

SPECIAL EDUCATION

It is the policy of this school district to provide special education to all exceptional children who reside in the school district. This duty will be satisfied by **(use one or more of the following)**:

[the district directly providing special education for such children.]

[the district joining in a cooperative program with another district or districts to provide special education for such children.]

[the district joining in a cooperative program with a private or public institution within such district to provide special education for children who are deaf or hard-of-hearing, or for children who are blind or partially blind.]

[transferring certified exceptional children to other school districts that accept them and provide special education for such children, with the district in which the child resides paying tuition therefor as hereinafter provided.]

Children from age birth through two years (0-24 months) of age who meet the eligibility criteria specified in Section 3 of the Oklahoma Early Intervention Act, shall be served pursuant to the provisions of the Oklahoma Early Intervention Act; further provided that any children served shall be bona fide residents of this state, whose conditions are such that it is impractical or impossible for them to benefit from or participate in the regular classroom program of the public schools in the district in which they reside and whose education requires a modification of the classroom program. Provided that the attendance of said children in special education classes shall be included in the average daily attendance computations for State Aid purposes.

If valid and reliable testing and full and individual evaluation materials appear to have led to the overrepresentation of students who are members of a particular race, national origin or cultural group in any special education category, then the school district shall conduct a thorough self-evaluation in order to determine:

1. Whether additional or substitute materials and procedures, which have at least equal predictive validity, but do not have such an adverse effect on members of a particular racial, national origin or cultural group, can be identified.
2. Whether any of the following resulted in racial or cultural bias:
 - a. The use of tests with inherent content and/or language bias;
 - b. The use of tests that lack validity for a group of persons with whom or the purposes for which they are used;
 - c. The use of tests that lack reliability for a group of persons with whom they are used;
 - d. The presence of culturally and linguistically incompetent test administration;
 - e. Student unfamiliarity with test behaviors and assumptions;
 - f. Student discomfort with the test administrator and/or testing environment;
 - g. Lack of student motivation to perform well; and/or

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- h. The failure to integrate full and individual evaluation information from multiple sources and/or to reconcile inconsistent or conflicting full and individual evaluation results.

The school district will utilize the policies and procedures for Special Education Services set forth by the Oklahoma State Department of Education.

REFERENCE: 70 O.S. §1-107
70 O.S. §13-101 through §13-113
70 O.S. §18-109.5
Individuals With Disabilities Education Act, 20 USC §1400, et seq.