

Tyrone Area School District

SECTION: PROGRAMS

TITLE: SPECIAL EDUCATION

ADOPTED: APRIL 10, 2014

113. SPECIAL EDUCATION

Purpose

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional, and related services. The special education program shall be designed to comply with law; conform to district goals; and integrate programs of special education with the regular instructional program of the schools, consistent with the interests of the student with a disability and other students. A student who requires special education shall receive programs and services according to an Individualized Education Program (IEP).[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Definition

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 a student to be educated to the maximum extent appropriate, with nondisabled peers. The district shall provide a continuum of placement options to appropriately meet the needs of students with disabilities.[\[5\]](#)[\[6\]](#)

Authority

The board directs that all resident students with disabilities shall be identified, evaluated, and provided with appropriate educational services, in accordance with federal and state laws and regulations. The district shall establish and implement a system of procedural safeguards and parental notification as part of its Special Education Plan.[\[7\]](#)[\[1\]](#)[\[8\]](#)[\[5\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

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. Tests and other evaluation materials used to assess students are selected and administered so as not to be discriminatory on a racial or cultural bias.[\[12\]](#)[\[13\]](#)

The board shall determine the facilities, programs, services and staff that will be provided by the district for the instruction of students with disabilities.

In order to maintain an effective Special Education Plan, the board may participate in special education programs of other entities as is necessary.[\[12\]](#)

Delegation of Responsibility

The superintendent or designee is directed to annually recommend to the board the employment and retention of necessary staff and 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.

Guidelines

The program to which each student with a disability is assigned shall be one that provides an appropriate education, seeks to assure success in learning, and offers the least restrictive environment, in accordance with federal and state regulations.

The board directs that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family.

No student with a disability shall be denied, because of handicap/disability, participation in activities, programs or services offered or recognitions rendered to district students, unless participation is not possible because of the handicap/disability. [\[10\]](#)[\[11\]](#)[\[14\]](#)

The District's Special Education Plan shall comply with the requirements of state and federal law and regulations. The district shall establish procedures to ensure the plan is updated and implemented as necessary. The Special Education Plan shall address: [\[5\]](#)[\[15\]](#)

1. Educational plans
2. Child find
3. Identification of special education programs that operate in the district, those operated in the district by the 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. Reevaluation [\[17\]](#)

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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 and evidence that placements in other than regular education settings are not based on lack of resources, facilities, staff, or for administrative convenience[16]
14. Disciplinary placement
15. Facilities
16. Early intervening services ages 3 through kindergarten
17. Procedural safeguards
18. Confidentiality of information
19. Highly qualified staff[12][18]
20. 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.

If the district is identified with significant disproportionality, the Special Education Plan shall include prevention measures for inappropriate over-identification and disproportionate representation by race or ethnicity of children with disabilities.

Fiscal and Program Compliance

The Superintendent or designee shall establish procedures to ensure that the district complies with all federal and state law and regulations and program requirements for special education-related funding and reimbursement.

Child Find/Outreach

The Superintendent or designee shall ensure that the district annually conducts awareness and outreach programs and activities designed to reach district residents including parents/guardians of students with disabilities who are enrolled in the district, preschool-aged children, students who attend private schools, homeless children, and children who are wards of the state.[19][20]

The district's public awareness activities shall include annual publication of a written notice in newspapers and other media notifying residents about child identification activities; available special education services and programs and how to request them; and procedures used to ensure confidentiality of student information. Written

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information shall be published in district handbooks and on the district website. Public awareness activities must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.

The Intermediate Unit shall be responsible for conducting child find activities necessary to provide equitable participation services to students with disabilities who are enrolled by their parents/guardians in private schools.

Screening

The district shall establish a system of screening, including hearing and vision screenings. Screenings shall be conducted at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects. [\[21\]](#)[\[22\]](#)

Confidentiality

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. [\[18\]](#)[\[23\]](#)[\[24\]](#)

District staff shall maintain the confidentiality of student records and personally identifiable information, as required by law, regulations, and Board policy.

Recording of Meetings

The district shall permit audio recording of a meeting between parents/guardians and district teachers, paraprofessionals, program specialists, consultants, or administrators when the parent/guardian submits, at least five (5) days prior to the meeting, notification to the building principal of the intent to record the meeting.

When permission to record a meeting is granted, the district employee responsible for the meeting shall arrange to record the meeting by similar means. Such recording shall be considered part of the student's educational record and be subject to relevant law and regulations.

The district may permit videotaping of a meeting when written consent is given by all participants at the meeting.

Legal

1. 22 PA Code 12.1

2. 22 PA Code 12.4

3. 22 PA Code 14.102

4. 22 PA Code 4.28

5. 22 PA Code 14.101 et seq

6. 34 CFR 300.7

7. 20 U.S.C. 1400 et seq

8. 22 PA Code 12.41

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	<p><u>9. 24 P.S. 1372</u> <u>10. 29 U.S.C. 794</u> <u>11. 42 U.S.C. 12101 et seq</u> <u>12. 22 PA Code 14.104</u> 13. Pol. 100 14. Pol. 103 <u>15. 34 CFR 300.201 et seq</u> 16. Pol. 113.2 17. Pol. 113.3 18. Pol. 113.4 <u>19. 22 PA Code 14.121</u> <u>20. 34 CFR 300.111</u> <u>21. 22 PA Code 14.122</u> 22. Pol. 209 <u>23. 22 PA Code 15.9</u> <u>24. 34 CFR 300.611-300.627</u> <u>22 PA Code 4.13</u> <u>24 P.S. 1371</u> <u>24 P.S. 1372</u> <u>24 P.S. 502</u> <u>34 CFR Part 300</u></p>
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