

Amended/Revised:

PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-7 Education of Students with Exceptionalities	Last Reviewed: 8-9-10 Next Review: 7-1-12
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The Preston County Board of Education is firmly committed to the premise that a free, appropriate public education is a right extended to all individuals who have an exceptionality and not a privilege. The current West Virginia State Board of Education *Policy 2419 - Education of Exceptional Students* shall be placed on the agenda for the second meeting of the Preston county Board of Education each August and formally adopted by the Board and it shall be the guiding framework for providing educational services to all eligible students with exceptionalities.

The Board accepts its responsibility to ensure that FAPE is available to students residing in the district who are eligible for special education services, including students with exceptionalities who have been suspended or expelled from school. This includes students who reside in group, personal care, or foster homes, as well as state operated facilities and students who are migratory or homeless.

The Board is committed to making a FAPE available to each eligible student in the district as follows:

- ❖ Students who are at least three years old and are eligible for special education services unless the parent/adult student has refused special education services;
- ❖ Students who have not yet turned 21 years of age prior to September 1 and have not graduated with a standard high school diploma; or
- ❖ Students with exceptionalities whose suspension(s) or expulsion(s) results in a change of placement; or
- ❖ Students determined in need of special education and related services, even though the student has not failed or been retained in a course or grade, and is advancing grade to grade.

The Board shall also ensure that students with exceptionalities are afforded an equal opportunity to participate in nonacademic and extracurricular services and activities by providing the supplementary aids and services determined appropriate and necessary by the student's IEP Team.

(WVC §18-20-1 et seq.; SBP 2419, Regulations for the Education of Students with Exceptionalities; and the Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446)

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R 3-7- 1 Inclusion

The Individual with Disabilities Education Act does not require inclusion of special needs students in the regular classroom; however, the West Virginia Code requires the integration of these students in the regular classroom. Specifically, each faculty senate must develop a strategic plan to manage the integration of special needs students into the regular classroom at their respective schools and submit it to the Superintendent periodically pursuant to guidelines developed by the State Department of Education. Each faculty senate shall encourage the participation of local school improvement councils,

parents and the community at large in developing the strategic plan for each school. Each strategic plan developed by the faculty senate shall include at least:

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- ❖ A mission statement;
- ❖ Goals;
- ❖ Needs;
- ❖ Objectives and activities to implement plans relating to each goal;
- ❖ Work in progress to implement the strategic plan;
- ❖ Guidelines for placing additional staff into integrated classrooms to meet the needs of exceptional needs students without diminishing the services rendered to the other students in integrated classrooms;
- ❖ Guidelines for implementation of collaborative planning and instruction; and
- ❖ Training for all regular classroom teachers who serve students with exceptional needs in integrated classrooms.

When the least restrictive environment for an exceptional needs student has been determined to be in a regular classroom (Inclusion) which requires an adjustment of either the curriculum or the services to be provided by the regular classroom teacher, that teacher is entitled to the following:

- ❖ Training to prepare the teacher to meet the exceptional needs of the student. (Ideally this training will occur prior to the placement, but in any case it must be provided within 10 days of the placement.);
- ❖ A signed copy of the IEP and both the referring and receiving teacher shall participate in the development of the IEP. (A teacher who disagrees with the IEP committee's recommendation may file a written disagreement or recommendation.);
- ❖ The opportunity to reconvene the IEP committee as appropriate. (Such meeting shall be held within twenty-one days of the request.); and
- ❖ Assistance from persons trained or certified to deal with the student's exceptional needs whenever such assistance is part of the IEP.
(WVC §18-5A-5 and §18-20-1c)

R 3-7-2 Gifted Students

The Preston County Board of Education recognizes that it has an obligation to provide appropriate services to those students who are gifted learners. Therefore, WVSBOE Policy 2419 guidelines will be followed in meeting the needs of students who are eligible for special education services as a gifted student in grades one through eight and for exceptional gifted students in grades nine through twelve.

WVC §18-8-1a; SBP 2419

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