

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #5

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1992 MAY 18 AM 9:22

DEPARTMENT OF STATE
OFFICE OF THE SECRETARY

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: WV Code 18-20-5

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

AMENDMENT TO AN EXISTING RULE: YES X, NO _____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 16 (Policy 2419)

TITLE OF RULE BEING AMENDED: Regulations for the Education of

Exceptional Students

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: _____

TITLE OF RULE BEING ADOPTED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS June 18, 1992

Barbara L. Estep

May 15, 1992

11.20

FISCAL NOTE WORKSHEET

HB NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 2419: Regulations for the Education of Exceptional Students FUND _____

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES CURRENT EXPENSES REPAIRS AND ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

IMPACTS
FISCAL:

NO FISCAL IMPACT ANTICIPATED

STATE STAFF:

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

TITLE 126
LEGISLATIVE RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-20
POLICY 2419
SERIES 16

FILED
1992 MAY 18 AM 9 22
OFFICE OF THE SECRETARY OF STATE

TITLE: REGULATIONS FOR THE EDUCATION OF EXCEPTIONAL STUDENTS

Section 1: General

1.1 Scope - This legislative rule established the specific requirements for local school districts and other agencies to initiate and administer educational programs for exceptional (disabled and gifted) students.

1.2 Authority - West Virginia Code §18-20-5.

1.3 Filing Date - May 15, 1992

1.4 Effective Date - June 16, 1992

1.5 Repeal of Former Rule - None.

Section 2: Additional

2.1 Copy of regulations attached.

Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Division of Instructional and Student Services, Office of Special Education Programs and Assurances.

2.2 Summary of regulations below.

SUMMARY OF REGULATIONS

Regulations contain: general requirements pertaining to the identification, assessment and placement of identified students; general requirements pertaining to the provision of a free appropriate public education, including special education and related services to eligible exceptional students; specific eligibility criteria for each area of exceptionality; specific requirements pertaining to the administration of special education programs in each area of exceptionality; information explaining the procedural safeguards, or due process rights, afforded to exceptional students and their parents.

WEST VIRGINIA DEPARTMENT OF EDUCATION
IMPACT STATEMENT FOR
Policy 2419: Regulations for the Education of Exceptional Students

INSTRUCTION

Interagency transition planning and provision of services will improve training opportunities that enable students with disabilities to achieve their potential and become productive adults. Interagency planning of services also facilitates the smooth transition of students from school to adult agencies that can meet their needs. The emphasis on transition goals and objectives will focus educators and other agency personnel on individual student outcomes rather than program objectives.

The proposed revisions in the program area regulations will enable local school districts to more accurately identify and appropriately serve certain populations of students with disabilities. Knowledge about the characteristics and instructional needs of these populations has increased in recent years. The proposed revisions in these areas will provide the basis for individualized programs to meet those instructional needs.

LEADERSHIP

The proposed revisions will provide direction to local school districts in meeting the requirements of the Individuals with Disabilities Education Act, identifying students with specific disabilities and providing appropriate services to meet the educational needs of those students.

STAFF DEVELOPMENT

Ongoing personnel development activities will need to include training on the proposed revisions in these regulations. All training conducted by the department pertaining to the development and implementation of Individualized Education Programs (IEPs) will need to incorporate the proposed revisions in the IEP process. Interagency training will need to be conducted related to agencies' responsibilities for transition planning and provision of services.

ADMINISTRATION

Proposed revisions that promote consistency with the federal requirements pertaining to specific disabilities will result in simplified reporting and review procedures for child count data (December 1 Child Count). The focus on specific programmatic considerations, such as transition services, will result in an IEP process that better focuses on individual student needs and outcomes. County school districts will have to revise their policies and procedures for department approval; however, department staff will provide technical assistance to all districts to complete this task.

POLICY 2419:
REGULATIONS FOR THE EDUCATION OF
EXCEPTIONAL STUDENTS

WEST VIRGINIA DEPARTMENT OF EDUCATION
Office of Special Education Programs and Assurances

Effective
July 1, 1992

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REGULATIONS FOR THE EDUCATION OF EXCEPTIONAL STUDENTS

AUTHORITY, SCOPE, RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION, GENERAL RESPONSIBILITIES

AUTHORITY

These regulations are issued and in force pursuant to Chapter 18, Article 20, Section 5, of the West Virginia Code, entitled "Education of Exceptional Children," and "The Education for All Handicapped Children Act of 1975," Public Law 94-142 as amended by the Individuals with Disabilities Education Act of 1990 (IDEA), Public Law 101-476. Chapter 18, Article 20, charges the State Board of Education with the responsibility for establishing regulations governing programs and services for the education of exceptional students.

SCOPE

These regulations apply to preschool, early childhood, middle childhood, adolescent and adult students whose educational programs of study require special education and related services. These apply to handicapped three through five year olds with disabilities as of their third birth date and those who are between five and 21 years of age prior to September 1 of such school year, unless the student has met graduation requirements as specified by the Individualized Education Program and within the state policy pertaining to graduation requirements. Special education programs shall continue to be provided to those students who are at least 21 years of age and receiving special education services prior to September 1, 1991, until the end of the school year in which they become 23 years of age.

West Virginia's mandatory special education statute legislates a child identification effort by county boards of education. Chapter 18, Article 20, Section 2, of the West Virginia Code, states, "The board of education of each county is empowered and is responsible for providing suitable educational facilities, special equipment and such special services as may be necessary. Special services include provisions and procedures for finding and enumerating exceptional children of each type..." The mandated target group for the state child find requirements includes handicapped individuals with disabilities between birth and 21 years of age, gifted students from first through eighth grades, and exceptional gifted in grades 9 through 12.

The net impact of the federal and state legislative child mandates is to require an aggressive search by the state and local education agencies for:

1. handicapped children with disabilities, ages birth through four years;
2. handicapped individuals with disabilities ages three to 21, gifted individuals from first through eighth grades, and exceptional gifted in grades nine through 12, who are out of school and not receiving preschool, early childhood, middle childhood, adolescent, or adult educational programs; and

3. handicapped children with disabilities who are enrolled in preschool, early childhood, middle childhood, adolescent, and adult educational programs, gifted students who are in grades one through eight, and exceptional gifted students in grades nine through 12, but who are receiving programs and services inappropriate to meet their needs. -

RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION

Special education and related services shall be made available to all handicapped individuals with disabilities who are between three and 21 years of age, all gifted students in grades one through eight, and all exceptional gifted students in grades nine through 12. Chapter 18, Article 20, the state's mandatory special education statute, the The Individuals with Disabilities Education of the Handicapped Act are reaffirmations that education is a right and not a privilege extended to all exceptional individuals. The intent of the mandates is to assure that all handicapped individuals with disabilities between the ages of three and 21, all gifted students in grades one through eight, and all exceptional gifted students in grades nine through 12 have available to them a free appropriate public education which includes special education and related services to meet their unique educational needs. This applies to all public agencies (health and human resources and corrections) that provide special education and related services to exceptional students.

GENERAL RESPONSIBILITIES

Responsibilities of Local Educational Agencies. Each local educational agency has the responsibility for establishing and maintaining the special education programs and related services needed to provide free appropriate public education for eligible exceptional students.

Special education programs and services can be provided by any one or more of the following: a single local educational agency; two or more local educational agencies cooperatively; a regional educational service agency (RESA); or contract(s) for services from other public or private agencies or individuals.

It is the responsibility of the local educational agency to:

1. establish written policy and procedures to implement these regulations and to provide free public education for eligible exceptional students;
2. provide qualified staff who are appropriately trained and adequate in number to implement these regulations;
3. conduct referral, evaluation and placement activities within the timelines specified in these regulations;
4. provide the special equipment, materials and supplies required to implement these regulations and provide the services specified in students' Individualized Education Programs;
5. conduct hearing aid monitoring in accordance with established procedures to assure that hearing aids worn by students in schools are functioning properly.

6. make available to exceptional students the variety of educational programs and services available to nonexceptional students served by the public agency, including, but not limited to, art, music, industrial arts, consumer and homemaking education, and vocational education;
7. provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford exceptional students an equal opportunity for participation in those services and activities;
8. make available physical education services, specially designed if necessary, to every exceptional student, including students enrolled in separate facilities;
9. inform other agencies, organizations, or individuals of the state and federal requirements pertaining to the education of exceptional students;
10. monitor the compliance with the regulations of agencies, organizations, or individuals who provide contractual special education and-or related services;
11. collect and maintain current and accurate student data for planning the delivery of free appropriate public education and report data as required;
12. conduct ongoing program evaluation, in accordance with the West Virginia Special Education Evaluation Review System (WV SEERS), to assess and improve the effectiveness of services provided to eligible exceptional students;
13. provide the opportunity for eligible exceptional students to earn the required credits for graduation;
14. provide eligible exceptional students an instructional day equivalent to that established for nonexceptional students of the same chronological age;
15. provide specially designed vocational education, as needed;
16. provide classrooms for eligible exceptional students that are located in close proximity to classrooms of age equivalent nonexceptional peers;
17. provide classrooms for eligible exceptional students that are adequate, and that are comparable to the classrooms for nonexceptional students;
18. provide classrooms-facilities for eligible exceptional students with physical and-or sensory impairments that are in compliance, to the extent necessary, with the requirements of the Rehabilitation Act of 1973, Section 504, these and other state regulations, the specifications outlined in West Virginia Code, Chapter 18, Article 10F, and the current Uniform Federal Accessibility Standards;
19. Collect, maintain and disclose personally identifiable student data in accordance with state and federal confidentiality requirements; and

20. provide special education and related services to meet the needs of private school handicapped children with disabilities in the jurisdiction of the agency.

Responsibilities of the West Virginia Board of Education. The West Virginia Board of Education has primary responsibility for ensuring that educational services are provided to all eligible exceptional students. The general supervision of programs for exceptional students is vested with the West Virginia Board of Education.

To accomplish the objectives of serving all eligible exceptional students, it is the responsibility of the State Board to:

1. establish standards pertaining to the education of all eligible exceptional students in the state;
2. establish regulations pertaining to the education of all eligible exceptional students in the state;
3. establish certification requirements for personnel providing educational services to eligible exceptional students;
4. approve allocations and disburse state and federal funds designated for the education of eligible exceptional students;
5. establish regulations to protect student and parent rights, particularly in the areas of due process, protection in assessment and confidentiality of information; and
6. assure that eligible exceptional students in the state, including individuals in residential institutions and private schools, receive an education in accordance with state and federal laws.
7. administer education programs, including programs providing special education and related services for exceptional students, in the state's correctional institutions in accordance with applicable state and federal laws and regulations.

Responsibilities of the West Virginia Department of Education. The department has a primary leadership role in developing educational programs of study for eligible exceptional students in the state, providing guidance in the implementation of State Board of Education policies, standards and regulations governing the education of eligible exceptional students, and providing direction and assistance for special education in the state. Exceptions and consideration for extenuating circumstances may be provided for good and just cause upon full review by the State Superintendent of Schools.

It is the responsibility of the department to:

1. assist local education agencies in the development and modification-adaptation of educational programs of study to meet the needs of exceptional students in early, middle, adolescent and adult education;
2. serve as the advocate for special education in state government;

3. work closely with, and provide staff support to, the West Virginia Advisory Council for the Education of Exceptional Children;
4. inform local educational agencies, parents and other agencies of the content and implications of standards, regulations, and state and federal laws pertaining to the education of eligible exceptional students, including the dissemination of a pamphlet developed by the West Virginia Department of Education that explains in layman's terms these regulations;
5. perform statewide planning for educational programs of study and services for eligible exceptional students;
6. review and-or revise the State Plan for special education, as required by the U.S. Department of Education;
7. develop the necessary procedures, guidelines, forms and instruments to implement the State Board of Education policies and state and federal laws governing the education of exceptional students;
8. monitor the implementation of special education programs;
9. monitor special education programs for all eligible exceptional students in the state, including individuals in residential institutions and private schools, to assure compliance with federal laws and regulations, state laws, policies, standards and regulations;
10. initiate enforcement procedures in accordance with the WV EHA IDEA-Part B State Plan, when determined that an LEA has violated these Regulations;
11. review local educational agency special education plans and recommend action to the State Superintendent of Schools;
12. administer ~~the~~ Individuals with Disabilities Education ~~of--the~~ Handicapped Act funds and monitor programs funded from these monies;
13. develop, provide and participate in programs for the training of educational personnel;
14. maintain reports and summary information on special education in the state;
15. disseminate information concerning educational programs for exceptional students to interested agencies, organizations and individuals;
16. compile and disseminate decisions, opinions and interpretations of the state and federal laws pertaining to education of exceptional students;
17. review and recommend action on certification requests of special education teachers and other agency personnel serving eligible exceptional students;

18. serve as liaison with other state and regional agencies, parent and professional organizations, and private agencies serving exceptional students;
19. serve as liaison with colleges and universities preparing personnel to work with exceptional students; and
20. serve as liaison with federal projects and national agencies which provide services for exceptional students.
21. provide direct educational services, including special education and related services for exceptional students, in the state's correctional institutions in accordance with written procedures developed to implement applicable state and federal laws and regulations.

GLOSSARY

1. Adaptive Behavior - the effectiveness or degree with which the individual meets the standards of personal independence and social responsibility expected of his-her the student's age and cultural group.
2. Adaptive P.E. - regular physical education which has been modified, or adapted, so that a handicapped student with a disability can participate in the regular physical education program. Modifications may include, but are not limited to, curricular adaptations and-or modified or specialized equipment.
3. Adolescent Education - the educational program that addresses the intellectual, physical, and social-emotional and transition needs of learners aged 14 through 19 or 21 for special education across all programs and areas of study in grades 9-12.
4. Adolescent Plan - a written plan, developed by the IEP Committee prior to the end of the student's eighth grade year, that describes the student's projected adolescent education program. This plan must include the type of diploma the student may receive, the list of courses (including honors-advanced education) per grade level, anticipated credits to be earned, educational goals and projected career plans. This plan shall include transitional goals and objectives that will enable the student to access appropriate adult services or employment.
5. Adult Education - the educational program that addresses the intellectual, physical, social-emotional and occupational needs of persons 16 years old and older who presently are not enrolled in a public school.
6. Adversely Affects - interferes with the student's educational performance to the extent that the child student is unable to achieve in the regular education program within the range of functioning of her-or his the student's nonhandicappeddisabled chronological age peers.
7. Annual Goal - a comprehensive statement developed from the evaluation data that describes components crucial to the mastery of knowledge, skills, attitudes and behaviors for the individual student.
8. Assistive Technology Device - any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of students with disabilities.
9. Assistive Technology Service - any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes: a) the evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment; b) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities; c) selecting, designing, fitting, customizing, adapting, applying, retaining, repairing, or replacing of assistive technology devices; d) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and

rehabilitation plans and programs; e) training or technical assistance for a student with a disability, or if appropriate, that student's family; and f) training or technical assistance for professionals, including individuals providing education or rehabilitation services, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities.

810. Attention Deficit Hyperactive Disorders (ADHD) - a term used to describe a child-student who may demonstrate symptoms, such as, hyperactivity, hypoactivity, impulsiveness, short attention span, disorganization and distractibility.
911. Caseload - the maximum number of students for whom a special education teacher has primary responsibility for the provision of special education supportive and-or instructional services in all assigned schools.
1012. Change of Placement - a change in or removal from the setting in which the exceptional student receives instruction.
1113. Confidentiality - the protection of all personally identifiable data, information and records collected or maintained by any agency or institution under the general supervision of the West Virginia Board of Education.
1214. Consultation - the procedure through which teachers, parents, principals, and other adults significant in the life of the student communicate. Consultation emphasizes collaboration to develop recommendations which fit the uniqueness of the student, the teacher, and the setting.
1315. Continuum of Alternative Placements - a range of settings in which eligible exceptional students receive special education and related services.
1416. Departmentalized Instruction - an organizational delivery system used in a school in which one teacher is assigned to teach one program and-or area of study to different groups of students through courses, instructional modules and-or other instructional systems.
1517. Destruction - physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
1618. Due Process - a system that guarantees each individual equal protection and treatment under the law. (14th Amendment)
1719. Early Childhood Education - the educational program that addresses the intellectual, physical, and social-emotional needs of learners age three through ten, across all programs and areas of study in grades PreK-4.
1820. Economically Disadvantaged - is defined by one or more of the following criteria: family income is at or below the national poverty level; participant, or parents-guardian of the participant is unemployed; participant, or parent of the participant, is recipient of public assistance; or participant is institutionalized or under state guardianship.

1921. Education Records - those records which are directly related to a student and are collected, maintained or disclosed by an educational agency or institution or by a party acting for the agency or institution.
2622. Educational Performance - a student's functioning (or performance) relative to age-grade performance in programs of study, basic communication skills, social interaction and emotional development within the school environment.
2123. Eligible Exceptional Students - those individuals who, in accordance with the definitions, eligibility criteria, procedures and safeguards contained in this document, have been determined to be: a) deaf and hard of hearing, mentally impaired, physically-handicapped orthopedically impaired, other health impaired, (Autismic), traumatically brain injured, specific learning disabled, behavior disordered, blind and partially sighted, communication disordered, gifted, exceptional gifted (grades 9-12), deaf-blind, or preschool handicapped and b) in need of special education.
2224. Eligible Handicapped Students with Disabilities - those individuals who, in accordance with the definitions, eligibility criteria, procedures and safeguards contained within this document have been determined to be: a) deaf and hard of hearing, mentally impaired, physically--handicapped orthopedically impaired, other health impaired, (Autismic), traumatically brain injured, specific learning disabled, behavior disordered, blind and partially sighted, communication disordered, deaf-blind or preschool handicapped and b) in need of special education.
2325. Evaluation - procedures used in accordance with the Protection in Evaluation requirements of the Individuals with Disabilities Education of--the--Handicapped Act (EHA) (IDEA) to determine whether a child student is exceptional and the nature and extent of the special education and related services that the child student needs. The term means procedures used selectively with an individual child student and does not include basic tests administered to or procedures used with all children students in a school, grade, or class.
26. Executive Skills - those functions which enable a person to plan, sequence and self-monitor multi-step activities and engage in organized, purposeful behavior.
2427. Extended Year Programming - an education program in excess of 180 days per year provided for a student if regression caused by interruption in educational programming and the student's limited recoupment capacity render it unlikely that the student will attain a level of self-sufficiency and independence from caretakers that he-she would be expected to reach in view of his-her the student's handicapping disabling condition(s).
2528. Extenuating Circumstances - conditions that temporarily cause the existence of a regulatory violation.
2629. Free Appropriate Public Education - 1) special education and related services which a) are provided at public expense, under public supervision and direction, and without charge to the parent, b) meet the provision of these regulations, and c) are provided in conformity with

an Individualized Education Program; and 2) the opportunity for eligible exceptional students to participate in all educational programs of study, services and extracurricular activities.

2730. General Intellectual Functioning - acquired learning and learning potential as measured by a systematic evaluation with one or more of the individually administered general intelligence tests or procedures.
2831. Independent Educational Evaluation - an evaluation conducted by a qualified evaluator who is not employed by the public agency responsible for the education of the student in question, and who is selected by the party seeking the independent evaluation.
2932. Individualized Education Program (IEP) - a written plan developed by educators, parents and related service personnel which serves as the central educational document for the exceptional student's education.
3033. Instructional Objective - a statement written in measurable terms of what the student is expected to achieve as a result of instruction. Instructional objectives must be established for each annual goal.
3134. Instructional Period - a block of time that is generally associated with instruction for a program or area of study.
3235. Least Restrictive Environment - the educational placement which provides the services-conditions necessary to meet the unique learning and behavioral needs of the student, while providing the student with integration to the maximum extent possible with nonexceptional students.
3336. Metacognitive - acquired knowledge at a higher state of development, as through more comprehensive perception, reasoning or intuition.
3437. Middle Childhood Education - the educational program that addresses the intellectual, physical, and social-emotional needs of learners aged 10 through 14 across all programs in areas of study in grades 5-8.
3538. Modified Diploma - a diploma awarded to a severely-handicapped student with severe disabilities who satisfactorily completes the modified graduation requirements described in her--or--his the student's individualized education program (IEP).
3639. Multicategorical Delivery - a model in which mildly behavior disordered, mildly mentally impaired, and-or mildly specific learning disabled students and who have similar academic and affective needs are instructed together in a special education program.
3740. Multidisciplinary Evaluation - comprehensive procedures used to determine whether a child student is exceptional and the nature and extent of the special education and related services that the child student needs. The term means procedures that are conducted by a team. These procedures are used selectively with an individual child student and do not include basic tests administered to or procedures used with all children students in a school, grade or class.
3841. Multidisciplinary Evaluation Team - a group of qualified personnel which determines the areas to be evaluated and conducts the multidisciplinary evaluation.

3942. Nonacademic Services - nonacademic and extracurricular services and activities are those provided by the local educational agency in addition to the required and elective programs of study. The term includes counseling, athletics, transportation, health services, recreational activities, special interest clubs or groups sponsored by the public agency, referrals to agencies which provide assistance to handicapped disabled persons, and employment of students, including both employment by the public agency and assistance in making outside employment available.
4643. Normal Rate or Level of Development - the average rate or level of developmental functioning as exhibited by children students of the same chronological age. Rates or levels of development are indicated by age-equivalency measures such as developmental age, mental age, developmental quotient, intelligence quotient, standard scores and percentiles and are dependent upon the type of evaluation instrument used.
4144. Objective Criteria - standards established to determine whether a student is learning or has achieved a skill and if instruction is effective.
4245. Out-of-State Placement - the placement of a handicapped student with disabilities in a school-program located outside of the state for special education and related services.
4346. Parent - a parent, a guardian, a person acting as a parent of a child (e.g., grandparent, stepparent with whom a child lives, persons who are legally responsible for a child's welfare) or a surrogate parent who has been appointed in accordance with state and federal requirements. The term does not include the state, if a child is a ward of the state.
4447. Parent Training - activities to improve the parents' understanding of child development, the specific educational needs of their exceptional child, procedural safeguards and surrogate responsibilities. The term includes the training of parents in specific skills relating to the management or education of the child while at home.
4548. Parental Consent - a) the "parent" has been fully informed of information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; b) the "parent" understands and agrees in writing to the carrying out of the activity for which her or his consent is sought, and the consent describes that activity and lists the records (if any) which will be released and to whom; and c) the "parent" understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
4649. Physical Education - the development of: a) physical and motor fitness; b) fundamental motor skills and patterns; and c) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, movement education, and motor development.
4750. Placement - the setting in which the eligible exceptional student receives instruction. These settings are: Regular Education: Full Time, Regular Education: Part-Time, Special Education: Separate Class, Special Education: Special School, Special Education: Out-of-School Environment and Special Education: Residential Facility.

4851. Private School - an educational facility operated by a nonpublic agency or organization.
4952. Procedure - any written course of action set forth to implement federal, state, and local policy, which includes: a) a description of the actions to be undertaken; b) the criteria or standards to be used when decisions are required; c) the person(s) responsible for such actions and d) the timelines for completion. Written procedures shall describe actions in terms which are both measurable and operational.
5053. Procedural Safeguards - the due process protections afforded in the implementation of the West Virginia special education process.
5154. Program of Study - a K-12 curricular sequence which constitutes the subject matter to be offered in the public schools of West Virginia, e.g., reading, mathematics, social studies, industrial arts, business education.
5255. Public Agency - state educational agency, regional educational agency, local educational agency, and any other political subdivisions of the state which are responsible for providing education to exceptional students.
5356. Qualified - a person who has met state educational agency approved or recognized certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services.
5457. Regression Formula - a commonly used statistical procedure, used to compare two measures that are not perfectly correlated, to determine expected achievement.
5558. Regular Education Program - an educational program designed to meet the needs of students in preschool, early childhood, middle childhood, adolescent, or adult education. Instruction in a regular education program includes community based, general and-or vocational education.
59. Rehabilitation Counseling Services - services provided by a qualified rehabilitation counseling professional, in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to students with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
5660. Related Services - transportation and such developmental, corrective and other supportive services as are required to assist an eligible exceptional student to benefit from special education. The term includes, but is not limited to, audiology, speech and language pathology, psychological services, physical and occupational therapy, clean intermittent catheterization (CIC), recreation, including therapeutic recreation, counseling services, including rehabilitation counseling, - social work services, school health services, early identification and evaluation of disabling conditions in students, medical services for diagnostic or evaluative purposes only and parent training.

5761. School-Based Assistance Team (SBAT) - a team within a school consisting of at least three (3) persons, including the school level administrator, the student's classroom teacher(s), and other appropriate staff whose major functions are to provide assistance to students within the regular classroom, and to identify and refer students for evaluation, when necessary.
5862. School Committee -- a committee for addressing suspension of a handicapped student with a disability. A school committee is composed of more than one person, and its membership must be specified in the LEAs policies and procedures. A school committee may be the SBAT, a separate committee for this purpose or the participants in an informal hearing as mandated in WV Code 18A-5-1a.
5963. School Health Services - services provided by certified school nurses and other health care providers to identify health problems that interfere with learning and to promote a level of health which permits maximum utilization of educational opportunities.
6064. Significantly Subaverage Intelligence - a level of ability indicated by an intelligence quotient (IQ) two or more standard deviations below the mean.
65. Social Work Services - services that include: a) preparing a social or developmental history on a student with a disability; b) group and individual counseling with the student and family; c) working with those problems in a student's living situation (home, school, and community) that affect the student's adjustment in school; and d) mobilizing school and community resources to enable the student to receive maximum benefit from the student's educational program.
6166. Special Education - specially designed instruction, at no cost to parents, to meet the educational needs of an eligible exceptional student, including classroom instruction, out-of-school instruction, and instruction in a special school or residential setting and instruction in other settings, including the workplace and training center. Special education also means physical education, vocational education, or other curricular offerings when modifications are necessary to meet the individual needs of exceptional students.
6267. Special Transportation - modifications made in regular school transportation so that accessibility of special education and other related services for exceptional students is assured. Special transportation includes: travel to and from school and between schools, travel in and around school buildings, and special equipment (such as special or adaptive buses, lifts, and ramps), if required to provide school transportation for a handicapped-child student with a disability.
6368. Specially Designed Instruction - a) that part of the regular education curriculum, that must be modified to the extent that it cannot be provided in the regular education classroom without supplementary aids and-or services; b) that part of the regular education curriculum that must be delivered through altered or different strategies or specialized materials to the extent that it cannot be provided in the regular education class even with supplementary aids or services; and-or c) a specialized curriculum that is significantly different than the regular education curriculum.

6469. Standard Deviation - a statistic used to express the distance on the average of scores from the mean of the distribution. The standard deviation shows how variable a series or group of scores or numbers are.
6570. Standard Error of Measurement - a measure indicating how closely an individual's obtained score compares with her-his true score. It provides a range within which the true score lies.
6671. Supplementary Aids - any material-curricular resource or assistance, beyond what is normally afforded nonhandicappeddisabled students, provided to support an exceptional student's placement. Supplementary aids may include, but are not limited to, large print books, auditory trainers, curriculum adaptations and classroom modifications.
6772. Supplementary Services - any human resource or assistance, beyond what is normally afforded nonhandicappeddisabled students, provided to support an exceptional student's placement, such as resource instruction, peer tutoring, interpreting, and notetaking.
6873. Sweep Screening - the utilization of screening tests, instruments or procedures with designated groups of students to locate individuals who manifest, or are likely to manifest, attributes or behaviors which require special attention.
6974. Tourette Syndrome - a neurological multiple tic disorder.
75. Transition Services - a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including, but not limited to, post-secondary education, vocational training, integrated employment including supported employment, continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account the student's preferences and interests, and must include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.
70. Traumatic--Brain--Injury--(TBI)-----an--insult--to--the--brain,--not--of-a degenerative--or--congenital--nature--but--caused--by--an--external--physical force,--that--may--produce--a--diminished--or--altered--state--of--consciousness, which--results--in--impairment--of--cognitive--abilities--or--physical functioning--and--or--in--the--disturbance--of--behavioral--or--emotional functioning.

1.0 PROCESS REGULATIONS

1.1 Identification-Referral

1.1 Each public agency shall establish policy and implement written procedures to maintain a formal ongoing referral system for the identification-referral of exceptional students 0-21 years of age.

A. Child Find Activities

1. Provide inservice training-continuing education for school personnel (e.g., administrators, regular educators, special education personnel and support service personnel) in the characteristics of exceptional students for the purpose of referral.
2. Communicate regularly with other agencies that serve exceptional students.
3. Conduct an ongoing awareness campaign that informs the public of the nature of exceptional students, the availability of special education and related services, and persons to contact for initiating a referral.
4. Disseminate parent information and child find materials as prepared by the West Virginia Department of Education.

B. Sweep Screening Programs

1. Conduct annual sweep screening programs in the areas of hearing, vision, and speech and language. The annual sweep screening shall include, at least:
 - a. all students entering school for the first time in West Virginia.
 - b. students entering kindergarten who did not participate in the pre-enrollment screening programs, within the first month of the school year.
 - c. individuals considered at high risk for potential problems in speech and language, hearing and vision.
 - d. students in at least one other grade level for potential hearing and vision problems.
2. Staff who conduct sweep screenings shall be qualified and appropriately trained to use the specific instruments, techniques and procedures for which they are responsible and knowledgeable in the applicable state and federal requirements.
3. Provide prior public notification of sweep screening programs to be conducted. The notices shall:

- a. inform parents of the purpose, types and dates of sweep screenings, and information that specifies procedures for parents to request that their child not participate.
 - b. be disseminated at least 10 calendar days, but not more than 30 calendar days, prior to the initiation of the screening(s).
4. Collect and maintain sweep screening data, including the names of those screened, the date of the screening, the type of screening and the results of the screening.
 5. Refer directly for evaluation those students identified through the sweep screening process.

C. School-Based Assistance Teams

1. Conduct meetings of the School-Based Assistance Teams (SBATs) to assist educators in meeting the educational needs of students in regular education programs.

The SBAT shall:

- a. consist of at least three (3) persons, including the school administrator, who shall serve as the chairperson, the current teacher(s), and other appropriate professional staff;
 - b. review the problem area(s) and recommend remedial and alternative instructional and-or behavioral strategies for implementation within the regular education program or immediate referral for multidisciplinary evaluation;
 - c. document and evaluate the effectiveness of the implemented remedial and alternative instructional and-or behavioral strategies; and
 - d. review, no later than one grading period, the effectiveness of the implemented remedial and alternative instructional and-or behavioral strategies to determine the need for continuation, modification and-or addition of educational interventions or the need to refer for multidisciplinary evaluation.
2. SBAT members shall be trained in appropriate remedial and alternative instructional and behavioral strategies, referral procedures, and the applicable state and federal requirements.
 3. Collect and maintain data on the activities of the SBAT, including the date of the meeting, the members in attendance, the recommendations of the SBAT, the date of the review meeting, the results of the interventions, and the outcome of the review meeting.

D. Other Referrals

1. Implement procedures which permit any interested person to make a referral and which direct all referrals to a designated school official.

2. Implement procedures that permit students enrolled in parochial and other private schools to be referred for evaluation and to be evaluated in accordance with these regulations.

E. Assurances

1. Provide written notification to the parents of the student within a reasonable time prior to beginning the initial multidisciplinary evaluation process. The written notification shall include:
 - a. a full explanation of all of the procedural safeguards available to the parents;
 - b. a description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take the action, and a description of any options the agency considered and the reasons why those options were rejected;
 - c. a description of each evaluation procedure, test, record or report the agency uses as a basis for the proposal or refusal; and
 - d. a description of any other factors which are relevant to the agency's proposal or refusal.
2. The notice must be:
 - a. written in language understandable to the general public, and
 - b. provided in the native language of the parent or other mode of communication used by the parent, unless it clearly is not feasible to do so.
3. If the native language or other mode of communication of the parent is not a written language, the public agency shall take steps to assure that:
 - a. the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - b. the parent understands the content of the notice; and
 - c. there is written evidence that the above requirements have been met.
4. Written parental consent must be obtained prior to conducting an initial multidisciplinary evaluation or implement the procedures in Section 3.0.C to obtain consent for the evaluation.

1.2 Evaluation and Eligibility Process

1.2 Each public agency shall establish policy and implement written procedures to conduct an initial multidisciplinary evaluation of a student, to determine if the student meets criteria for one or more areas of exceptionality (Section 2.0), to determine if the student needs special education and related services, and to conduct a reevaluation.

A. Multidisciplinary Evaluation

1. Timeline

A multidisciplinary evaluation of a student shall be completed within 60 calendar days of receipt by a designated school official of written parental consent.

2. Evaluators

- a. The multidisciplinary evaluation shall be conducted by a team of qualified personnel, including: (a) when appropriate, as per the eligibility criteria required within these regulations, a certified school psychologist, or licensed psychologist approved by the West Virginia Department of Education; (b) one or more of the student's classroom teacher(s); and (c) a professional with knowledge in the areas of suspected concern. The appropriate areas to be evaluated and specific evaluation instruments to be used shall be determined in accordance with these regulations and each public agency's policies and procedures.
- b. For a student whose area of suspected concern is solely communication, a speech-language pathologist may serve as both a specialist in the area of concern and as an evaluator. Therefore, the multidisciplinary team requirement for the evaluation of this student may be fulfilled by a speech-language pathologist and a classroom teacher.
- c. Members of the multidisciplinary evaluation team shall be certified, licensed or appropriately qualified.
 - 1) For purposes of test administration and interpretation, county boards of education may employ or contract with certified school psychologists or licensed psychologists who by virtue of training and experience are determined to be qualified through the approval process administered by the West Virginia Department of Education.
 - 2) Multidisciplinary evaluation team members are trained in the use of the specific assessment instruments or techniques for which they are responsible, are knowledgeable in the area of concern or suspected area of exceptionality, and are knowledgeable in the applicable state and federal regulations.

3. Evaluation Components

- a. The student shall be individually evaluated in all areas of concern including, where appropriate:
 - 1) health
 - 2) vision
 - 3) hearing
 - 4) adaptive behavior-behavioral functioning
 - 5) general intelligence
 - 6) academic-educational performance
 - 7) academic achievement
 - 8) communicative functioning
 - 9) motor functioning
 - 10) career interests and vocational aptitudes
 - 11) emotional functioning, and
 - 12) developmental-social history.

- b. The student's academic, behavioral, motoric, and-or communicative performance shall be observed by at least one multidisciplinary evaluation team member other than the student's regular classroom teacher, when appropriate and, at least, as follows:
 - 1) If the student is suspected of being specific learning disabled, observations shall be made of the student's academic and behavioral performance in the regular classroom setting.
 - 2) If the student is suspected of being behavior disordered, observations shall be made of the student's academic and behavioral performance in the regular classroom and at least one other setting.
 - 3) If the student is suspected of being autistic, observations shall be made of the student's academic, social and communicative performance in at least two settings.
 - 4) If the student is suspected of being communication disordered, observations shall be made of the student's communicative functioning, including structure, context and interaction.

4. Evaluation Reports

- a. Each evaluator shall write and sign an individual evaluation report within 20 days of completion of the evaluation and make the written report available to the Eligibility Committee.

- b. Each evaluator's written report shall include:
 - 1) the results of the evaluations, including observations and informal procedures;
 - 2) the interpretation of the evaluation results, including the student's strengths, weaknesses, and educational needs;
 - 3) an explanation of any nonstandardized procedures or techniques used and of their appropriateness for use with the student;

- 4) relevant information, such as developmental-social history, from other sources that has been considered in formulating the evaluator's recommendations; and
 - 5) recommendations of the specific programmatic and supportive services that address, when appropriate, academic-educational performance, basic communication skills, career-vocational development, social interaction and emotional development to meet the educational needs of the student.
- c. When a student is suspected of being learning disabled, the multidisciplinary evaluation team must also complete a team report that includes:
- 1) whether the student has a specific learning disability;
 - 2) the basis for making the determination;
 - 3) the relevant behavior noted during the classroom observation of the student;
 - 4) the relationship of that behavior to the student's academic functioning;
 - 5) the educationally relevant medical findings, if any;
 - 6) whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services;
 - 7) determination concerning the effects of environmental or cultural difference or economic disadvantage; and
 - 8) written certification by each team member as to whether the report reflects her or his conclusions. If the report does not reflect her or his conclusions, the team member must submit a separate statement presenting those conclusions.
- d. Written reports of educationally relevant health findings, if any, may include, but will not be limited to:
- 1) health history;
 - 2) evaluation of current health status;
 - 3) additional information from family physician or health care source, if indicated;
 - 4) identification of health problems that require:
 - school nurse services,
 - special training of school personnel,
 - changes in school environment,
 - added safety measures,
 - measures to relieve pain,
 - self care assistance,
 - rehabilitation measures,
 - special transportation,
 - medication at school,
 - special diet,

- additional health education programs, or
- adaptation of health screening programs; and

5) a summary of health examination in educational terms.

- e. The student's classroom teacher shall provide a written report which shall include:
- 1) current courses and grades
 - 2) classroom performance
 - 3) strengths and weaknesses
 - 4) learning styles
 - 5) interaction with peers and adults, and
 - 6) programming suggestions.
- f. Written information concerning the student's developmental history, adaptive behavior in the home and community, and other information and observations shall be obtained from the parent.

5. Utilization of Evaluation Results

- a. The results of the multidisciplinary evaluation will serve as the primary source of information to determine if the student is exceptional and to determine if the student needs special education and related services, i.e., if the student's ~~handicapping-condition~~ disability adversely affects educational performance to the extent that specially designed instruction is needed.
- b. In order to qualify for special education, a student with a medically diagnosed condition, such as attention deficit hyperactive disorder, or Tourette Syndrome ~~or---traumatic brain-injury~~, must meet the eligibility criteria in an area of exceptionality as specified in Section 2.0 Program Regulations.

B. Eligibility

1. The local educational agency shall establish an Eligibility Committee(s) of at least three (3) persons which includes one (1) of each of the following qualified personnel:
 - a. a representative of the local educational agency who is qualified to administer or supervise the provision of special education services and who shall serve as the chairperson,
 - b. at least one (1) member of the student's multidisciplinary evaluation team who is knowledgeable about the student, evaluation procedures, the evaluation results, and is qualified to present and explain the written report(s) of the evaluator(s),
 - c. a special educator(s), and
 - d. additional individuals at the discretion of the local educational agency.
2. The Eligibility Committee shall meet within twenty (20) calendar days of the completion of the evaluation and document the following actions:

- a. consider all multidisciplinary evaluation reports, independent evaluations, and other relevant information;
 - b. determine, for an initial evaluation, if the student meets the criteria for one (1) or more areas of exceptionality, as specified in Section 2.0;
 - c. determine if the student needs or continues to need special education and related services, i.e., whether the student's ~~handicapping-condition~~ disability adversely affects educational performance to the extent that specially designed instruction is needed;
 - d. recommend to the IEP Committee the levels of achievement and performance the eligible student should meet before being removed from special education;
 - e. refer the student for further evaluation if necessary to determine exceptionality or eligibility;
 - f. refer a student initially determined eligible to the IEP Committee and provide written information, including a copy of each evaluator's complete written report, concerning the student's evaluation and special education and related services needs;
 - g. provide reevaluation results, including a copy of each evaluator's complete written report, to the student's IEP Committee for review;
 - h. refer an ineligible student to the School-Based Assistance Team and provide information concerning the evaluation and the student's educational needs; and
 - i. inform parents of the determination that a student is ineligible for special education and related services and of their right to request an explanation concerning the evaluation and-or the student's ineligibility.
3. A local educational agency may combine the Eligibility Committee meeting and the Individualized Education Program Committee meeting provided all required personnel are in attendance and all required actions are completed and documented.

C. Assurances

1. Evaluation

- a. Implement the following procedures to protect each student in the selection, administration and interpretation of evaluation procedures and instruments:
 - 1) Select and administer testing and evaluation materials and procedures so as not to be racially or culturally discriminatory,
 - 2) Administer evaluations in the student's native language or other mode of communication unless it clearly is not feasible to do so,

- 3) Use formal evaluation instruments-procedures for the specific purpose for which they have been validated,
 - 4) Use no single procedure as the sole criterion for determining an appropriate educational program for a student,
 - 5) Administer the tests and other evaluation materials in conformance with the instructions provided by their publisher,
 - 6) Tests and other evaluation materials will include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient,
 - 7) Select and administer tests and other materials so as to assure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills, except where those skills are the factors which the test purports to measure.
- b. Conduct a full and individual evaluation of a student's educational needs according to 1. a-g (above) prior to any action regarding initial placement of an exceptional student in a special education program.
- c. Inform parents of their right to obtain an independent educational evaluation for their child; and provide parents, upon request, information about where an independent educational evaluation may be obtained; and under what conditions an independent educational evaluation is at public expense, as follows:
- 1) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. However, the public agency may initiate a due process hearing to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense.
 - 2) If the parent obtains an independent educational evaluation at private expense, the results of the evaluation:
 - must be considered by the public agency in any decision made with respect to the provision of a free appropriate public education to the student, and
 - may be presented as evidence at a due process hearing regarding that student.
 - 3) If a hearing officer requests an independent educational evaluation as part of a due process hearing, the cost of the evaluation must be at public expense.

- 4) Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the evaluator, must be the same as the criteria which the public agency uses when it initiates an evaluation.

2. Eligibility

- a. Provide written notification to the student's parent(s) of the Eligibility Committee meeting and afford the parent(s) the opportunity to participate in the meeting.
- b. The written notice must include the purpose, time, and location of the meeting, and a full explanation of all the procedural safeguards available to the parents.

1.3 Individualized Education Program Process

1.3 Each public agency shall establish policy and implement written procedures for conducting an Individualized Education Program (IEP) Committee meeting to develop an Individualized Education Program (IEP) and determine placement in the least restrictive environment.

A. IEP Committee Timelines

1. The IEP Committee shall be convened to develop a written IEP within thirty (30) calendar days of the determination of eligibility and prior to the initiation of services.
2. If the results of a student's reevaluation indicate that the IEP needs to be revised prior to the annual review, the IEP Committee shall be convened within thirty (30) calendar days of this determination.

B. IEP Committee Membership

The local educational agency shall establish an IEP Committee which shall include:

1. a representative of the public agency, other than the student's teacher, who is qualified to supervise the provision of special education, and who shall serve as the chairperson.
2. the student's current teacher(s);
3. professional personnel qualified in the area(s) of concern;
4. one or both of the student's parents;
5. the student, where appropriate;
6. a member of the multidisciplinary evaluation team who is knowledgeable about the student and the evaluation procedures used with the student, familiar with the results of the evaluation, and qualified to present and explain the written report(s) of the evaluator(s) if the student is being evaluated for the first time or reevaluated;
7. the vocational education director or designee, if the student is being considered for vocational education;
8. the professional support personnel who have the direct responsibility for implementing the IEP, if the student's IEP is being annually reviewed;
9. a representative of the parochial or other private school if the student is enrolled in the parochial or other private school;
10. a representative of a private school or facility, if placement in the private school or facility is an option to be considered or being utilized;

11. a representative of the public agency responsible for providing or supervising the provision of transition services, for students with disabilities aged 16 years and older, and for students below age 16 whose need for transition services is being considered;
12. if appropriate, a representative of each other participating agency providing transition services, for students with disabilities aged 16 years and older, and for students below age 16 whose need for transition services is being considered; and
13. other individuals, at the discretion of the parent(s) or agency.

C. IEP Committee Responsibilities

During the IEP Committee Meeting, the committee shall:

1. utilize the written information, including each evaluator's complete written report, provided by the Eligibility Committee concerning the student's special education and related service needs and information presented orally in developing the student's IEP.
 2. develop an IEP for each student which includes all components as specified in Section 1.3.E.
 3. document all other appropriate information as specified in Section 1.3.F.
 4. inform parents of all placement options prior to the determination of placement.
 5. determine the levels of achievement and performance the student must meet before being removed from special education.
 6. utilize the written IEP as the basis for determining appropriate placement.
 7. determine an appropriate placement in consideration of the least restrictive requirements as specified in Section 1.3.G.
 8. document the student's placement as specified in Section 1.3.H.
 9. obtain signatures and positions of IEP Committee members and their agreement or disagreement with the IEP.
 10. obtain parental consent for initial placement or change of placement; and
 11. document the date of the meeting.
- D. A local educational agency may combine the Eligibility Committee meeting and the IEP Committee meeting provided all required personnel are in attendance and all required actions are completed and documented.

E. IEP Content

The IEP shall include:

1. a statement of the student's present levels of educational performance;
2. a statement of annual goals, including short-term instructional objectives;
3. a statement of the specific special education and related services to be provided, including extended year programming and adaptive physical education when appropriate, to the student, and the extent to which the student will be able to participate in regular educational programs;
4. a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, if determined appropriate for an individual student, beginning at age 14 or younger) including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting;
45. the projected dates for the initiation of services and the anticipated duration of the services; and
56. appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

F. Other IEP Committee Documentation

The IEP Committee shall document the following information, if appropriate:

1. specialized equipment to be used;
2. health concerns and relevant intervention strategies;
3. an adolescent plan;
4. acceleration and the effects of acceleration on the student's graduation;
5. the justification for extended transportation time as specified in Section 1.8;
6. any reduction in the length of instructional day as specified in Section 1.3.J;
7. a description of modifications, i.e. supplemental aids and-or services, to the regular education program necessary to ensure the student's participation in that program;
8. reasons why the student's needs cannot be met in the regular education program, if placement warrants removal;
9. whether or not the student shall participate in State-County Testing Program and other state required testing programs; and
10. placement in a private school or facility as required by Section 1.3.I; and
11. ways that the use of braille will be appropriately integrated in a blind or partially sighted student's classes and school activities, or justification for not recommending the reading and writing of braille.

G. Least Restrictive Environment Requirements

1. The IEP Committee shall determine an appropriate placement in consideration of the following least restrictive requirements:

- a. To the maximum extent appropriate, exceptional students, including students in public or private institutions or other care facilities, are educated with other students and students who are not identified as exceptional.
 - b. Separate classes, special schools or other removal of exceptional students from the regular educational environment occur only when the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
 - c. Eligible students have a right to be educated in the regular setting to the greatest extent possible with nonexceptional peers.
 - d. Unless an eligible student's IEP requires some other arrangements, the student is educated in the school which ~~he or she~~ the student would otherwise attend. In the event the student cannot be educated in the home school, ~~he-she~~ the student must be provided an educational program as close to home as possible.
 - e. Educational programming is based on the student's IEP and reviewed at least annually.
 - f. Various alternative placements are available to the extent necessary to implement an appropriate IEP for each exceptional student.
 - g. Participation with nonexceptional students in non-academic and extracurricular services and activities is to the maximum extent appropriate to meet the needs of each eligible student.
2. In determining the least restrictive environment the IEP Committee shall consider any potentially harmful effect of the placement on the student or on the quality of services which ~~he or she~~ the student needs.
 3. The IEP Committee shall base placement decisions on student needs rather than any of the following factors used alone or in combination:
 - a. category of exceptionality;
 - b. availability of special education placement options;
 - c. availability of educational or related services;
 - d. availability of staff;
 - e. availability of space; and
 - f. curriculum content or methods of curricular delivery.
 4. the IEP Committee shall only consider school and classroom settings that are appropriate to the student's chronological age when determining placement.

H. Instruction and Placement

1. The educational needs of an exceptional student may be met through any of the following placement options:

a. Regular Education: Full-Time

Instruction is delivered in the regular education program with modifications (REM) which may include supplemental aids-services, such as special materials, equipment, interpreter or adaptation of the curriculum and-or instructional program. The implementation of these modifications requires consultative services by special education personnel. Consultative services may include, the provision of information to the regular classroom teacher(s), demonstration teaching, direct teaching, cooperative planning regarding methods and materials, and observation and monitoring of student progress.

b. Regular Education: Part-Time

Instruction is delivered in the regular education program with less than or equal to 60% of the student's instructional time in special education and related services.

The supplemental special education instruction may be delivered through resource services (RES) which includes instruction in specific skill development in a special education program with the remainder of the instructional day in the regular education program. Consultation shall occur among all personnel involved in the implementation of the IEP.

The special education instruction may be delivered through special class services (RSC) which include developmental and content instruction delivered in a special education program with the remainder of the instructional day in the regular education program. Consultation shall occur among all personnel involved in the implementation of the IEP.

Supplemental special education instruction such as mentorships or workstudy programs may be delivered through community-based programs.

c. Special Education: Separate Class

Instruction is delivered in the special education program in a separate class (SC) for more than 60% of the student's instructional day. Developmental, content and supplemental instruction in specific skill development or instruction in a specialized curriculum is delivered in the special education program with the remainder of the instructional day in the regular education program supplemented by the provision of related and-or supportive services. Functional living skills and job related skills may be delivered through community-based instruction and supported employment. Consultation shall occur among all personnel involved in the implementation of the IEP.

d. Special Education: Special School

Instruction is delivered within a special school (SS) that serves only eligible handicapped students with disabilities for more than 50% of the student's instructional day. Systematic and

on-going integration with nonhandicappeddisabled peers and community involvement shall occur. Consultation shall occur among all personnel involved in the implementation of the IEP.

e. Special Education: Out-of-School Environment

Instruction is delivered in a non-school environment, such as a public library, group home, mental health center or student's home. To the maximum extent possible, the student shall have the opportunity for integration with nonhandicappeddisabled peers and for community involvement.

The scope of the instructional program, the certification of the teacher(s), and provision of related services shall be comparable to the services the student would be receiving if served in a school environment. Consultation shall occur among all personnel involved in the implementation of the IEP.

Placement in out-of-school environment, in the absence of peers, shall be for a short term period as determined by the IEP Committee.

f. Special Education: Residential Facility

Special Education instruction and related services are delivered in a facility which provides twenty-four (24) hour care and supervision necessary for a student to benefit from education.

To the maximum extent possible, the student shall have the opportunity for integration with nonhandicappeddisabled peers and for community involvement. Consultation shall occur among all personnel involved in the development, implementation and review of the IEP including personnel from the student's home district.

I. Out-of-State Placement

1. The IEP Committee shall, prior to placing a student in a private school or facility outside of West Virginia, document that:
 - a. a free appropriate public education cannot be provided: 1) within the county, 2) within the region, or 3) within the state, and that those determinations are justified;
 - b. more than one private school or facility was investigated in regard to the feasibility of providing services;
 - c. the selected private school or facility has approved status in the state in which it is located, and assurances were provided that the school or facility meets the requirements of the Individuals with Disabilities Education of--the--Handicapped Act; ---as amended;
 - d. a current and complete IEP has been developed;
 - e. a current signed contract between the local educational agency and the private school or facility exists; and

- f. a written plan, including timelines, for developing an appropriate program within the county or in cooperation with others in the region or state, has been developed, and that the plan has been approved by the county superintendent of schools.

J. Instructional Day Requirements

1. The IEP Committee shall determine the reduction in the length of the school day for a student whose physical disability, health impairment or emotional impairment interferes with ~~her--or--his~~ the child's ability to attend or benefit from a full instructional day.
2. A written report from a licensed physician or psychiatrist must verify the disability or impairment, the severity of the condition and the degree to which this limits the student's ability to attend school for a full instructional day.
3. The IEP Committee shall use this report and other multidisciplinary evaluation data to determine the appropriate length of the instructional day for the student.
4. The IEP Committee shall document any reduction in the length of the instructional day.

K. Assurances

1. Provide written notification to the student's parent(s) of the IEP Committee meeting and afford the parents the opportunity to participate in the meeting.
 - a. Each public agency shall take steps to assure that one or both of the parents of the exceptional student are present at each meeting and are afforded the opportunity to participate, including:
 - 1) notifying parents of the meeting early enough to assure that they will have the opportunity to attend; and
 - 2) scheduling the meeting at a mutually agreed on time and place.
 - b. The written notice must include the purpose, time, and location of the meeting, who will be in attendance and a full explanation of all the procedural safeguards available to the parents.
 - c. The written notice must include a statement that the student is eligible for special education and related services and that the IEP will be developed at this meeting.
2. Take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.
3. Conduct the IEP Committee meeting without a parent in attendance only when the public agency has documentation that other methods of assuring parent participation, such as correspondence, telephone calls, and visits to the parents home have been attempted.

- a. If neither parent can attend, the public agency shall use other methods to insure parent participation, including individual or conference telephone calls.
- b. A meeting may be conducted without a parent in attendance if the agency is unable to convince the parents that they should attend. In this case, the public agency must have a record of its attempts to arrange a mutually agreed on time and place, such as:
 - 1) detailed records of telephone calls made or attempted and the results of those calls;
 - 2) copies of correspondence sent to the parents and any responses received; and-or
 - 3) detailed records of visits made with the parents and the results of those visits.
4. Use other methods, including individual or conference telephone calls to insure participation of a representative of a private school or facility when it is appropriate for a representative to participate, but one cannot be in attendance.
5. Obtain written parental consent for initial or change of placement in special education or implement the procedures in Section 3.0.C. to obtain consent.
6. Provide the parent a copy of the IEP.

1.4 Implementation of Individualized Education Program

1.4 Each public agency shall establish policy and implement written procedures to provide the special education and related services needed for the implementation of each student's Individualized Education Program (IEP).

A. Initiation of Services

1. Services are initiated as soon as possible but no later than fifteen (15) calendar days following the completion of the IEP.
2. Short delays in the immediate initiation of services can occur when IEP Committee meetings are held during the summer or a vacation period, or when arrangements for services, such as, transportation, must be made.
3. A completed IEP for each exceptional student is in effect prior to the provision of special education and related services.
4. A current IEP is in effect at the beginning of each school year for each exceptional student receiving special education and related services.

B. Provision of Staff

1. Professional special education personnel meet minimum certification standards for the area(s) of exceptionality(ies) in which they have primary responsibility for the provision of related and-or instructional services.
2. Paraprofessional personnel are appropriately trained and supervised by qualified professionals.

C. Administrative Considerations

1. Age Spans

The chronological age span of handicapped students with disabilities during any one instructional period shall not exceed:

- a) four (4) years in early childhood education (ECE), excluding preschool handicapped,
- b) six (6) years in middle childhood education (MCE), or
- c) eight (8) years in adolescent education (AE).

2. Physical Education Services

Each exceptional student shall be afforded the opportunity to participate in the regular physical education program available to nonexceptional students, unless the child is enrolled full time in a separate facility, or the child needs specially designed physical education services, as prescribed in her-is-his the child's IEP.

- a) If specially designed physical education is prescribed in the child's IEP, the public agency shall provide the services directly, or through contractual agreements with other public or private programs.
- b) If the exceptional student is enrolled full time in a separate facility, the public agency shall provide the student with appropriate physical education services directly, or through contractual agreements with other public or private programs.

3. Caseloads

- a. The maximum caseloads for teachers providing special education services for preschool handicapped, other health impaired, (autistic), communication disordered, deaf-blind, deaf and hard of hearing, blind and partially sighted, traumatic brain injury, and gifted students placed in Regular Education: Full-time or Regular Education: Part-time are specified in the program area regulations for each of these exceptionalities.
- b. The maximum caseload for teachers providing special education services to other exceptional students are as follows:

- 1) Regular Education: Full-time
Assign no more than 40 exceptional students (unduplicated) who are placed in Regular Education: Full-time to a teacher providing consultative services. A teacher providing consultative services may serve additional exceptional students (duplicated), but the maximum number served shall not exceed a total of 45 students.

- 2) Regular Education: Part-time
Assign no more than 30 students (unduplicated) who are placed in Regular Education: Part-time to a teacher providing services. A teacher providing services can serve additional exceptional students (duplicated), but the maximum number served shall not exceed a total of 35 students.

The caseload during any one instructional period for a teacher providing services shall not exceed eight (8) students at the early childhood education level (ECE) or ten (10) students at the middle childhood (MCE) and adolescent education (AE) levels.

- 3) Special Education: Separate Class
The caseloads for teachers providing instructional services to exceptional students who are served in regular education for 40% or less of the instructional day are specified in the program area sections in these regulations for each exceptionality.

- 4) Caseloads for special education teachers assigned to provide a combination of consultative, supplementary and separate class services shall be determined on a percentage basis.

- 5) When students from more than one programmatic level are served together in one instructional period, the maximum class size shall be that of the programmatic level of the youngest student(s) served.

1.5 Annual Review of Individualized Education Program

1.5 Each public agency shall establish policy and implement written procedures to annually review the appropriateness of the Individualized Education Program (IEP) and, if appropriate, revise its provisions.

A. IEP Review

1. A meeting must be held at least once a year to review each student's IEP and, if appropriate, revise its provisions.
2. The annual review for a student placed in a private school by a local educational agency shall be initiated and conducted as follows:
 - a. After a handicapped-child student with a disability enters a private school or facility, any meetings to review and revise the child's student's IEP may be initiated and conducted by the private school-facility or the local educational agency at the discretion of the local educational agency.
 - b. If the private school or facility initiates and conducts these meetings, the local educational agency shall insure that the parents and a local educational agency representative:
 - 1) Are involved in any decision about the child's student's IEP; and
 - 2) Agree to any proposed changes in the program before those changes are implemented.
3.
 - a. An IEP review meeting shall be convened to identify alternative strategies to meet the transition objectives, if a participating agency, other than the public agency responsible for the student's education, has failed to provide agreed upon transition services.
 - b. This does not relieve any participating agency, including a state vocational rehabilitation agency, of responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of the agency.

B. IEP Review Committee

The IEP review shall be conducted by an IEP Committee as specified under Section 1.3.B.

C. Assurances

1. Provide written notification to the student's parent(s) of the IEP review meeting and afford the parents the opportunity to participate in the meeting.
 - a. Take steps to assure that one or both of the parents of the exceptional student are present at each meeting or are afforded the opportunity to participate, including:

- 1) notifying parents of the meeting early enough to assure that they will have the opportunity to attend; and
 - 2) scheduling the meeting at a mutually agreed on time and place.
- b. Include in the written notice the purpose, time, and location of the meeting, who will be in attendance, and a full explanation of all the procedural safeguards available to the parents.
 - c. Include in the written notice a statement that the IEP will be reviewed and revised, as appropriate, at this meeting.
2. Take whatever steps are necessary to assure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.
 3. Conduct the IEP meeting without a parent in attendance only when the public agency has documentation that other methods of assuring parent participation, such as correspondence, telephone calls, and visits to the parents' home have been attempted.
 - a. If neither parent can attend, the public agency shall use other methods to insure parent participation, including individual or conference telephone calls.
 - b. A meeting may be conducted without a parent in attendance if the agency is unable to convince the parents that they should attend. In this case, the public agency must have a record of its attempts to arrange a mutually agreed on time and place, such as:
 - 1) detailed records of telephone calls made or attempted and the results of those calls;
 - 2) copies of correspondence sent to the parents and any responses received; and-or
 - 3) detailed records of visits made with the parents and the results of those visits.
 4. Use other methods, including individual or conference telephone calls to insure participation of a representative of a private school or facility when it is appropriate for a representative to participate, but one cannot be in attendance.
 5. Provide the parents with a copy of the IEP.

1.6 Reevaluation

1.6 Each public agency shall establish policy and implement written procedures to conduct an evaluation of an exceptional student every three years, or more frequently if conditions warrant, or if the student's parent or teacher requests an evaluation.

A. Annual Reevaluation

A deaf or hard of hearing student shall receive an audiological evaluation and an electroacoustical analysis of the student's hearing aids at least annually or more frequently if specified in the IEP.

B. Triennial Reevaluation

1. A multidisciplinary reevaluation of each handicapped student with a disability shall be conducted in accordance with Section 1.2 of these regulations every three (3) years, or more frequently if conditions warrant, or if the student's parent or teacher requests an evaluation.
2. The multidisciplinary reevaluation of a student who is blind or partially sighted student shall include an ophthalmological or optometric evaluation every three (3) years, unless otherwise specified by an ophthalmologist or optometrist on the visual examination report.
3. A multidisciplinary reevaluation of an identified gifted student shall:
 - a. consist of appropriate individual achievement measures and an educational performance review, or
 - b. include a complete reevaluation for the student who exhibits noticeable change in behavioral adjustment and-or academic progress; and
 - c. only be used to determine modifications in the student's educational program prior to the end of the eighth grade.

C. Assurances

Prior to the scheduled reevaluation, the parents shall be provided with written notification which meets the requirements of Section 3.0.D. of these regulations.

1.7 Extended Year Programming

A. PROGRAM DEFINITION

1. Definition of Population to be Served

Students who have handicaps disabilities which are severe in nature are entitled to an educational program in excess of 180 days per year if regression caused by interruption in educational programming and the limited recoupment capacity render it unlikely that the students will attain a level of self-sufficiency and independence from caretakers that would be expected in view of the handicapping-condition disability.

2. Program of Study

a. The goal of extended year programming is to maintain the student's level of self-sufficiency and independence from care takers.

b. The extended year programming continues instruction in the following skill areas as needed:

- 1) muscular control;
- 2) toileting;
- 3) feeding;
- 4) dressing;
- 5) physical mobility;
- 6) personal hygiene;
- 7) impulse control;
- 8) basic communication;
- 9) interaction-socialization with peers and-or adults.

3. Eligibility Criteria

Documentation that a student meets the local educational agency's criteria for determining whether the student:

- exhibits, or may exhibit, regression during an interruption in educational programming;
- exhibits, or may exhibit, a limited ability to recoup, or relearn skills, once programming has resumed; and
- regression-recoupment problem(s) interfere with the achievement of "independence and self-sufficiency from caretakers that the student would otherwise be expected to reach in view of her-his handicapping-condition disability."

B. PROGRAM DELIVERY

The IEP Committee will document the duration, number of hours per week, and physical location of the special education and related services to be delivered.

C. ASSURANCES

1. Annually inform parents of handicapped students with disabilities of the availability of extended year programming and the procedures and criteria for determining a student's eligibility.
2. Parents may refuse extended year services for their handicapped students with disabilities.
3. The eligibility decision is subject to due process procedures.

1.8 Special Transportation of Handicapped Students with Disabilities

1.8 The public agency shall provide free appropriate transportation services to any handicapped student with a disability who requires special transportation services. The transportation services shall be provided in accordance with the Individualized Education Program (IEP).

A. AUTHORITY

The authority of the West Virginia Board of Education to promulgate school bus transportation regulations to be followed by the county school districts in West Virginia is found in Chapter 18, Article 2, Section 5, and Chapter 18, Article 5, Section 13 of the West Virginia Code.

Section 18-2-5 states that the State Board of Education "shall make rules . . . for carrying into effect the laws and policies of the state relating to education," and Section 18-5-13 states that the county boards "subject to the . . . rules and regulations of the state board, shall have authority: To provide at public expense adequate means of transportation, . . . for all children of school age."

B. RESPONSIBILITY OF PUBLIC AGENCY

1. The public agency shall assure that appropriate safety measures are followed in the transportation of handicapped students with disabilities.
2. The time in transit for a handicapped student with a disability shall be the same as the time in transit for a non-handicapped disabled student of the same programmatic level (i.e. early childhood, middle childhood and adolescent education) within the local educational agency. If, to provide an appropriate educational program, it is necessary to extend this time, the IEP Committee must document the justification for the extended transportation time. Extended transportation time shall not be used to shorten the length of the instructional day for students with handicaps disabilities.
3. When transportation of a handicapped student with a disability necessitates transfer while en route, appropriate supervision at the point of transfer remains the responsibility of the public agency.
4. The public agency shall determine the type of vehicle used to transport handicapped students with disabilities on the basis of the handicapping disabling conditions of those students. Such vehicles shall comply with provisions as required by the Minimum Standards for Design and Equipment of School Buses for West Virginia, as adopted by the West Virginia Board of Education.
5. Specially adapted seats, support and-or protective devices shall be provided for all students who require such devices to assure their safe transportation.

6. The public agency may terminate transportation service(s) if parents fail to assume the responsibility of meeting the bus at the designated bus stop. Parents shall be afforded due process procedures.
7. The public agency shall provide an aide to assist in the loading, transporting and unloading of a handicapped student with a disability when described in the IEP.
8. The description of special transportation services, as outlined in the IEP, shall include:
 - a. the bus stop location(s);
 - b. special devices-equipment required;
 - c. special care, i.e., need for health and safety maintenance, assistance of aide, and-or medication in transit, and positioning; and
 - d. designee, other than parent, responsible for meeting the student.

C. RESPONSIBILITY OF THE SCHOOL BUS OPERATOR AND AIDE FOR TRANSPORTING HANDICAPPED STUDENTS WITH DISABILITIES

1. The operator of a bus transporting handicapped students with disabilities shall assure that students aboard the bus are supervised at all times.
2. The aide and-or bus operator shall assist such students on and off the bus at the designated bus stop.
3. The bus operator and-or aide shall assure that the protective safety devices are utilized.
4. The bus operator and aide(s) shall receive training regarding the needs of handicapped students with disabilities. For aides, minimal training shall be successful completion of a recognized first aid training program. For bus operators, minimal training shall be successful completion of a recognized first aid training program, as well as the Special Education Unit of the Advanced Section of the West Virginia School Bus Operator's Training Manual.
5. When the student's IEP requires that medication be administered during transit, an adult aide must be provided and the following conditions met:
 - a. written direction from the attending physician and school nurse, including verification that medication is needed in transit, specifying frequency and method of administration and a description of anticipated reactions of the student to the medication;
 - b. written parental consent;
 - c. written authorization from the superintendent or the superintendent's designee; and

- d. properly labeled medicine containers to assure positive identification of the student.
6. The bus operator and aide shall have available to them in the vehicle confidential emergency data including:
 - a. student's name and address;
 - b. parents' name, address, home and work telephone numbers;
 - c. emergency health care information; and
 - d. provisions for the student's safety when and if the student is unable to be met at the designated bus stop.

D. RESPONSIBILITIES OF PARENTS

1. Parents shall provide the public agency with written documentation regarding any special care the student may need while on the bus.
2. Parents are responsible for having their student at the designated bus stop at the regularly scheduled time, and providing the necessary supervision until the bus arrives.
3. Parents are responsible for meeting the bus upon its return to the designated bus stop at the scheduled time.
4. If a student is unable to attend school the parents shall make a reasonable and timely effort to notify the bus operator prior to the beginning of the morning bus schedule.

1.9 Suspension of Handicapped Students with Disabilities

1.9 Each public agency shall establish policy and implement written procedures for protecting the rights of an eligible handicapped student with a disability whenever suspension is considered as disciplinary action for failure to comply with the standard of conduct established for all students by the public agency.

A. AUTHORITY —

This policy is issued and in force pursuant to Chapter 18A, Article 5, Section 1 and Chapter 18A, Article 5, Section 1a of the West Virginia Code and Section X-B of the STUDENTS RIGHTS and RESPONSIBILITIES - A Handbook for Students in the Public Schools of West Virginia.

B. DEFINITIONS

1. Emergency suspension is the immediate removal of a student from school for a period of not more than three (3) days.
2. Short-term suspension is the removal of a student from class or school for ten (10) school days or less.
3. Long-term suspension is the removal of a student from school for more than ten (10) consecutive school days or for more than ten (10) days cumulatively during a given school year.

C. IMPLEMENTATION

1. General Procedures

- a. Each public agency shall protect the right of each handicapped student with a disability to a free and appropriate public education.
- b. Each public agency shall follow all state requirements including those for notice and hearings regarding the removal of students from school.

2. Specific Procedures

a. Emergency Suspension

- 1) An emergency suspension is based on a finding by the principal that the continued presence of a student on school premises poses a serious threat to the health and safety of the student and-or other children or school district staff.
- 2) The principal may remove the student from school during the emergency period despite a causal relationship to the student's handicapping-condition disability.

b. Short-term Suspension

Prior to short-term suspension a school committee must determine whether there is a direct causal relationship between the student's handicap disability and the misconduct. If such a relationship is found to exist, then the student may not be suspended from school.

c. Long-term Suspension

- 1) Long-term suspension is a change in educational placement. Therefore, an IEP Committee must be convened to determine the appropriateness of suspension as a disciplinary action.
- 2) If the IEP Committee determines that there is a direct causal relationship between the student's handicap disability and the misconduct, then the student may not be suspended. Alternative disciplinary actions shall be determined at that time.
- 3) If the IEP Committee determines that the student may be suspended, arrangements must be made for that student to continue to receive the special education and related services described in ~~her or his~~ the child's IEP during the period of suspension. A complete cessation of educational services during this period is not permitted.

1.10 Home-Hospital Instruction

A. PROGRAM DEFINITION

1. Definition of Population to be Served

Students who receive home-hospital instruction are students who, due to injury or for any other reason as certified by a licensed physician, are homebound for a period of three weeks or more.

2. Eligibility Criteria

Documentation that a student meets one of the following criteria:

- a. has an injury, noncommunicable illness, or health condition which prevents her or him from attending school for more than three weeks cumulatively as diagnosed and confirmed by a licensed physician; or
- b. has an injury or health problem-condition that requires the student to be homebound or hospitalized for a period that has lasted or will last more than three weeks as diagnosed and confirmed by a licensed physician.

3. Special Considerations for Eligibility

- a. A licensed physician must provide a written statement to the county school district that the student must remain at home or in the hospital for a period of three weeks or more. The written statement must include:
 - 1) The specific reasons why the student must remain at home or in the hospital.
 - 2) The criteria or conditions under which the student can return to school, and the expected date of such return.
- b. Students placed on extended home instruction shall submit a physician's statement of need for continued home instruction when the term of home instruction reaches six months in length.
- c. The county school district may request that the parents obtain a second physician's opinion at the expense of the county school district.

B. PROGRAM DELIVERY

1. Instruction

- a. Home-hospital instruction, provided for those regular education students who are unable to attend school for a period of time, is an extension of the regular school programs of study. The development of an IEP is not required for these students.

- b. Home-hospital instruction, provided for an exceptional student who is unable to attend school temporarily because of an injury, illness, or health condition, is an extension of the IEP.
- c. Home-hospital teachers are responsible for providing instruction on instructional goals determined by the student's classroom teacher(s) and therefore, must be in regular contact with the classroom teacher(s).

2. Schedule

- a. Home-hospital instruction may be provided at any time within the school calendar year.
- b. The instructional schedule per week must be based upon the student's physical ability to attend-participate as specified by the physician who confirmed-diagnosed the injury or health problem-condition.
- c. The time that instruction will be provided in the home is established by the teacher, the parent(s), and when appropriate, county school district administrator.
- d. Home instruction is provided at a time when a responsible adult is in the home.
- e. The student's school shall provide the home instruction teacher the opportunity to meet with the student's teacher(s) and shall provide the county adopted textbooks, teacher's editions, materials, equipment and supplies the student requires to complete ~~his-her~~ the child's programs of study.
- f. The student's teacher(s) shall provide the home instruction teacher with copies of daily lesson plans, including homework assignments, when requested.

2.0 PROGRAM AREA REGULATIONS

A. PROGRAM DEFINITION

1. Definition of Population to be Served

~~Autistic--students--are--those--who--exhibit--a--condition--manifested--by--~~
~~qualitative--impairments--in--reciprocal--social--interaction;--verbal--and~~
~~nonverbal--communication--and--imaginative--activity;--and--a--severely~~
~~limited--repertoire--of--activities--and--interests.---The--onset--occurs~~
~~during--infancy--and--or--childhood.~~

Students with autism are those who exhibit a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Characteristics of autism include: irregularities and impairments in communication; engagement in repetitive activities and stereotyped movement; resistance to environmental change or change in daily routines; and unusual responses to sensory experiences.

2. Program of Study

- a. The major goal of an autism program is to enable the student to achieve annual goals and instructional objectives that are functional, age appropriate and necessary for participation in society.
- b. The autism program includes six (6) major curricular components: behavior management, language and communication training, academics, career education, leisure skills and daily living skills.
- c. The autism program shall be structured so that the student develops appropriate--internal--controls--and communication and social skills that allow the student to generalize and maintains skills appropriate to life situations.

3. Eligibility Criteria

Documentation that the student's educational performance is adversely affected and that the student meets all of the following criteria by exhibiting eight (8) or more of the characteristics:

- a. Qualitative impairment in reciprocal social interaction (must exhibit at least two):
 - 1) marked lack of awareness of the existence or feelings of others;
 - 2) no or abnormal seeking of comfort at times of distress;
 - 3) no or impaired imitation;
 - 4) no or abnormal social play; or
 - 5) gross impairment in ability to make peer friendships.

- b. Qualitative impairment in verbal and nonverbal communication, and in imaginative activity (must exhibit at least one):
- 1) no mode of communication, such as communicative babbling, facial expression, gesture, mime, or spoken language;
 - 2) markedly abnormal nonverbal communication, as in the use of eye-to-eye gaze, facial expression, body posture, or gestures to initiate or modulate social interaction;
 - 3) absence of imaginative activity, such as play-acting of adult roles, fantasy characters, or animals; lack of interest in stories about imaginary events;
 - 4) marked abnormalities in the production of speech, including volume, pitch, stress, rate, rhythm, and intonation;
 - 5) marked abnormalities in the form or content of speech, including stereotyped and repetitive use of speech; use of "you" when "I" is meant; idiosyncratic use of words or phrases; or frequent irrelevant remarks; or
 - 6) marked impairment in the ability to initiate or sustain a conversation with others, despite adequate speech.
- c. Severely limited repertoire of activities and interests (must exhibit at least one):
- 1) stereotyped body movements;
 - 2) persistent preoccupation with parts of objects or attachment to unusual objects;
 - 3) marked distress over changes in trivial aspects of environment;
 - 4) unreasonable insistence on following routines in precise detail; or
 - 5) markedly restricted range of interests and a preoccupation with one narrow interest.

B. PROGRAM DELIVERY

Caseload

1. Regular Education: Full-Time
Assign no more than 20 students.
2. Regular Education: Part-time
Assign no more than ten (10) students with a limit of six (6) during any one instructional period.
3. Special Education: Separate Class
Assign no more than four (4) autistic students with autism. An aide shall be assigned on the basis of student needs.

2.12 BEHAVIOR DISORDERS

A. PROGRAM DEFINITION

1. Definition of Population to be Served

A student with behavior disorders is one whose condition adversely affects educational performance and is manifested by one or more of the following characteristics over a long period of time and to a marked degree:

- an inability to learn which cannot be explained by intellectual, sensory, or health factors;
- an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- inappropriate types of behavior or feelings under normal circumstances;
- a general pervasive mood of unhappiness, depression, or an emotional problem manifested by withdrawal;
- a tendency to develop physical symptoms or fears associated with personal or school problems; or
- a schizophrenic condition.

The term does not include students who are socially maladjusted, unless it is determined that they meet the above definition.

2. Program of Study

- a. The major goal of a behavior disorders program is to provide the instruction and assistance necessary to enable the student to progress developmentally through the approved programs of study.
- b. The behavior disorders program includes six (6) major curricular components: behavior management, emotional-social education, academics, career education, leisure skills and daily living-survival skills.
- c. The program provides an environment that modifies or controls behavior problems, enhances the student's feelings of self-worth and develops the student's self-control so that appropriate learning can occur.

3. Eligibility Criteria

Documentation that a student meets all of the following criteria:

- a. continues to exhibit a behavior disorder consistent with the definition after interventions have been implemented;

- b. exhibits the characteristic(s) over an extended period of time and to a marked degree;
- c. exhibits behavior(s) that adversely affects the student's educational performance (i.e., academic achievement, language development, social-personal-emotional development); to the extent that specially designed instruction is required to meet the educational needs of the student, and
- d. exhibits behavior(s) that is not primarily the result of physical, sensory, or intellectual deficits.

4. Special Considerations:

- a. A socially maladjusted student whose values and-or behaviors are in conflict with the school, home or community or who has been adjudicated through the courts, is not automatically eligible for a behavior disorders placement.
- b. Social problems, do not automatically qualify a student for placement.
- c. Referral in the above instances must follow the same procedures for any regular education student.

B. PROGRAM DELIVERY

Caseload

The maximum caseloads for teachers providing services for students in this area of exceptionality placed in Regular Education: Full-time or Regular Education: Part-time are specified in section 1.4, Implementation of Individualized Education Program (p. 31).

Special Education Separate Class

- 1. Assign no more than four (4) students without a full-time aide with a limit of four (4) during any one instructional period.
- 2. Assign no more than eight (8) students with a full-time aide with a limit of eight (8) during any one instructional period.

2.23 BLIND AND PARTIALLY SIGHTED

A. PROGRAM DEFINITION

1. Definition of Population to be Served

- a. Students who are blind and partially sighted have a physical disability in a visual acuity or a visual field limitation where, even with use of lenses or corrective devices, the child requires modification of instructional methods and materials or supplementary assistance in order to function and learn. Pupils identified as blind and partially sighted include those with organic impairments such that there is no vision, or visual limitations, which after best correction result in educational handicaps disabilities requiring special services and-or materials.
- b. Blind students have central visual acuity of 20/200 or less in the better eye with correction or a visual field that subtends an angle of 20° or less.
- c. Partially sighted students have visual acuity greater than 20/200 with correction but less than 20/70 with correction.

2. Program of Study

- a. The curriculum of an effective program for ~~the visually-impaired~~ blind and partially sighted students is adapted from the general and vocational education programs, and includes social-emotional components, to meet the individual needs of the blind or partially sighted student. The required adaptations are to be based upon the student's developmental functioning level and readiness for learning.
- b. ~~Approved annual goals and instructional objectives~~ The program of study may include, but are is not limited to development of braille and related tactual skills, orientation and mobility, effective use of remaining vision and techniques of daily living skills at all programmatic levels (i.e., early, middle, adolescent education), and proficiency in braille reading and writing to enable the student to communicate with the same level of proficiency expected of the student's peers of comparable ability and grade level.
- c. The IEP Committee shall document ways that the use of braille will be appropriately integrated into the student's classes and school activities. Braille instruction and use are not required if, in the course of developing the student's IEP, the IEP Committee concurs that the student's visual impairment does not affect reading and writing performance commensurate with ability. The justification for not recommending that the student receive instruction in the reading and writing of braille shall be documented by the IEP Committee.

3. Eligibility Criteria

Documentation of all of the following:

- a. A visual impairment diagnosed by a licensed optometrist or ophthalmologist and recorded in terms of one or more of the following organic visual impairments:
 - 1) Visual acuity - A measure of 20/70 or less in the better eye with best correction recorded in either far point or near point.
 - 2) Visual field limitation - Angle of vision is 20 degrees or less in the better eye.
 - 3) Progressive eye disease - A deteriorating eye condition which will result in loss of visual efficiency, i.e., glaucoma, macular degeneration.
 - 4) Binocular Vision Problem (in conjunction with 20/70) - The inability of the two eyes to focus on one object and to fuse the two images into one, i.e., strabismus, diplopia.
- b. Educational performance which is adversely affected to the extent that specially designed instruction is required to meet the educational needs of the student.

B. PROGRAM DELIVERY

Caseload

1. Regular Education: Full-time
Assign no more than 30 students.
2. Regular Education: Part-time
Assign no more than 15 students with a limit of five (5) during any one instructional period.
3. Special Education: Separate Class
 - a. Assign no more than five (5) students without a full-time aide with a limit of five (5) during any one instructional period.
 - b. Assign no more than ten (10) students with a full-time aide with a limit of ten (10) during any one instructional period.

2.34 COMMUNICATION DISORDERS

A. PROGRAM DEFINITION

1. Definition of Population to be Served

Students with communication disorders are those who evidence language, articulation, fluency, or voice disorders which adversely affect educational performance, including communication skills, social interaction and emotional development within the school environment.

- a. Students with language disorders students may exhibit deviant, delayed development, or loss following development. Disorders may include difficulties with the form of language (i.e., phonology, morphology, syntax), the content of language (i.e., semantics) or the function of language (i.e., pragmatics).

Students with hearing impairments, specific learning disabilities, mental impairments, severe emotional disturbances, and neurological impairments often have language disorders. Lack of experience or environmental factors may also result in language disorders.

- b. Students with articulation disorders may exhibit the abnormal production of phonemes (classes of speech sounds) resulting from factors such as neuromotor impairment, sensory deficits, anatomical deficiencies or developmental delay. Misarticulations may include omissions, substitutions or distortions.
- c. Students with fluency disorders may exhibit disruptions in the normal flow of speech that occur frequently or are markedly noticeable and are characterized by behaviors such as: repetitions or prolongations of sounds or syllables, blocks, hesitations, revisions, incomplete phrases, avoidance behavior, or ancillary movements indicative of stress or struggle.
- d. Students with voice disorders may exhibit the abnormal production of voice characterized by inappropriate vocal quality, pitch or loudness resulting from pathological conditions, psychogenic factors, or inappropriate use of the vocal mechanism.

2. Program of Study

- a. Communication Disorders Programs include the activities, procedures, materials, services and clinical-instructional management provided by speech-language pathologists for students with language, articulation, fluency and-or voice disorders.
- b. Communication disorders programs in the schools are defined as special education program areas for students whose primary ~~handicapping~~ ~~conditions~~ disabilities are language, articulation, fluency or voice disorders. For those students whose primary ~~handicapping~~ ~~conditions~~ disabilities are other than communication disorders the provision of communication disorders programs and services are considered related services.

- c. Specific goals of communication disorders programs are to:
- 1) identify children with communication disorders;
 - 2) assess and diagnose specific communication disorders;
 - 3) Refer students for medical or other professional attention necessary for the clinical-instructional management of communication disorders;
 - 4) provide clinical-instructional services to students with communication disorders;
 - 5) provide consultative services to students, parents, teachers, administrators, other professionals and support personnel; and
 - 6) provide consultation to promote the development of communication skills with all students.

3. Eligibility Criteria

Documentation verifies that a student exhibits one or more of the following communication disorders:

a. Language

A student exhibits a language disorder when the following criteria are met:

- 1) Evaluation using comprehensive diagnostic measures verifies that language abilities are significantly below expected language performance for the students' chronological age, cognitive stage of development, sex or cultural-social background.
- 2) A Language Quotient (LQ) of 85 or less and-or at least one Standard Deviation (SD) below the mean, a percentile rank of 20 or below and-or a Stanine of three or less are obtained on appropriate measures.
- 3) Language sample results, classroom and teacher observation as well as developmental-social-therapy and academic history verify the existence of a language disorder which adversely affects educational performance.

b. Articulation

A student exhibits an articulation disorder when the following criteria are met:

- 1) Evaluation verifies the presence of one or more consistent speech sound errors which are below the expected performance levels for the student's chronological age, cognitive stage of development, sex or cultural-social background.

- 2) Application of developmental norms and severity ratings from diagnostic tests verify speech sounds which may not develop without intervention.
- 3) Evaluation of speech intelligibility-stimulability-oral-facial structure, spontaneous speech samples and teacher observations as well as developmental-social-therapy and academic history verify the existence of an articulation disorder which adversely affects educational performance.

c. Fluency

A student exhibits a fluency disorder when the following criteria are met:

- 1) Evaluation using formal measures verifies the presence of interruptions or dysfluencies in one or more speaking situations which are inconsistent with age and-or developmental level.
- 2) Interpretation of evaluation, classroom and teacher observations as well as therapy and academic history verify the existence of a dysfluency disorder which adversely affects educational performance.

d. Voice

A student exhibits a voice disorder when the following criteria are met:

- 1) Evaluation using formal measures verifies that disorder(s) in pitch, loudness or quality exist(s).
- 2) Diagnosis and written recommendations by an otolaryngologist verify the existence of a voice disorder.
- 3) Procedures completed verify the existence of a voice disorder which adversely effects educational performance.

e. Special Considerations for Eligibility:

- 1) A student's eligibility for a communication disorders program cannot be determined on the basis of having a primary language other than English or a language difference. Appropriate evaluation must verify the presence of a disorder in the primary and-or all languages spoken.
- 2) Evaluation to determine potential for an alternative means of communication is required for nonspeaking students. Recommendations for an augmentative communication system if appropriate, must also be made when determining eligibility for services.
- 3) Lack of discrepancy between cognitive level (i.e., mental age) and communication performance (i.e., language age) shall not be the sole factor to determine a severely communication

disordered student's eligibility for services. Other factors which must be considered are informal evaluation results, physical ability, educational and therapy history.

- 4) Eligibility of preschool children shall be based on determination of normal rate or developmental functioning level for communication. Evaluation using appropriate developmental measures is required.

B. PROGRAM DELIVERY

Caseload

1. Regular Education: Full-time

Assign no more than 50 students without an aide.

2. Regular Education: Part-time

Assign no more than 50 students for those receiving services less than five hours per week with a limit of five (5) during a session.

The caseload during any one instructional period for a therapist providing supplementary services shall not exceed eight (8) students at early childhood education level (ECE) or ten (10) students at the middle childhood (MCE) and adolescent education (AE) levels.

3. Special Education: Separate Class

- a. Assign no more than ten (10) students without an aide with a limit of ten (10) during any one instructional period.
- b. Assign no more than 12 students with a full-time aide with a limit of 12 during any one instructional period.

Special Education: Separate Class is a program delivery option for severely or multiply communicatively impaired students and those who exhibit normal potential in performance areas but severe language deficits. Application shall be made to the State Department of Education for approval of individual programs.

A. PROGRAM DEFINITION

1. Definition of Population to be Served

Deaf-blind students are those whose combination of auditory and visual handicaps disabilities cause such severe communication and other developmental and educational problems that they cannot properly be accommodated in special education programs solely for the deaf or hard of hearing or for the blind or partially sighted student.

2. Program of Study

a. Approved annual goals and instructional objectives specify development of independent and vocational skills at all programmatic levels (i.e., early, middle, adolescent education) for a wide range of intellectual capabilities.

b. Communication-language and orientation mobility skills should be taught in conjunction with other annual goals and instructional objectives. Students shall be exposed to a variety of communication means and experiences to assure development of functioning in least restrictive environments.

3. Eligibility Criteria

Documentation of all of the following:

a. A hearing loss diagnosed by a certified audiologist;

b. auditory pathology verified on an otological examination by a licensed otologist or otolaryngologist;

c. a visual impairment diagnosed by a licensed optometrist or ophthalmologist and recorded in terms of visual acuity, visual field limitations, progressive eye disease or binocular vision; and

d. developmental and educational performance which is adversely affected.

B. PROGRAM DELIVERY

Caseload

1. Regular Education: Full time

Assign no more than 20 students.

2. Regular Education: Part-time

Assign no more than ten (10) students with a limit of five (5) during any one instructional period.

3. Special Education: Separate Class

Assign no more than three (3) students with a full-time aide with a limit of three (3) during any one instructional period.

Instructional Assistance

In a deaf-blind separate class of two (2) or less students, an aide shall be assigned on the basis of student needs.

2.5 DEAF AND HARD OF HEARING

A. PROGRAM DEFINITION

1. Definition of Population to be Served

Deaf and hard of hearing students are those whose auditory acuity delays or inhibits the development of speech and-or language skills and adversely affects developmental and educational performance.

a. Hard of hearing students are those

in whom the sense of hearing is functional with or without amplification, but whose hearing loss, whether permanent or fluctuating, causes a speech and language deficit to the extent that specially designed instruction is required.

b. Deaf students are those

with profound or total loss of hearing function to the extent that the processing of linguistic information through hearing, with or without amplification, is impaired and requires specially designed instruction.

2. Program of Study

a. Development of a program to meet individual needs is dependent upon the degree of hearing loss, etiology of the hearing loss, the extent that academic achievement is affected, the current level of oral and written communication and the primary means of communication.

b. A major objective is to provide educational opportunities in the deaf and hard of hearing student's preferred method of communication. Methods of communication are emphasized because of differences which occur in acquisition and preferences. Students shall be exposed to a variety of communication methods to assure development of functioning.

c. Related services are to be provided for each deaf or hard of hearing student based upon identified and clearly stated individual needs. These may include, but are not limited to: 1) amplification electroacoustically monitored by the school audiologist on an annual basis, 2) notetakers and-or interpreter-tutors provided to deaf or hard of hearing students integrated into regular classes, 3) annual audiological evaluation, 4) daily and weekly hearing aid monitoring for proper functioning, and 5) auditory training equipment.

3. Eligibility Criteria

Documentation of all of the following:

a. a hearing loss diagnosed by a certified audiologist;

- b. auditory pathology verified on an otological examination by a licensed otologist or otolaryngologist; and
- c. developmental and educational performance which is adversely affected.

B. PROGRAM DELIVERY

Caseload

- 1. Regular Education: Full time

Assign no more than 30 students.

- 2. Regular Education: Part-time

Assign no more than 15 students with a limit of five (5) during any one instructional period.

- 3. Special Education: Special Class

- a. Assign no more than five (5) students without a full-time aide with a limit of five (5) during any one instructional period.

- b. Assign no more than ten (10) students with a full-time aide with a limit of ten (10) during any one instructional period.

A. PROGRAM DEFINITION

1. Definition of Population to be Served

Students who are gifted have exceptional intellectual abilities that are evidence of outstanding capability, and who require specially designed instruction and-or services beyond those normally provided by the regular school program.

2. Program of Study

- a. The major goal of a gifted program is to provide the instruction and assistance necessary to increase the student's cognitive and affective functioning toward higher academic achievement and educational performance.
- b. The gifted program includes four (4) major curricular components: basic annual goals and instructional objectives, extended annual goals and instructional objectives, process skills and skills in understanding self and society.
- c. Programmatic focus, as addressed in the Individualized Education Program, is on task commitment, metacognitive skills, content complexity, content enrichment, and integration into appropriate instructional settings.
- d. In the student's identified areas of academic strengths, acceleration shall be a primary programmatic consideration.
- e. When acceleration is the primary focus of a gifted student's program, the IEP Committee shall specify in the IEP how and when the student will complete the necessary credits for high school graduation.
- f. In accordance with policies and procedures developed by the county school district, a student who does not meet the gifted eligibility criteria may participate in the gifted program. However, this student cannot be considered an eligible exceptional student for purposes of reimbursement.
- g. Counties are encouraged to provide talented programs if local resources are available. However, this student cannot be considered an eligible exceptional student for purposes of reimbursement.

3. Eligibility Criteria for Grades 1 Through 8 and Gifted 9-12 (Enrolled previous to July 1, 1989)

Documentation that a student meets a and b:

a. Intellectual Ability

- 1) General intellectual ability, 2.0 or more standard deviations above the mean on a full scale comprehensive test of intellectual ability, with consideration of 1.0 standard error of measurement at the 68% confidence interval, or
- 2) Intellectual functioning 2.0 or more standard deviations above the mean, with consideration of 1.0 standard error of measurement at the 68% confidence interval on a verbal or nonverbal scale of a comprehensive test of intellectual ability, if the student is handicapped disabled or economically disadvantaged, or if the student's primary language is other than English, and

b. Achievement-Performance

- 1) At least one area of academic achievement as measured by an individual standardized achievement test, indicating that the student requires specially designed instruction (see note), or
- 2) At least one area of classroom performance, as determined during the multidisciplinary evaluation, indicating that the student requires specially designed instruction (see note).

NOTE: When a student is being considered for eligibility based upon an ability score that falls within the minus range of a 1.0 standard error of measurement, at 2.0 standard deviations above the mean, the Eligibility Committee must document that the student has the potential to achieve or perform at a level expected of a student scoring 2.0 standard deviations above the mean:

4. Eligibility Criteria for Exceptional Gifted Grades 9 Through 12

Documentation that a student meets a and b:

- a. Eligibility criteria as previously specified under A.3.a. and b.
- b. Eligible in one or more of the following:
 - 1) HandicappedDisabled as specified in one or more of the program areas of section 2.0 of these regulations,
 - 2) Economically disadvantaged as defined in the Glossary of these regulations,
 - 3) Underachieving which takes into consideration the students ability level, educational performance and achievement levels, or
 - 4) Psychological adjustment disordered as documented by a comprehensive psychological evaluation.

5. Special Considerations

- a. Before the end of the eighth grade year the Eligibility Committee shall review the evaluation data for each identified gifted

student to determine continued eligibility as an exceptional gifted student grades 9 - 12. The records for each eighth grade student are then referred to the IEP Committee.

b. The IEP Committee will review all the records of each identified eighth grade gifted student and write an adolescent plan that includes honors-advanced education, when appropriate. The implementation of this adolescent plan is required.

1) If the eighth grade student has been determined eligible as an exceptional gifted student, the IEP is revised and the student continues grades 9 - 12 as a special education student.

2) If the student is not eligible as an exceptional gifted student, the adolescent plan is the individualized plan that is implemented and reviewed annually by the school, parent and student. The student is considered a general education student with a required individualized plan.

B. PROGRAM DELIVERY

Caseload

1. Regular Education: Full-Time

Assign no more than 45 students.

2. Regular Education: Part-Time

a. Assign no more than 40 students.

b. Assign no more than 15 students during any one instructional period.

3. Special Education: Separate Class

Assign no more than 15 students with a limit of 15 during any one instructional period.

A. PROGRAM DEFINITION

1. Definition of Population to be Served

Mentally impaired students are those who evidence significantly subaverage general intellectual functioning resulting in or associated with impairments in adaptive behavior and manifested during the developmental period.

The term "mildly mentally impaired" refers to those students who require specially designed instruction in basic academic and practical skills in order to develop adequate social, personal and vocational competence sufficient for self-maintenance.

The term "moderately mentally impaired" refers to those students who require special instruction in basic communication, sensorimotor, self-help, and independent-living skills and vocational training in order to function in employment-supported employment and community living-supervised community living.

The term "severely mentally impaired" refers to those students who require systematic instruction in self-help skills and routines in order to function in society with assistance in all areas, including the possibility of functioning in specially-designed work settings. Medical, health and dysfunctional behaviors are prevalent with these students.

The term "profoundly mentally impaired" refers to those students who have extremely limited capabilities in all areas of development and who are totally dependent on society.

2. Program of Study

The program for mentally impaired students places emphasis on the teaching of annual goals and instructional objectives that are functional, age appropriate, and necessary for participation in society.

- a. Programs for the mildly mentally impaired include academic, communication, vocational, social-emotional, and community living skills.
- b. Programs for moderately mentally impaired include functional academic, basic communication, sensorimotor, community living, self-help, independent-living, recreation-leisure, and vocational skills.
- c. Programs for the severely mentally impaired include self-help, leisure, behavior management, communication-augmentative communication, social and vocational skills, daily routines, and special sensorimotor training.

- d. Programs for the profoundly mentally impaired include basic developmental and self-help skills, sensorimotor training, communication-augmentative communication, and social responsiveness. Programs may include adjustments and-or accommodations for special health-medical needs.

3. Eligibility Criteria

- a. A mildly mentally impaired student meets all of the following criteria:

- 1) general intellectual functioning between minus two (2) and minus three (3) standard deviations with consideration of 1.0 standard error of measurement at the 68% confidence interval;
- 2) levels of adaptive behavior between minus two (2) and minus three (3) standard deviations in one or more of the following areas: motor development, self-help skills, social-emotional functioning or communication;
- 3) levels of achievement at or below minus two (2) standard deviations in one or more of the following academic areas: reading recognition, reading comprehension, math computation, math reasoning, spelling or written expression; and
- 4) educational performance is adversely affected.

- b. A moderately mentally impaired student meets all of the following criteria:

- 1) general intellectual functioning between minus three (3) and minus four (4) standard deviations with consideration of 1.0 standard error of measurement at the 68% confidence interval;
- 2) levels of adaptive behavior at or below minus three (3) standard deviations in one or more of the following areas: motor development, self-help skills, social-emotional functioning or communication; and
- 3) educational performance is adversely affected.

- c. A severely mentally impaired student meets all of the following criteria:

- 1) general intellectual functioning between minus four (4) and minus five (5) standard deviations with consideration of 1.0 standard error of measurement at the 68% confidence interval;
- 2) developmental functioning at or below 50% of the normal rate or level of development in two (2) or more of the following areas: sensorimotor development, communication, social-emotional functioning or self-help skills; and
- 3) educational performance is adversely affected.

- d. A profoundly mentally impaired student meets all of the following criteria:
- 1) developmental functioning at or below 25% of the normal rate or level of development in two (2) or more of the areas of 1) cognition, 2) sensorimotor development, 3) communication, 4) social-emotional functioning and 5) self-help skills; and
 - 2) Educational performance is adversely affected.

B. PROGRAM DELIVERY

Caseload =

The maximum caseloads for teachers providing services for students in this area of exceptionality placed in Regular Education: Full-time or Regular Education: Part-time are specified in section 1.4., Implementation of Individualized Education Program (p. 31).

Special Education: Separate Class

1. Assign no more than eight (8) mildly mentally impaired students without a full-time aide with a limit of eight (8) during any one instructional period.
2. Assign no more than 12 mildly mentally impaired students with a full-time aide with a limit of 12 during any one instructional period.
3. Assign no more than five (5) moderately mentally impaired students without a full-time aide with a limit of five (5) during any one instructional period.
4. Assign no more than 12 moderately mentally impaired students with a full-time aide with a limit of 12 during any one instructional period.
5. Assign no more than six (6) mildly or moderately mentally impaired students to a combination program without a full-time aide with a limit of six (6) during any one instructional period.
6. Assign no more than eight (8) moderately or severely mentally impaired students to a combination program with a full-time aide with a limit of eight (8) during any one instructional period.
7. Assign no more than six (6) severely mentally impaired students with a full-time aide with a limit of six (6) during any one instructional period.
8. Assign no more than nine (9) severely mentally impaired students with two full-time aides with a limit of nine (9) during any one instructional period.
9. Assign no more than six (6) profoundly mentally impaired students with a full-time aide with a limit of six (6) during any one instructional period.

10. Assign no more than nine (9) profoundly mentally impaired students with two full-time aides with a limit of nine (9) during any one instructional period.

Instructional Assistance

In a severely or profoundly mentally impaired separate class of three (3) or less students, an aide shall be assigned on the basis of student needs.

Combination Program

A combination program for students with different levels of severity (e.g. severe-profound, moderate-severe) may be used. Academic, self-care, affective, communication and sensorimotor needs of these students must be similar.

2.9 PHYSICALLY-HANDICAPPED ORTHOPEDICALLY IMPAIRED

A. PROGRAM DEFINITION

1. Definition of Population to be Served

~~Physically-handicapped~~ Students with orthopedic impairments have a severe orthopedic impairment ~~physical--disabilities~~ which may be congenital or caused by accident or disease, resulting in permanent, temporary, or intermittent medical disabilities. ~~These--disabilities~~ require ~~modification-in-curriculum,--instructional-strategies,--and-or-a~~ need for ~~related--services,--~~ ~~The--type,--extent--and-or--duration--of~~ services are determined ~~by-the-nature-of--the-individual's-disability,~~ ~~The term~~ physically--handicapped--in--these--regulations--shall includes: Orthopedically--impaired--disabilities caused by congenital anomaly (e.g., spina bifida, congenital amputation, and osteogenesis imperfecta, etc.), disabilities caused by disease (e.g., osteomyelitis, poliomyelitis, arthritis, etc.), and disabilities from other causes (e.g., amputation, cerebral palsy, dystrophies and atrophies, and conditions which cause contractures, etc.), and

~~Other--health--impaired--excluding--autism----disabilities--of--limited~~ strength, ~~vitality,--or--alertness--due-to--chronic--or--acute--health~~ problems such as ~~heart-condition,--rheumatic-fever,--nephritis,--asthma,~~ sickle-cell anemia, ~~hemophilia,--epilepsy,--cystic-fibrosis,--cancer-or~~ diabetes.

2. Program of Study

- a. Because of the uniqueness of each physically--handicapped student with orthopedic impairments student, the curriculum involves a variety of philosophies, instructional strategies or procedures, environmental arrangements, equipment, materials, learning activities, skill sequences, and-or criteria for successful educational performance.
- b. Specialized curricular areas individually considered for a student with physically--handicapped orthopedic impairments student include, but are not limited to: physical, psychological, and emotional adjustment to a physical disability, including treatment, care, and maintenance; death and dying; use of prosthetic and orthotic devices; eating, dressing, toileting, physical mobility, and personal hygiene; basic communication (e.g. use of communication devices, bliss symbols, and signing, etc.); and specialized curricular areas utilized with associated disabilities.

3. Eligibility Criteria

Documentation of all of the following:

- a. A physical disability as diagnosed and described, including effects on functioning, by a licensed physician.

- b. Physical assessment which includes gross motor skills, fine motor skills, and self-help skills and, if appropriate, an evaluation of health.
- c. Educational performance which is adversely affected to the extent that specially designed instruction is required to meet the educational needs of the student.

B. PROGRAM DELIVERY

Caseload

The maximum caseloads for teachers providing services for students in this area of exceptionality placed in Regular Education: Full-time or Regular Education: Part-time are specified in section 1.4., Implementation of Individualized Education Program (p. 31).

Special Education: Separate Class

Assign no more than ten (10) students with a full-time aide with a limit of ten (10) during any one instructional period.

Instructional Assistance

In a ~~physically-handicapped~~ separate class of three (3) or less students with orthopedic impairments students, an aide shall be assigned on the basis of student needs.

2.10 OTHER HEALTH IMPAIRED

A. PROGRAM DEFINITION

1. Definition of Population to be Served

Students with other health impairments have disabilities of limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, cystic fibrosis, cancer or diabetes.

2. Program of Study

- a. Because of the uniqueness of each student with other health impairments, the curriculum involves a variety of philosophies, instructional strategies or procedures, environmental arrangements, equipment, materials, learning activities, skill sequences, and/or criteria for successful educational performance.
- b. Specialized curricular areas individually considered for a student with an other health impairment include, but are not limited to: physical, psychological, and emotional adjustment to a medical or health condition, including treatment, care, and maintenance; death and dying; eating, dressing, toileting, physical mobility, and personal hygiene; basic communication (e.g. use of communication devices, bliss symbols, and signing); and specialized curricular areas utilized with associated disabilities.

3. Eligibility Criteria

Documentation of all of the following:

- a. A medical or health condition as diagnosed and described, including effects on functioning, by a licensed physician.
- b. Learning and/or behavior problems existing as a result of the medical or health condition.
- c. Educational performance which is adversely affected to the extent that specially designed instruction is required to meet the educational needs of the student.

B. PROGRAM DELIVERY

Students identified as other health impaired shall be assigned to and served by personnel who have the training necessary to implement the student's IEP.

A. PROGRAM DEFINITION

1. Definition of Population to be Served

Eligible preschool children are those children ages three through five who evidence a developmental delay in two (2) or more of the following areas: cognition, fine motor, gross motor, communication, social-emotional-affective development, self-help or who have one or more of the following diagnosed ~~handicapping---conditions~~ disabilities as defined in the specific program regulations: autism; behavior disorders; blind and partially sighted; communication disorders; deaf-blind; deaf and hard of hearing; mentally impaired; orthopedically impaired, other health impaired including--autism; or--physically-handicapped; or traumatic brain injured.

In accordance with Section 619 of Public Law 99-457, special education and related services for the eligible preschool child shall be provided as of the child's third birthday.

2. Program of Study

a. The major goal of a preschool program is to promote the acquisition of skills in all developmental areas for each eligible preschool child. To achieve this goal, the program of study shall incorporate curriculum and instruction which emphasizes skill development in an integrated manner.

b. The program of study for the eligible preschool child shall be defined by the Individualized Education Program (IEP). In developing the IEP, the IEP Committee (IEPC) shall address the following:

- 1) skill development in gross motor, fine motor, cognition, communication, social-emotional-affective development, self-help skills, and any and all other identified areas of need,
- 2) systematic involvement of the child's family in an active partnership which enhances the child's development and promotes family empowerment, and
- 3) the necessary related services including, but not limited to speech-language therapy, physical therapy, occupational therapy, psychology, student support services, transportation, extended school year services, social services, and school health services.

3. Eligibility Criteria

Documentation that the child:

- a. is functioning at, or lower than, 75% of the normal rate of development in two (2) or more of the following areas: cognition, fine motor, gross motor, communication, social-emotional-affective development, self-help skills; or

- b. meets eligibility criteria delineated in program regulations for autism; behavior disorders; blind and partially sighted, communication disorders; deaf-blind; deaf and hard of hearing; mentally impaired; orthopedically impaired, other health impaired including ~~autism~~; ~~or~~; ~~physically~~ ~~handicapped~~; or traumatic brain injury.

B. PROGRAM DELIVERY

1. Placement

Local educational agencies shall serve eligible preschool children by making available a continuum of placement options and offering systematic family involvement and training. Services may be provided through interagency collaboration, contracts-agreements, regional educational service agencies, consultation and-or direct employment of personnel. The continuum of placement options shall include:

- a. Family Consultation -- Services provided to the child and family in the home, school and-or other community based location as determined by the IEP Committee and documented in the child's IEP.

- b. Center-Based

- 1) Regular Education: Full Time (REFT) - Regular instruction with modification is delivered in community based programs such as Head Start, nursery schools or day care centers to the extent available and-or in regular education programs such as kindergarten. The implementation of modifications to the community based and-or regular education program, requires consultative services by the special education personnel responsible for the implementation of the child's IEP. Consultation shall occur among all personnel involved in the implementation of the child's IEP and the family.
- 2) Regular Education: Part Time (REPT) - Regular instruction with supplemental special education services is delivered in community based programs such as Head Start, nursery schools or day care centers to the extent available and-or in regular education programs such as kindergarten. The implementation of supplemental special education services requires instruction in specific skill development by the special education personnel responsible for the implementation of the child's IEP. Consultation shall occur among all personnel involved in the implementation of the child's IEP and the family.
- 3) Special Education Program: Separate Class (SC) - Developmental, content, supplemental instruction in specific skill development and-or instruction in a specialized curriculum, and related services are provided in a separate class. Consultation shall occur among all personnel involved in the implementation of the child's IEP and the family.

- c. Combination Center-Based-Family Consultation - Special education and related services are delivered in the separate class as specified in B.1.b.3 above and includes a Family Consultation component as specified in B.1.a. above.

2. Time Allocations

Special education and related services for eligible preschool children shall be provided on a regular basis as follows:

- a. Family Consultation - a minimum of one hour per week which includes direct instruction with the child and family and-or consultative services with the family.
- b. Center-Based Programs (REFT, REPT, Separate Class) - a minimum of twelve (12) hours per week as follows:
 - 1) Regular Education: Full Time - Regular instruction in community based and-or regular education program(s) occurs with consultation-implementation of modifications to the regular program provided by special education personnel in accordance with the child's IEP.
 - 2) Regular Education: Part Time - Regular instruction in community based and-or regular education program(s) occurs for 40% or more of the child's total instructional time with supplemental services provided by special education personnel in accordance with the child's IEP.
 - 3) Special Education Program: Separate Class - Special education and related services are provided by special education personnel in accordance with the child's IEP for 60% or more of the child's total instructional time.
- c. Combination Center-Based-Family Consultation Program -
 - a minimum of twelve (12) hours per week separate class instruction with time allocations for family consultation services as determined by the IEP Committee.

3. Caseload

- a. Family Consultation -
 - Assign no more than 15 children.
- b. Center-Based Programs
 - 1) Regular Education: Full-time -
 - Assign no more than 20 children.
 - 2) Regular Education: Part-time -
 - Assign no more than 15 children.

3) Special Education Program: Separate Class -

Assign no more than eight (8) eligible children per session with an aide for a maximum caseload of sixteen (16).

Assign no more than ten (10) eligible children per session with two (2) aides for a maximum caseload of twenty (20).

c. Combination Center-Based-Family Consultation Program

Assign no more than eight (8) children per session with an aide for a maximum caseload of sixteen (16).

Assign no more than ten (10) children per session with two (2) aides for a maximum caseload of twenty (20).

2.1+2 SPECIFIC LEARNING DISABILITIES

A. PROGRAM DEFINITION

1. Definition of Population to be Served

Students with specific learning disabilities have a disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term does not include a learning problem which is primarily the result of a visual, hearing, or motor handicap disability, of mental retardation, of emotional disturbance, or of environmental or cultural differences or economic disadvantage.

2. Program of Study

- a. The major goal of a specific learning disabilities program is to enable the student to achieve the annual goals and instructional objectives in an integrated, sequential and developmental manner.
- b. The specific learning disabilities program includes four (4) major curricular components: academic instruction, social-emotional skills, organizational-study skills and career education.

3. Eligibility Criteria

Documentation that the student meets all of the following criteria:

- a. demonstrates general intellectual functioning at or above one standard deviation below the mean, in consideration of 1.65 standard errors of measurement;
- b. has a severe discrepancy between achievement and intellectual ability in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, or mathematics reasoning;
 - 1) The discrepancy shall be determined by a comparison of age-based standard scores of ability and achievement. A regression formula shall be used to determine the severity of the discrepancy. A severe discrepancy is defined as a minimum of 1.75 standard deviations difference, taking regression and 1.65 standard errors of measurement into account.
 - 2) A method utilizing the standard error of the difference scores shall be used only if the technical data (i.e., test correlations) necessary to account for the effects of regression are not available.
- c. has a severe discrepancy between ability and achievement that is NOT primarily the result of:

- 1) a visual, hearing, or motor handicap disability,
 - 2) mental retardation,
 - 3) emotional disturbance, or
 - 4) environmental or cultural differences or economic disadvantage. (This shall be determined by a comparison of the student to other students in a similar situation, e.g., the same geographical area, similar socio-economic status, etc.)
- d. exhibits deficits in one or more of the basic learning processes of perception, memory and conceptualization;~~and~~
 - e. educational performance is adversely affected to the extent that specially designed instruction is required to meet the educational needs of the student; and
 - f. In the event that the Eligibility Committee, on the basis of all the evaluation data, determines that a student is eligible for services in a specific learning disabilities program when he-she meets four (4) of the five (5) eligibility criteria, the specific information regarding the criterion in question which supports that decision shall be stated in writing.

B. PROGRAM DELIVERY

Caseload

The maximum caseloads for teachers providing services for students in this area of exceptionality placed in Regular Education: Full-time or Regular Education: Part-time are specified in section 1.4., Implementation of Individualized Education Program (p. 31).

Special Education: Separate Class

1. Assign no more than eight (8) students without a full-time aide with a limit of eight (8) during any one instructional period.
2. Assign no more than 12 students with a full-time aide with a limit of 12 during any one instructional period.

2.12 TRAUMATIC BRAIN INJURY

A. PROGRAM DEFINITION

1. Definition of Population to be Served

Students with traumatic brain injury are those who have received an injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm, resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance. Traumatic brain injury includes open or closed head injuries resulting in mild, moderate or severe impairments in one or more areas, including cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

2. Program of Study

- a. The major goal of the traumatic brain injury program is retraining of skills lost and-or providing compensatory strategies to allow the student to achieve reasonable school progress.
- b. The program includes six (6) curricular components: academics, behavior management, career education, communication, executive skills and mobility.
- c. The program focuses on self awareness of post injury changes related to self-concept, and enhances daily living, survival and leisure skills.

3. Eligibility Criteria

Documentation that the student meets all of the following criteria:

- a. An injury to the brain caused by a physical force or internal occurrence has been diagnosed by a licensed physician or neuropsychologist;
- b. Cognitive, language, behavior, executive skills and-or motor problems exist as a result of the injury; and
- c. Educational performance is adversely affected to the extent that specially designed instruction is required to meet the educational needs of the student.

B. PROGRAM DELIVERY

Students identified as having traumatic brain injuries shall be assigned to and served by personnel who have the training necessary to implement the students' IEPs.

3.0 PROCEDURAL SAFEGUARDS

3.0 Each public agency shall establish and implement procedural safeguards for exceptional students and their parents, with respect to the provision of a free appropriate public education.

A. Opportunity to examine records.

The parents of an exceptional student shall be afforded an opportunity to inspect and review all education records with respect to:

1. the identification, evaluation and educational placement of the student; and
2. the provision of a free appropriate public education to the student through the development and implementation of an Individualized Education Program.

B. Independent educational evaluation.

1. The parents of an exceptional student have the right to obtain an independent educational evaluation of the student. Each public agency shall provide to parents, on request, information about where an independent educational evaluation may be obtained.
2. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. However, the public agency may initiate an impartial due process hearing to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense.
3. If the parent obtains an independent educational evaluation at private expense, the results of the evaluation:
 - a. must be considered by the public agency in any decision made with respect to the provision of a free appropriate public education to the student; and
 - b. may be presented as evidence at a due process hearing regarding that student.
4. If a hearing officer requests an independent educational evaluation as part of a due process hearing, the cost of the evaluation must be at public expense.
5. Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the evaluator(s), must be the same as the criteria which the public agency uses when it initiates an evaluation.

C. Prior notice; parent consent.

1. Written notice must be given to the parents of an exceptional student within a reasonable time before the public agency:
 - a. proposes to initiate or change the identification, evaluation or educational placement of the student or the provision of a free appropriate public education to the student; or
 - b. refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free appropriate public education to the student.
2. Parental consent must be obtained before;
 - a. conducting a preplacement evaluation; and
 - b. initial placement or change of placement of an exceptional student in a program providing special education and related services.
3. Except for preplacement evaluation and initial placement, consent shall not be required as a condition of any benefit to the parent or student.
4. If a parent revokes consent for initial evaluation, prior to the completion of the evaluation, the public agency shall confer with the parent to discuss the reasons for revocation, and:
 - a. if the public agency agrees with the parent, the proposal to evaluate shall be withdrawn; or
 - b. if the public agency disagrees with the parent, it shall use the impartial due process hearing procedures to determine if the student may be evaluated without parental consent.
5. If a parent refuses consent for initial placement, revokes consent for placement, or refuses consent for change of placement, the Individualized Educational Program Committee shall consider the reasons for refusal and reexamine the placement, and:
 - a. if an agreement is reached, the Individualized Educational Program Committee shall document the decision in accordance with Section 1.3.; or
 - b. if an agreement is not reached, the public agency shall use the impartial due process hearing procedures to determine if initial placement, continued placement or change of placement may occur without parental consent.
6. The public agency shall use the impartial due process hearing procedures to determine if the student may be assessed or initially provided special education and related services without parental consent. If the hearing officer upholds the agency, the agency may evaluate, initially provide special education and related services or change the student's placement without parental consent, subject to the parent's rights to appeal the hearing decision through civil action.

D. Content of notice.

1. The notice must include:

- a. a full explanation of all of the procedural safeguards available to the parents;
- b. a description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take the action, and a description of any options the agency considered and the reasons why those options were rejected;
- c. a description of each evaluation procedure, test, record or report the agency uses as a basis for the proposal or refusal; and
- d. a description of any other factors which are relevant to the agency's proposal or refusal.

2. The notice must be:

- a. written in language understandable to the general public; and
 - b. provided in the native language of the parent or other mode of communication used by the parent, unless it clearly is not feasible to do so.
3. If the native language or other mode of communication of the parent is not a written language, the public agency shall take steps to assure:
- a. that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - b. that the parent understands the content of the notice; and
 - c. that there is written evidence that the above requirements have been met.

E. Impartial due process hearing.

1. A parent or a public agency may initiate a hearing relevant to the proposal or refusal to initiate or change the identification, evaluation or educational placement of the student or the provision of a free appropriate public education by submitting a written request for a due process hearing to the West Virginia Department of Education.
2. Local educational agencies shall:
 - a. provide information to parents relevant to submitting written requests for due process hearings to the West Virginia Department of Education; or
 - b. forward any written requests received for due process hearings to the West Virginia Department of Education within five (5) calendar days of the date of receipt.

3. The West Virginia Department of Education shall provide assistance in alternative means for submitting such requests in instances where parents are unable to submit written requests.
4. If the parent initiates a hearing or if the parent requests the information, the West Virginia Department of Education shall inform the parent of any free or low-cost legal and other relevant services available in the area and that new federal legislation allows for the award of attorneys' fees to parents to cover attorneys' fees and related costs when the parent is the prevailing party, subject to certain constraints, and that such attorneys' fees may be agreed to by the parties or awarded by a court.
5. Although the process of mediation is not a regulation, a public agency may suggest mediation in disputes concerning the identification, evaluation and-or educational placement of an exceptional student and the provision of a free appropriate public education to a student through the development and implementation of an Individualized Education Program. Mediation can lead to resolution of differences between parents and agencies without the development of an adversarial relationship. However, mediation must not be used to deny or delay a right to a due process hearing.

F. Impartial hearing officer.

1. Persons qualified to serve as impartial hearing officers must meet the following criteria:
 - a. a law degree,
 - b. admission to the West Virginia Bar,
 - c. demonstrated competencies in due process, special education law, effective writing and speaking, decision-making, and related areas, as evidenced through application, interview and competency-based training.
2. The assigned hearing officer shall not be:
 - a. a person who is an employee of a public agency which is involved in the education or care of the student; or
 - b. any person having a personal or professional interest which would conflict with objectivity in the hearing; or
 - c. a school board official; or
 - d. a lawyer who represents boards of education or parents in actions against boards of education.
3. Lawyers referred to in subsection F.2 above shall be ineligible to begin hearing officer training or to serve as hearing officers during the pendency of any action in which they are involved and for one year following the conclusion of said representation.

4. A person who otherwise qualifies to conduct a hearing is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer.
 5. Upon receipt of a written request for a due process hearing, West Virginia Department of Education shall select a hearing officer by:
 - a. using a programmed selection process based upon rotation to select the hearing officer from the roster of qualified hearing officers;
 - b. making an initial determination whether the selected hearing officer has a personal or professional interest which would conflict with objectivity in the hearing;
 - c. selecting a new hearing officer if a conflict is determined; and
 - d. allowing either party to submit a challenge for cause to remove a biased hearing officer. Should a challenge for cause be filed, the state superintendent shall investigate the challenge and determine if cause for removal exists. The decision by the superintendent shall be final and not subject to appeal.
 6. The impartial hearing officer shall preside at the hearing, shall conduct the proceedings in a fair and impartial manner and shall take steps to assure that all hearings will be conducted and completed as quickly as possible.
 7. Hearing officers shall have the power to issue subpoenas requiring testimony or the production of books, papers, and physical or other evidence. Any person served with a subpoena pursuant to this section may object and ask the hearing officer in writing to quash or modify the subpoena as illegally or improvidently issued. The hearing officer shall immediately issue a decision on the validity of the subpoena. Any person served with a subpoena pursuant to this section shall have the right to petition the United States District Court for the county in which the hearing is to be held for an order to quash any subpoena issued pursuant to this section. A hearing officer may petition said court for an order of enforcement of a subpoena issued by the hearing officer. Nothing in this section shall prohibit the hearing officer from refusing to issue subpoenas which are requested for purposes of harassment, abuse of process, delay or which are obviously directed to persons who have no direct evidence in the matter to be heard.
 8. The West Virginia Department of Education shall maintain a list of attorneys trained to serve as hearing officers. The listing shall include a statement of the qualifications of each person. This information shall be provided to each public agency and to any party who requests the information in writing from the West Virginia Department of Education.
- G. Impartial due process hearing rights.
1. The burden of proof as to the appropriateness of any proposed action, as to why more normalized placement could-not adequately and

appropriately serve the individual's educational needs, and as to the adequacy and appropriateness of any test or evaluation procedure, will be upon the school personnel recommending the matter in contention.

2. At all stages of due process procedures, interpreters for the deaf or interpreters fluent in the primary language of the home shall be provided as needed at public expense.
3. Any party to a hearing has the right to:
 - a. be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of exceptional students;
 - b. present evidence and confront, cross-examine and compel the attendance of witnesses;
 - c. prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five days before the hearing;
 - d. obtain a written or electronic verbatim record of the hearing; and
 - e. obtain written findings of fact and decisions.
4. Parents involved in hearings must be given the right to:
 - a. have the student who is the subject of the hearing present; and
 - b. open the hearing to the public.

H. Due process hearing decision; appeal.

A decision made in a hearing is final, unless a party to the hearing appeals the decision through civil action.

I. Civil action.

Any party aggrieved by the findings and decision made in a hearing has the right to bring a civil action in any state court of competent jurisdiction within 120 days of the date of the issuance of the hearing officer's written decision or in a district court of the United States.

J. Timelines and convenience of hearings.

1. The West Virginia Department of Education shall assure that not later than 45 days after the department receives a written request for a due process hearing:
 - a. a final decision is reached in the hearing; and
 - b. a copy of the decision is mailed to each of the parties.

2. The West Virginia Department of Education shall transmit those findings and decisions, after deleting any personally identifiable information, to the West Virginia Advisory Council for the Education of Exceptional Children and make those findings and decisions available to the public.
3. A hearing officer may grant specific extensions of time beyond the timelines at the request of either party or on stipulations made by the parties.
4. Each hearing involving oral arguments must be conducted at a time and place which is reasonably convenient to the parents and student involved.

K. Student status during proceedings.

1. During the pendency of any administrative or judicial proceeding regarding a complaint, unless the public agency and the parents of the student agree otherwise, the student involved in the complaint must remain in ~~his or her~~ the student's present educational placement.
2. If the complaint involves an application for initial admission to public school, the student, with the consent of the parents, must be placed in the public school program until the completion of all the proceedings.

L. Surrogate parents.

1. Each public agency shall assure that the rights of a student are protected when:
 - a. no parent can be identified;
 - b. the public agency cannot determine the whereabouts of a parent; or
 - c. the student is a ward of the state under the West Virginia Statutes.
2. The duty of a public agency includes the assignment of an individual to act as a surrogate for the parents. The method for determining whether a student needs a surrogate parent and for assigning a surrogate parent to the student is outlined in the procedural document, West Virginia Surrogate Parent Manual.
3. Public agencies shall assure that a person selected as a surrogate has no interest that conflicts with the interests of the student he or she represents, and has knowledge and skills that assure adequate representation of the student.
4. A person assigned as a surrogate may not be an employee of a public agency which is involved in the education or care of the student. A person who otherwise qualifies to be a surrogate parent is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent.

5. The surrogate parent may represent the student in all matters related to:
 - a. the identification, evaluation and educational placement of the student; and
 - b. the provision of a free appropriate public education to the student through the development and implementation of the Individualized Education Program.

4.0 CONFIDENTIALITY OF INFORMATION

4.0 Each public agency shall establish policies and implement written procedures to assure the confidentiality rights that apply to all students through the Family Educational Rights and Privacy Act (34 CFR Part 99) and Procedures for the Collection, Maintenance and Disclosure of Student Data (State Board Policy 4350) and the following confidentiality rights and requirements that apply specifically to students with handicaps disabilities under the Individuals with Disabilities Education of-the-Handicapped Act (34 CFR 300.560-576).

A. Annual Notification of Rights

1. Each educational agency or institution shall give parents of students in attendance or eligible students in attendance at the agency or institution annual notice, in accordance with State Board Policy 4350, by such means as are reasonably likely to inform them of the following:
 - a. their rights under Section 438 of the Family Educational Rights and Privacy Act; the notice shall also inform parents of students or eligible students of the locations where copies of the policy may be obtained; and
 - b. the right to file complaints concerning alleged failure by the educational agency or institution to comply with the requirements of these policies.
2. Agencies and institutions shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

B. Access rights.

1. Each participating agency shall permit parents to inspect and review any education records relating to their exceptional students which are collected, maintained or used by the agency under this part. The agency shall comply with a request without unnecessary delay and before any meeting regarding an Individualized Education Program or hearing relating to the referral, assessment or placement for the exceptional student, and in no case more than 45 days after the request has been made.
2. The right to inspect and review education records under this section includes:
 - a. the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
 - b. the right to request that the agency provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and

c. the right to have a representative of the parent inspect and review the records.

3. An agency may presume that either parent has authority to inspect and review records relating to his or her exceptional child unless the agency has been provided with evidence that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

C. Record of access.

Each participating agency shall keep a record of parties obtaining access to education records collected, maintained, or used under this part, including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

D. Records on more than one exceptional student.

If any education record includes information on more than one exceptional student, the parents of an exceptional student shall have the right to inspect and review only the information relating to their exceptional student or to be informed of that specific information.

E. List of types and locations of information.

Each participating agency shall provide parents on request a list of the types and locations of education records collected, maintained or used by the agency.

F. Fees.

1. A participating education agency may charge a fee for copies of records which are made for parents. The fee may not prevent the parents from exercising their right to inspect and review those records.

2. A participating agency may not charge a fee to search for or to retrieve information under this part.

G. Amendment of records at parent's request.

1. A parent who believes that information in education records collected, maintained or used is inaccurate or misleading or violates the privacy or other rights of the exceptional student, may request the participating agency which maintains the information to amend the information.

2. The agency shall decide whether to amend the information, in accordance with the request, within a reasonable period of time of receipt of the request.

3. If the agency decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.

H. Opportunity for a hearing.

The agency shall, on request, provide an opportunity for a hearing to challenge information in education records to assure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the exceptional student.

I. Result of hearing.

1. If, as a result of the hearing, the agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the exceptional student, it shall amend the information accordingly and so inform the parent in writing.
2. If, as a result of the hearing, the agency decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other right of the exceptional student, it shall inform the parent of the right to place in the records it maintains on the exceptional student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the agency.
3. Any explanation placed in the records of the exceptional student under this section must:
 - a. be maintained by the agency as part of the records of the exceptional student as long as the record or contested portion is maintained by the agency; and
 - b. if the records of the exceptional student or the contested portion is disclosed by the agency to any party, the explanation must also be disclosed to the party.

J. Hearing procedures.

A hearing held under Section 4.0.H, to challenge information in education records, shall be conducted according to procedures which include at least the following elements:

1. The hearing shall be held within a reasonable period of time after the local educational agency or institution has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably, at least fourteen (14) days, in advance of the hearing;
2. The hearing may be conducted by any party, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing;
3. The parent of the student or the eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised under Section 4.0.H, and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney;

4. The local educational agency or institution shall make its decision in writing within a reasonable period of time after the conclusion of the hearing; and
5. The decision of the local educational agency or institution shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

K. Consent.

1. Parental consent must be obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using the information.
2. An educational agency or institution may not release information from education records to participating agencies without parental consent unless authorized to do so under State Board Policy 4350, Section 17.

L. Safeguards.

1. Each participating agency shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
2. One official at each participating agency shall assume responsibility for ensuring the confidentiality of any personally identifiable information.
3. All persons collecting or using personally identifiable information must receive training or instruction regarding the West Virginia Department of Education's policies as specified in State Board Policy 4350.
4. Each participating agency shall maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

M. Destruction of information.

1. The public agency shall inform parents when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the exceptional student.
2. The "no longer needed" information must be destroyed at the request of the parents.
3. However, a permanent record of an exceptional student's name, address and phone number, his- or -her grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation.
4. The personally identifiable information on an exceptional student may be retained permanently unless the parents request that it be destroyed. In informing the parents about their rights under this section, the agency should remind them that the records may be needed by the exceptional student or the parents for social security benefits or other purposes.