

ADMINISTRATIVE REGULATION

No. 207(a)

Board of Trustees Douglas County School District

PROGRAM

INTEGRATION OF SPECIAL EDUCATION STUDENTS

Integration of special education students into the classrooms of the Douglas County School District meets the intent of Public Law 94-142.

It is the right of every child to be placed initially in a regular education classroom. Through this placement, the child's strengths and weaknesses can be determined. Students with disabilities and their non-handicapped peers may all benefit from integrated education. Through frequent and prolonged contact with students who have disabilities, non-disabled children begin to focus on the individual strengths, determination, and independence exhibited by these special education students. Integrated education and community-based programming establishes the expectation that individuals with disabilities are an important part of community and neighborhood activities.

Assurances for Integration

1. A substitute aide will be provided whenever the assigned aide is absent. This will require a prioritizing of tasks for aides within the school and the District. There needs to be a site-level contingency plan that will guarantee an aide for the severely/profoundly handicapped student even when very short notice is given of the absence of the regular aide.
2. The Individual Education Program (IEP) will be developed in conjunction with the regular classroom teacher and special education teachers providing education to the child. The teacher of the class to which the child with a handicap is assigned will be a member of the Multidisciplinary Team (MDT).
3. Whenever possible, volunteer regular classroom teachers will be asked to participate in this program.
4. A major change in program content or delivery method will not have to take place for the classroom teacher. This is especially true for a teacher of a child having a severe or profound handicap.
5. Inservice training will be provided. As needed, visitations to other schools with integrated programs and outside consultants will be considered.
6. Classroom disruptions by the special education student (when they exceed those for non-handicapped students) are an indicator that the IEP should be reviewed and possibly revised. If a child is so disruptive in the classroom

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that it affects the education of other children, then the program is probably not appropriate for the special education student and the IEP may have to be revised to remove the child from the classroom for longer periods of time or, in some cases, permanently.

7. Enrollment procedures for special education students are covered in the District's Special Services Procedure Manual (September 1990). In summary, a student may not receive special education services until an IEP is written and approved by the IEP Committee for that student. An interim IEP may be written in order to gain additional diagnostic information. The IEP is the controlling document for the student's education. As such, it details approved aides, modifications to the regular program, related services to be provided, and the duration and location of those services.

If a student enrolls with a current IEP from another Nevada school district, the services outlined in the IEP should continue on an uninterrupted basis. Any changes to the IEP must be made by the IEP Committee. A student enrolling from outside Nevada with a current IEP may not meet eligibility requirements from Nevada. After the MDT determines eligibility, therefore, an IEP meeting must be held to determine the appropriateness of the current IEP and what modifications, if any, need to be made.

[See Policy related to this Administrative Regulation](#)

See also: Administrative Regulation [207](#)

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