

## DETERMINATION OF ELIGIBILITY

A child shall be identified as having a disability if the IEP Team has determined from an evaluation conducted under s. 115.782, Stats., that the child has an impairment under s. PI 11.36 that adversely affects the child's educational performance, ***and the child, as a result thereof, needs special education and related services.***

If a child has an impairment, but has no need for special education, the child ***will not*** be identified as a child with a disability under IDEA. "Special Education" is specially designed instruction to meet the unique needs of the child."

"Specially Designed Instruction" means adapting the content, method or delivery of instruction to address the child's disability related needs and ensure access to the general curriculum

As part of an evaluation or reevaluation under s. 115.782, Stats., conducted by the IEP Team in determining whether a child is or continues to be a child with a disability, ***the IEP Team shall identify all of the following:***

1. The child's needs that cannot be met through the regular education program as structured at the time the evaluation was conducted.
2. Modifications, if any, that can be made in the regular education program, such as adaptation of content, methodology or delivery of instruction to meet the child's needs identified by the IEP Team that will allow the child to access the general education curriculum and meet the educational standards that apply to all children.
3. Additions or modifications, if any, the child needs, which are not, provided through the general education curriculum, including replacement content, expanded core curriculum or other supports.

***Impairment + Need = Disability***

- 5) **For reevaluations annuals and IEP reviews, the Diagnostic Teacher, IEP Team Chairperson or at least one other member of the IEP Team carefully considers the child's most recent evaluations and the child's progress before the meeting.**
- 6) **The Diagnostic Teacher or IEP Team Chairperson may collaborate with other Team members to create draft present levels of educational performance and draft goals and objectives.**

Any drafts must have the word "DRAFT" stamped or written on each page of the document (this is done automatically with Encore forms).

At the meeting, the Diagnostic Teacher or IEP Team Chairperson must explain that the documents presented are drafts, and will be used for discussion purposes. **ALL** team members should be familiar with the guidelines for developing IEPs in the Appendix.

7) **The IEP Team completes the following forms:**

- a) IEP Team Cover Sheet (I-2)

Note: For evaluation and reevaluation, the IEP team must also complete the forms listed on pages 16 and 38-40.

- b) Individualized Education Program (I-9)
- c) IEP: Special Factors (I-10) (only if appropriate)
- d) IEP: Present Level of Educational Performance (I-11)
- e) IEP: Goals and Objectives/Benchmarks (I-12)
- f) Summary of Transition Services (I-13) (only required for 16 years and over)
- g) IEP: Program Summary (I-14)
- h) IEP: Extended School Year and Worksheet (I-15) (only if appropriate)

8) **The IEP Team determines an appropriate placement for the child in the least restrictive environment.**

For initial evaluations, the Special Education Supervisor/Administrator ensures that an IEP Team member completes the Determination and Notice of Placement: Consent for Initial Placement form (Form I-16/17)

For reevaluations or IEP reviews, the Special Education Supervisor/Administrator ensures that an IEP Team member completes the Determination and Notice of Placement form (Form I-16/17).

- 9) **The Special Education Supervisor/Administrator ensures that the parents receive a complete set of IEP documents, including any evaluation reports that have been completed at the meeting.**

**If the parents do not receive the documents at the IEP Team meeting, the Special Education Supervisor/Administrator ensures that the parents are informed that they will receive the documents as soon as possible, but no later than ten business days after the meeting.**

- 10) **The Special Education Supervisor/Administrator ensures that a designated staff member places the documents in order, and compiles two additional packets.**

The cumulative folder packets must be stapled and the packets that are sent to the Central file must be clipped together.

When the IEP Team makes an initial placement offer, and the parents have not yet consented to the placement, the Special Education Supervisor/Administrator retains the folder while pursuing parental consent for placement.

***Special Education Supervisors/Administrators MUST ensure that the child's parents receive a copy of the Individualized Education Program and the Notice of Placement.***

- 11) **For initial and reevaluation IEPs, the Special Education Supervisor/Administrator must ensure that MPS data management procedures are followed.**
- 12) **For annual IEPs, Special Education Supervisors/Administrator and LEAs/schools must develop procedures for updating annual IEP dates in the management information system.**

## INDIVIDUALIZED EDUCATION PROGRAM IN EFFECT

At the beginning of each school year MPS has in effect an Individualized Education Program for each child with a disability within its jurisdiction. **Each Building Principal is responsible for ensuring staff in the building comply with this requirement.**

- 1) **Timely Meetings:** Special Education Supervisors/Administrators ensure that a meeting to develop an Individualized Education Plan for the child is conducted as soon as possible, but no later than **30 days** after a determination that the child needs special education and related services.
- 2) **IEP In Effect:** Principals in each school building ensure that an Individualized Education Program is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the Individualized Education Program is developed.
- 3) **Developing IEPs:** Principals ensure that IEP Teams in each school building develop and implement an Individualized Education Program for each child with a disability served by MPS including children placed in or referred to a private school or facility by MPS.
- 4) **Providing Copies of IEPs:** Principals ensure that each child's Individualized Education Program is accessible to each regular education teacher, special education teacher, related service provider and other service provider who is responsible for its implementation and to the parents of the student.
- 5) **Informing Staff:** Principals in each school building ensure that each teacher and provider responsible for implementing a child's Individualized Education Program is informed of his or her specific responsibilities related to implementing the child's Individualized Education Program and the specific accommodations, modifications and supports that must be provided for the child in accordance with the Individualized Education Program.
- 6) **Implementing IEPs:** Principals ensure that staff provide special education and related services to a child with a disability in accordance with the child's Individualized Education Program and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the Individualized Education Program.

***The IEP is a legally binding document. Principals are responsible for ensuring that each student receives the special education and related services in his or her IEP.***

## **INDIVIDUALIZED DEVELOPMENT**

In developing, reviewing and revising each child's Individualized Education Program, the Individualized Education Program Team considers the:

- 1) Strengths of the child,
- 2) Concerns of the child's parents for enhancing the education of their child,
- 3) Results of the initial evaluation or most recent reevaluation of the child and, as appropriate, the results of the child's performance on any general statewide or district-wide assessment programs.

## **SPECIAL FACTORS**

The Individualized Education Program Team:

- 1) Considers, when appropriate, strategies including positive behavioral interventions and supports to address behavior in the case of a child whose behavior impedes his or her learning or that of others;
- 2) Considers the language needs of the child as such needs relate to the child's Individualized Education Program in the case of a child with limited English proficiency;
- 3) Provides for instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the Individualized Education Program Team determines, after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- 4) Considers the communicative needs of the child and, in the case of a child who is hearing impaired, consider the child's language and communicative needs, opportunities for direct communications with peers and professional personnel in the child's language and communicative mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communicative mode; and
- 5) Considers whether the child requires assistive technology devices and services.
- 6) If, when considering these special factors, the Individualized Education Program Team determines a child needs a particular device or services in order to receive a free appropriate public education, the Individualized Education Program Team includes a statement to that effect in the Individualized Education Program.
- 7) The child's regular education teacher, as a participant on the Individualized Education Program Team, participates in the development of the Individualized Education Program of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and strategies, supplementary aids and services, program modifications and support for school personnel.

## REVISING AN INDIVIDUALIZED EDUCATION PROGRAM

Beyond the requirement to meet annually to review and revise a child's Individualized Education Program, the team will meet to revise the program when:

- 1) Changes in scheduling and education program modify a child's placement and amount or type of services provided.
  - a) A change in placement occurs when the proposed change substantially or materially alters the child's educational program.
  - b) A change in placement occurs if a child is suspended from school for more than ten consecutive days or more than ten cumulative days depending on the length of each suspension, the proximity of the suspensions to each other, and the total amount of time out of a school.
- 2) A parent makes a reasonable request for an Individualized Education Program meeting.

***IEP Team Chairpersons must honor all reasonable parent requests for an IEP Team meeting. For assistance in determining whether a request is reasonable, contact a Special Education Supervisor/Administrator. If ANY MPS employee is aware of a parent request for an IEP team meeting, the employee MUST report that request to the IEP Team Chairperson immediately.***

If an IEP Team Chairperson denies a parent's request for an IEP Team meeting, or a request for any change in the child's IEP and placement, the Chairperson must complete the **Notice of Response to an Activity Requested by a Parent** form (Form M-3). A Special Education Supervisor or Leadership Liaison must approve this form before it is sent to the parent.

***If any MPS employee receives a parent request for a change in his or her child's IEP or placement, the employee MUST inform the parent of the right to request an IEP team meeting.***

## **INDIVIDUALIZED EDUCATION PROGRAM REVIEW**

The IEP Team reviews the child's Individualized Education Program periodically, but at least once a year, to determine whether the child is achieving his or her annual goals and to revise the Individualized Education Program as appropriate to address:

- 1) Any lack of expected progress toward the annual goals and in the general curriculum,
- 2) The results of any reevaluation,
- 3) Information about the child provided to or by the parents,
- 4) The child's anticipated needs and
- 5) Other matters.

To the extent appropriate, the regular education teacher of the child, as a participant on the Individualized Education Program Team, participates in the review and revision of the Individualized Education Program of the child.

If a participating agency, other than MPS, fails to provide transition services, school personnel reconvenes the Individualized Education Program Team to identify alternative strategies to meet the transition objectives for the child set out in the Individualized Education Program.

**The entire IEP Team must make any change to a child's IEP. The IEP Team must review the IEP document to reflect any and all changes in educational programming. This includes changes to program modifications and short-term objectives.**

# INDIVIDUALIZED EDUCATION PROGRAM CONTENT

The Individualized Education Program for each child with a disability includes a statement of:

- 1) The child's present level of educational performance including how the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children) or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities;
- 2) The child's present level of educational performance includes information that corresponds with each annual goal in the individualized education plan;
- 3) Measurable annual goals for the child including benchmarks or short-term objectives related to meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum and to meeting each of the child's other educational needs that result from the child's disability;
- 4) The special education and related services and supplementary aids and services to be provided to the child or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child to:
  - a) Advance appropriately toward the annual goals;
  - b) Be involved and progress in the general curriculum and participate in extracurricular and other non academic activities; and
  - c) Be educated and participate with other children with disabilities and nondisabled children in the activities described above;

IEP Teams must describe special education, related services and any aides/modifications with sufficient particularity to identify the building's level of commitment of resources and to inform staff members of their responsibilities, including:

- 1) An explanation of the extent to which the child will not participate with nondisabled children in regular classes in the general curriculum and in extracurricular and other nonacademic activities;
- 2) A statement of any individual modifications in the administration of any state-wide or Milwaukee Public School assessment of pupil achievement that are needed for the child to participate in the assessment;

- 3) If the Individualized Education Program Team determines a child will not participate in a particular state-wide or Milwaukee Public School assessment of pupil achievement or part of such an assessment, a statement indicating why that assessment is not appropriate for the child and how the child will be assessed through alternative means;
- 4) The projected date for the beginning of the services and modifications described in the Individualized Education Program and the anticipated frequency, duration and location of those services and modifications;
- 5) Beginning when the child attains the age of 14 and younger, if appropriate, and annually thereafter until the child is no longer eligible for special education and related services, a statement of transition service needs of the student under the applicable components of the Individualized Education Program that focuses on the courses of study needed to prepare the child for a successful transition to his or her goals for life after secondary school such as participation in advanced placement courses or a vocational education program;
- 6) For each student beginning at age 16, or younger if that is determined to be appropriate by the individualized educational program team, and annually thereafter until the child is no longer eligible for special education and related services, a statement of needed transition services for the student including, when appropriate, a statement of the interagency responsibilities or any cooperative arrangements between and among persons;
- 7) A statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- 8) A statement indicating how the child's progress toward the annual goals will be measured; and
- 9) A statement of how the child's parents will be regularly informed, at least as often as parents are informed of their nondisabled children's progress, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the effective period of the Individualized Education Program.

# PLACEMENT

Each Building Principal, Special Education Supervisor/Administrator ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's Individualized Education Program. The Individualized Education Program Team makes placement decisions. The placement is based upon and implements the child's Individualized Education Program and is determined at least annually.

## TOP FIVE RULES OF EDUCATIONAL PLACEMENTS

- 1) The IEP Team must make *all* placement decisions, including identification of a child's school building.
- 2) Forget the labels. Placement decisions must be based on the programs and services outlined on the child's IEP.
- 3) *All* disabled children in MPS must have an educational placement and IEP Teams must review a child's IEP and placement at least once every year.
- 4) MPS must educate disabled children with non-disabled children to the maximum extent appropriate.
- 5) Each child must be educated in the school he or she would attend if nondisabled unless the child's IEP makes that arrangement impossible.

## **LEAST RESTRICTIVE ENVIRONMENT**

Building Principals, Special Education Supervisors/Administrators and all other members of a child's IEP Team ensure the following:

- 1) Unless the Individualized Education Program requires a different arrangement, the child is educated in the school he or she would attend if not disabled.
- 2) The placement is provided as close as possible to the child's home.
- 3) In selecting the least restrictive environment consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.
- 4) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.
- 5) To the maximum extent appropriate, a child with a disability, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with children who are not disabled.
- 6) Special classes, separate schooling or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- 7) A continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- 8) A continuum of alternative placements is available and will be used that includes regular education, special classes or programs, special schools, home instruction, hospitals and institutions.
- 9) The continuum makes provision for supplementary aids and services that are provided in conjunction with regular classroom instruction such as resource rooms or itinerant instruction.
- 10) Nonacademic and extracurricular services and activities, including meals or recess periods, are provided or arranged, so each child with a disability can participate with nondisabled children to the maximum extent appropriate to the needs of that child.

## **NOTICE OF PLACEMENT**

Following the development of the Individualized Education Program, a notice of placement is sent to the child's parent(s). The notice includes the way in which the parents may obtain a description of the procedural safeguards.

**Special Education Supervisors/Administrators must ensure that parents are provided with prior written notice when the IEP Team proposes or refuses to change a child's educational placement.**

## **CONSENT FOR PLACEMENT**

The local educational agency obtains written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

*MPS staff must follow the special education placement procedures from June, 2003, in the Appendix . All principals are responsible for ensuring that these procedures are implemented in their buildings. If principals have any questions or concerns regarding placement, they must contact a Special Education Supervisor/Administrator, or Leadership Liaison immediately.*

# RELATED SERVICES

## PHYSICAL AND OCCUPATIONAL THERAPY

If a child is suspected to need occupational therapy or physical therapy or both, the Individualized Education Program Team includes an appropriate therapist employed or contracted by MPS.

### PHYSICAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS

MPS ensures the following:

- 1) The Department of Public Instruction licenses physical therapists working in MPS schools.
- 2) Caseloads for physical therapists are consistent with the requirements in state law.
- 3) Physical therapists working in MPS schools have medical information from a licensed physician regarding a child before the child receives physical therapy.
- 4) Physical therapists working in MPS schools delegate to a school physical therapist assistant only those portions of a child's physical therapy that are consistent with the physical therapist assistant's education, training and experience.
- 5) Physical therapists working in MPS schools supervise the physical therapy provided by the physical therapist assistant. Physical therapists develop a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the physical therapist assistant that includes either of the following levels of supervision:
  - a) The physical therapist has daily, direct contact on the premises with the physical therapist assistant or
  - b) The physical therapist has direct, face-to-face contact with the physical therapist assistant at least once every 14 calendar days. Between direct contacts the physical therapist is available by tele-communication. The physical therapist providing general supervision under this subdivision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate;
- 6) A full-time physical therapist working in MPS supervises no more than two full-time equivalent physical therapist assistant positions, which may include no more than three physical therapist assistants.

- 7) Acts undertaken by a physical therapist assistant are considered acts of the supervising physical therapist that has delegated the act.
- 8) A physical therapist working in MPS conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's Individualized Education Program, and develops physical therapy treatment plans for the child. A physical therapist *is not* represented by a school physical therapist *assistant* on an Individualized Education Program Team.

### **PHYSICAL THERAPIST ASSISTANTS' QUALIFICATIONS AND SUPERVISION OF PHYSICAL THERAPY**

MPS ensures the following:

1. The Department of Public Instruction licenses physical therapist assistants working in MPS.
2. Physical therapist assistants working in MPS provide physical therapy to a child is supervised by an MPS physical therapist as specified in these policies.

### **OCCUPATIONAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS**

MPS ensures the following:

1. The Department of Public Instruction licenses occupational therapists working in MPS.
2. Caseloads for occupational therapists are consistent with the requirements in state law.
3. Occupational therapists working in MPS have medical information before a child is evaluated for occupational therapy.

### **DELEGATION AND SUPERVISION OF OCCUPATIONAL THERAPY**

MPS ensures the following:

- 1) Occupational therapists working in MPS may delegate to an MPS occupational therapy assistant only those portions of a child's occupational therapy that are consistent with the occupational therapy assistant's education, training and experience.
- 2) Occupational therapists working in MPS supervise the occupational therapy provided by an occupational therapy assistant. The occupational therapist develops a written

policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the occupational therapist assistant which includes either of the following levels of supervision:

- a) The occupational therapist has daily, direct contact on the premises with the occupational therapy assistant or
  - b) The occupational therapist has direct, face-to-face contact with the occupational therapy assistant at least once every 14 calendar days. Between direct contacts the occupational therapist is available by telecommunication.
- 3) Occupational therapists working in MPS and providing general supervision provides an onsite reevaluation of each child's occupational therapy a minimum of one time per calendar month or every tenth day of occupational therapy, whichever is sooner, and adjust the occupational therapy as appropriate.
  - 4) A full-time occupational therapist working in MPS supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;
  - 5) An act undertaken by an MPS occupational therapy assistant is considered the act of the supervising occupational therapist that has delegated the act.

## **RESPONSIBILITY OF MPS OCCUPATIONAL THERAPIST**

MPS ensures the following:

- 1) An occupational therapist working in MPS conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child's Individualized Education Program and develops occupational therapy treatment plans for the child.
- 2) **An MPS occupational therapist *may not* be represented by a local educational agency occupational therapy assistant on an Individualized Education Program Team.**

## **MPS OCCUPATIONAL THERAPY ASSISTANTS' QUALIFICATIONS AND SUPERVISION**

MPS ensures the following:

- 1) The Department of Public Instruction licenses MPS occupational therapy assistants.
- 2) The occupational therapy assistant providing occupational therapy to a child is supervised by an MPS occupational therapist as specified in these policies.

## **TRANSITION FROM BIRTH TO THREE PROGRAMS**

The Department of Special Services designates representatives to participate with the provider of birth to three programs to ensure a smooth and effective transition of children with disabilities from the birth to three programs for infants and toddlers with disabilities to preschool programs in the District. The designated representative participates in transition planning conferences arranged by the birth to three programs.

For children participating in early intervention programs who will participate in special education preschool programs in the District, an IEP team develops and implements an Individualized Education Program by the child's third birthday.

## TRANSFER PUPILS

A "transfer pupil with a disability" is a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to MPS or from a public agency in another state to MPS.

- 1) Each Building Principal ensures there is *no interruption of special education and related services when a child with a disability transfers from another Wisconsin local educational agency*. When a school receives a transfer pupil with a disability, it *must* implement the Individualized Education Program from the sending Wisconsin local educational agency until MPS adopts the sending local educational agency's Individualized Education Program or develops its own Individualized Education Program.
- 2) When a Wisconsin local educational agency receives a transfer pupil from another state, the receiving agency is not required immediately to implement the sending agency's IEP. However, the receiving agency must ensure that the rights of the pupil and the parents are not compromised. A child's right to education is established under Article X, Section 3, of the Wisconsin Constitution. Therefore, **the agency must admit the pupil to school without delay**. The agency must initially review the sending agency's evaluation and eligibility determination to determine whether the child has a disability under Wisconsin standards and the IDEA. If the evaluation and eligibility determination meet these standards, the receiving agency may adopt them.
- 3) To the extent that MPS is not able to implement the sending local educational agency's Individualized Education Program, school staff *must* provide services that approximate, as closely as possible, the sending local educational agency's Individualized Education Program.
- 4) The receiving school adopts the evaluation and the eligibility determination of the sending local educational agency or the IEP Team conducts an evaluation and eligibility determination of the transfer pupil. The IEP Team will not adopt the evaluation and eligibility determination or the Individualized Education Program of the sending local educational agency if the evaluation and eligibility determination or the Individualized Education Program does not meet state and federal requirements. The LEA/LEA representative, in consultation with special education staff, will make this determination. **However, the agency must admit the pupil to school without delay.**
- 5) When MPS receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, the LEA/LEA representative in the building requests the pupil's records from the sending local educational agency. This request must be made in writing and over the phone.

***If the school does not receive records immediately, the LEA/LEA representative must continue to contact school staff at the sender school by phone to request the records. The agency must admit the pupil to school without delay.***

- 6) When an MPS school receives such a request for a transfer pupil, the school transfers the pupil's records to another local educational agency within five working days of receipt of the written notice as required under s. 118.125(4), Wis. Stats.
- 7) When a school receives a transfer pupil with a disability from a public agency in another state, school staff may provide special education and related services in accordance with the most recent Individualized Education Program developed by the sending public agency until an IEP Team develops its own Individualized Education Program or adopts the sending public agency's Individualized Education Program. LEA/LEA representatives, in consultation with special education staff, either adopts the evaluation and the eligibility determination of the sending public agency or convenes an IEP team conducts a new evaluation and eligibility determination of the transfer pupil. **However, the agency must admit the pupil to school without delay.**
- 8) If the school decides not to adopt the evaluation and eligibility determination of the sending public agency, the LEA/LEA representative initiates a special education referral of the child. The IEP Team completes the evaluation and develops an Individualized Education Program and the placement in accordance with the requirements of subch. V of ch. 115, Wis. Stats., within 90 days of the date the child enrolled in the local educational agency.
- 9) The school does not adopt the evaluation and eligibility determination or the Individualized Education Program of the sending public agency if the evaluation and eligibility determination or the Individualized Education Program does not meet state and federal requirements.

# CHARTER SCHOOLS

Children with disabilities who attend MPS' charter schools and their parents retain all rights under federal special education laws. Charter school staff ensures that the requirements of federal special education law are met.

Children with disabilities who attend Charter Schools under contract with MPS are served in the same manner as other children with disabilities in the District. Funds received under part B of the Individuals with Disabilities Education Act are provided to charter schools in the same manner as they are provided to other schools in the local educational agency.