

# Urban Pathways K-5 College Charter School

## Board of Trustees Policy

### INTENSIVE INTERAGENCY APPROACH POLICY

The Board of Trustees of the Urban Pathways K-5 College Charter School (“Charter School”) recognizes the duty of the CEO or designee to identify, issue reports as to and provide a free and appropriate public education (“FAPE”) for all students with disabilities including those students needing intensive interagency approaches. FAPE must also be available to all children, including children with disabilities who have been suspended or expelled from the Charter School.

Intensive interagency coordination to students with disabilities occurs when the Charter School has determined that the students cannot be appropriately educated in a public educational setting and have waited more than 30 days for the provision of an appropriate educational placement. This system is also aimed at providing assistance to students who are at substantial risk of waiting more than 30 days for an appropriate educational placement.

The system of intensive interagency coordination is not intended to replace the local interagency process. In the vast majority of situations requiring interagency efforts, local IEP and Interagency teams do not require additional assistance to assure the provision of appropriate educational programs and placements for the students they serve. Intensive interagency coordination is designed for the rare situations when the local teams are not able to arrange for the placements of students in the public educational setting and the students have waited or are at risk of waiting more than 30 days for an appropriate educational placement.

Local educational agencies, such as Charter Schools, have a crucial role in identifying which students require intensive interagency coordination, since these are students whom the Charter School has determined cannot currently be served in the public educational setting.

The Charter School shall ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education

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in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

If there is a dispute about the appropriateness of the student's program or placement, this dispute must be resolved through mediation and/or due process hearing procedures. Program and/or placement disputes cannot be resolved through intensive interagency coordination.

The Charter School must identify any students currently on instruction conducted in the home or students with disabilities on homebound instruction and comply with PA Department of Education reporting requirements so that the Department can determine whether these students require intensive interagency coordination.

The CEO or designee shall have procedures to ensure that services are located for difficult to place students.

The CEO or designee shall utilize the Regional Interagency Coordinators to assist in interagency planning and to mitigate and/or eliminate barriers to placement.

The CEO or designee shall ensure that training is provided regarding interagency approaches.

Where appropriate, other child serving systems, such as mental health, mental disability, child protective services, juvenile probation, and drug-alcohol treatment services will be consulted by the Charter School Team for difficult to place students.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**