

DAPSS



Charter Renewal Document Appendix C

[Continuum of Services](#)

Continuum of Services for Special Education

The Delaware Academy of Public Safety and Security provides a continuum of services for students who are identified as eligible for special education services. To the maximum extent appropriate, children with disabilities are educated with children who are non-disabled. Removal of children with disabilities from regular education environment occurs only if the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily. The term Least Restrictive Environment (LRE) refers to the degree of interaction between children with and without disabilities. The decision about placement within the least restrictive environment is made following the writing of the IEP and is directly related to the child's needs and identified services documented in the IEP.

Special education services can be provided within:

- Regular Education Classrooms
- Inclusion Classrooms
- Homebound Instruction

Regular Education Classrooms

Students are instructed by a regular education teacher and have access to the general education curriculum. Modifications and/or accommodations to instruction and materials may be provided as documented by the IEP. Class size may range from 20 to 25 for academic classes and larger for some elective classes such as Physical Education.

Inclusion Classrooms

TAM Classrooms: A regular education teacher and a special education teacher share the teaching responsibilities and often times, both teachers are in the classroom at the same time. Students have access to the general curriculum. One-third to one-half of the students are identified as having a disability while the other one-half to two-thirds of the classroom is comprised of regular education students. The class size ranges from 15-20 students

Homebound Instruction

Homebound Instruction is an alternative program provided at home, hospital or related site for children suffering from an illness or injury. It may also be provided on an emergency basis when the IEP team determines that such placement is both necessary and temporary and is consistent with requirements for the provision of a Free Appropriate Public Education (FAPE).

Process for Identification of Students with Disabilities

Students at Delaware Academy of Public Safety and Security are identified through a process that is appropriate within the Individuals with Disabilities Education Act of 2004.

Referrals:

All students are referred to student services to be evaluated for special education services. Parents as well as teachers can make a referral in writing to student services. Once received, a child study team is to meet to look at the data of the student, suggest strategies that can be used to assist the student, and/or recommend further testing.

Once further testing is decided, the process for evaluation/implementation is then followed. This includes:

1. Parental Consent
 - a. Once a referral is made and the team meets and recommends further testing, the school will make reasonable effort to obtain permission from the parent/guardian to conduct an initial evaluation.
 - b. Reevaluations: the school will make a reasonable effort to obtain parental/guardian permission. If the school can provide documentation of reasonable attempts, then the school can proceed with the re-evaluation.

2. Evaluation
 - a. Once consent is received the school will then conduct an evaluation by a licensed school psychologist to determine deficits in the area(s) of health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and/or motor abilities.
 - b. The school when conducting the evaluation will use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student.

3. Determination of Eligibility
 - a. Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent of the child shall determine whether the child is a child with a disability as defined in 14 DE Admin. Code 922.3.0.
 - b. This evaluation and report of evaluation will be provided to the parent at no cost to the parent.

4. Implementation of Plan
 - a. The IEP team will meet and determine the best plan according to the needs of the student that has been identified as a child with a disability.
 - b. The IEP team will consist of at minimum, parent, student, general education teacher, special education teacher, and administrator.

Assurance of Compliance to Meet the Needs of Students with Disabilities

The administrators and teachers of Delaware Academy of Public Safety and Security will comply with current federal and state statutes to supplement the education of the students who are identified with disabilities and support those students to make sure they are being successful in the school's curriculum. A free, appropriate, public education will be provided to all students with disabilities within the school.

All regulations and timelines concerning evaluations and eligibilities will be adhered to in accordance with federal and state regulations. An IEP will be developed, reviewed and revised for