

DESERT HEIGHTS CHARTER SCHOOLS

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SPECIAL EDUCATION POLICIES & PROCEDURES

Special Education Policies and Child Find Policy & Procedures

POLICY

Desert Heights Charter Schools will ensure that all children with disabilities within the boundaries of the public agency, including children with disabilities who are homeless or wards of the State, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

PROCEDURES

Individuals with Disabilities Education Act (IDEA '04) 34 CFR §300.111 Child Find

1) Desert Heights Charter Schools will identify, locate, and evaluate all children with disabilities **within their geographic boundaries** who are in need of special education and related services.

This must include:

- a) Children who are homeless;
- b) Children who are highly mobile, including migrant children;
- c) Children who are wards of the state; and,
- d) Children who are attending private schools or home schools.

Desert Heights Charter Schools will identify, locate, and evaluate all children with disabilities within their population served who are in need of special education and related services.

2) Child find must also include children who are suspected of being children with a disability and are in need of special education, even though:

- a) They are advancing from grade to grade or
- b) They are highly mobile children, including those who are migrant children.

3) Desert Heights Charter Schools will maintain a record of children who are receiving special education and related services.

Arizona Administrative Code (AAC) R7-2-401.C Public Awareness

1) Desert Heights Charter Schools shall inform the general public and all parents within its boundaries of responsibility of the availability of special education services for students aged 3 through 21 years and how to access those services, including information regarding early intervention services for children aged birth through 2 years.

2) Desert Heights Charter Schools is responsible for public awareness and child find for private schools within their geographic boundaries.

AAC R7-2-401.D Child Identification and Referral

1) Desert Heights Charter Schools shall establish, implement, and disseminate to its school-based personnel and all parents written procedures for the identification and referral of all children with disabilities aged birth through 21 years.

Desert Heights Charter Schools must include children with disabilities attending private schools and home schools, regardless of the severity of the disability.

2) Desert Heights Charter Schools will require all school-based staff to review the written procedures related to child identification and referral on an annual basis and will maintain documentation of the staff review.

3) Identification (screening for possible disabilities) shall be completed within 45 calendar days after:

- a) Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening,

“Promoting Academic Excellence, Integrity of Character, and Social Awareness in each individual student”

- evaluation, and progress in school; or
b) Parent notification of concern regarding developmental or educational progress by their child aged 3 through 21 years.

- 4) Screening procedures shall include vision and hearing status and consideration of the following areas:
- a) Cognitive or academic;
 - b) Communication;
 - c) Motor;
 - d) Social or behavioral; and
 - e) Adaptive development.
- 5) For a student transferring in to a school, Desert Heights Charter Schools shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education or of poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.
- 6) If a concern about a student is identified through screening procedures or review of records, the parents of the student shall be notified of the concern within 10 school days and informed of the public agency's procedures to follow up on the student's needs.
- 7) Desert Heights Charter Schools shall maintain documentation of the identification procedures utilized, the dates of entry into school or notification by parents of a concern, and the dates of screening. The dates shall be maintained in students' permanent records.
- 8) If the screening indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student may request an evaluation of the student. For parentally placed private school students, the school district within whose boundaries the nonprofit private school is located is responsible for such evaluation.
- 9) If, after consultation with the parent, the public agency determines that a full and individual evaluation is not warranted, the public agency shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.

Discipline Policy & Procedure

POLICY

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from his or her current placement to an appropriate interim alternative educational setting, another setting, suspension, or expulsion in accordance with IDEA Regulations §§300.530 through 300.536.

PROCEDURES

§300.530 Authority of School Personnel

- 1) On a case-by-case basis and in consideration of any unique circumstances, school personnel may remove a child with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under §300.536.
- 2) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal, the public agency must provide services to the extent required to:
 - a) Enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting his/her IEP goals; and
 - b) Receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not recur.
- 3) The public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 days or less in that school year, if it provides services to nondisabled children similarly removed.
- 4) After a child with a disability has been removed from his or her current placement for 10 school days, and the current removal is for not more than 10 consecutive school days and not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the IEP goals.
- 5) If the removal is a change in placement, the child's IEP Team determines the appropriate services.
- 6) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of

student conduct, the public agency, parent, and relevant members of the IEP Team must review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:

- a) If the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the public agency's failure to implement the IEP.

- 7) The conduct must be determined to be a manifestation of the disability if either (6) (a) or (b) occurred, and if the IEP was not implemented, the public agency must take immediate steps to remedy that deficiency.
- 8) If the public agency, parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the child must be returned to the placement from which the child was removed, unless the parent and public agency agree to a change of placement. The IEP Team must either:
- a) Conduct a functional behavioral assessment, unless one has already been done, and implement a behavioral intervention plan; or
 - b) If a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior.
- 9) School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to manifestation of disability if the child:
- a) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a state or public education agency;
 - b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or public education agency; or
 - c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or public education agency.
- 10) The public education agency will notify parents and provide notice of procedural safeguards on the day the PEA determines the student has violated the code of conduct and the violation constitutes a change of placement (i.e., interim alternative education setting).

§300.531 Determination of Setting

The child's IEP Team determines the interim alternative educational setting for services.

§300.532 Appeal

- 1) The parent of a child with a disability who disagrees with any decision regarding placement under §§300.530 and 300.531 or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with §§300.310 through 300.314 and AAC R7-2-405.I.
- 2) A public agency that believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others may appeal the decision by requesting an expedited due process hearing in conformance with §§300.310 through 300.314 and AAC R7-2-405.I.

§300.533 Placement during Appeals

The student must remain in the interim alternative educational setting pending the decision of the hearing officer or expiration of the interim setting, whichever comes first, unless the parent and public agency agree otherwise.

§300.534 Protections for Children Not Determined Eligible for Special Education and Related Services

- 1) A student who has not been determined eligible and who engaged in a behavior that violated a code of student conduct may assert protections if the public agency had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. A public agency must be deemed to have such knowledge if:
- a) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
 - b) The parent of the child requested an evaluation of the child pursuant to §§300.300 through 300.311; or
 - c) The teacher of the child, or other personnel of the public agency, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the agency.
- 2) Desert Heights Charter Schools would not be deemed to have knowledge if the parent of the child:
- a) Has not allowed an IDEA evaluation of the child;
 - b) Has refused special education services for the child; or
 - c) The child has been evaluated and determined to not be a child with a disability under IDEA.
- 3) If Desert Heights Charter Schools do not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be disciplined as other children without disabilities who engage in comparable

behaviors.

- 4) If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
 - a) Until the evaluation is completed, the child remains in the educational placement determined by the public agency, which can include suspension or expulsion without educational services.
 - b) If the child is determined to be a child with a disability, the agency must provide special education and related services in accordance with this part, including the requirements of §§300.530 through 300.536.

§300.535 Referral to and Action by Law Enforcement and Judicial Authorities

- 1) Desert Heights Charter Schools may report a crime committed by a child with a disability to appropriate authorities to enable them to exercise their responsibilities.
- 2) If Desert Heights Charter Schools reports a crime committed by a child with a disability we will ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime, but only to the extent permitted by FERPA.

§300.536 Change of Placement Because of Disciplinary Removals

- 1) A change of placement occurs if:
 - a) The removal is for more than 10 consecutive school days; or
 - b) The child has been subjected to a series of removals that constitute a pattern:
 - i) because the series of removals total more than 10 school days in a school year;
 - ii) because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and
 - iii) because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
- 2) Desert Heights Charter Schools will determine on a case-by-case basis whether a pattern of removals constitutes a change of placement, and such determinations are subject to review through due process and judicial proceedings.

Confidentiality Policy & Procedures

POLICY

Desert Heights Charter Schools will ensure that protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the agency will be in accordance with 34 CFR §§300.611–300.627.

PROCEDURES

§300.613 Access Rights

- 1) Desert Heights Charter Schools must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under IDEA. The agency must comply with a request without unnecessary delay and in no case more than 45 days after the request has been made and before:
 - a) Any IEP meeting;
 - b) Any hearing involving a due process complaint or disciplinary hearing; or
 - c) Any resolution session.
- 2) The right to inspect and review education records includes:
 - a) The right to a response from the agency to reasonable requests for explanations and interpretations of the records;
 - b) The right to request that the agency provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
 - c) The right to have a representative of the parent inspect and review the records.
- 3) Desert Heights Charter Schools may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised to the contrary by legal proceeding involving guardianship, separation, and divorce.

§300.614 Record of Access 1) Desert Heights Charter Schools will keep a record of parties obtaining access to education records collected, maintained, or used under IDEA (except access by parents and authorized employees of the agency), including:

- a) The name of the party;
- b) The date access was given; and
- c) The purpose for which the party is authorized to use the records.

§300.615 Records on More Than One Child

- 1) If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child.

§300.616 Lists of Types and Locations of Information

- 1) Desert Heights Charter Schools must provide parents on request a list of the types and locations of education records collected, maintained, or used by the agency.

§300.617 Fees

- 1) Desert Heights Charter Schools may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records.
- 2) Desert Heights Charter Schools may not charge a fee to search for or to retrieve information.

§300.618 Amendment of Records at Parent's Request

- 1) A parent who believes that information in the education records collected, maintained, or used by Desert Heights Charter Schools is inaccurate or misleading or violates the privacy or other rights of the child may request that Desert Heights Charter Schools amend the information.
- 2) Desert Heights Charter Schools must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.
- 3) If Desert Heights Charter Schools refuses to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing under §300.619.

§300.619 Opportunity for a Hearing

- 1) Desert Heights Charter Schools must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

§300.620 Result of Hearing

- 1) If, as a result of a hearing, Desert Heights Charter Schools decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must do so accordingly and so inform the parent in writing.
- 2) If, as a result of a hearing, Desert Heights Charter Schools decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with Desert Heights Charter Schools's decision.

§300.622 Consent

- 1) Parental consent must be obtained before personally identifiable information is disclosed to parties other than participating agencies, unless the information is contained in education records and the disclosure is authorized without parent consent under FERPA.
- 2) Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with §300.321.
- 3) If a child is enrolled, or is going to enroll, in a private school that is not located in the boundaries of the district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the district where the private school is located and officials in the district of the parent's residence.

§300.623 Safeguards

- 1) Desert Heights Charter Schools must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- 2) One official at Desert Heights Charter Schools must assume responsibility for ensuring the confidentiality of any personally identifiable information.
- 3) All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under 300.123 and FERPA (34 CFR part 99).
- 4) Desert Heights Charter Schools must maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information.

§300.624 Destruction of Information

- 1) Desert Heights Charter Schools must inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child.
- 2) The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

§300.625 Children's Rights

- 1) The rights of the parents regarding educational records are transferred to the student at age 18 under FERPA.
- 2) If the rights of the parents regarding educational records are transferred to the student at age 18 under the IDEA, the public agency must provide any notice required under the procedural safeguards provisions.

Evaluation and Eligibility Policy & Procedures

POLICY

A full and individual initial evaluation will be conducted by Desert Heights Charter Schools before the initial provision of special education and related services to a child with a disability in accordance with 34 CFR §§300.300–300.311 of the IDEA regulations.

A reevaluation of each child with a disability will be conducted by the public agency in accordance with §§300.300–300.311 of the IDEA regulations.

PROCEDURES

§300.300 Parental Consent

- 1) When Desert Heights Charter Schools proposes to conduct an initial evaluation to determine if a child qualifies as a child with a disability, after reviewing existing data with the parents and providing prior written notice, will obtain informed consent from the parent of the child before collecting any additional data.
 - a) Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.
 - b) Desert Heights Charter Schools will make reasonable efforts to obtain the informed consent from the parent for an initial evaluation.
- 2) For initial evaluations only, if the child is a ward of the state and is not residing with the child's parent, Desert Heights Charter Schools is not required to obtain consent from the parent if:
 - a) Despite reasonable efforts to do so, Desert Heights Charter Schools cannot discover the whereabouts of the parents of the child;
 - b) The rights of the parents of the child have been terminated by the court;
 - c) The rights of the parent to make educational decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- 3) Desert Heights Charter Schools may, but is not required to, seek informed consent through due process procedures if the parent of a child who is enrolled or seeking to enroll in the public agency refuses consent for an initial evaluation.
- 4) Desert Heights Charter Schools must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child and must make reasonable efforts to obtain that consent.
- 5) If a parent refuses consent for the initial provision of special education and related services, the public agency may not seek consent through due process hearing procedures. The public agency:
 - a) Will not be considered to be in violation to provide FAPE;
 - b) Is not required to convene an IEP Team meeting or develop an IEP for the child.
- 6) Desert Heights Charter Schools must obtain informed consent prior to conducting any reevaluation of a child with a disability.
 - a) If the parent refuses consent, Desert Heights Charter Schools may utilize due process hearing procedures to seek consent, but does not violate its obligation if it declines to pursue the evaluation or reevaluation.
 - b) The informed parental consent for reevaluation need not be obtained if Desert Heights Charter Schools can demonstrate that:
 - i) it made reasonable efforts to obtain such consent and has documented those attempts;
 - ii) the child's parent has failed to respond.
- 7) Parental consent is not required before:
 - a) Reviewing existing data as part of an evaluation or reevaluation; or
 - b) Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children

prior to administration.

- 8) Desert Heights Charter Schools may not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of the public agency, except as required by this part.
- 9) If a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the public agency may not utilize due process hearing procedures to seek consent.

§300.301 Initial Evaluations

- 1) Consistent with consent requirements of §300.300, either a parent of a child or the public agency may initiate a request for an initial evaluation to determine if a child is a child with a disability.
- 2) The initial evaluation must:
 - a) Be completed within 60 days of receiving parental consent for the evaluation, unless:
 - i) The parents and Desert Heights Charter Schools agree that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional 30 days;
 - ii) The child enrolls in Desert Heights Charter Schools from another public agency after the parent has provided consent and before the determination of eligibility by the other agency (In that event, the agency will ensure prompt completion of the evaluation); or
 - iii) The parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.
 - b) Consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

§300.303 Reevaluations

- 1) Desert Heights Charter Schools will conduct a reevaluation of a child with a disability if:
 - a) Desert Heights Charter Schools determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation, or
 - b) If the child's parents or teacher requests a reevaluation, except that
 - c) Desert Heights Charter Schools will not conduct a reevaluation more than once a year unless the parent and agency agree otherwise.
- 2) Desert Heights Charter Schools will conduct a reevaluation at least once every 3 years, unless the parent and the agency agree that a reevaluation is unnecessary.

§300.304 Evaluation Procedures

- 1) Desert Heights Charter Schools will provide prior written notice to the parents of a child who has, or who is suspected of having, a disability that describes the evaluation procedures that Desert Heights Charter Schools proposes to conduct.
- 2) In conducting an evaluation or reevaluation, the public agency will:
 - a) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent in order to determine;
 - i) Whether the child is a child with a disability; and
 - ii) If the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).b) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
 - c) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- 3) Desert Heights Charter Schools will ensure that evaluation materials and strategies:
 - a) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - b) Are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
 - c) Are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;
 - d) Are administered by trained and knowledgeable personnel;
 - e) Are administered in accordance with the instructions provided by the assessment publisher;
 - f) Are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impairments (unless those skills are the factors being measured).
 - g) Assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and

emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities; and

h) Are sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not those needs are commonly associated with the child's disability.

i) Provide relevant information that directly assists in determining the educational needs of the child.

4) Evaluations of children who transfer to or from another public agency in the same school year are coordinated with the prior and subsequent schools, in order to expedite the completion of a full evaluation.

§300.305 Additional Evaluation Requirements

1) As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, will:

a) Review existing evaluation data on the child including:

i) Evaluations and information provided by the parents;

ii) Current classroom-based, local, and statewide assessments, and classroom-based observations; and

iii) Observations by teachers and related services providers.

b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:

i) Whether the child is or continues to be a child with a disability and if so, the educational needs of the child;

ii) The present levels of academic achievement and related developmental needs of the child; and

iii) Whether the child needs special education and related services

to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum.

c) The IEP Team may conduct the review without a meeting.

2) If additional data are needed, Desert Heights Charter Schools will administer the assessments required to obtain the additional data.

3) If additional data are not needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs, Desert Heights Charter Schools will notify the parents of:

a) The determination and the reasons for the determination; and

b) The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

4) Desert Heights Charter Schools will evaluate a child before determining that the child is no longer a child with a disability except when the termination is due to graduation with a regular high school diploma or the child's reaching age 22.

5) When the child's eligibility terminates because of graduation or reaching age 22, Desert Heights Charter Schools will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals.

§300.306 Determination of Eligibility

1) Upon completion of the evaluation process, Desert Heights Charter Schools will ensure that:

a) A group of qualified professionals and the parent of the child determine:

i) If the child is a child with a disability under the Individuals with Disabilities Education Act and the Arizona State Statutes; and

ii) If so, the educational needs of the child.

b) The parents are provided, at no cost, a copy of the evaluation report and eligibility determination.

2) A child will not be determined to be a child with a disability if the primary factor for the determination is:

a) Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the ESEA);

b) Lack of appropriate instruction in math; or

c) Limited English proficiency.

3) The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if the child is deemed eligible and in need of special education and related services, an IEP will be developed in accordance with §§300.320 through 300.324.

§300.307 Additional Procedures for Identifying Children with Specific Learning Disabilities

Option 1:

1) Desert Heights Charter Schools will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the child's response to scientific, research-based intervention in conformity with IDEA Regulations §300.307–311.

Option 2:

2) Desert Heights Charter Schools will establish criteria for determining whether a child has a specific learning disability through the identification of a severe discrepancy between intellectual ability and achievement in conformity with IDEA Regulations §§300.307–311.

Option 3:

3) Desert Heights Charter Schools will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA Regulations §§300.307–311:

- a) The state-adopted criteria based on a child's response to scientific, research-based intervention;
- b) The identification of a severe discrepancy between intellectual ability and achievement.

§300.308 Additional Group Members

1) The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals which must include:

- a) The child's regular teacher; or
- b) If the child does not have a regular teacher, then a regular teacher qualified to teach children of that age;
- c) For a child of less than school age, an individual qualified by the State to teach children of his/her age;
- d) At least one person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

§300.309 Determining the Existence of a Specific Learning Disability

1) A child may be determined to have a specific learning disability if:

- a) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or meet State-approved grade-level standards:
 - i) Oral expression
 - ii) Listening comprehension
 - iii) Written expression
 - iv) Basic reading skill
 - v) Reading fluency skills
 - vi) Reading comprehension
 - vii) Mathematics calculation
 - viii) Mathematics problem solving
- b) The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas in (1)(a) when using a process based on the child's response to scientific, research-based intervention; or
- c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.

2) The findings of this section are not primarily the result of:

- a) A visual, hearing, or motor disability;
- b) Mental retardation;
- c) Emotional disturbance;
- d) Cultural factors;
- e) Environmental or economic disadvantage; or
- f) Limited English proficiency.

3) The group must ensure that the underachievement is not due to a lack of appropriate instruction in reading or math and must consider:

- a) Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment

of student progress during instruction, which was provided to the child's parents.

- 4) Desert Heights Charter Schools must promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in (3)(a) and (b).

§300.310 Observation

- 1) Desert Heights Charter Schools must ensure that the child is observed in his/her learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty.
- 2) In the case of a child of less than school age or who is out of school, a group member must observe the child in an environment appropriate for a child of that age.

§300.311 Specific Documentation for the Eligibility Determination

- 1) For a child suspected of having a specific learning disability, the eligibility determination must contain a statement of:
 - a) Whether the child has a specific learning disability;
 - b) The basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;
 - c) The relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
 - d) The educationally relevant medical findings, if any;
 - e) Whether the child does not achieve adequately for his/her age or to meet State-approved grade level standards consistent with (1)(a); and does not make sufficient progress to meet age- or State-approved grade-level standards consistent with (1)(b); or
 - f) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards or intellectual development consistent with (1)(c).
 - g) The determination of the group concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency of the child's achievement level.
- 2) If the child participated in a process that assessed the child's response to scientific, research-based intervention, the determination must include:
 - a) The instructional strategies used and the student-centered data collected;
 - b) Documentation that the child's parents were notified about the State's policies regarding the amount and nature of student performance that would be collected and the general education services that would be provided;
 - c) Strategies for increasing the rate of learning; and
 - d) The parent's right to request an evaluation.
- 3) Each group member must certify in writing whether the report reflects the member's conclusion. If it does not, the group member must submit a separate statement presenting the member's conclusions.

Graduation Policy & Procedures

POLICY

Desert Heights Charter Schools shall provide a FAPE to all eligible students until termination of eligibility due to graduation from secondary school with a regular diploma or due to exceeding 21 years of age, in accordance with §300.305 and ARS 15-701.01(A)(3) and (B).

PROCEDURES

ARS 15-701.01(B) and AAC R7-2-301(D)(1)

- 1) Desert Heights Charter Schools will ensure that the governing board shall prescribe graduation criteria for students with disabilities from its high schools, which shall include accomplishment of the academic standards in at least reading, writing, mathematics, science, and social studies, as determined by district assessment.
- 2) Desert Heights Charter Schools will ensure that the governing board shall develop a course of study and graduation and promotion requirements for all students placed in special education programs in accordance with R7-2-401 et seq.

§300.102 Limitation—Exception to FAPE for Certain Ages

- 1) Desert Heights Charter Schools will not be obligated to provide FAPE to students with disabilities who have graduated from high school with a regular high school diploma.
- 2) The exception does not apply to children who have graduated from high school but have not been awarded a regular high school diploma.
- 3) Graduation from high school with a regular high school diploma constitutes a change of placement requiring prior written notice

in accordance with §300.503.

§300.305 Additional Requirements for Evaluations and Reevaluations

- 1) An evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma or due to the child's exceeding 21 years of age.
- 2) For a child no longer eligible due to graduation or exceeding the age of eligibility, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

ARS 15-701.01(3) High School Graduation Requirements

Pupils with disabilities as defined in ARS 15-761 or children who receive special education as defined in 15-763 shall not be required to achieve passing scores on competency tests (AIMS) in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on a competency test is specifically required in a specific academic area by the pupil's IEP as mutually agreed on by the pupil's parents (or 18-year-old student) and the IEP Team.

Free Appropriate Public Education (FAPE) Policy & Procedures

POLICY

A free appropriate public education (FAPE) will be available to all children within the boundaries of responsibility of the public agency, including children with disabilities who have been suspended or expelled from school as provided for in §300.530(d) of the IDEA regulations.

PROCEDURES

§300.306 Determination of Eligibility, 300.308 Additional Group Members)

Desert Heights Charter Schools will make the determination that a child is eligible for special education and related services on an individual basis by a properly constituted team.

§300.101 Free Appropriate Public Education

1) For Preschool Children (3 to 5)

Unified districts and elementary districts will:

- a) Make FAPE available no later than the child's third birthday;
- b) Ensure that an IEP or an IFSP is in effect for each child by that date;
- c) Ensure that a child's IEP Team determines the date when services under the IEP or IFSP will begin if a child's third birthday occurs during the summer.

Desert Heights Charter Schools will:

Refer any children who are suspected of having a disability to the appropriate unified district or elementary district for evaluation and, if appropriate, for services.

2) For School-Aged Children (5 to 21)

Desert Heights Charter Schools will make FAPE available to any child who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

ARS 15-764 Powers of the School District Governing Board or County School Superintendent

- 1) Desert Heights Charter Schools will establish policy and procedures with regard to allowable pupil-teacher ratios and pupil-staff ratios within the PEA or county for provision of special education services.
- 2) The special education programs and services provided shall be conducted only in a school facility that houses regular education classes or in other facilities approved by the division of special education.

§300.105 Assistive Technology

- 1) Desert Heights Charter Schools will ensure that assistive technology devices or services or both will be available to a child with a disability, if required, as a part of:
 - a) Special education,
 - b) Related services, and
 - c) Supplementary aids and services.
- 2) On a case-by-case basis Desert Heights Charter Schools will ensure the use of school-purchased assistive technology devices in a child's home or other setting if the child's IEP Team determines that the child needs access to those devices in order to

receive FAPE.

§300.106 Extended School Year Services (ESY)

- 1) Desert Heights Charter Schools will make extended school year services available as necessary to provide FAPE to children with disabilities.
 - a) ESY services will be provided only if a child's IEP team determines, in accordance with §§300.320–300.324, that the services are necessary for the provision of FAPE.
 - b) Services will not be:
 - i) Limited to a particular category of disability; or,
 - ii) Unilaterally limited to the type, amount, or duration of services.
- 2) The ESY services that are provided to a child with a disability will:
 - a) Be provided beyond the normal school year of the agency;
 - b) Be provided in accordance with the child's IEP;
 - c) Be provided at no cost to the parents of the child; and
 - d) Meet the standards of the State.

§300.107 Nonacademic Services

- 1) Desert Heights Charter Schools will afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services.
- 2) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by Desert Heights Charter Schools, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.

§300.108 Physical Education

- 1) Desert Heights Charter Schools will make regular physical education services available to children with disabilities to the same extent that the agency provides those services to children without disabilities, unless:
 - a) The child is enrolled full time in a separate facility; or
 - b) The child needs specially designed physical education as prescribed in the child's IEP.
- 2) If a child is enrolled in a separate facility, Desert Heights Charter Schools will ensure that the child receives appropriate physical education services.
- 3) If special physical education is prescribed in a child's IEP, Desert Heights Charter Schools will provide for those services, either directly or through other public or private programs.

§300.110 Program Options

Desert Heights Charter Schools will ensure that children with disabilities have available to them the variety of educational programs and services that are available to nondisabled children, including art, music, industrial arts, consumer and homemaking education, and vocational education.

§300.113 Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices

- 1) Desert Heights Charter Schools will ensure that the hearing aids worn in school by children with hearing impairments are functioning properly; and
- 2) The external components of surgically implanted medical devices (e.g., cochlear implants) are functioning properly, except that the agency will not be responsible for any post-surgical maintenance, programming, or replacement of any component, external or internal, of the medical device.

§300.154 Methods of Ensuring Services

- 1) The public agency may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted under the public benefits or insurance program, except that the public agency:
 - a) May not require parents to sign up for or enroll in public benefits or insurance programs to receive FAPE;
 - b) May not require parents to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may pay the cost that parents otherwise would be required to pay;
 - c) May not use a child's public benefit if that use would:

- i) Decrease lifetime benefits;
 - ii) Result in the family paying for non-school services that would otherwise be paid for by public benefits;
 - iii) Increase premiums or lead to discontinuation of benefits; or
 - iv) Risk loss of eligibility.
- 2) Desert Heights Charter Schools will notify parents that their refusal to allow access to their public benefits does not relieve Desert Heights Charter Schools of its responsibility to provide all required IDEA services.
 - 3) Desert Heights Charter Schools will obtain a one-time written consent from the parent, after providing written notification and before accessing the child's or the parent's public benefits for the first time. The consent must specify:
 - a) The personally identifiable information that may be disclosed;
 - b) The purpose of the disclosure; and
 - c) The agency to which the disclosure may be made.
 - 4) Desert Heights Charter Schools will provide a written notification to the child's parents before accessing the child's or parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter.

Individualized Education Program (IEP) Policy & Procedures

POLICY

Desert Heights Charter Schools shall ensure that an IEP is developed and implemented for each eligible child served by the public agency and for each eligible child placed in or referred to a private school or facility by Desert Heights Charter Schools in accordance with §§300.320–300.325 of the IDEA regulations.

PROCEDURES

§300.320 Contents of the IEP

- 1) The contents of each IEP will include a statement of:
 - a) The child's present levels of academic achievement and functional performance, including:
 - i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
 - b) Measurable annual goals, including academic and functional goals designed to:
 - i) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - ii) Meet each of the child's other educational needs that result from the child's disability;
 - iii) For children with disabilities who take alternate assessments aligned to alternate achievement standards (AIMS A), a description of benchmarks or short-term objectives;
 - c) How the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided;
 - d) The special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, and the program modifications or supports for school personnel that will be provided to enable the child:
 - i) To advance appropriately toward attaining the annual goals; and
 - ii) To be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities with other children with disabilities and nondisabled children.
 - e) The extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities;
 - f) Any individual accommodations that are needed to measure the academic achievement and functional performance of the child on State and district-wide assessments;
 - g) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why:
 - i) the child cannot participate in the regular assessment; and
 - ii) the particular alternate assessment selected is appropriate for the child;
 - h) The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.
 - i) Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, the IEP will also include a statement of:
 - i) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training,

- education, employment, and where appropriate, independent living skills;
- ii) Transition services (including courses of study) needed to assist the child in reaching those goals.

j) Beginning not later than one year before a student reaches the age of 18, the IEP will include a statement that the parents and the student have been informed of the rights under Part B, if any, that will transfer to the student on reaching the age of 18.

§300.321 The IEP Team

1) The IEP Team for each child with a disability will include:

- a) The parents of the child;
- b) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- c) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- d) A representative of the public agency who:
 - i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - ii) Is knowledgeable about the general education curriculum; and
 - iii) Is knowledgeable about the availability of resources of the public agency;
 - iv) May be a public agency team member described in (b) through (f) if the above criteria are met.
- e) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in (b) through (f).
- f) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- g) Whenever appropriate, the child with a disability.

- i) A child of any age if the purpose of the meeting is to consider postsecondary goals and transition services needed to assist the child in reaching the IEP goals.
- ii) If the student does not attend the IEP meeting, the public agency will take other steps to ensure that the student's preferences and interests are considered.

h) To the extent appropriate and with consent of the parents or the adult child, the public agency will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

i) For a child who is transitioning from AzEIP, representatives from AzEIP must be invited to the initial IEP if the parent requests.

2) A member of the IEP Team described in (1)(a) through (1)(e) is not required to attend the IEP meeting if the parent and the school agree in writing prior to the meeting that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.

3) A member of the IEP Team described in (1)(a) through (1)(e) may be excused from attending the IEP meeting in whole or part when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent, in writing, and the public agency consent to the excusal and the member submits, in writing, to the IEP Team, input into the development of the IEP prior to the meeting.

4) In the case of a child previously served by AzEIP, an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the AzEIP service coordinator to assist with the smooth transition of services.

§300.322 Parent Participation

1) Desert Heights Charter Schools will take steps to ensure parent(s) of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:

- a) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- b) Scheduling the meeting at a mutually agreed on time and place.

2) The meeting notice will:

- a) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
- b) Inform the parents of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child and of representatives of the AzEIP (if the meeting is for an initial IEP of a child transitioning from AzEIP).

3) Beginning not later than the first IEP to be in effect when the child turns 16, the notice will also:

- a) Indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services;
- b) Indicate that Desert Heights Charter Schools will invite the student; and
- c) Identify any other agency that will be invited to send a representative.

- 4) If neither parent can attend, Desert Heights Charter Schools will use other methods to ensure parent participation, including individual or conference telephone calls.
- 5) A meeting may be conducted without a parent in attendance if Desert Heights Charter Schools is unable to convince the parents that they should attend. In this case, Desert Heights Charter Schools will maintain a record of its attempts to arrange a mutually agreed on time and place, such as:
 - a) Detailed records of telephone calls made or attempted and the results of those calls;
 - b) Copies of correspondence sent to the parents and any responses received; and
 - c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- 6) Desert Heights Charter Schools will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- 7) Desert Heights Charter Schools will give the parent a copy of the child's IEP at no cost to the parent.

§300.323 When IEPs Must Be in Effect

- 1) At the beginning of each school year, Desert Heights Charter Schools must have in effect for each child with a disability in its jurisdiction, an IEP as defined in §300.320.
- 2) Desert Heights Charter Schools will ensure that:
 - a) A meeting to develop an IEP for an eligible child is conducted within 30 days of a determination of eligibility for special education and related services.
 - b) As soon as possible following the development of the IEP, the services indicated in the IEP are made available to the child.
 - c) An IEP will be in effect at the beginning of each school year.
- 3) For a child aged 2 years 9 months–5 years previously served by AzEIP, the IEP Team will consider the contents of the child's IFSP. An IFSP may serve as the IEP of the child if:
 - a) Desert Heights Charter Schools has provided the parents with a detailed explanation of the differences between an IEP and an IFSP;
 - b) The parent and Desert Heights Charter Schools agree in writing to the use of an IFSP;
 - c) The IFSP contains an educational component that promotes school readiness and includes pre-literacy, language, and numeric skills; and
 - d) The IFSP is developed in accordance with IEP procedures.
- 4) Desert Heights Charter Schools will ensure that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider is who responsible for implementing the IEP.
 - a) Each teacher and related service provider will be informed of his or her specific responsibilities in implementing the IEP; and
 - b) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.
- 5) For a child with an IEP who transfers in to Desert Heights Charter Schools from another public agency in Arizona, Desert Heights Charter Schools , in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the agency:
 - a) Reviews and adopts the child's IEP from the previous public agency or
 - b) Develops, adopts, and implements a new IEP.
- 6) For a child with an IEP who transfers in to Desert Heights Charter Schools from another state, Desert Heights Charter Schools, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the agency:
 - a) Conducts an evaluation for eligibility for special education in Arizona or determines that such an evaluation is unnecessary; and
 - b) Develops, adopts, and implements a new IEP, if appropriate.
- 7) To facilitate the transition of a child enrolling from another public education agency, either from within or from outside of Arizona, Desert Heights Charter Schools will take reasonable steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous public agency in which the child was enrolled.
- 8) When a records request is received from another public agency, from either within or outside of Arizona, Desert Heights Charter Schools will promptly respond to the request.

§300.324 Development, Review, and Revision of an IEP

- 1) In developing each child's IEP, the IEP Team will consider:
 - a) The strengths of the child and the concerns of the parents for enhancing the education of their child;

- b) The results of the initial or most recent evaluation of the child; and
- c) The academic, developmental, and functional needs of the child.

2) In consideration of special factors, the IEP Team must:

- a) In the case of a child whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;
- b) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- c) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;
- d) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic levels and full range of needs, including opportunities for direct instruction in the child's language and communication mode;
- e) Consider whether the child requires assistive technology devices and services.

3) The regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including the determination of:

- a) Appropriate positive behavioral interventions and strategies for the child; and
- b) Supplementary aids and services, program modifications, and/or supports for school personnel that will be provided for the child, consistent with §300.320(a)(4).

4) In making changes to the IEP after the annual IEP meeting, the parent and Desert Heights Charter Schools may agree to amend the IEP without a meeting for the purpose of making those changes and instead, develop a written document to amend or modify the child's current IEP. The public agency must:

- a) Inform all members of the child's IEP Team of those changes, and
- b) Upon request, provide the parents with the revised copy of the IEP.

5) To the extent possible, Desert Heights Charter Schools will encourage the consolidation of evaluation, reevaluation, and IEP meetings for a child.

6) Desert Heights Charter Schools will ensure that the IEP Team reviews the child's IEP periodically, but not less than annually, to determine if goals are being achieved and revises the IEP, when appropriate, to address:

- a) Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
- b) The results of any reevaluation;
- c) Information about the child provided to, or by, the parents;
- d) The child's anticipated needs, or other matters.

7) If a participating agency other than Desert Heights Charter Schools fails to provide the transition services in an IEP, Desert Heights Charter Schools will reconvene the IEP Team to identify alternative strategies to meet the child's transition outcomes.

§300.325 Private School Placements by the Public Agency

1) Before Desert Heights Charter Schools places a child with a disability in a private school or facility, we will initiate and conduct a meeting to develop an IEP for the child and ensure that a representative of the private school or facility attends the meeting in person or by conference call.

2) Subsequent IEP reviews may be initiated and conducted by the private school at the discretion of Desert Heights Charter Schools. However, Desert Heights Charter Schools will ensure that:

- a) The parents and public agency representative are involved in any decisions about the child's IEP; and
- b) They agree to any proposed changes in the IEP before those changes are implemented.

3) Desert Heights Charter Schools remains responsible for ensuring FAPE to a child placed by the public agency in a private school or facility.

§300.327 Educational Placements

Desert Heights Charter Schools will ensure that the parents of a child with a disability are members of any group that makes decisions on the educational placement of their child.