West Jefferson School District Policy Manual Chapter 9 - SPECIAL EDUCATION

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SERIES 900

SPECIAL EDUCATION

900 Statement of Guiding Principles

The Handicapped Children Act, (Public Law 94-142), mandates a free appropriate public education for each exceptional child. Within the federal law, a legal framework has established the following mandates:

1. All exceptional children and their parents shall be guaranteed due process with regard to identification, evaluation, and placement procedures.

2. A written, individualized educational program shall be developed for each child determined to have special educational needs.

3. Educational placement decisions for each exceptional child shall always be in the least restrictive environment appropriate to the child's learning needs.

4. Responsibility for providing the appropriate educational program for each child rests with the local educational agency.

5. A periodic review shall be conducted by the educational agency at least annually to evaluate the exceptional child's progress and to rewrite the educational plan.

Policy History:
Adopted on: September 19, 1985

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901 Special Education

901.1 District Special Education Definition

Special Education shall be defined as specially-designed instruction and/or related services, at "no cost" to the parents, to meet the unique needs of an exceptional child. The term "at no cost" means all specially designed instruction and/or related services provided without charge but does not preclude incidental fees which are normally charged to non-handicapped students or their parents as a part of the regular education program.

Policy History:
Adopted on: September 19, 1985

901.2 District Special Education Policy

The ultimate goal of West Jefferson School District #253 is to provide the best possible education to each student. In recognition of this goal, the district encourages the growth of the special education program and intends to fulfill the needs of the exceptional children enrolled within the district according to federal, state and district mandates.

The special education program intends to serve all students with exceptionalities. The district's effort is geared to provide only as much individual service to the student as is useful. The intent is to keep the student with an exceptionality as well integrated within the regular classroom as possible, while providing needed individual programming.

The district adheres to the concept of the least restrictive environment which refers to the placement of exceptional children in regular education programs to the maximum extent

appropriate, unless another educational placement is required to meet that student's educational needs as determined by the Child Study Team in the development of the child's Individual Educational Program.

Legal Reference: Idaho Code 33-2001, 33-2002

Policy History:
Adopted on: September 19, 1985

901.3 LINES OF AUTHORITY

The ultimate authority regarding all activities and operations, including special education within the school district, rests with the Board of Trustees elected to represent all patrons. The Superintendent of schools is the chief executive officer of the school district and has overall direction and supervision of all activities, operations, and programs including special education of the school district. Authority of the Superintendent is via School Board direction and policy and other authority is vested by law.

Policy History:
Adopted on September 19, 1985

901.4 CHILD STUDY TEAM

In the district, the Child Study Team is a group of school personnel, parents, and others who are responsible for the educational programs for exceptional children. All Child Study Team members must be employees of the school district, with the exception of the parents or guardians, or those attending at the request of the parents of guardians.

The evaluative procedures will vary according to each of the categories of exceptionality. Specific assessment instruction will be left up to the discretion of the Child Study Team and the individual professionals involved in the assessment process (unless otherwise specified).

Once the comprehensive evaluation is completed, the Child Study Team will meet to assess the child's individual needs and to initiate individual plans as compiled from combined findings.

Policy History:
Adopted on: September 19, 1985

901.5 COMPOSITION OF CHILD STUDY TEAM

The Child Study Team shall be composed of the following members for each student evaluated as needing special services. Minimum of four members must be present in order to formulate plans for a child's school program (Two of the four members must be an administrator and parent or guardian.).

The regular members may include:

1. The person who referred the student.
2. The regular classroom teacher where the child is enrolled.
3. The Special Education teacher.
4. The building principal or appropriate administrator.
5. The School Psychologist.
6. The Communication Disorder Specialist.
7. Parent or Guardian.

The Child Study Team shall meet for the purpose of:

1. Determining extent of comprehensive evaluation to be required.
2. Interpreting the comprehensive evaluation of each child referred for Special Education services.
3. Making recommendations for services needed and suggesting individualized educational programs to be provided.
4. Determining placement in the least restrictive educational setting.
5. Informing parents of the results of the comprehensive evaluation and obtaining parental agreement for appropriate special program or services.
6. Re-assessing the services being provided to the child.
7. Making recommendations for students who no longer need special services.

Policy History:
Adopted on: September 19, 1985

901.6 NOTIFICATION OF PARENTAL RIGHT TO INSPECT RECORDS

Parents, legal guardians, or the student, if age eighteen, have the right to inspect and review all of the student's educational records and must be so notified annually.

Policy History:
Adopted on: May 15, 1986

901.7 REFERRAL OF SPECIAL EDUCATION STUDENTS

Referral policy for special education will be reviewed annually by the resource room teacher in his/her assigned buildings through regularly set faculty/staff meetings. This review will be made prior to October 1st of each school year. If changes are made in the referral process, the resource teacher will make arrangements with the building principal to present this information to the faculty/staff as soon as possible, but in any case, no later than thirty days after receiving policy changes from the State Department of Education.

Parents will be referred to the resource teacher for information regarding the referral process at their request or when they make a referral for their child.

Other requesting information about the referral process will be referred to the resource room teacher or special education teacher.

Policy History:
Adopted on: November 17, 1994

902.0 FEDERAL TEACHER QUALITY PROGRAM PRIORITIES

Annually, on a funds available basis, Teacher Quality priorities will be established and funded in the following sequence:
Quality Teacher Funding District Level Priorities
902.1 Assist Teachers in meeting the State Board of Education's highly qualified status.

1. Contribute 50% of tuition and books for classes that directly lead to highly qualified status based upon identified district needs* and approved by the Board of Trustees. *The district lacks a highly qualified teacher endorsed in a *required* content/grade level/ or specialty.
2. Contribute 50% of tuition and books for classes that directly lead to highly qualified endorsements based upon identified district needs* and approved by the Board of Trustees. * The district lacks a highly qualified teacher in an *elective* content/grade level/ or specialty.
3. Note: At the option of the Board, teachers receiving funding under either "a" or "b" of this section are required to teach an additional year in the West Jefferson School District for each year of tuition that is supplemented by the district. To receive reimbursement the teacher must provide both grades and receipts for tuitions and books.

902.2 Provide mentor stipends of $500 per year; $250 per one half –year; or $166.67 per trimester for first year teachers and teachers who are on a formal remediation plan.
902.3 Provide for district sponsored professional development (district approved/sponsored courses) stipends and related expenses (books, instructor fees, travel/per diem).
902.4 Provide for the articulation, coordination, and alignment of the written, tested, and/or reported (meaning data analysis) curriculum goals and objectives.
902.5 Provide for administrative staff professional development needed to lead district determined priorities as approved by the Board of Trustees.
902.6 Provide for instructional coaches as approved annually by the Board of Trustees.
902.7 Building level professional learning teams (which are in addition to district sponsored activities) which meet outside of regular school hours.
902.8 Classroom size reduction teacher based upon an identified need and approved by the board.
902.9 Any reordering of these priorities requires advance board approval.
902.10 Unused funds in any given fiscal year will be carried over and become part of the next year's spending plan.
Policy History:
Adopted on February 11, 2010

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Last edited Feb 22th 2010