

Section: I Instructional Program

Policy Code: IDDF Special Education Programs

Policy:

SPECIAL EDUCATION PROGRAMS

1. The District is committed to providing all students with disabilities a free appropriate public education (FAPE) in their least restrictive environment in compliance with applicable federal and Mississippi law and regulations. state and federal statutory requirements, including but not limited to IDEA and State Board of Education Policy 7219. A primary objective of this commitment is to provide the most individualized appropriate special education and related services for each student without infringing on other students' rights to a profitable learning environment. The District emphasizes the belief that all children can learn and that their developmental and academic needs come first.

2. Child Find

- a. The District will undertake ongoing formal activities to identify, locate and evaluate all children residing in the District from three (3) through twenty (20) years of age who are suspected of having a disability and who may be in need of special education and related services.
- b. Child Find activities are to be (1) directed toward children who are not enrolled in school as well as those enrolled in public and nonpublic schools; (2) conducted for students who are considered highly mobile such as migrant or homeless children; and (3) conducted for students who are suspected to be in need of special education though they are advancing from grade to grade.

3. Individual Evaluation

- a. Each student suspected of having a disability will be afforded a timely and appropriate evaluation conducted by a Multidisciplinary Evaluation and Eligibility Team. The evaluation shall meet all pertinent criteria established in the Policies and Procedures Regarding Children with Disabilities under the Individuals with Disabilities Act Amendments of 1997 (IDEA).
- b. Based on the unique individual needs of the student, an Individualized Education Plan (IEP) will be developed for the student by an appropriate IEP Committee, including the student's parents and, when appropriate, the student. The IEP shall be developed and implemented in a timely manner and will address all of the student's identified needs (special education and related service needs).

4. Occupational Diploma

As an alternative to receiving a regular high school diploma, students with disabilities shall be given the choice of working toward an Occupational Diploma.

45. Professional Development

General and special educators will be provided with the content, knowledge and collaborative skills needed to meet the needs of children with disabilities.

56. Placement Options

- a. A continuum of placement options extending from regular classroom placement with consultation services to home/hospital services embodies the District's commitment to appropriately serve students according to their unique needs.
- b. Administrative procedures will encompass and explain the levels of service offered by the District.
- c. All applicable Relevant members of the school community will be trained and encouraged to support this continuum of services.
- d. Each placement decision will be made through a consensus decision of the members of the IEP Committee.
- e. Changes in placement or the delivery of special education services will occur only upon the recommendation of the IEP Committee and after review and revision of the IEP.
- f. Due process is available whenever the student, student's parent/legal guardian, representative of the

student, or the District determines due process procedures to be necessary, in accordance with federal law.

67. Definitions of terms used in this policy and procedures:

a. "Free Appropriate Public Education" (FAPE) means special education and related services provided by local educational agencies that

- (i) have been provided at public expense;
- (ii) meet the standards of the Mississippi Department of Education;
- (iii) include an appropriate preschool, elementary, or secondary education; and
- (iv) are provided in conformity with the individualized education program required under IDEA, applicable federal and **Mississippi-state** regulations and relevant court cases.

b. "Individualized Education Plan" (IEP) is a written statement for each child with a disability that is developed, reviewed and revised in accordance with the requirements under IDEA, applicable federal and **Mississippi-state** regulations and relevant court cases.

c. "Related services" may include transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children.

d. "Special education" means specially designed instruction provided by local educational agencies, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. This term also includes instruction in physical education.

e. "Supplementary aids and services" means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with the least restrictive environment requirements under IDEA, applicable federal regulations and relevant court cases.

LEGAL REF: MCA §37-16-11 (SB 2578)

Last Review Date: _____
Review History:

Comments:

Exhibits:

Regulations:

ADMINISTRATIVE PROCEDURES

1. Individualized Education Plan (IEP)

a. The IEP shall determine placement in the least restrictive environment (LRE). LRE should be determined at least once per year, based on the IEP and determined by the IEP Committee. The student

shall be educated to the maximum extent appropriate with children in his/her age range without disabilities.

b. The IEP shall reflect the student's participation and progress in the general education curriculum, regardless of where the student is placed. IEP goals and objectives should be aimed toward acquiring the skills and competencies that will facilitate the student's maximum involvement in the general education curriculum and placement.

c. All IEP's are revised at least annually and are subject to review and revision whenever an IEP Committee member identifies the need.

2. Procedural Safeguards

Students with disabilities and their parents shall (1) receive written prior notice of actions to be taken relating to identification, evaluation, placement and services; (2) be provided with due process and complaint procedures; and (3) receive procedural safeguards regarding discipline. Consideration shall be given to the influence that the student's disability may have on the behavior(s) in question. Confidentiality of records shall be maintained.

3. Transition

Activities shall be coordinated to result in an outcome-oriented process for promoting movement from school to post-school activities. The coordinated set of activities ~~should~~ will be based on the student's needs, take into account his/her preferences and interests, include instruction, related services, community experiences and adult living/employment skills and, if appropriate, daily living skills/functional vocational evaluation.

4. Direct Support Model

a. The District may utilize a Direct Support Model, in which the special education teacher meets regularly with general education teachers 1) to provide support in the form of guidance in planning lessons/units that include differentiated instruction; 2) to suggest accommodations and modifications for individual students; and 3) to monitor student progress. The special education teacher helps address teacher concerns, provides professional development to teachers around differentiating instruction and meeting students' needs in an inclusive classroom, and is responsible for developing and maintaining students' IEPs with input from the IEP committee.

b. Within this model, students with special needs also receive direct support from a special education teacher. Direct support may be designed as a daily class period of study skills or resource room support in a small group with the special education teacher.

(i) In a study skills class, students receive instruction in study skills and strategies, and support with the work being done in their general education classes.

(ii) In a resource room class, students receive assistance in building skills in specific subject areas.

(iii) Direct support includes the special education teacher "pushing-in" in the general education classroom.

5. Placement Continuum

a. The first level of placement is the ~~regular~~ **general education** classroom with consultation/accommodations. ~~The student is served in the general education classroom with consultation~~ and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the student's IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

b. The second level of placement is in the general education classroom with direct special education support in the classroom. ~~The student receives special education support from the general education curriculum in the general education setting.~~ The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct

instruction, instructional support, or other assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

c. The third level of placement is resource room instructional support consisting of special instruction provided to students who receive the majority of their educational program in the regular education environment. Students are considered to be self-contained if they participate in less than two academic courses with their non-disabled peers. All other students are considered to be resource students.

d. The fourth level of placement is through assignment of students to a part-time special class where only a minor portion of the day is spent in a special classroom.

e. The fifth level of placement is the assignment of students to a full-time special class where students receive the majority of their instruction.

f. The sixth level of placement is community-based services where students are provided their instruction or a portion of their instruction in a community-based environment.

g. The seventh level of placement is the provision of services in a special school. This option is considered when placement option levels one through six cannot be altered **utilized** to fit a student's needs. This is a placement that coincides with the length of the typical school day.

h. The eighth level of placement provides special education and related services in a residential facility where room, board and twenty-four hour care is included.

i. The ninth and final level of placement is individualized special education and related services provided in the home or in the hospital.

6. Participation in Assessments

To the extent possible, students with disabilities shall be included in state and District-wide assessment programs with allowable accommodations and modifications. Guidelines shall be implemented for students with disabilities who cannot participate in state or District-wide assessments; these students shall participate in alternative assessments.

References:

37-16-11 - Special diploma or certificate of completion for handicapped students; occupational diploma for students with disabilities.

37-23-1 - Purpose of §§ 37-23-1 through 37-23-159; design of programs and services; accountability system.

MPSAS - Public School Accountability Standards

Last Updated:	3/3/2018 11:49:13 AM	Is Public:	False
Last Updated By:	Kelly Stimpson	Status:	Draft
Original Adopted Date:	8/27/2002	Created Date:	10/20/2017
Approved/Revised Date:		Created By:	
Approved By:		Review Date:	
Archived Date:		Review By:	
		Record Id:	221040