

Special Populations and At-Risk Students

1. At-Risk Students

a. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

Students may come to VPS for different reasons, but the one characteristic that all students will share will be that they are all looking for an education that is focused on science, technology, engineering, art, and math. VPS expects to serve a diverse population of students across demographics and socio-economic levels and will provide the services required by DDOE regulations. VPS welcomes all students, and will educate each student to be an exceptional learner through rigorous content and 21st century skills. Teachers will work closely with those students who require additional support in terms of advocacy, and educational planning and mapping, ensuring that they are meeting their success plan benchmarks in 8th grade. For students who are at risk or are being served under an IEP, teachers and/or related school personnel will provide all necessary accommodations and modifications to course and project work, assisting students in achieving performance expectations.

b. Describe how the school will implement Response to Intervention procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance in accordance with 14 DE Admin. Code § 925.12.0.

VPS will utilize data collected from selected assessments to determine the instructional needs of each student using Response To Intervention Procedures (RTI). Students will be tiered and be placed in groups according to their instructional needs. This instructional support will be provided by qualified staff. Data will be organized in a record-keeping system such as, I-TRACKER and E-school. This will allow teachers to keep track of their students' progress through various forms of progress monitoring throughout the year.

c. Describe how the school will organize and use instructional support teams to engage in a problem solving process to ensure the behavioral and academic success of all students in accordance with 14 DE Admin. Code § 923.11.9.

The IST team will consist of the Principal, Instructional Specialist, School Counselor, Nurse, Safety Officer, and the Teacher who has the student concerns. The IST team will meet once a month to discuss teachers' student concern. Teachers will be responsible for filling out an IST referral form for any students that they may be exhibiting academic, behavioral, or social-emotional issues. The IST team will work in conjunction with teachers to create and implement strategies to support the students' deficits in those areas.

2. Students with Disabilities

Charter schools are responsible for hiring licensed, certified, and highly qualified special educators as required by 14 Del. C. Ch. 1 and 14 DE Admin. Code § 900. School personnel must participate in the IEP Process including identifying students who may be eligible for special education services, evaluating students for special education services, developing an Individualized Education Program (IEP), and

providing special education supports, services, accommodation, and modifications. Schools must comply with all applicable laws as outlined in the Statement of Assurances.

A. Identification

a. Describe how the school will ensure compliance with Child Find responsibilities. Explain how the school will identify students in need of special education services and the steps required to determine eligibility for special education services and avoid misidentification.

High standards and expectations will be set for all students attending VPS. As required by PL.94-142 and Section #504, teachers at VPS will develop, implement and update Individual Educational Plans (IEP) for students who require them. The student case manager in conjunction with the school counselor, teachers, reading and math specialists will periodically (at least monthly) review student data (to include test scores, classroom grades, teacher observations / checklists) to ensure student success. Students who are ascertained to be falling behind or not meeting the standard will be referred to the IST (Instructional Strategies Team) team for improvement recommendations. Also, as part of the IEP updating process, meetings will be held and goals will be reviewed and reassessed.

b. Describe the multi-tiers of evidenced-based academic and behavioral interventions and supports that will be provided prior to identification.

Meetings will be scheduled in advance and reminder calls, emails and letters will be sent. Substitute coverage may be needed so that teachers can attend meetings. Although not ideal, IEP meetings may be conducted via telephone if parents are unable to meet in person. Two or more staff members would then have to follow up with the parent and ensure that all necessary signatures are received. This may also require a home visit.

c. Describe the IEP team who will be determining eligibility including required roles.

The IEP team will consist of the referring Teacher, Principal, Special Ed Teacher, and Instructional Support Staff. The teacher will refer the student to the IEP Team after implementing academic strategies based on the prior IST Team suggestions. After no less than 3 weeks of trying those suggested strategies unsuccessful and analysis of the assessment data, then the Teacher will refer the child to the IEP team for further evaluation. The IEP team will analyze the academic data provided to determine a need for further testing for eligibility. Once a student reaches Tier III of the RtI process and has not shown adequate growth, a student can be referred for a psycho-educational evaluation. Once parental permission is received, the evaluation will be conducted by a "private" psychologist to determine whether or not there are any identifiable disabilities hindering the student's academic success. Once results of the evaluation are made available, the IEP Team, parents, and student will meet to discuss the results of the evaluation and determine whether or not, based on the recommendations of the psychologist and collected data from the IST, the student is eligible for an IEP. This same team will meet to craft that plan, taking into account Evaluation Summary recommendations, student performance data against grade level expectations and outcomes, as well as student college and career aspirations for appropriate transition planning.

B. Program Plan

Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the Individuals with Disabilities Education Act (IDEA). Specify the programs, strategies, and supports you will provide for students with basic, intensive, and complex needs.

a. Describe how the school will provide a continuum of educational placements for students with disabilities. Include a description of the instructional strategies and supports that will be implemented to ensure placement and meaningful progress in the least restrictive environment. In addition, describe how students who require a more restrictive setting will be served within the school in accordance with 14 DE Admin. Code § 925.27.0.

VPS will utilize data collected from selected assessments to determine the instructional needs of each student using Response To Intervention Procedures (RTI). Students will be tiered and be placed in groups according to their instructional needs. This instructional support will be provided by qualified staff. Data will be organized in a record-keeping system such as, I-TRACKER. This will allow teachers to keep track of their students' progress through various forms of progress monitoring throughout the year.

All students will be educated in their Least Restrictive Environment (LRE).

As such, VPS will hold fast to the following IDEA principles:

- Special education is a service, not a place;
- All students with disabilities will have access to the general education curriculum;
- A broad range of services will be provided, addressing the needs of all students with disabilities;
- IEP teams will first consider providing each student with services in the general education classroom, with supplementary aids and services appropriate to that student's needs; and
- A continuum of options will be provided that vary in the extent to which they provide education for a student with a disability alongside his or her non-disabled peers.

b. Describe how the school will ensure that students with disabilities have access and make meaningful progress in the general education curriculum and Common Core State Standards.

For those students with disabilities who are likely to succeed with the help of well-designed, carefully implemented and rigorously assessed general education interventions, special education services will be delivered in the general education classroom through a full inclusion model. Where services delivered in the general education classroom are not likely to result in student success, a continuum of alternative options will be provided for all students with disabilities.

At all times, VPS will comply with DE code 14 Del.C. §3110 for definitions of least restrictive environments. Educational placement options shall include, but not be limited to, the following:

Services in the General Education Classroom 27.1.1 Inside Regular Education Class \geq 80 percent of the day: Children with disabilities receiving special education and related services outside the regular classroom less than 21 percent of the day. This may include children with disabilities placed in: regular

class with special education related service provided within regular classes; regular class with special education related services provided outside regular classes; or regular class with special education services provided in resource rooms.

At VPS, general education services with supplementary aids and services, when needed, will be conducted in conjunction with related services, special education teacher support services, and collaborative team teaching.

c. Explain how the school will ensure parent participation in the IEP process in accordance with 14 DE Admin. Code § 900.925.22.

VPS will take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate. Parents will be notified of the IEP meeting no less than ten (10) school days prior to the IEP meeting, and the meetings will be scheduled at a mutually agreed upon time and place. The notice sent to parents and the student about the meeting will include the purpose, time, and location of the meeting and who will be in attendance from the school or other agencies. Parents will be invited to extend the meeting invitation to other individuals who have knowledge or special expertise about the child. When appropriate, the meeting invitation will also indicate that a purpose of the meeting will include the consideration of the post-secondary goals and transition services for the child.

If the parent is not able to attend the IEP meeting, then the Special Ed. Teacher will talk with the parent via phone calls or conference telephone calls. In the event that the parent(s) refuse to attend the IEP meeting, the Special Ed. Teacher will keep a record of the attempts to arrange a mutually agreed on time and place. The Special Ed. Teacher will arrange for an interpreter for parents with deafness or whose native language is other than English. At the IEP meeting and whenever requested, the Spec. Ed. Teacher will give the parent a copy of the child's IEP at no cost to the parent.

d. Describe how the school will ensure that IEP accommodations are provided for students with disabilities on the Delaware System of Student Assessment (DeSSA) and on the Alternate Assessment.

Students with disabilities may receive accommodations on the DeSSA only if they:

Are eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504; and have an Individualized Education Program (IEP) or 504 plan and instructional program that include accommodations and/or assistive devices in the instructional process. Students are eligible for the test accommodations allowable on the DeSSA that are also in their IEP or 504 Plan. Students who have been formally identified through the IEP or 504 process but do not have accommodations or assistive devices documented in their plans are not eligible for any accommodations during the DeSSA. The Spec. Ed. Teacher will attend any DDOE training offered on administering the DeSSA to students with IEP or 504 accommodations to ensure that he/she is current on all new or updated accommodations, regulations, policies, and procedures.

e. Describe how the school will ensure that IEP services, supports, and accommodations are implemented by all staff working with students with disabilities

At the beginning of each school year, the Special Ed. Teacher will review the IEP and 504 plans of students and complete the DeSSA Students with Disabilities Form, to ensure that students receive their

testing accommodations, one month prior to the testing window opening the Special Ed. Teacher will meet with the Teachers and Principal to review the accommodations documented on students' IEP or 504 plans and the subsequent Student with Disabilities Form. Using these documents as a guideline, the Special Ed Teacher will work with school administration to plan the test for those students, including making arrangements for special physical spacing, alternative testing times, appropriate staffing, and communications with the test administrators about testing accommodations.

f. For students with disabilities who are age 14 or older, or who are entering the eighth or a higher grade, explain how the school will address transition planning/provision of transition services.

For students entering VPS who are served under an IEP, transition planning will be a part of the documentation, with post-secondary goals related to training, education, employment and, where appropriate, independent living skills embedded in the plan. When a student's IEP is revisited annually to reflect academic achievement and growth, transition planning will continue. This will include planning services and activities, including courses of study that are needed to assist the student in achieving postsecondary goals.

C. Monitoring and Accountability

a. Describe how the school will regularly evaluate and monitor the progress and success of students with disabilities to ensure the attainment of each student's goals set forth in the IEP and to ensure mastery of the Common Core Standards. Include a description of how the school will address students not making progress on IEP goals or toward mastery

High standards and expectations will be set for all students attending VPS. As required by PL.94-142 and Section #504, teachers at VPS will develop, implement and update Individual Educational Plans (IEP) for students who require them. The student case manager in conjunction with the school counselor, teachers, reading and math specialists will periodically (at least monthly) review student data (to include test scores, classroom grades, teacher observations / checklists) to ensure student success. Students who are ascertained to be falling behind or not meeting the standard will be referred to the IST (Instructional Strategies Team) team for improvement recommendations. Also, as part of the IEP updating process, meetings will be held and goals will be reviewed and reassessed.

b. Describe how the school will ensure that required participants, including parents, will attend IEP meetings.

Meetings will be scheduled in advance and reminder calls, emails and letters will be sent. Substitute coverage may be needed so that teachers can attend meetings. Although not ideal, IEP meetings may be conducted via telephone if parents are unable to meet in person. Two or more staff members would then have to follow up with the parent and ensure that all necessary signatures are received. This may also require a home visit.

c. Describe the strategies that will be used when parents do not respond to school staff attempting to schedule IEP meetings, or when parents cannot or do not attend IEP meetings

All measures will be exhausted to ensure parental involvement at IEP meetings, as the law requires parent permission to test, report results and offer services. VPS staff will communicate to parents the importance of their role as a member of the IEP team. Public transportation passes may be supplied,

two or more staff may provide transportation for parents, notes will be supplied to employers for days missed at work, or home visits may even be necessary to obtain parent support and participation.

d. Describe how the school will ensure participation of general education in the IEP meeting. For students who turn 14 or enter the 8th grade during the IEP year and who are participating in a career and technical education program, describe how the school will ensure that a CTE teacher/career technical teacher coordinator attends the IEP meeting.

Since the focus of VPS is CTE, VPS staff will work closely with CTE teachers and coordinators throughout the school year. This will hopefully establish a relationship that will be conducive to student success. We will be flexible in scheduling and offer various dates, times and even locations for IEP meetings.

Students entering VPS who are served under an IEP will participate in transition planning, with post-secondary goals related to training, education, employment and, where appropriate, independent living skills embedded in the plan. When a student's IEP is revisited annually to reflect academic achievement and growth, transition planning will continue. This will include planning services and activities, including courses of study that are needed to assist the student in achieving postsecondary goals.

e. Describe the school's system of accountability to ensure compliance with IDEA, provision of special education services and procedural safeguards, along with a process to monitor student records and staff practices for regulatory compliance across the school.

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. To ensure compliance, teachers will complete "Student Accommodation and Supplementary Aid Logs" / Accommodations Trackers (see attached) for each student with disabilities. This will help them document when students are offered accommodations and when those accommodations are used or refused. These trackers will also provide useful information for the IEP/504 team when determining which accommodations are needed for individual students.

D. Staffing and Professional Development

a. Describe how the school will employ qualified special education staff, including, but not limited to, certified and highly-qualified special education teachers, and related service providers (including but not limited to Occupational Therapist, Physical Therapist, Speech/Language Pathologist, and School Psychologist). Include a list of the staff positions and a description of the duties for each position.

VPS will seek to employ teachers who are dually-certified in both regular and special education. This will help implement an inclusion model at the school. These dually-certified teachers will serve as lead teachers and provide professional development and instructional models on teaching special education students in the regular classroom.

If unable to hire or if the budget does not allow for the specialized positions listed above, VPS will contract with OT, PT, SLP and SP from surrounding districts.

b. Describe how the school will ensure that all staff (including but not limited to administrators, special education teachers, regular education teachers, guidance counselors, and support staff) are adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

Each in-service / professional development day will include a presentation from the special education teachers and lead teachers (mentioned above) with important reminders regarding IDEA, IEP and 504. Staff members will also be encouraged to attend further trainings and report new findings to the entire team. The Special Education team will meet periodically (at least monthly) to discuss important information to share with the staff. Audits will be conducted to ensure compliance to IDEA, PL.94-142 and Section #504.

3. English Language Learners

Charter schools are responsible for the identification of English language learners, the provision of English language services, and the annual assessment of English language proficiency as required by 14 DE Admin. Code 920. Additionally, charter schools are responsible for hiring certified English as a Second Language (ESL) and/or bilingual educators to provide services to English language learners. Paraprofessionals and tutors may serve English language learners only under the supervision of a certified ESL or bilingual teacher. In addition, ESL/bilingual school personnel must participate in the IEP Process of students who are dually identified for both Special Education and English language learners (SWD/ELL).

a. Explain how the school will identify English language learner students in need of English language services, including the steps required to screen and assess the English language proficiency level and the timeline for completion.

Home Language Survey

All incoming students will be given the Home Language Survey as part of the enrollment process at VPS. The Home Language Survey that will be included in enrollment packet.

Initial Diagnostic Test for English Language Proficiency

If any questions from the Home Language Survey indicate that a student's home language is something "other than English," VPS will give the WIDA-ACCESS Placement Test (W-APT) to the student to determine if the student should receive services as an English Language Learner.

Even if a student's performance on the W-APT is above a 4.0, ELL placement may be indicated based on information from family members and school personnel.

Parent notification

After a student is identified as an ELL, VPS will send a notification home to parents in the home language, stating that their student is eligible for English language development services.

Parents/guardians have the right to refuse placement of their student in the ELL programs and also have the right to withdraw their student from the program, but must do so in writing. In compliance with 14 DE.C, Chapter 31, parents of students who have been identified as English

Language Learners will be provided notice that their student is eligible for services in a language the parent can understand. If needed, the school will contract with a translation company to translate documents. At the beginning of the school year, identification, screening and parental notification of

eligible students will be given with within 25 days of the start of school or enrollment, whichever timeframe is greatest.

b. Explain how the school will schedule the contact hours for instruction based upon the English language learner's proficiency level.

Students will be assigned to one of 6 levels identified below, which correspond to levels identified in ACCESS English proficiency exam results:

- ESL 1- (entering) -These students have just recently arrived in the US within the past academic year without much English language instruction and test at the lowest level on the WAPT screening test.
- ESL 2 - (beginning) - These students have some social language proficiency and some, but not extensive, academic language proficiency in English
- ESL 3 - (developing) - These students have social language proficiency and have acquired some literacy in English yet are not at grade level proficiency.
- ESL 4 - (expanding) - These students have social language proficiency and have acquired some literacy in English and are approaching grade level but still need assistance in the core content areas.
- ESL 5 - (bridging) - These students are about to reach (or have reached) grade level proficiency in English and are approaching grade level literacy in the core content areas. These students will likely meet the state's exit criteria for support services by the end of the academic year.
- ESL 6- (reaching) – These students need minimal support and will take all regular classes, although their academic performance will be monitored closely to ensure they are able to learn at a high level.

The hours of ESL instruction will be based on the needs of students performing at the aforementioned English learning levels.

c. Describe the program model(s) the school will use to deliver the English language services to students.

All programs of instruction for ELLs will include formal instruction in English language development and instruction in academic subjects so that ELLs have access to the regular curriculum that is provided for all students. Programs will be in consistent pursuit of the goal of acquisition of English proficiency. In order for the necessary accommodations to be made so that teachers can teach the diverse learners that may exist in their classrooms at their current level of content and language acquisition, teachers will be trained in how to deliver multiple assessments whose data will provide information that can be used in planning for interventions and strategy instruction. Based on the ACCESS for ELLs (Assessing Comprehension and Communication in English State to-State for English Language Learners) and the English Language Development (ELD) Standards (debuted by WIDA in 2012), teachers will use the assessment data to plan lessons which assist and assess students' abilities to achieve English language acquisition. Using resources from the World-Class Instructional Design and Assessment (WIDA) and the Sheltered Instruction Observation Protocol (SIOP) teachers will be trained to provide students with

appropriate opportunities and differentiation to access both the content and language objectives. The teachers at VPS will be diligent in their strategy choices, being sure to provide content and strategy instruction at the level of a students' comprehensible input in order to challenge, but not frustrate, English language learners.

d. Describe the minimum English proficiency level scores required for enrollment into the ESL/bilingual program and the minimum exit level criteria to transition out of the program.

Students who receive a 4.0 or lower on the W-APT test will receive ELL services based on information provided by family members and school personnel. They will also be placed on a learning level that fits their instructional needs. Students who are at a 1-3 learning level will be given more academic support. All ELLs will be provided with ELL services until they reach a Tier C Level 5.0 on the WIDA ACCESS test and be classified with a learning level of a 5 or 6. Then they can be exited from the ELL program.

e. Describe the school's plan for addressing parent involvement for English language learners, including immigrant students.

Parents of ELL students will play a critical role in their child's cultural assimilation to VPS and must become active members of the school community. The goal of assimilation is not to strip the child of his or her native culture, but to create a school culture that embraces diversity and allows differences to enrich the whole school community. The school leader, teachers, and staff must work in conjunction with parents to ensure that ELL students are successful members of the school community.

The Parent's Advisory Committee (described below) will ensure that when the school hosts curriculum nights and other parent events, special outreach is done to the parents of the ELL students in their home language. This will include translation services so that invitations and announcements of activities can be sent in the family's native language. Additionally, translation services will be provided at school events for parents so that they may come and participate in curriculum and information nights to learn about the school, student conferences or exhibitions so they can learn about their student's academic progress and at other school events so that parents can participate in the culture of the school.

Since all parents will be encouraged to volunteer at the school, the Parent's Advisory Committee will include opportunities for the ELL parents to volunteer by including volunteer activities that are not based around language or strategically partnering parents who don't speak English with another parent who can serve as a translator as needed. By contributing to the success of the school through volunteering the parents will grow more connected to the school and the partnership between the parent and the school will be strengthened.

f. Describe how the school will ensure that English language learner students receive instruction and support to access and make meaningful progress in the general education curriculum and Common Core State Standards.

All programs of instruction for ELLs will include formal instruction in English language development and instruction in academic subjects so that ELLs have access to the regular curriculum that is provided for all students. This curriculum will be Common Core Standards-based. Programs will be in consistent pursuit of the goal of acquisition of English proficiency and ensuring that students are meeting the standards set by the Common Core Initiative.

g. Describe how the school will ensure that all English language learners, including those dually identified as students with disabilities who are also English language learners, will be assessed annually for English language proficiency.

After their initial identification as an ELL student, all ELL students will be assessed annually on the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners). The assessment will be coordinated through the school leader and teachers administering the assessment will attend the DDOE training.

h. Describe how the school will ensure that English language learners, including those dually identified as students with disabilities who are also English language learners, will be provided services for both programs.

The school will implement the RTI process with fidelity. Students who are identified as being at-risk and/or who are performing below grade level expectations will have additional instruction in their identified areas of need, receiving either 90 or 120 minutes of targeted, research-based instruction to assist in raising achievement scores and removing obstacles to learning. Through various testing, observation, anecdotal notes, curriculum-based measures, and formative assessments, teachers will have multiple opportunities to assess student acquisition of grade level content and growth toward grade-level expectations.

At VPS, time and resources will be used in innovative ways. Special Education teachers will provide strategies and resources to other teachers to work with students who are identified at-risk. The classroom teacher or the special education teacher may provide targeted small group workshops within the project-based learning structure to any student who is struggling with a specific skill. Additionally, intervention time for all students will include small group instruction and differentiated instruction using various strategies and methods.

4. Gifted Students. Explain how the school will identify and meet the needs of gifted students, including:

a. The specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;

The VPS' STEAM educational plan will provide a hands-on, inquiry-based, project-based approach to learning will allow gifted and talented students increased autonomy. In addition, all students will be charged with fulfilling a role on a project team. Gifted students will have the opportunity to self-select roles and assist with identifying the responsibilities and deliverables that may go above and beyond teacher-defined curricular deliverables. Teachers will work with gifted students individually and in small, flexible groups to challenge them. While all students work through the same rigorous projects, 'project challenges' are required for those students who are gifted and talented. 'Project challenges' allow students to extend their learning by exploring an interesting complexity of the problem, conducting additional research, or answering a "What if" question that changes the parameters of the project design.

b. How the school will provide qualified staffing for gifted students;

The goal will be to recruit teachers who have experience working with a gifted and talented student population for these roles. In addition to the on-staff expertise in the area of special student populations, the school, through its mission to engage the larger community in unique school-community interactions, will seek opportunities for its gifted students to explore ways to enhance their learning through the use of their strengths and talents. The Delaware Statewide Advisory Council on Programs for the Gifted and Talented has adopted the National Association for Gifted Children (NAGS) program standards as a guide for educational programming. The teachers at VPS who are responsible for the education of highly able students will promote the opportunity within lesson and project planning for students to engage with and attain gifted programming standards.

c. How the school will assess and monitor the progress and success of gifted students.

VPS will assess and monitor the progress and success of gifted students one time per month to ensure that the opportunities for enrichment are maintaining the interests of the student and providing a level of supplemental challenge that promotes enhanced learning. VPS will ensure that assessments will occur through the use of culminating products, portfolio- and performance-based assessments, these methods will also be used for the gifted and talented students, and differentiated to require them to think more creatively about complex challenges. In addition, VPS will also assess students through their creative outlets and creative, project-based products. Gifted students will have increased levels of control over the implementation of their projects to further enhance the opportunity to have a voice in their education and assessment of knowledge acquisition. An integral part of how the school will monitor the success of gifted students will be based on how gifted students assess themselves. Students will define their expectations for personal achievement and success thereby increasing their autonomy in the learning process and laying the foundation for lifelong learning.

5. Homeless Students. Explain how the school will identify and meet the needs of homeless students. Describe the training that the staff members will receive to meet the needs of homeless students.

The Board of Vine's Preparatory School recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other Charter School students. The Board shall make reasonable efforts to identify homeless children, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law regulations. Specifically, The No Child Left Behind Act of 2001 (Sec. 721(1)) states that it is the policy of Congress that indicates educational agencies shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education as provided to other children and youths. Specifically, Section 722(g) (3) (A) of the Act indicates: "the local educational agency serving each child or youth to be assisted [under this Act] shall according to the child's best interest: (i) continue the child's or youth's education in the school of origin for the duration of homelessness, (I) in any case in which a family becomes homeless between academic years or during an academic year; or (II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or (ii) enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend." The Board may waive policies, procedures and administrative

regulations that create barriers for enrollment, attendance, transportation, and success in Charter Schools of homeless students, based on the recommendation of the Board.