

SPECIAL PROGRAMS:
SPECIAL EDUCATION STUDENTS

EHBA
(REGULATION)

ROLE OF CAMPUS
ADMINISTRATION

The building principal, as the instructional leader at the campus, is expected to take an active role in ensuring the delivery of individualized education plans for students with disabilities. The building principal or designated assistant principal shall be accountable for monitoring the delivery of individual education plans (IEPs) and/or behavior intervention plans (BIPs) for students with disabilities. [See EHB (REGULATION)].

The building principal or designated assistant principal will address the concerns of parents of students with disabilities in a manner consistent with the process followed for all other students.

REQUIRED ARD
TRAINING

All building principals and assistant principals shall be required to participate in ARD training provided by the Director of Special Education.

If a building principal wishes to be able to delegate responsibility to property certified individuals for chairing certain ARDs, including a counselor, instructional support coordinator, or other appropriate staff member, the principal has that authority. These individuals must also receive the required ARD training.

VERIFICATION OF
COMPLETED
TRAINING

The Director of Special Education will maintain an accurate and current list of campus personnel eligible to chair ARD/IEP Committees.

ARD/IEP COMMITTEE
MEMBERSHIP

The ARD/IEP committee for each student with a disability shall include:

1. The parent(s)/guardian(s) of the student.
2. At least one regular education teacher of the student
 - a) This should be the teacher who is, or may be, responsible for implementing the IEP/BIP, so that the teacher can participate in discussions about how best to teach the student.
 - b) If the student has more than one regular education teacher, a campus administrator may designate which teacher or teachers will participate. If all of the student's teachers do not participate, input should be sought from the teachers not attending, and teachers not attending should be informed of the meeting, including receiving a copy of the IEP and/or BIP. The administrative representative on the ARD/IEP Committee is responsible for assigning the task of distributing a copy of the IEP/BIP to appropriate teachers not in attendance.
3. At least one special education teacher, or if appropriate, at least one special education provider for the student. The special education teacher or service provider participating in the student's ARD/IEP meeting should be the person who is, or will be, responsible for implementing the IEP/BIP.
4. The building principal or designee in accordance with written guidelines developed and disseminated by the Special Education Department must be:

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- a) Qualified to provide or supervise the provision of specifically designed instruction to meet the unique needs of students with disabilities.
 - b) Knowledgeable about the general curriculum.
 - c) Knowledgeable about the availability of resources of the school.
5. An individual who can interpret the instructional implication of evaluation results,
 - a) For initial ARD/IEP meetings, three-year reevaluations and other meetings when new comprehensive individual assessment data are being reviewed, an Educational Diagnostician, Speech Pathologist, or Licensed Specialist in School Psychology must serve as this representative.
 - b) For other ARD/IEP meetings, a special education teacher may serve as this representative.
 6. A representative of career and technological education is required if considering initial or continued placement in career and technology education.
 7. An LPAC representative is required if the student is limited English proficient.
 8. A certified VI, AI, or DB teacher if the student is visually impaired, hearing impaired, or deaf/blind.
 9. At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate.
 10. The student should be included when deemed appropriate by the parent, is a legal adult, or when transition services are being considered.