School will establish, maintain, implement, and make available procedural safeguards consistent with IDEA, Arizona law, and A.A.C. R7-2-401.I.

Procedures

6.1 Records and Parent Participation - §300.501

Local procedure responsibility: The Special Education Teacher/Case Manager coordinates parent participation in special education meetings; records-access procedures are implemented by the records custodian identified in Section 8.

108. Parents will have an opportunity to inspect/review education records concerning identification, evaluation, educational placement, and FAPE; participate in meetings concerning those matters; and be members of any group making placement decisions.
109. When a parent cannot participate in a placement meeting, San Tan Charter School will use alternate methods to ensure participation. A placement decision may be made without the parent only after documented efforts to obtain participation.

6.2 Independent Educational Evaluation - §300.502

110. Upon request, San Tan Charter School will provide information about where an IEE may be obtained and the criteria applicable to an IEE.
111. When a parent requests an IEE at public expense because the parent disagrees with a San Tan evaluation, San Tan Charter School will, without unnecessary delay, either file for due process to show its evaluation is appropriate or provide the IEE at public expense, subject to applicable criteria.
112. San Tan Charter School may ask why the parent objects but may not require an explanation or unreasonably delay its response.
113. A parent is entitled to one IEE at public expense each time San Tan Charter School conducts an evaluation with which the parent disagrees. Results of an IEE that meets criteria will be considered in FAPE decisions and may be presented in due process proceedings.

Local procedure responsibility: The Exceptional Student Services Director receives IEE requests, determines the School response, communicates criteria, and tracks the “without unnecessary delay” requirement.

6.3 Prior Written Notice - §300.503

114. San Tan Charter School will provide written notice a reasonable time before proposing or refusing to initiate or change identification, evaluation, educational placement, or FAPE, and before implementing the decision.
115. PWN will include: the proposed/refused action; why the School proposes/refuses it; the evaluation procedures, assessments, records, or reports relied upon; a statement of procedural-safeguard protections and how to obtain them; sources for assistance; options considered and reasons rejected; and other relevant factors.
116. PWN will be understandable to the general public and provided in the parent's native language or other mode of communication unless clearly not feasible. If the parent's language/mode is not written, San Tan will provide oral/other translation, ensure understanding, and maintain written evidence of those steps.

Local procedure responsibility: The Special Education Teacher/Case Manager or designated related-service provider drafts and provides PWN on behalf of San Tan Charter School. PWN and documentation of delivery are maintained in the student's special education record in accordance with applicable records-retention requirements.

6.4 Procedural Safeguards Notice - §300.504

117. The procedural safeguards notice will be provided once each school year and also upon initial referral or parent request for evaluation, upon receipt of the first State complaint or first due process complaint in a school year, when a disciplinary change of placement is initiated, and upon parent request.
118. The notice will include the full explanation required by IDEA regarding IEEs, PWN, consent, records, complaints/due process, mediation, stay-put, IAES, unilateral private placement, hearings, civil actions, and attorney fees, and will meet native-language/understandability requirements.

Local procedure responsibility: The Special Education Teacher/Case Manager provides the Procedural Safeguards Notice at each required event and documents the date and method of delivery in the student's special education record.

6.5 Electronic Mail - §300.505

Local procedure responsibility: When electronic delivery is used, the Special Education Teacher/Case Manager documents the parent's election or established communication preference and the date/method of electronic delivery.

119. If San Tan Charter School makes electronic delivery available, a parent may elect to receive required notices by electronic mail.

Local procedure responsibility: San Tan Charter School permits electronic delivery of special education notices.

6.6 Mediation - §300.506

Local procedure responsibility: The Superintendent or designee, in consultation with the Exceptional Student Services Director, coordinates San Tan Charter School's participation in mediation and communicates with ADE or the assigned mediator as applicable.

120. San Tan Charter School will make mediation available for disputes arising under IDEA. Mediation will be voluntary, will not deny or delay due process rights, and will be conducted by a qualified and impartial mediator consistent with State procedures.

6.7 State Administrative Complaints

121. San Tan Charter School will cooperate with the Arizona Department of Education in the investigation and resolution of State administrative complaints filed under IDEA and will provide records, written responses, interviews, and corrective-action documentation as required by applicable State procedures.

Local procedure responsibility: The Superintendent or designee receives formal State complaint notices, immediately informs the Exceptional Student Services Director, coordinates the School's response and document production, and tracks any corrective-action requirements to completion.

6.8 Due Process Complaint and Resolution - §§300.507-300.510

122. A parent or San Tan Charter School may file a due process complaint relating to identification, evaluation, educational placement, or FAPE within applicable timelines.
123. San Tan Charter School will comply with content, sufficiency, response, amendment, resolution-meeting, and resolution-period requirements under IDEA, including convening a resolution meeting within 15 days of receiving a parent complaint unless properly waived or mediation is used.
124. If the complaint is not resolved within the 30-day resolution period, the due process hearing timeline will proceed as provided by law.

Local procedure responsibility: The Superintendent receives due process documents, coordinates the School response, schedules resolution meetings, and communicates with legal counsel/insurer as applicable.

6.9 Child Status During Proceedings - §300.518

Local procedure responsibility: The Exceptional Student Services Director, in consultation with the Superintendent/designee, confirms and documents the student's stay-put/current placement during proceedings.

125. During due process proceedings, the child will remain in the current educational placement unless an applicable discipline rule applies or the parent and San Tan Charter School agree otherwise.

6.10 Surrogate Parents - §300.519

126. San Tan Charter School will ensure a surrogate parent is appointed when no parent can be identified or located after reasonable efforts, the child is a ward of the State without an available parent, or the child is an unaccompanied homeless youth, consistent with IDEA and Arizona requirements.
127. A surrogate may not have a conflict of interest and must have the knowledge and skills needed to represent the child. San Tan Charter School will use the Arizona process for surrogate-parent appointment.

Local procedure responsibility: The Exceptional Student Services Director identifies the need for a surrogate parent and coordinates the Arizona appointment process.

6.11 Transfer of Rights at Age 18 - §300.520

128. When a student reaches age 18, unless the student has been adjudicated incapacitated or otherwise retains a lawful decision-maker, rights under Part B transfer to the student. Required notices will be provided to both the student and parent, and notice of transfer will be documented.

Local procedure responsibility: The Exceptional Student Services Director monitors age-of-majority notices and transfer of rights and ensures delivery is documented in the student's special education record.

6.12 Arizona Procedural Safeguards - A.A.C. R7-2-401.I

Local procedure responsibility: The Exceptional Student Services Director ensures current procedural safeguards and State dispute-resolution information are available to staff and parents and incorporated into annual staff guidance.

129. San Tan Charter School will maintain written procedures ensuring IDEA and State procedural safeguards and will disseminate information regarding both San Tan and State dispute-resolution options.

7. Discipline

Policy

A child with a disability may be disciplined for a violation of the student code of conduct, including removal to an interim alternative educational setting, another setting, suspension, or expulsion, only in accordance with 34 C.F.R. §§300.530-300.536 and A.A.C. R7-2-401.P.

Procedures

7.1 Authority of School Personnel - §300.530

130. School personnel may consider unique circumstances case by case when determining whether a change of placement is appropriate.
131. A student may be removed for not more than 10 consecutive school days to the extent comparable consequences apply to nondisabled students, and for additional removals of not more than 10 consecutive school days for separate incidents when the removals do not constitute a change of placement.
132. After a student has been removed for 10 school days in the same school year, services will be provided during subsequent removals to enable participation in the general curriculum and progress toward IEP goals and, as appropriate, FBA/behavioral intervention services designed to prevent recurrence.
133. For subsequent removals of 10 days or less that are not a change of placement, school personnel, in consultation with at least one teacher, will determine the extent of services needed. If the removal is a change of placement, the IEP team determines services.
134. Within 10 school days of a decision to change placement because of a code-of-conduct violation, San Tan Charter School, the parent, and relevant members of the IEP team will conduct a manifestation determination based on all relevant information, including the IEP, observations, and parent-provided information.
135. Behavior is a manifestation when it was caused by or had a direct and substantial relationship to the disability or was the direct result of failure to implement the IEP. If the IEP was not implemented, San Tan will take immediate corrective steps.
136. When behavior is a manifestation, the student will return to the prior placement unless the parent and School agree otherwise or a special-circumstances IAES applies. The team will conduct an FBA and implement a BIP when needed or review/modify an existing BIP.
137. School personnel may remove a student to an IAES for up to 45 school days, without regard to manifestation, for weapons, illegal drugs/controlled substances, or serious bodily injury as defined by IDEA.
138. On the date San Tan determines that a disciplinary removal constitutes a change of placement, San Tan will notify the parent and provide the procedural safeguards notice.

7.2 Change of Placement Because of Disciplinary Removals - §300.536

139. A disciplinary removal is a change of placement when the removal is for more than 10 consecutive school days or when a series of removals constitutes a pattern.
140. A pattern may exist when removals total more than 10 school days in a school year, the student's behavior is substantially similar to behavior in previous incidents resulting in removal, and additional factors such as the length of removals, total time removed, and proximity of removals support a pattern determination.
141. San Tan Charter School will determine on a case-by-case basis whether a pattern constitutes a change of placement. The determination is subject to review through due process and judicial proceedings.

Local procedure responsibility: The Exceptional Student Services Director maintains the cumulative/consecutive removal-day tracking system, reviews removal history with campus administration before additional removals are imposed when practicable, and coordinates §300.536 pattern/change-of-placement determinations.

7.3 Determination of Setting - §300.531

Local procedure responsibility: The IEP team determines the IAES. The Exceptional Student Services Director coordinates implementation of the setting and services identified by the IEP team.

142. The IEP team will determine the interim alternative educational setting for services.

7.4 Appeals and Placement During Appeal - §§300.532-300.533

Local procedure responsibility: The Superintendent/designee and Exceptional Student Services Director coordinate any expedited due process response, parent notice, legal consultation, and implementation of the student's placement during appeal.

143. A parent may request an expedited due process hearing when disagreeing with a discipline placement decision or manifestation determination. San Tan Charter School may request an expedited hearing when it believes maintaining the current placement is substantially likely to result in injury.

144. During an appeal, the student will remain in the IAES pending the hearing decision or expiration of the IAES, whichever occurs first, unless the parent and School agree otherwise.

7.5 Protections for Students Not Yet Determined Eligible - §300.534

Local procedure responsibility: Campus administration immediately notifies the Exceptional Student Services Director when discipline may involve a student suspected of having a disability. The Exceptional Student Services Director coordinates any expedited evaluation and IDEA discipline protections.

145. A student not yet found eligible may assert IDEA discipline protections when San Tan Charter School had knowledge that the student was a child with a disability before the behavior occurred, as defined by IDEA.

146. If an evaluation is requested during disciplinary measures, it will be conducted in an expedited manner. Until completion, the child remains in the placement determined by San Tan Charter School, subject to applicable law. If eligible, services will be provided in accordance with IDEA discipline requirements.

7.6 Annual Staff Review - A.A.C. R7-2-401.P

147. All school-based staff involved in discipline will review policies and procedures concerning suspension and expulsion of students with disabilities annually. San Tan Charter School will maintain documentation of the annual review.

Local procedure responsibility: The Exceptional Student Services Director provides the annual discipline review to school-based staff involved in disciplinary decisions, including campus leadership and other relevant personnel. Completion is documented through a sign-in sheet, electronic acknowledgment, or other retained training record.

8. Confidentiality

Policy

San Tan Charter School will protect the confidentiality of personally identifiable information collected, maintained, or used under IDEA in accordance with 34 C.F.R. §§300.611-300.627, FERPA, Arizona statutes, and A.A.C. R7-2-401.J.

Procedures

8.1 Access Rights - §300.613

148. Parents may inspect and review education records relating to their child that are collected, maintained, or used under IDEA. San Tan Charter School will comply without unnecessary delay and in no case more than 45 days after the request, and before any IEP meeting, due process/disciplinary hearing, or resolution session when applicable.
149. Rights include reasonable explanations/interpretations, copies when failure to provide copies would effectively prevent access, and inspection/review by a parent representative.
150. San Tan Charter School may presume parental authority to inspect records unless advised otherwise by a legal proceeding involving guardianship, separation, or divorce.

Local procedure responsibility: Campus Principals or their designees serve as records custodians for parent access requests, monitor the 45-day maximum timeline and any earlier event-driven deadline, provide access/copies as required, and document completion.

8.2 Record of Access - §300.614

Local procedure responsibility: The records custodian maintains the record-of-access log for education records covered by IDEA.

151. San Tan Charter School will maintain a record of persons obtaining access to IDEA education records, excluding parents and authorized employees, including the name, date of access, and purpose.

8.3 Records on More Than One Child - §300.615

Local procedure responsibility: The records custodian reviews records before disclosure and limits parent access to information concerning the parent's child.

152. When a record contains information on more than one child, a parent may inspect/review only information relating to the parent's child or be informed of the specific information relating to that child.

8.4 Lists of Types and Locations - §300.616

Local procedure responsibility: The records custodian, in consultation with the Exceptional Student Services Director, provides the requested list of record types and locations.

153. Upon request, San Tan Charter School will provide a list of the types and locations of education records collected, maintained, or used by the School.

8.5 Fees - §300.617

Local procedure responsibility: The records custodian determines whether a copying fee is permissible and waives or adjusts the fee when necessary to preserve a parent's right of access.

154. San Tan Charter School may charge a reasonable copying fee if it does not effectively prevent exercise of access rights. No fee will be charged to search for or retrieve information.

8.6 Amendment and Hearing - §§300.618-300.620

155. A parent who believes information is inaccurate, misleading, or violates privacy or other rights may request amendment. San Tan Charter School will decide within a reasonable time.
156. If amendment is refused, the parent will be informed of the refusal and right to a hearing. San Tan Charter School will provide a hearing upon request and will implement the hearing outcome, including allowing a parent statement to remain with the record when applicable.

Local procedure responsibility: The Campus Principal or designee receives requests to amend records, coordinates the School's response and any required records hearing, and ensures decisions and notices are documented in the student's record.

8.7 Consent and Disclosure - §300.622

Local procedure responsibility: The Exceptional Student Services Director or records custodian verifies whether consent is required before disclosure, obtains and documents consent when required, and records authorized disclosures consistent with IDEA and FERPA.

- 157. Parental consent will be obtained before personally identifiable information is disclosed to parties other than participating agencies unless disclosure is authorized without consent under FERPA.
- 158. Parental consent will be obtained before disclosure to officials of participating agencies that may provide or pay for transition services.
- 159. For applicable private-school situations, consent will be obtained before personally identifiable information is exchanged as required by IDEA.

8.8 Transfer of Special Education Records - A.A.C. R7-2-401.J(4)

- 160. Upon written request, San Tan Charter School will forward special education records to another public education agency in which a student has enrolled or seeks to enroll within the timeframe required by A.R.S. §15-828. Records will also be forwarded to another person or agency when the parent has provided signed permission, as required by law.

Local procedure responsibility: Special Education Teachers/Case Managers and designated front-office staff process incoming and outgoing special education records requests and monitor the applicable Arizona records-transfer timeline.

8.9 Safeguards - §300.623

- 161. San Tan Charter School will protect confidentiality at collection, storage, disclosure, and destruction stages.
- 162. One official will assume responsibility for ensuring confidentiality of personally identifiable information.
- 163. All persons collecting or using personally identifiable information will receive training or instruction regarding applicable State policies/procedures and FERPA.
- 164. San Tan Charter School will maintain, for public inspection, a current list of names and positions of employees who may have access to personally identifiable information.

Local procedure responsibility: The Exceptional Student Services Director is the confidentiality official, provides annual FERPA/IDEA confidentiality training, maintains training records with HR, and keeps the employee-access list.

8.10 Destruction of Information - §300.624 and A.A.C. R7-2-401.J

- 165. San Tan Charter School will inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services.
- 166. Information will be destroyed at parent request, except that a permanent record of the student's name, address, telephone number, grades, attendance, classes attended, grade level completed, and year completed may be retained without time limitation.
- 167. Parents will be informed annually of San Tan Charter School policies/procedures regarding storage, third-party disclosure, retention, and destruction of personally identifiable information.

Local procedure responsibility: The Exceptional Student Services Director issues the annual records/confidentiality notice, authorizes destruction when appropriate, and ensures documentation of destruction is retained in accordance with San Tan Charter School records procedures.

8.11 Student Rights at Age 18 - §300.625 / A.A.C. R7-2-401.J(3)

Local procedure responsibility: The Exceptional Student Services Director coordinates transfer-of-rights notice and ensures record-access practices are updated when rights transfer to the adult student.

- 168. Record rights transfer to the student at age 18 under FERPA and IDEA as applicable, unless the student has been adjudicated incapacitated or has lawfully delegated decision-making authority under Arizona law.

9. Graduation

Policy

San Tan Charter School will provide FAPE to eligible students with disabilities until eligibility ends because the student graduates from secondary school with a regular high school diploma or reaches the applicable age limit under Arizona law. The Governing Board will prescribe graduation criteria, course-of-study requirements, and promotion requirements for students with disabilities consistent with Arizona law, State Board of Education rules, and the student's IEP.

Procedures

9.1 Graduation and Promotion Criteria - A.R.S. §15-701.01(B); A.A.C. R7-2-301(D)(1)

169. San Tan Charter School will apply Governing Board graduation criteria to students with disabilities, including academic standards in required content areas, while providing accommodations, modifications, specially designed instruction, and related services required by the IEP.
170. San Tan Charter School will maintain a course of study and graduation/promotion requirements for students receiving special education in accordance with Arizona law and State Board rules.

Local procedure responsibility: The Exceptional Student Services Director reviews alignment between IEP course of study and graduation requirements.

9.2 Limitation on FAPE After Regular Diploma - §300.102

Local procedure responsibility: The Exceptional Student Services Director verifies that graduation will be with a regular high school diploma, coordinates PWN, and confirms termination of IDEA eligibility only after all applicable graduation requirements are satisfied.

171. San Tan Charter School is not required to provide FAPE after a student graduates with a regular high school diploma.
172. This exception does not apply to a student who leaves high school with a credential other than a regular high school diploma and remains otherwise eligible for FAPE.
173. Graduation with a regular high school diploma is a change of placement and requires prior written notice under §300.503.

9.3 Advance Graduation Notice

174. San Tan Charter School will inform the parent in writing at least one year before the anticipated high school graduation date of a student with a disability. This notice is in addition to PWN provided before graduation is implemented.

Local procedure responsibility: The Special Education Teacher monitors anticipated graduation dates and sends/documents the one-year advance notice.

9.4 Summary of Performance - §300.305

175. A reevaluation is not required before termination of eligibility due solely to graduation with a regular high school diploma or reaching the applicable age limit.
176. When eligibility ends for either reason, San Tan Charter School will provide a summary of academic achievement and functional performance, including recommendations to assist the student in meeting postsecondary goals.

Local procedure responsibility: The Special Education Teacher prepares, reviews, and provides the Summary of Performance.

9.5 Students Remaining Eligible After Four Years of High School

177. If a student has not earned a regular high school diploma and remains age-eligible, the IEP team will determine the special education, related services, transition services, and course of study needed for continued FAPE consistent with the student's IEP and Arizona law.

Local procedure responsibility: The Exceptional Student Services Director conducts annual graduation-status reviews for students who may remain eligible beyond the traditional four-year sequence.