SUBJECT: CHILDREN WITH DISABILITIES

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences the Board supports a system of services offered in the least restrictive environment for children with disabilities which includes:

a) Not requiring any student to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving services.

b) Education in regular classes with or without support services, education in a resource room, education for part of the day in a special class, full time education in a special class, home instruction and education in a residential setting.

c) Providing for the education of students with disabilities with non-disabled peers to the extent appropriate.

d) Taking the following measurable steps to recruit, hire, train and retain highly qualified personnel to provide special education programs and services:

   1. Provide student teaching and internship opportunities;

   2. Work with local colleges and universities when looking for qualified candidates for a position;

   3. Provide new teacher training each summer;

   4. Provide a mentoring program for new teachers during their first year of teaching;

   5. Provide all special education personnel with ongoing opportunities for professional development.

e) Establishing the following guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional performance of the student in the administration of District-wide assessments:

   1. Decisions are made by those who know the student's individual strengths and needs;

   2. Review of information includes: recent diagnostic evaluations, classroom observation reports, school records, and results of State and District-wide assessments.

(Continued)

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

f) Using universal design principles, to the extent feasible, in developing and administering District-wide assessment programs by providing students with access to books on tape/CD, word processors, portable keyboards, text to speech software, and word prediction software.

g) Adoption of written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with Commissioner's Regulations.

h) Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.

i) Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

Individuals with Disabilities Education Improvement Act of 2004 [Public Law 108-446 Section 614(a)
21 United States Code (USC) 812(c)
Education Law Sections 3208 and 4401-4407
20 United States Code (USC) 9101(23)
8 New York Code of Rules and Regulations (NYCRR) Sections 100.5, 100.9, 200.2(b)(3), 200.2(c)(2)(v), 200.4(e)(9) and 200.6(a)(1)

Adopted: 6/15/11