

 Meadows Arts and Technology Elementary School	Special Education Policy	
	Last Reviewed/Revised: 03/22/2016 Revised	Effective Date: 08/10/2009
Reference Number: CI-SEP-03222016	Original Author: MATES Board	Policy Status: Active

PURPOSE:

Under California’s Master Plan for Special Education (“Master Plan”), all of the school districts in Ventura County (Including those schools chartered through the Ventura County Office of Education) joined together to form the Ventura County Special Education Local Plan Area (“SELPA”). It is the responsibility of the SELPA to see that all children found eligible for Special Education receive the services necessary for them to benefit from their educational program. As a participating party in the Ventura County SELPA, Meadows Arts and Technology Elementary School (“MATES”) must establish policies to ensure its coordination with the intent and obligations of the Master Plan.

SCOPE:

This policy applies to all MATES Personnel with respect to decisions and actions pertaining the provision of special education programs.

GENERAL POLICY STATEMENT:

The Board of Directors (“Board”) of MATES recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education.

POLICY DETAILS:

1. The Executive Director shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that student needs regular or special education and/or related aids and services that student will be evaluated under this policy’s regulations.
 - 1.1. Step 1: Teacher or Parent identifies gaps in a student’s learning or has concerns about a student’s academic at-risk status.
 - 1.2. Step 2: General Education intervention techniques are employed and monitored.
 - 1.3. Step 3: If necessary, student is referred to Student Study Team (“SST”).
 - 1.4. Step 4: SST meets to review collected baseline data. Identified actions from SST are implemented.
 - 1.4.1. SST is a function of general education, and may be made up of a number of school professionals such as a school administrator, school psychologist, general education teacher, school nurse, special educator and others as necessary. The purpose of the SST is to identify the students’ needs and to use all the resources available to the general education classroom to solve them.
 - 1.5. Step 5: If necessary, student is recommended for assessment to determine Special Education eligibility. Academic assessment is performed once assessment plan is signed by parent(s).
 - 1.5.1. After general education and SST interventions have been attempted, the SST may recommend a student for assessment to determine Special

Education eligibility. In this case, the parent would receive an Assessment Plan noting the areas and professionals who will be assessing. Both formal and informal assessment procedures may be used to determine the presence of a disability and to define the educational needs of the student.

- 1.5.2. Initial assessment for Special Education cannot be done without prior written consent of the parent. This requirement does not apply to the generalized screening and routine testing given to all students in school, but it does apply to any individual test that will lead to decisions about eligibility or services in Special Education.
- 1.6. Step 6: Initial Individualized Education Plan (“IEP”) meeting held to report out assessment results and determine eligibility.
- 1.7. Step 7: If the student is identified as having a disability and is found to be eligible for special education, Special Education services are offered and goals are set.
 - 1.7.1. Information on special education eligibility can be found in the Ventura County SELPA Eligibility Guidelines available at <http://www.venturacountyselpa.com>.
- 1.8. The IEP team will decide the location in which a student receives his or her Special Education services. Many services are provided in the general education classroom or other settings such as cafeteria and playground. The services may be provided by a Special Education specialist who comes in and works directly with the student or a group of students, or who consults with the general education teacher. Sometimes, the general education teacher will be the provider of the Special Education services.
- 1.9. Step 8: Progress reports will be provided at report card time. IEPs will be reviewed annually. Reassessment of eligibility will take place every third year. We follow all IDEIA and SELPA timelines for assessment and reviews of IEPs.

NON-COMPLIANCE TO POLICY:

Violations of this policy may result in the MATES employee being subject to disciplinary action in accordance with Board disciplinary policy and administrative regulations.

GOVERNANCE:

The MATES Board and Executive Director will be responsible for monitoring adherence to the policy.

REVIEW CYCLE:

The MATES Board will be responsible for reviewing the policy every two years or more frequently as required.

REVISION HISTORY:

<u>Policy Version:</u>	<u>Effective Date:</u>	<u>Revision:</u>
CI-SEP-08102009	8/10/2009	Original Version
CI-SEP-03152010	3/15/2010	Modify Review Cycle section to modify cycle from bi-annual to every two years.
CI-SEP-06112012	6/11/2012	Reviewed and modified in accordance with review every two years requirement.
CI-SEP-03222016	03/22/2016	Reviewed in accordance with review every two years.