

Administrative Directive Title: Special Education Program	AD Number: 4.202.1	Adopted: April 2007 Former Descriptors: STU17, STU18
Policy References: Board Policy 4.202 - Special Education	Revised: 11/24; 04/26	

This administrative directive outlines the procedures for identifying, evaluating, and providing appropriate services to students with disabilities in compliance with the Individuals with Disabilities Education Act (IDEA) and relevant state laws.

CHILD FIND PROCEDURES

The district is responsible for identifying, locating, and evaluating all children within its jurisdiction, from age 3 through age 21, who may have a disability and require special education services. This includes children attending private schools, homeless children, wards of the state, and those who are highly mobile or homeschooled.

Referral Sources: Referrals for special education evaluation may come from parents/guardians, teachers, medical professionals, or other individuals who suspect a child has a disability. Referrals should be submitted to the school's special education coordinator or designee.

Public Awareness Activities: The district will regularly inform the public about Child Find obligations through various communication channels, including school websites, community outreach events, local newspapers, and other media to ensure that all potential students with disabilities are identified.

Screening: General screenings, including vision, hearing, and developmental assessments, will be conducted for all children at key educational transition points (e.g., preschool entry, kindergarten enrollment). Additional screenings may be initiated based on staff or parent concerns/requests.

CONTINUUM OF SERVICES

To ensure that students with disabilities receive appropriate services tailored to meet their individual needs, the district offers a continuum of special education placements and services, in compliance with the Least Restrictive Environment (LRE) requirements under IDEA.

All placement decisions are made by the IEP team based on comprehensive data, including evaluation results, observations, and progress monitoring. The team continually reviews the student's placement to ensure that it is meeting their needs and provides access to the general education curriculum to the greatest extent possible.

RESPONSE TO INTERVENTION

Murfreesboro City Schools will implement Response to Instruction and Intervention (RTI²) as part of its comprehensive Child Find system in accordance with the Individuals with Disabilities Education Act (IDEA). Schools will collect and maintain progress monitoring data and provide tiered instruction and intervention (Tier I, Tier II, and Tier III) using evidence-based practices.

32 Data team meetings will be held monthly to monitor student progress through the review of
33 academic, behavioral, and progress monitoring data. These discussions will support the
34 identification of students in need of additional support and guide instructional decision-making.

35 RTI² will not be used to delay or deny a referral for a special education evaluation. A referral may
36 be initiated at any time when a disability is suspected or upon parent request. While RTI² data may
37 be considered as part of the evaluation process, the absence of such data will not prevent a referral
38 when warranted. The district strictly prohibits the use of RTI² as a prerequisite for referral.

39 Parents will be informed of interventions, student progress, data collected, and their right to request
40 an evaluation at any time. Schools will document the type, frequency, and duration of
41 interventions, as well as student response, to ensure fidelity of implementation.

Legal References
TRR/MS 0520-01-09-.01