

SPECIAL EDUCATION

The Arlington Local Board of Education as an expression of its commitment to provide a Free Appropriate Public Education for students with disabilities in accordance with State and Federal laws, rules, and regulations, the Board does hereby resolve to implement the following policies:

1. CHILD IDENTIFICATION

It shall be the policy of this local educational agency that ongoing efforts will be made to identify, locate, and evaluate children below 22 years of age, who reside within the district and have a confirmed or suspected disability in accordance with all federal regulations and state standards.

2. PROCEDURAL SAFEGUARDS

The child with a disability and his/her parent shall be provided with safeguards, as required by law, throughout the identification, evaluation, and placement process, and the provision of a FAPE to the child.

3. MULTI-FACTORED EVALUATION

The District provides a multifaceted evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication. Tests are used for their validated purpose. Children are evaluated in all areas related to their suspected disability. Testing is conducted by a multidisciplinary team. Testing materials and procedures are not racially or culturally biased. Tests are administered by trained personnel qualified in accordance with all federal regulations and state standards and in conformance with the instructions provided by the producer. Medical evaluation, when required as part of the multi-faceted evaluation, is provided at no cost to the parent(s) by a licensed physician designated by the superintendent/designee, when other no-cost resources are not available.

4. INDIVIDUALIZED EDUCATION PROGRAM

An Individualized Education Program (IEP) is developed for each child with a disability who needs special education. The IEP is designed to meet the unique educational needs of the child and developed in a planning conference. The parent(s) of the child shall be strongly encouraged to participate in the planning conference. The IEP is reviewed and revised as often as necessary, but at least annually.

5. LEAST RESTRICTIVE ENVIRONMENT

The education of children with disabilities occurs in the least restrictive environment. Special education programs and services are appropriate and designed to meet the unique needs of each child with a disability. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occur only when the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. CONFIDENTIALITY OF DATA

The confidentiality of personally identifiable data relating to children with disabilities and their parents and families is protected at collection, storage, disclosure, and destruction. One official of the District is assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all federal regulations and state standards related to the confidentiality of data.

7. DUE PROCESS

The District utilize(s) procedures that allow differences of opinion to be aired and resolved; between parent(s)–or agencies and the District. The procedures provide for utilization of case conferences, administrative reviews, impartial due process hearings, state- level appeals and appeals to the courts that involve the District’s proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a FAPE to the child. Furthermore, the rights of children with disabilities are protected when the parents cannot be identified or located, when the child is a ward of the state or when the child is without a formally declared legal representative.

8. SURROGATE PARENT

Whenever the parent(s) of a child with a disability is are not known or cannot be located, when the child is a ward of the state or when parents have otherwise lost legal decision-making abilities, the child’s rights are protected through the assignment of an individual (who is not an employee of the state education agency, local educational agency, or intermediate educational unit involved in the education of the child) who will serve as the child’s surrogate parent.

9. TESTING PROGRAMS

Students with disabilities must participate in local and statewide testing programs. Individual exemptions, accommodations and participation in an alternate assessment are determined only during an IEP conference.