

CHARTER SCHOOLS & SPECIAL EDUCATION

What are the Basic Responsibilities?

Wisconsin's Charter Schools are freestanding public schools. Charter Schools, like any other public school, must provide the basic fundamentals of Special Education as defined in federal state law.

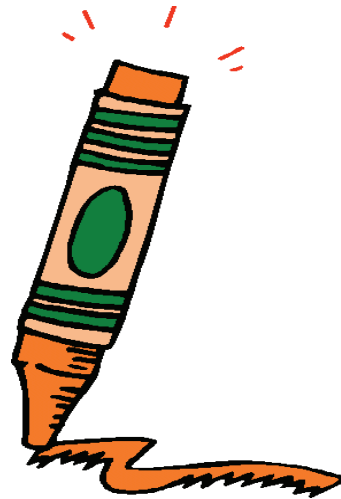
Charter School responsibilities include:

- **Child Find**
Notify public about services available. Identify eligible children with disabilities.
- **Assessment**
Plan and complete a nondiscriminatory team assessment to determine eligibility and a need for Special Education and related services
- **Individualized Evaluation Plan (IEP)**
Develop an individualized, education plan for each student found eligible and in need of services.
- **Least Restrictive Environment (LRE)**
Determine an appropriate placement in the least restrictive environment.
- **Due Process**
Parents and their children are afforded due process protections in relationship to assessment, the IEP process, placement and services including the right to a due process hearing. A conciliation conference or formal mediation also may be used to resolve disputes.

Wisconsin's Charter Schools, like all public schools provide Special Education to students who meet the state's eligibility requirements.

If you have a concern:

1. Talk with your Charter School's administrator or building leader. See front of this brochure for your school's contact person
2. Talk with your child's classroom teacher.
3. You may ask the school to conduct an assessment. Request and complete the referral form. Your school's staff can assist you with the referral and give you information on special education procedures



WISCONSIN'S CHARTER SCHOOLS SPECIAL EDUCATION SERVICES

Provides guidance, direction and support to Wisconsin's Charter Schools and their families on Special Education.

WISCONSIN'S CHARTER SCHOOLS SPECIAL EDUCATION SERVICES

HELP FOR STUDENTS WITH DISABILITIES



Your School's Contact Person...

Children with physical, cognitive, emotional, sensory and/or learning disabilities may need special education services and accommodations. Special education services have been developed to assist students who are eligible for services according to the State of Wisconsin eligibility criteria.

Disabilities which may require special education and related services include:



Specific Learning Disability (SLD)

A large difference of discrepancy between a student's intellectual ability and her/his achievement in the areas of reading, math written expression, oral expression / and / or listening comprehension; severe underachievement in academic work and severe difficulty in processing information.



Emotional or Behavioral Disorder (EBD)

Serious problems for six months or more with behavior, social skills, peer relations, emotional responses, and coping skills which interfere with learning and / or relationships in school. These serious problems may be a sudden crisis that causes danger to your child or others.



Speech or Language Impairment

Great difficulty speaking, understanding or using words and sentences in a meaningful way.



Mental Impairment

Many difficulties in learning and not showing skills of independence usually expected at your child's age. The student experiences a much slower rate of learning.



Visual Impairment

Loss of vision, visual fields cut and / or very poor visual acuity even with correction (glasses), which interferes with the student's performance in school.



Physical Impairment

Permanent, severe and acute, or chronic physical condition diagnosed by a physician which greatly interferes with performance in school.



Autism Disorder

Great difficulty in communicating and interacting with others which interferes with learning and / or relationships at school. These significant difficulties are usually first observed at an early age.



Traumatic Brain Injury

Permanent and severe injury to the brain occurring after birth, which greatly interferes with learning.



Other Health Impaired

A broad range of chronic or acute health conditions diagnosed by a physician that greatly interfere with learning.



Early Childhood Special Education

Children from birth through age six who have a delay or disorder in development or have an identifiable sensory, physical, mental, or social-emotional condition impairment known to interfere with normal development.

