

PROGRAMS FOR STUDENTS WITH DISABILITIES

1. STUDENT IDENTIFICATION EVALUATION

The policy of the Board of Education is to have all students with a disability within its jurisdiction located, identified, and evaluated, including children in all public and private agencies and institutions within the district. A method shall be implemented to determine which children are currently receiving needed special education and related services, and which children are not currently receiving such services.

Services to children with disabilities shall be delivered according to State and Federal law, Board Policy, and these regulations.

2. COMMITTEE ON SPECIAL EDUCATION

The Board of Education shall appoint a Committee on Special Education, comprised of such members as the Board of Education shall designate, or legislation shall require. The primary responsibilities of the Committee are:

- 2.1 To make recommendations on evaluation, classification, and education programs for children who require special education:
 - 2.11 To determine whether a child has a disability and, if so, the category of classification;
 - 2.12 To determine the educational program needs of the child; and
 - 2.13 To recommend a placement based on the disability and the child's educational, social, physical, and management needs.
- 2.2 To make recommendations on the frequency and nature of appropriate re-evaluations of children with a disabilities by appropriate specialists.
- 2.3 To evaluate the adequacy of existing special education services and programs.
- 2.4 To inform the Board of Education about the adequacy of existing special education services and programs, and to advise them of the unmet needs of children with a disability in the district.
- 2.5 To report annually to the Board of Education the status of each child with a disability and each child thought to be disabled in the district.
- 2.6 To maintain the annual census of all children with a disability.

3. DUAL ENROLLMENT

In accordance with law, the Board will provide occupational, vocational, and special education for students with disabilities who attend nonpublic schools.

4. INVOLVEMENT OF PARENTS

The Board of Education recognizes the rights of the parent to be fully informed of all information relevant to the identification, or changes in evaluation, identification, or placement of a child with a disability.

All due process procedures for parents and children set forth in law and regulations shall be observed by the school district.

5. SURROGATE PARENTS

In the event that no parent for a child with a disability can be identified or the whereabouts of the parent cannot be determined, or the child with a disability is a ward of the state, the Board shall assign an individual to act as a surrogate for the parents. The person selected as a surrogate shall have no interest that conflicts with the interest of the child he or she represents, and shall have knowledge and skills that insure adequate representation of the child.

It is the duty of the school district to determine whether a child needs a surrogate parent and to assign a surrogate parent in the manner mandated by New York State law.

6. INDIVIDUALIZED EDUCATIONAL PLANS

The Board of Education directs that the administration shall have prepared a written educational program for each child with a disability. Such statement shall include:

- 6.1 Present levels of educational performance.
- 6.2 Annual goals, including short-term instructional objectives.
- 6.3 Extent to which the child will be able to participate in regular programs.
- 6.4 Specific educational services to be provided.
- 6.5 Projected date for initiation and anticipated duration of such services.
- 6.6 Appropriate objective criteria and evaluation procedures for determining, at least one annually, whether instructional objectives are being met.

Such an Individualized Education Plan will be developed for every child with a disability. The Individualized Education Plan shall be reviewed once each year, and revised at least once every three years or in the event of a student's change in placement.

7. IMPARTIAL HEARING OFFICER

In the event of a hearing called as a result of a disagreement concerning the initial identification, or any change in identification, evaluation, or educational placement of a child with a disability, or the provision of a free, appropriate public education to the child, an Impartial Hearing Officer shall be appointed by the Board of Education.

The Impartial Hearing Officer must be appointed from a list of people qualified by the State Education Department to hear special education appeals. The Board may, at its discretion, approve once each year a list of such hearing officers.

Any person from this list may thereafter be selected for an individual appeal without the need for further action by the Board.

The Impartial Hearing Officer may not be a person who is an employee of this district or who may have any other personal or professional interest which would conflict with his or her objectivity in the hearing.

APPROVED: BOARD OF EDUCATION

March 17, 1992

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