



Tri-Valley School District 49-6



Policy IGBA: Special Education and Related Services

In keeping with the philosophy that a public school system is responsible for the education of all children within the community and, further, that every child is entitled to equal education opportunity, the Board will provide programs and services designed to meet the individual needs of children with disabilities, birth through 21.

The ultimate goal of these programs will be to have children with disabilities become as self-sufficient as their permits and to increase their life options and opportunities for personal liberty, happiness, and participation in our society. Identifying young children with disabilities in order that they may receive special education and related services is part of this responsibility.

The District will work with parents in designing and providing programs and services to children with disabilities. Parents must be informed, and give consent prior to a comprehensive evaluation of a diagnosis of learning disability or other disability. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents must be accorded the right of due process.

DEVELOPMENT OF AN INDIVIDUAL EDUCATION PROGRAM (IEP)

A local placement committee will be comprised of parents, the child when appropriate, the Superintendent or designee, a regular classroom teacher receiving or referring a child, an educator from the field of special education, and, if necessary, an evaluator to interpret the multidisciplinary data. This committee will be responsible for development of the student's individual education program (IEP) and placement. All procedures will be in accordance with federal and state requirements.

OUT-OF-DISTRICT PLACEMENT

A child in need of special education or special education and related services assigned to and enrolled in an approved out of district special education residential or tuition day program through an individualized education program (IEP) has school residence in the school district making the assignment. The fiscal responsibility of the school district making the assignment continues until the end of the school fiscal year or until the child's parent or guardian enrolls the child in another school district, the child participates in the new school district's special education program, the new school district conducts a placement committee meeting, a new individualized educational program for the child is adopted, and the child's placement is changed

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