

SECTION 23 I

CONSIDERATION OF GENERAL EDUCATION RESOURCES

POLICY

It is the policy of each LEA in the SELPA that a pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized.

State Education Code Reference: 56200 (h), 56303

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PROCEDURES

Procedures for Utilization of Regular Education are as follows:

A student shall be referred to special education instruction and services only after the Student Study Team has considered and utilized, where appropriate, non-special education options. These options may include:

- use of on-site specialist,
- use of district support staff,
- alternative instructional methods or materials (shorter assignments, easier material, classroom contracts, special equipment, supplemental instructional programs, para-professional assistance, etc.),
- adjustment of the school day (rearrangement of class schedules, placement into another class, school, or grade for all or part of the day),
- closer communication and cooperation between home and school (parent education classes, home visits, phone calls, and letters),
- appropriate community agencies and services,
- peer/cross-age tutoring,
- parent/volunteer programs,
- English as a second language and/or English Language Learner programs,
- early childhood/school improvement program resources,
- No Child Left Behind (NCLB)
- Miller-Unruh Reading Program Resources,
- any other local school/district option that is available and appropriate to students. Attempts to modify regular education programs are to be documented in the records of the Student Study Team.

It is unlikely that a student performing academically at or near grade level would be considered for special education placement. Special education students are those whose impairments adversely affect educational performance and require instruction and/or service, which cannot be provided with modification of the regular school program.

Only after eligibility for special education has been determined by the IEP team are placement and service options considered.