

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 an equal education opportunity, the Board will provide programs and services designed to meet the individual needs of children with disabilities from birth through age 21.

The 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 society. Identifying young children with disabilities in order that they may receive special education and related services is a 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 written consent prior to a comprehensive evaluation for a diagnosis of a learning disability or other disability. In the event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents must be accorded the right to a due process.

DEVELOPMENT OF AN INDIVIDUAL EDUCATION PROGRAM (IEP)

A local placement committee will be comprised of parents, the child when appropriate, the LEA, a general education classroom teacher, an educator from the field of special education, and, if necessary, an evaluator to interpret the multidisciplinary data. This committee will be responsible for the 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. At which time, 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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