



## Special Education

### **Purpose:**

The purpose of this document is to provide additional guidance and clarification for Special Education policy and procedures implemented in the school district. These policies and procedures are approved by OSPI and the QSD School Board in accordance with current Federal and State law governing Special Education.

### **Overview:**

Special Education is a system of supports available to students with disabilities who also have learning needs related to their disability. The support is provided by appropriately qualified staff; or designed, supervised, monitored, and evaluated by special education certificated staff and delivered by another individual (i.e.-general education teacher or trained classified staff). This specially designed instruction is based on a student's present levels of performance and is defined as organized and planned instructional activities that adapt, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student. Access to and delivery of these services is governed by federal and state law, and School Board policies and procedures.

(Federal Law IDEA 04; State Law WAC 392-172A; Board Policy/Procedures 2161)

### **Goal:**

Quincy School District recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction have potential for improving educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate education (FAPE).

Special Education programs shall be an integral part of the general education programs of this district, and shall be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options which may include services within and outside the district depending on the student's needs.

### **Vision/Belief Statements:**

- We believe that each student deserves access to the standards to reach his/her full potential through the least restrictive environment (LRE).
- We believe that all students with disabilities should have access to materials at their instructional level. Additionally, students with disabilities are general education students first and to ensure success for all students--Special Education and General Education teachers strive to work in focused, collaborative teams.
- We believe that formative assessment is the road map to take us from where we are to where we want to be--it drives instruction and is essential to student success.

## **How will Special Education make a difference for our staff and increase student achievement outcomes?**

- We will utilize curriculum and materials that are based on sound educational theory and practice and the unique needs of students with disabilities.
- We will create and implement an Individual Education Program (IEP) designed to provide special education and related services necessary to access a free appropriate public education (FAPE) for our eligible students.

## **Student Eligibility and Placement**

- Children and young adults from birth through age 21 who are residents of the QSD are entitled to receive special education services if they meet specific eligibility requirements. Children from birth until their third birthday are served by Moses Lake Community Health Center Infant Toddler Program under contract with the district. Preschool aged children (ages 3-5) are served in community preschools and in the district's Developmental Preschool. School aged children and young adults (ages 6-21) are served in district schools or in exceptional circumstances, receive services outside of the district.
- All students receiving special education services have been found eligible through a process of assessment and consultation following federal and state guidelines. Eligibility is based on a combination of the presence of a disability and an adverse educational impact of that disability requiring specially designed instruction.
- While there are 14 disability categories, the most prevalent disability is specific learning disability (SLD). Eligibility under this category is based on a discrepancy model that assesses whether there is a significant difference between what a student should be able to do and what they actually do. General intelligence tests, achievement tests, classroom and formative assessments may be used to determine this category. In addition, additional criteria such as lack of acquiring language, environmental factors, and evidence of appropriate instruction and interventions based on data and monitoring of student progress must be considered.
- Classroom placement is determined by the IEP team considering the least restrictive environment (LRE) where a student can be successful and receive services unique to their needs. (State Law; WAC chapter 392-172A)

## **Principal Expectations:**

- Be familiar with the federal and state laws governing SPED local policies and procedures.
- Attend IEP team meetings and provide support to the decisions of the team.
- Understand IEP requirements-compliance indicators.
- Ensure IEP teams are focused on state content standards-assuring maximum academic gains/closing the gap.
- Promote and support accommodations and services articulated in the IEP.
- Support professional development, communication and collaboration between general and special education.

**Instructional Staff Expectations:**

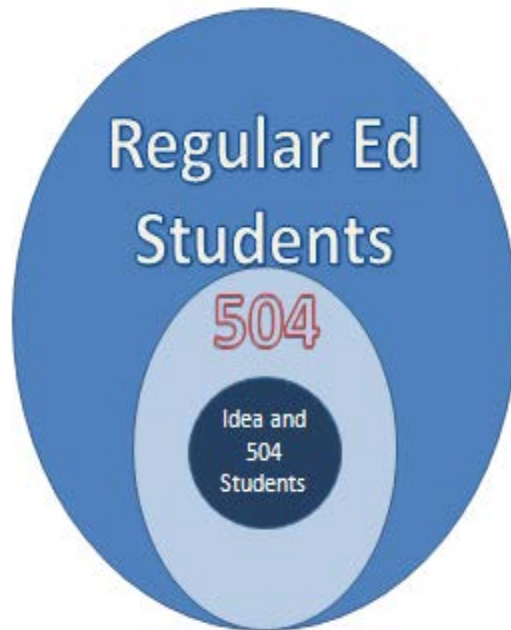
- Demonstrate knowledge of core standards/curricula through daily instruction.
- Know how to access and use instructional resources.
- Provide input for IEP development (including accommodations).
- Utilize common instructional language and focus.
- Collaborate/communicate with SPED staff with intentional focus on data and outcomes for ALL students.
- Implement accommodations and support services articulated in the IEP.

**Additionally, IEP Case Managers/Special Education Staff Expectations:**

- Ensure all academic IEP goals are aligned with state content standards and reflect current data indicating areas being served, related services, behavior goals and plans, secondary transition plans, etc.
- Write IEPs that clearly describe student's current skill levels that will inform instruction.
- Facilitate collaboration/communication between and among Special Ed and General Ed.
- Supervise, design and/or implement specially designed instruction on designated caseload.
- Conduct IEP meetings within legal timelines including the completion of required paperwork for compliance.
- Monitor, evaluate and collaborate with staff to evaluate progress for students on the caseload including accommodations and modifications in the general education setting.
- Advocate for students with disabilities regarding behavioral interventions, scheduling, etc., with building administration and other school personnel.
- Maintain and update confidential student working files with current evaluation, IEPs, and other important data.

**Outcomes of Special Education Program Implementation:**

- Provide a system of supports through interventions and related services to increase access and success in general education and state academic standards for our special education students.
- Build conditions to support and sustain system-wide structures for the continuous improvement of Special Education teaching and learning.



### Resources:

- District Procedures M:\District Procedures... (working on link)
- Referral Steps and Forms M:\District Forms\Special Services\Special Ed Referral
- Procedural Safeguards <http://www.k12.wa.us/SpecialEd/publications.aspx>
- Technical Assistance-SPED Basics <http://www.k12.wa.us/SpecialEd/pubdocs/TAP1.pdf>
- Technical Assistance-Evaluation [http://www.k12.wa.us/SpecialEd/pubdocs/TAP\\_5.pdf](http://www.k12.wa.us/SpecialEd/pubdocs/TAP_5.pdf)
- Technical Assistance-Discipline [http://www.k12.wa.us/SpecialEd/pubdocs/TAP\\_2.pdf](http://www.k12.wa.us/SpecialEd/pubdocs/TAP_2.pdf)
- WAC 392-172 <http://apps.leg.wa.gov/WAC/default.aspx?cite=392-172A>.
- Identification of SLD Students [http://www.k12.wa.us.SpecialEd/pubdocs/SLD\\_Guide.pdf](http://www.k12.wa.us.SpecialEd/pubdocs/SLD_Guide.pdf)
- Technical Assistance Module <http://k12.wa.us/SpecialEd/programreview/monitoring/module.aspx>  
(being updated)
- Accommodations <http://www.k12.wa.us/Assessment/AlternativeAssessment/>