

No. 113-AR
SCHOOL DISTRICT OF SPRINGFIELD TOWNSHIP
ADMINISTRATIVE RULE

113-AR. SPECIAL EDUCATION PLACEMENT PROCEDURE

The authority and responsibility for recommending to the Superintendent and parents that special education services are the appropriate services for a student rests with the Coordinator of Special Education.

The following procedure shall always be followed if a professional team (Instructional Support Team or Child Study Team) thinks a student may be eligible/exceptional.

1. The building principal and/or counselor should be notified, and signed parental permission must be obtained for multidisciplinary evaluation.
2. The student will be referred to the school psychologist who will coordinate the evaluation. The evaluation will be completed within forty-five (45) school days after the school receives written parental permission. The multidisciplinary evaluation team (MDT) will consist of the building principal, teacher(s), school psychologist, parent(s), and any other professional personnel who have knowledge of the student.
3. A Comprehensive Evaluation Report (CER) shall be written by the school psychologist within ten (10) school days after completion of the multidisciplinary evaluation.
4. A typewritten copy of the multidisciplinary CER shall be delivered to all team members, including parents, within five (5) school days of the completion of the report. Each member will sign the report stating agreement or disagreement.
5. Any member of the team may write a separate signed dissenting opinion stating the disagreement, giving supporting data and conclusions. Dissenting opinions shall be included as part of the CER.
6. An Individualized Education Program (IEP) conference shall be held following the completion and dissemination of the multidisciplinary CER. Participants will be the parent(s), teacher(s), building principal, school psychologist and any other professional personnel who have knowledge of the student. If the student appears to need special education services, the Coordinator of Special Education and a special education teacher will also be present.

7. If the IEP team decides the student is eligible/exceptional and in need of specially designed instruction, the team will develop a written IEP. The IEP shall be based on the multidisciplinary CER and shall include the following:
 - a. A statement of the student's present levels of educational performance.
 - b. A statement of annual goals, including short-term instructional objectives.
 - c. A statement of specific special educational services and programs to be provided to the student, the specific placement and the extent to which the student will be able to participate in regular educational programs.
 - d. The projected dates for initiation of services and programs and the anticipated duration of the services and programs.
 - e. Appropriate objective criteria including exit criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.
8. A copy of the IEP shall be provided to the parents along with a notice of parental rights and a Notice of Recommended Assignment (NORA) on which the parent(s), in writing, accept or do not accept the recommendation of the IEP.
9. When the Coordinator of Special Education receives written acceptance of the IEP from the parent(s) appropriate special education services are instituted.