

PROVISION OF APPROPRIATE SPECIAL EDUCATION SERVICES TO ENABLE INVOLVEMENT IN AND FOSTER PROGRESS IN THE GENERAL EDUCATION CURRICULUM

The Individuals with Disabilities Education Act (IDEA) presumes that all students with disabilities will be educated in general education classes to the maximum extent appropriate based on the unique needs of the student. Students with disabilities are members of the school community and, to the greatest extent possible, are placed in an age-appropriate classroom setting. The special education and related services a student receives must support a student's successful participation in the general education curriculum. Special education and related services are brought to the student in the general education environment to the greatest extent possible and students are placed in separate special education settings only when their learning or the learning of others is significantly disrupted in the general education setting.

All students with disabilities who reside in the Bethlehem Central School District (the District) shall be provided with an appropriate individualized education program (IEP) that meets the student's unique educational needs as determined by the Committee on Special Education (CSE) and arranged for by the Board of Education (the Board). The IEP shall be designed to enable involvement in, and foster progress in, general education to the extent appropriate to the needs of the student. In designing the IEP, the CSE will consider the present levels of performance and the expected learning outcomes of the student. The student's academic, social development, physical development, and management needs shall determine the student's annual goals, which shall be based on an assessment of how the student's disability affects his/her access to the general curriculum.

The CSE will consider and review the student's current level of participation in general education classes at each initial program and annual review meeting and recommend the appropriate supports, services, and/or related services needed for the student to make educational progress in the general education curriculum. Modifications and accommodations that facilitate participation in the general education program shall also be considered and recommended, as appropriate.

The District shall ensure equal access to a New York State High School Diploma for all students with disabilities through supported participation in general education classes. When students' learning needs cannot be met in the general education setting even with appropriate accommodations and modifications, equivalent instruction will be provided through special education classes designed to enable the student to attain the state learning standards and pass state assessments. Appropriate academic intervention services shall also be considered to support the student in the general curriculum and such services shall be arranged and available at the building level to assist students with disabilities, as appropriate, in academic achievement.

No student, by virtue of the designation as a student with a disability, shall be precluded from receiving full access to the general curriculum. For those students who the committee determines require placement outside the District, the CSE shall ensure that such placement will provide the student with equivalent instruction and genuine opportunities to meet the state learning standards and pass the state assessments. In the event a District places a student in a private school approved by the commissioner of Education out of the state, the student and parent will be advised of the option, if available, to obtain a diploma under the standards of the state where the school is located. Such students and their parents in consultation with the committee and school guidance department shall ensure that the student continues to follow the New York State curriculum standards, unless all parties agree otherwise.

This policy shall remain in full force and effect unless modified by the Board.

Authority: 8 N.Y.C.R.R. 200.2(b)(4)

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