



POLICY 113 – SPECIAL EDUCATION

1. Purpose

The West Jefferson Hills School District shall offer each resident student with a disability educational programs and services that appropriately meet the student's needs for educational, instructional, transitional and related services. A student who requires special education shall receive programs and services according to an Individualized Education Program (IEP). The IEP shall provide access to the District's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated to the maximum extent appropriate with his or her non-disabled peers. The District shall provide a continuum of placement options to appropriately meet the needs of students with disabilities.

2. Definitions

Students with disabilities who are provided special education programs by the District shall include all resident children who meet the eligibility criteria defined by state and federal laws and regulations.

Individualized Education Program (IEP) shall mean the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with state and federal laws and regulations.

3. Authority

The Board directs that all resident students with disabilities shall be identified, evaluated, and provided with appropriate educational services, in accordance with state and federal laws and regulations. The District shall establish and implement a system of procedural safeguards and parental notification as part of its Special Education Plan.

The District's Special Education Plan shall include procedures for identifying and educating students with disabilities and shall be aligned with the Strategic Plan adopted by the Board.

The Board shall determine the facilities, programs, services and staff that will be provided by the District for the instruction of students with disabilities, based upon the identified needs of the District's special education population.

In order to maintain an effective Special Education Plan, the Board may participate in special education programs of the Allegheny Intermediate Unit (AIU).

4. Delegation of Responsibility

The Superintendent or designee is directed to annually recommend to the Board the employment and retention of necessary staff and the provision of required facilities, programs and services to provide for the needs of students with disabilities.

The Superintendent or designee shall develop procedures for evaluating the effectiveness of the District's Special Education Plan and shall periodically report to the Board the criteria and results of such evaluation.

5. Guidelines

Each student with a disability shall be educated pursuant to an IEP which shall provide an appropriate education in the least restrictive environment, in accordance with federal and state regulations.

No student with a disability shall be denied, because of his or her disability, participation in activities, programs or services offered or recognitions rendered to District students, unless participation is not possible because of the disability, even with reasonable accommodations guaranteed by law.

The District shall maintain procedures and processes that implement special education programs and services, in accordance with state and federal laws and regulations. Such procedures and processes shall be included in the Districts Special Education Plan. The plan shall be updated as necessary and shall address:

1. Educational plans.
2. Child find.
3. Identification of special education programs that operate in the District, those operated in the District by the Allegheny Intermediate Unit, vocational schools and other agencies.
4. Staff and parent/guardian training.
5. Assessments.
6. Screening
7. Criteria the District will use to identify specific learning disabilities.
8. Evaluation.
9. Re-evaluation.
10. Individualized Education Programs (IEPs), including examples of supplementary aids and services provided by the District.
11. Extended School Year services (ESY)
12. Behavior support.
13. A full continuum of educational placements.

14. Disciplinary placements.
15. Facilities.
16. Procedural safeguards.
17. Confidentiality of information.
18. Highly qualified staff.
19. Maintenance of information concerning students with disabilities, services provided, performance and discipline data, and report information as required by the Secretary of the Department of Education.

Confidentiality

The Board directs that all procedures for implementing an IEP be designed to guard the privacy of the student and family. The District shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, storing, disclosing and destroying student records, as required by law and regulations.

References:

School Code – 24 P.S. § 1327

State Board of Education Regulations – 22 Pa. Code §§ 4.28, 12.1, 12.4, 12.41, 14.101 et seq.

Individuals with Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.

Rehabilitation Act of 1973, Sec. 504 – 29 U.S.C. Sec. 794

Americans With Disabilities Act – 42 U.S.C. Sec. 12101 et seq.

Individuals with Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 300

Adopted: April 26, 2011