

## **P5400 GENERAL POLICIES FOR SPECIAL EDUCATION**

### **BOARD POLICY:**

**Unified School District 259 will provide special education programs to identify and serve exceptional students in accordance with current state statutes and regulations.**

Administrative Implemental Procedures:

1. The Division of Student Support Services and building principals are responsible for the supervision of all special education programs in Unified School District 259 that are required by federal and state statutes. The following services are offered by USD 259:
  - a. Autism
  - b. Child Find Activities
  - c. Comprehensive Evaluation of Services and Review
  - d. Developmental Delay
  - e. Emotional Disturbance
  - f. Gifted
  - g. Hearing Impairment
  - h. Homebound and Hospitalized
  - i. Intellectual Disability
  - j. Learning Disability
  - k. Multiple Disabilities
  - l. Occupational Therapy
  - m. Orthopedic Impairment
  - n. Other Health Impairment
  - o. Physical Therapy
  - p. Related Services
  - q. Speech/Language Impairment
  - r. Traumatic Brain Injury
  - s. Visually Impaired
2. In providing these programs, the schools will give priority to serving students whose special needs require programs presently mandated, and to students whose needs are most severe. Schools will provide reasonable accommodation in all settings to students with identified disabilities.
3. When there is more than one exceptionality, it is the responsibility of the building staff to determine the primary exceptionality, appropriate programming, and reasonable accommodation for primary and secondary exceptional students. When such a dual situation appears to exist, the team should identify the exceptionality that prevails and consider other services as needed. Related services shall be designed to provide full educational benefit to meet student needs within special education programming.
4. When the intensity of programming is thought to be an alternative or special day school setting, the building staff should consult the *Special Education Administrative Handbook* to determine the application of appropriate procedures.

5. All students are admitted to and/or removed from special education programs through due process in accordance with state regulations and statutes. Placement processes shall include general education interventions, proper preassessment, comprehensive evaluation, demonstration that general education, with supplementary aids and services cannot be achieved, and justification of placement which meets all requirements of identification as an exceptional student.
6. A separate policy governing due process is to be followed explicitly when students are being considered for transfer into or out of special education programs. (See BOE Policy 5403 - *Due Process and Procedures Related to Access to and Denial of Special Education Services.*)
7. The Division of Student Support Services shall cooperate with Learning Services in the development of guidelines for curriculum in special education.
8. Certification of Eligibility processes will be used to ensure appropriate identification for all students. (See the *Special Education Administrative Handbook* in determining the appropriate processes and procedures to ascertain eligibility.)
9. The administration of USD 259 will follow the *Special Education Administrative Handbook* in determining appropriate processes and procedures for special education.

Administrative Responsibility: Student Support Services

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