

ADMINISTRATIVE REGULATION

No. 206

Board of Trustees Douglas County School District

PROGRAM

EDUCATIONAL PLACEMENT OF HANDICAPPED STUDENTS

Identification: In the case of handicapping conditions requiring a comprehensive social educational evaluation, this evaluation in terms of formal data must include:

1. An individual intellectual assessment
2. Social maturity and/or adaptive behavior rating scales or evaluation
3. Individual achievement tests
4. A classroom observational report (Required for learning disabilities)
5. Health assessment to include general physical condition, vision and hearing (Required by NRS as of 1981).

The following additional assessments are recommended:

1. A socio-emotional case history (family, etc.)
2. Observational data and consultation information from school personnel
3. Speech and/or language skills.

Referral: A referral for Special Services will be made when the student's problems appear to be beyond the scope of the presiding adult. (See DCSD Implementing Procedures Manual - PL 94-142).

The referring individual, in conjunction with the counselor, will then hold a parent/school conference to discuss the problem and obtain permission for testing. The parents at this time must be informed of their rights regarding due process and given a description of the evaluation procedures.

The parent's signature must be obtained for the release of any confidential information and for permission for evaluation and forwarded to the building principal along with the referral form.

The building principal will review and sign the referral form and forward it to the counselor who will:

1. List the referral on the Referral to Special Services Log
2. Collect and check all pertinent information and forms
3. Determine if the referral is appropriate
4. Send all completed forms to the Director of Special Services

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Diagnostic Data Gathering: Any individual intelligence testing must be approved by the Director of Special Services. The Director of Special Services or his designee will collect any new information, both formal and informal, and will prepare a summary of diagnostic findings in conjunction with participating Diagnostic Team Members.

Eligibility for Special Education: The participating Diagnostic Team Members will discuss the findings and determine eligibility or non-eligibility, which will be supported by data and stated in measurable, observable terms. The parents will then be notified as to the resulting decision of the group.

If the student is found eligible for Special Services, the Special Education teacher convenes an IEP Committee. If the student is not eligible, the building principal shall explore other means within the regular education process to help the student.

INDIVIDUAL EDUCATION PLAN

The term Individual Education Plan, or IEP, means a written statement describing the educational objectives for, and the services to be provided to, each handicapped child. An IEP shall be developed and/or revised prior to the beginning of each school year for all Special Education students and may, when appropriate, be reviewed and adjusted during the year. (See DCSD Implementing Procedures Manual - PL 94-142).

IEP Committee: An IEP Committee will review eligibility and evaluation information for use as a basis for decision making about the child, to complete the IEP, and to determine any and all Special Services needed. This committee must consist of but not be limited to:

1. The principal or designated representative
2. The teachers - regular and special
3. The parents/guardians
4. A person familiar with testing instruments and results
5. The child, when appropriate.

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Parent Participation: The Special Education teacher will take steps to assure that the parents/guardians are present at and afforded the opportunity to participate in the IEP meetings. In cases when parent attendance is not possible, alternatives will be provided by the school. Documentation of parent contact will be kept on the face of the IEP folder.

An IEP meeting may be conducted without the parents/guardians when the parents/ guardians provide a written waiver, there is documentation of unsuccessful attempts to convince the parents to participate, or if the parents/guardians have agreed to an appointment and do not show for the appointment.

A total of three attempts must be made at one-week intervals before the IEP Committee may proceed without the parent/guardian.

IEP Committee Meeting: The Special Education teacher will notify the committee members of the time and date of the meeting, and make sure all necessary information is ready within thirty days after a child has been declared eligible for Special Education placement.

Completing the IEP: The IEP meeting shall be a sharing of information and a cooperative planning of appropriate educational solution by all members of the committee. The committee shall review all available information and the IEP form shall be completed.

The Special Education teacher shall write a statement of current levels of performance in each area and accompany such statements with an indication of the instrument and/or criteria used. These areas should include Academic Skills, Social Adaptation, Psychomotor, Self-help Skills, Communication, Pre-vocational Skills, as well as Student Strengths.

Annual Goals: Long-range goals, which describe educational performance to be achieved by the end of the IEP year, will be developed and prioritized by all members of the committee and should be stated in the area where performance indicates a need.

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Evaluation criteria must be stated for each goal and the method of evaluation and expected achievement level or rate noted, along with a statement of services that are to be provided to meet the student's needs.

To the extent possible, the handicapped child should be educated with non-handicapped children and will be placed in special classes when education in the regular school environment cannot be achieved satisfactorily.

Short-term Objectives: Short-term objectives must be written for each annual goal listed and objectives stated in behavior terms. The short-term objectives should be written as intermediate steps towards the annual goal.

These objectives may be written to allow a thirty-day period for data gathering with parent permission. Subsequent short-term objectives may be written only after consultation with the parent/guardian.

Signatures and Review Dates: The members of the IEP Committee shall sign the IEP and Permission for Placement, and set a review date. The parent/guardian may agree with the IEP and sign it, or disagree and reject it and request a review. If the parent/guardian is not in attendance, the Special Education teacher will obtain the necessary signature.

Removal or Change from Special Education: No student may be removed from Special Education or changed from one type to another without one of the following:

1. Referral procedures followed
2. New recommendations by the IEP Committee (This committee may also remove a student from Special Education)
3. Parent/guardian request
4. Formal evaluation more than three years old

Program Placement: Placement can be accomplished only after:

1. Eligibility and special program requirements have been met
2. The parents/guardians have been advised of their rights to due process
3. The IEP written
4. Parental permission signed.

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Annual Review: The Special Education teacher shall schedule a meeting with the parents/guardians at which each annual goal will be dated as having been achieved or not, and the short-term objectives will be reviewed and progress or lack thereof noted. Lack of progress will require a brief explanation in writing.

A revised IEP for the next school year will be completed, signed by the parents, and placed in the IEP folder.

Referral or Reassignment of Special Education Students: In the event a student is to be referred for routine evaluation, a change in Special Education, or referred as no longer needing Special Education Services, a referral shall be made by the Special Education teacher and the basic progress followed.

Refer to Director of Special Services:

- If parents refuse an evaluation deemed necessary by the school
- If parents disagree with the IEP
- For reevaluations and/or complex cases
- At any point that data appears conflicting with the present procedure.

Exceptions to Referral Process:

Speech and/or Language Problem: Refer directly to the Speech/Language Specialist assigned to the school.

[See Policy related to this Administrative Regulation](#)