

CARBON CAREER & TECHNICAL INSTITUTE

SECTION: PROGRAMS

TITLE: SPECIAL EDUCATION

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2023

	113. SPECIAL EDUCATION
1. Purpose Title 22 Sec. 4.28 Title 22 Sec. 14.102 Title 22 Sec. 16	<p>The Joint Operating Committee affirms that each CCTI student with a disability shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The Special Education program shall comply with law, conform to school goals, and to the extent appropriate, and integrate Special Education programs with the regular instructional program of the career and technical school, consistent with the interests of the student with a disability and other students.</p>
2. Definition Title 22 Sec. 14.101, 102, 114 34 CFR 300.7 34 CFR 300.101 Title 22 Sec. 16.2 Title 22 Sec. 16.41 Title 22 Sec. 16.1	<p>Students with disabilities who are provided Special Education programs by the school shall include all children who meet the criteria defined by law and are residents of participating school districts.</p> <p>Students with Disabilities are defined as school-aged children who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of their disabilities, special education and related services. School-aged children who have identified disabilities but do not require special education may be entitled to accommodations or services or to enroll in courses or programs in the district which serves students with disabilities.</p> <p>Individualized Education Program (IEP) is a written document for each student deemed eligible for special education services that is developed, reviewed and revised in accordance with federal and state laws and regulations.</p> <p>Eligible students are those school-aged students served by the special education program as defined by law, residing in a participating school district.</p> <p>Gifted students are those school-aged children who have been determined as "mentally gifted" as defined by school law, are served by the special education program, residing in a participating school district, require specially designed instruction related to academic standards and assessment.</p> <p>Specially Designed Instruction refers to adaptations, modifications and accommodations to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum for gifted students.</p> <p>Appropriate means the education meets the student's special needs and allows the student to make educational progress. An appropriate education may comprise education in regular classes, with/without the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day (determined by the IEP team).</p>

	<p>Free Appropriate Public Education (FAPE) means students with disabilities receiving a public education, do so for free and receive supports and services as indicated in their IEP (as decided upon by the IEP team) or 504 plan, with the goal to help students make progress and be prepared for their future.</p> <p>Least Restrictive Environment (LRE) means to the maximum extent appropriate, students with disabilities, are educated with those without disabilities.</p>
<p>3. Authority 20 U.S.C. Sec. 1400 et seq 29 U.S.C. Sec. 794 42 U.S.C. Sec. 12101 et seq Title 22 Sec. 14.101 et seq SC 1372</p> <p>Title 22 Sec. 14.104 Title 22 Sec. 16</p>	<p>The Joint Operating Committee directs that all students with disabilities residing in participating districts shall be identified, evaluated, and provided with appropriate educational services, in accordance with federal and state laws and regulations. Such services shall be fostered by full cooperation between and among the participating districts and the career and technical school. These services shall included, but not be limited to, pre-vocational testing as necessary, case management procedures, and specially designed instruction. The school shall establish and implement a system of procedural safeguards and parental notification. CCTI shall implement a system of procedural safeguards in coordination with the participating school district.</p> <p>CCTI's professional development plan shall include procedures for educating students with disabilities and shall be aligned with the school's comprehensive plan and goals adopted by the Joint Operating Committee.</p> <p>The Joint Operating Committee shall determine the facilities, programs, services and staff that will be provided by the school for the instruction of students with disabilities.</p>
<p>4. Delegation of Responsibility Title 22 Sec. 14.101 et seq 34 CFR 300.4 et seq</p>	<p>The Administrative Director shall develop procedures and processes to implement Special Education programs and services, in accordance with federal and state laws and regulations.</p> <p>The Administrative Director or designee is directed to annually recommend to the Joint Operating Committee the employment and retention of necessary staff and provision of required facilities, programs and services to provide for the needs of students with disabilities.</p> <p>The Administrative Director or designee shall develop procedures for evaluating the effectiveness of the school's comprehensive plan and professional development plan and shall periodically report to the Joint Operating Committee the criteria and results of such evaluation.</p>
<p>5. Guidelines 34 CFR 300.550</p>	<p>The program to which each student with a disability is assigned shall be one that provides an appropriate education, seeks to assure success in learning, and offers the least restrictive environment, in accordance with federal and state regulations.</p>

	A Career & Technical Education (CTE) representative shall participate as an IEP team member to provide input regarding placement decisions and the development of the IEP.
	The IEP shall include CCTI teacher input, address safety education and training in accordance with state regulations, as it applies to students with disabilities enrolled in CTE.
34 CFR 300.560-300.576	The Joint Operating Committee directs that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family. CCTI's Gifted students' programming will include specially designed instruction to meet the student's needs, provide meaningful educational benefit and will include enhancement/enrichment of curriculum activities, projects and procedures.
42 U.S.C. Sec. 12101 et seq 29 U.S.C. Sec. 794 Pol. 103 Title 22 Sec. 16.1 Sec. 300.321 Title 22 Sec. 339.21 Title 22 Sec. 339.23	No student with a disability shall be denied, because of handicap/disability, participation in activities, programs or services offered or recognitions rendered regularly to students of CCTI unless the IEP team determines participation to be inappropriate. . Every effort shall be made to ensure the most appropriate placement of students into programs in which they can gain the requisite skills and knowledge for employment or post-secondary education. References: Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq Americans With Disabilities Act – 42 U.S.C. Sec. 12101 et seq Rehabilitation Act of 1973, Sec. 504 – 29 U.S.C. Sec. 794 Individuals With Disabilities Education Act Federal Regulation Part 300 School Code – 24 P.S. Sec. 1372 State Board of Education Regulations – 22 PA Code, Sec. 14.101 et seq School Code – 22 P.S. Sec. 339.23