BP 6172 SPECIAL EDUCATION

Note: The following sample policy addresses education provided under the Individuals with Disabilities Education Act.

The School Board desires children with and without disabilities to share an interactive educational environment which nurtures understanding, cooperation and mutual respect.

A student's IEP team shall determine the content of the student's individualized educational program (IEP) and make placement decisions for the least restrictive environment that is educationally appropriate.

All students, without regard to race, ethnicity, national origin or gender, shall have equitable access to general education interventions, to timely referral for an evaluation for disability, and to equitable treatment in the evaluation process, in the quality of special education and related services provided, and in the degree of restrictiveness of their educational environment.

Note: 4 AAC 52.590 requires districts to establish written procedures for the identification of children in need of a surrogate parent and for the appointment and removal of surrogate parents. AS 14.30.272 requires the district to inform parents/guardians of children with disabilities of the procedural safeguards provided by law. 4 AAC 52.190 requires written notice before initiating or changing a child's identification, evaluation or placement and when refusing a parent's request to initiate or change a child's identification, evaluation or placement.

The Superintendent or designee shall establish written procedures required by law and shall ensure district compliance with procedural safeguards, including appropriate notices to parents/guardians established by state and federal laws and regulations.

Note: 4 AAC 52.115 requires evaluation and placement within 90 calendar days of obtaining parental consent for evaluation. However, completion of an individualized education plan must occur within 30 days after determining a child's eligibility.

Services will be provided in accordance with a student's IEP once parental consent or administrative or judicial proceedings authorize the provision of special education and related services.

The District shall, in collaboration with the Department of Education and Early Development, ensure to the maximum extent possible that the parents of children who are deaf or hard of hearing (or the District suspects of being deaf or hard of hearing) are provided with comprehensive, neutral, and unbiased information in accordance with AS 14.30.272(c)(1) and other applicable law. The District shall also allow the parent of the child to choose the method of communication the parent determines is most appropriate for the child and provide services using the parent's chosen method of communication, as required by law.

If the District operates residential services as part of its deaf and hard of hearing program as described in AS 14.30.276, the District shall annually submit a plan of operations to DEED as required by the statute.

(cf. 3541.2 - Transportation for Special Education Students)

(cf. 5144.2 - *Suspension and Expulsion (Individuals with Exceptional Needs))*

(cf. 6146.4 - *Differential Graduation and Competency Standards for Individuals with Exceptional Needs)*

(cf. 6164.4 - *Child Find)*

Legal Reference:

ALASKA STATUTES

14.30.180-14.30.350 Education for children with disabilities

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010-4 AAC 52.990 Education for children with disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

300.340-349 Individualized education programs

300.500-300.514 Due process procedures for parents and children

300.550-300.553 Least restrictive environment; alternative placements; placement; nonacademic settings

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Craig City School District