

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

MEMORANDUM

August 30, 2010

TO: ADMINISTRATORS, SPECIAL EDUCATION AND  
RELATED SERVICES STAFF AND TEACHERS

FROM: CINDY ANDERSON, EXECUTIVE DIRECTOR, SPECIAL EDUCATION



SUBJECT: PROVISION OF SPECIAL EDUCATION SERVICES TO ELIGIBLE STUDENTS  
ENROLLED IN FAMILY PARTNERSHIP OR FRONTIER CHARTER SCHOOLS

**Background**

In the last few years, the enrollment of eligible special education students in Family Partnership or Frontier Charter Schools has been challenging and has ultimately raised unique questions regarding procedures which have been answered differently among the special education divisions. The purpose of this memo is to clearly delineate a collective process for all elementary and secondary special education teams to utilize.

Both Family Partnership and Frontier are unique charter programs within our District in that they support homeschooling programs primarily coordinated by family members. With other special education lottery students, transitioning within schools of residence and optional or alternative programs is accomplished easily. An analysis of the different groups of special education students and the differing District obligation to special education students across our District illustrates the unique nature of these charter programs:

**A. Neighborhood Students.**

Student Group A attend a neighborhood school and are individually eligible for special education and related services.

- District develops and implements IEP for Student.
- Parent who disagrees with services offered in the IEP may revoke consent to services, but can't selectively revoke consent to receive only some of the services.
- Where parent objects to selected services in an IEP, team should review the request to decide if FAPE can be supplied without the unwanted special education service, and if so, should remove the service.
- If the team decides FAPE can't be provided without the service, IEP remains unchanged and parent may file a due process complaint to resolve the dispute.

**B. Private School Students.**

Student Group B are enrolled in a private school within the district and are eligible to receive special education and related services.

- District provides services plan to Student.
- If parent objects to selected services, district may validly agree to only provide the services requested by the parent.

### **C. Correspondence School Students.**

Student Group C, who reside within the district and are eligible to receive special education and related services, attend a correspondence school program within the district or a statewide correspondence school program through another district.

- Enrolling district is responsible for ensuring FAPE is provided.
- IEP is developed by the enrolling district (which may be in participation with other districts).
- Parent who objects to some or all services may revoke consent to all services or challenge the IEP following the procedures outlined for Student Group A, above.

If parent instead simply doesn't make child available for services, services cannot be compelled.

### **D. Charter School Students.**

Student Group D attend a charter school within the Anchorage School District. Charter schools are considered to operate as a school in the local school district and must comply with all state and federal requirements for receipt and use of public money.

- Student D is enrolled in a public school and an IEP is developed for Student.
- Parent who objects to some or all services may revoke consent to all services or challenge the IEP following the procedures described for Student A.

### **E. Family Partnership and Frontier School Students.**

Student Group E are enrolled in a public charter school such as Family Partnership or Frontier and are primarily home schooled. The student's program, to the extent it includes less than fifteen hours per week (or less than three hours per week for secondary) of scheduled face-to-face interaction in the same location with a certificated teacher, qualifies as a correspondence school.

- Student E is enrolled in a district school (the neighborhood school that would have, by residence, enrolled the student) and an IEP is developed for Student.
- Services are provided at the neighborhood school location
- Parent who disagrees with some or all services may revoke consent to all services or challenge the IEP following the procedures described above for Student A.
- If parent instead simply refuses to make child available for services, services may not be compelled.
- If the student is not attending scheduled services, the IEP team should document the attendance issues within progress reports.

- Family Partnership and Frontier administration are required to provide a timely notice to the school of residence of special education students enrolled in their program. Such notice should be provided within 10 days of enrollment and at least annually for each eligible student.
- If a parent indicates he or she will not bring the student for services, a Prior Written Notice must be sent to the parent to notify the parent that the student remains eligible for special education services and that the special education team is prepared to meet with the parent to update the IEP at the parent's request.
- Prior to the student's eligibility date, the neighborhood team should request to meet with the parent to conduct an evaluation planning meeting. If the parent declines the meeting, a Prior Written Notice should be issued that documents the District's offer to conduct a timely re-evaluation.

**Summary of School Responsibilities for Eligible Special Education Students Attending Family Partnership or Frontier Charter Schools**

<b>Charter School</b>	<b>School of Residence</b>
<b><u>Prior to Enrollment at Charter School</u></b>	
Notify division directors (ECE or Secondary Special Education) of potential enrollment – the charter school principal will notify the school of residence of the enrollment	Identify eligible team members to attend the IEP meeting
Work with parent and neighborhood school team to schedule and attend IEP meeting	Include representative of charter school in IEP team meeting
Provide assistance to IEP team to determine those services available through the correspondence program	Develop appropriate IEP for student; complete PWNs as appropriate (especially in the event that the parent will not bring the student for the services recommended by the IEP)
Provide school of residence with contact information for sponsor teacher	Provide special education services pursuant to IEP
Ensure participation of sponsor teacher in annual review, any amendment or other special education team meetings	Provide copy of current IEP to charter school principal
<b><u>At Least Annually</u></b>	
Provide notice to the neighborhood school of continued enrollment	Conduct annual review, including representative of charter school in IEP meeting
Attend and participate in annual review	Develop appropriate IEP for student; complete PWNs as appropriate (especially in the event that the parent will not bring the student for the services recommended by the IEP)
Provide assistance to IEP team to determine those services available through the correspondence program	Provide special education services pursuant to IEP
Ensure participation of sponsor teacher in annual review, any amendment or other special education team meetings	