

BOARD OF EDUCATION  
FAIRFIELD PUBLIC SCHOOLS  
FAIRFIELD, CT

**Policy Committee Meeting**

**AGENDA**

**Monday, May 2, 2016**

**4:30 p.m.**

501 Kings Highway East  
Superintendent's Conference Room

- I. Call to Order
- II. Approval of April 18, 2016 Meeting Minutes
- III. Policy
  - ♦ **Policy 5144.4** - Students – Discipline, Physical Exercise and Discipline of Students, **Mandated** Policy Recommended by CABE  
*Continued Discussion*
  - ♦ **Policy 5145.511** - Students – Exploitation, Sexual Abuse Prevention and Education Program, **Mandated** Policy Recommended by CABE  
*Included with the policy is a document entitled "Sexual Abuse Prevention and Education Program (Erin's Law)" to provide background information for legislation and policy.*
  - ♦ **Policy 6121** – Instruction – Nondiscrimination in the Instructional Program  
**Mandated** Policy Recommended by CABE
  - ♦ **Policy 6171.2** – Instruction – Special Education, Preschool Education  
**Mandated** Policy Recommended by CABE  
*Included with policy is a document entitled "Preschool Special Education" to provide background information for legislation and policy*
- IV. Open Discussion/Public Comment
- V. Adjournment
- VI. Future Items

Future Mtg. Dates and Times: *All meetings will be on Mondays, starting at 4:30 unless otherwise noted; May 9, May 23, June 13, August 29, September 12, September 26, October 10, November 7, December 5, 2016.*

All meetings will be held at 501 Kings Highway East, Superintendent's Conference Room unless otherwise noted.

BOARD OF EDUCATION  
FAIRFIELD PUBLIC SCHOOLS  
FAIRFIELD, CT

**Policy Committee MINUTES**

**Monday, April 18, 2016**

**4:30 p.m.**

501 Kings Highway East  
Superintendent's Conference Room

I. Mrs. Maxon-Kennelly called the meeting to order at 4:37 pm. Policy Committee members Mr. Calabrese and Ms. Karnal were in attendance. Dr. Title and Mr. Cummings were in attendance representing the administration.

II. Approval of March 28, 2016 Meeting Minutes  
References to Policy 5114 were changed to Policy 5119.  
Approved as amended **3-0**

III. Policy

- ♦ Policy 5131.7 Students – Weapons and Dangerous Instruments  
**Mandated** Policy Recommended by CABE

Recommended Changes:

(a) – remove duplicate 'means' in martial arts weapon definition

(b)– remove first paragraph beginning with "A destructive device.."

(b) – After the final paragraph, INSERT paragraph from Policy 5114 (i) - VI e, beginning with "When considering..."

*Approved for a First Reading at the 5/5/16 BOE Meeting: **3-0***

- ♦ Policy 5114 Students – Suspension and Expulsion/Due Process  
Recommended Changes:

(a) – Remove header "Existing Policy #5119..."

(b)– Section J, Paragraph 2 - Remove bold strike-out completely

(h) – Section VI Paragraph B – Replace K with PK

(h) – Section VI Paragraph B4, Replace first sentence with "For the definition of firearm, deadly weapon, dangerous instrument, and martial arts weapon, see Policy 5131.7"

(h and i) - Section VI Paragraph B4 – Remove all definitions after first (revised as above) sentence.

(i)– Remove section VI paragraph e and INSERT into Policy 5131.7(b) as the very last paragraph.

*Approved for a First Reading at the 5/5/16 BOE Meeting: **3-0***

- ♦ Policy 5144.4 Students – Discipline, Physical Exercise and Discipline of Students, **Mandated** Policy Recommended by CABE

Recommended Changes:

1. On 5144.4(a) – Remove second paragraph in #1 (Starting with Loss of recess...)

2. Under #3, Replace the title, “Wellness Instruction” to “Physical Education and Health Education”
3. Also under #3, replace “wellness instruction” in paragraphs 1 and 3 to “Physical Education and Health Education”

*Continued Discussion*

- ♦ Policy 5519 Students – Wellness

No changes needed.

- ♦ Policy 5145.511 Students – Exploitation, Sexual Abuse Prevention and Education Program, **Mandated** Policy Recommended by CABE

*Included with the policy is a document entitled “Sexual Abuse Prevention and Education Program (Erin’s Law) to provide background information for legislation and policy.*

To be discussed at next meeting.

IV. Open Discussion/Public Comment

V. Adjournment. Meeting adjourned at 5:50 pm.

*A mandated policy to consider.*

## **Students**

### **Discipline**

#### **Physical Exercise and Discipline of Students**

The Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

##### **1. Loss of Recess as Disciplinary Consequence**

Except as provided below, school employees may NOT prevent a student in elementary school from participating in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

This restriction shall not apply to students who are receiving in-school suspension.

##### **2. Physical Activity as Punishment**

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

##### **3. Physical Education and Health Education**

School employees shall not prevent students from participating in physical exercise during physical education and health education as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in physical education and health education or physical exercise activity as a disciplinary consequence.

## Students

### Discipline

#### Physical Exercise and Discipline of Students (continued)

The Superintendent of Schools is authorized to develop guidelines to implement this policy.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, "school employee" means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

(cf. 6142.10 – Health Education Program)

(cf. 6142.101 – Wellness)

(cf. 6142.61 – Physical Activity)

(cf. 6142.6 – Physical Education)

Legal Reference: Connecticut General Statutes

10-221o Lunch periods. Recess (as amended by P.A. 12-116, An Act Concerning Educational Reform, and P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools)

Policy adopted:

cps 3/14

**SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM (ERIN'S LAW)**  
*(BACKGROUND INFORMATION FOR POLICY REVIEW COMMITTEE)*  
PAGE 1

The General Assembly in 2014 passed Public Act 14-196, "An Act Concerning a State-Wide Sexual Abuse and Assault Awareness Program," which was signed into law by Governor Malloy. This legislation made Connecticut one of fifteen states that have passed what is known as "Erin's Law." Similar legislation is being considered in another twenty-two states.

Erin's Law is the work of advocate and author Erin Merryn, a victim of sexual abuse beginning at the age of six and lasting until she was thirteen. Merryn has become the public face of the often silent childhood sexual abuse epidemic. Statistics point out the severity of the epidemic. One in four girls and one in six boys are sexually abused before the age of eighteen. The largest number of sexually abused children is between the ages of eight and eleven years old. Children with disabilities are four times more likely to be abused. In addition, once a child has been abused they are at an increased risk of being abused again.

In January 2010, she began the process of advocating for enactment of a law requiring sexual abuse education and awareness in her home state of Illinois. The measure was signed into law by Illinois Governor Pat Quinn in January 2013. Since that time, Merryn has been on a crusade to see Erin's Law adopted in all states.

Connecticut's legislation is part of the nationwide trend in the adoption of "Erin's Law," which strives to stop childhood sexual abuse through awareness. Erin's Law requires that all public schools implement a prevention-oriented child sexual abuse program which teaches:

1. students age-appropriate techniques to recognize child sexual abuse and to tell a trusted adult;
2. school personnel all about child sexual abuse; and
3. parents and guardians the warning signs of child sexual abuse, plus needed assistance, referral or resource information to support sexually abused children and their families.

Public Act 14-196 requires, by July 1, 2015, the Department of Children and Families (DCF), together with the Department of Education (SDE) and Connecticut Sexual Assault Crisis Services, Inc., or a similar organization, to identify or develop a statewide sexual abuse and assault awareness and prevention program for use by local boards of education. The school boards must implement the program by October 1, 2015. June 2015 Special Session Public Act 15-5 changed this date to October 1, 2016.

Under the Act, the program must include (1) instructional modules for teachers; (2) age-appropriate educational materials for students in grades kindergarten through twelve; and (3) a uniform child sexual abuse and assault response policy and reporting procedure.

The age-appropriate materials for students may include (1) skills in recognizing (a) child sexual abuse and assault, (b) boundary violations and unwanted forms of touching and contact, and (c) ways offenders groom or desensitize victims and (2) strategies to (a) promote disclosure, (b) reduce self-blame, and (c) mobilize bystanders.

**SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM (ERIN'S LAW)**  
*(BACKGROUND INFORMATION FOR POLICY REVIEW COMMITTEE)*

PAGE 2

The response policy and reporting procedure may include (1) actions child victims may take to get help, (2) intervention and counseling options for child victims, (3) access to educational resources to help child victims succeed in school, and (4) uniform procedures for reporting instances of child sexual abuse and assault to school staff.

The legislation requires the program to include sexual abuse and assault prevention, as well as awareness. It also allows, rather than requires, the teachers' instructional modules to include certain training; and requires local and regional school boards, rather than the State Board of Education, to implement the program, and requires that it be implemented in each school district, rather than in each public school.

The Act allows students to opt out of the awareness program or any part of it if the student's parent or legal guardian so notifies the board of education in writing. School boards must provide exempt students with opportunities for study or schoolwork when the student would otherwise be participating in the program.

### **Policy Implications**

The law became effective in Connecticut on July 1, 2014. The current 2014-2015 school year is viewed as a planning and development year, both in terms of program development and model policy development. DCF and its assisting agencies, as previously described, is responsible for the development of a statewide sexual abuse and assault awareness and prevention program by July 1, 2015. (changed to July 1, 2016 by June 2015 Special Session Public Act 15-5)

Local districts are required to implement such a program by October 1, 2015. The local boards of education are further required to adopt and implement a uniform sexual abuse and assault response policy containing the items listed above. (changed to October 1, 2016 by June 2015 Special Session Public Act 15-5)

The CABE Policy Service has completed the research phase of developing a new model policy pertaining to this important issue. The purpose of a model policy is to provide districts with a blueprint for creating a comprehensive and effective response for a sexual abuse and assault awareness and prevention program.

The locally adopted policy should contain language pertaining to the district's intent to implement the statewide sexual abuse and assault awareness and prevention program for teachers and students by October 1, 2015. (changed to October 1, 2016 by June 2015 Special Session Public Act 15-5)

The new policy, codified as #5145.511, "Sexual Abuse Prevention and Education Program," and an accompanying administrative regulation and sample "Opt-Out" form follow for your consideration and use. The policy and administrative regulation utilizes the reporting procedure contained in policy #5141.4, "Reporting of Suspected Child Abuse," because it is believed that child sexual abuse or assault is a form of child abuse.

*April 2015*  
*Revised July 2015*

*P.A. 14-196 mandates a policy pertaining to this topic by October 1, 2016.*

## Students

### Exploitation; Sexual Harassment

### Sexual Abuse Prevention and Education Program

#### Definitions

**Sexual abuse** refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

**Sexual assault** usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse – a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

#### Program

The Fairfield Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with P.A. 14-196, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2015. 2016  
The program shall include, but not be limited to:

1. Providing mandatory training to all District staff to ensure they are fully informed on:
  - a. The warning signs of sexual abuse and sexual misconduct involving a child, including recognizing and reporting child sexual abuse,
  - b. Mandatory reporting requirements,
  - c. School District policies pertaining to sexual abuse and sexual misconduct,
  - d. Establishing and maintaining professional relationships with students,
  - e. Available resources for children affected by sexual abuse or misconduct, and



## Students

### Exploitation; Sexual Harassment

### Sexual Abuse Prevention and Education Program

#### Program (continued)

- f. Appropriate follow-up and care for abused students as they return to the classroom setting.
2. Providing students age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:
  - a. The skills to recognize:
    - i. Child sexual abuse and assault,
    - ii. Boundary violations and unwanted forms of touching and contact, and
    - iii. Ways offenders groom or desensitize victims.
  - b. Strategies to promote disclosure, reduce self-blame and mobilize bystanders.
  - c. Actions that child victims of sexual abuse and assault may take to obtain assistance.
  - d. Intervention and counseling options for child victims of sexual abuse and assault.
  - e. Access to educational resources to enable child victims of sexual abuse and assault to succeed in school.
  - f. Uniform procedures for reporting instances of child sexual abuse and assault to school staff members.

*[Note: Above items a, b, c, d, e, and f are required per P.A. 14-196.]*

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in classroom instruction regarding sexual abuse and sexual assault upon receipt by the Principal of a written request from the student's parent or guardian.

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

## Students

### Exploitation; Sexual Harassment

#### Sexual Abuse Prevention and Education Program (continued)

#### Reporting Child Sexual Abuse and Assault

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

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Connecticut General Statutes §17a-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5151.4.

(cf. 5131.911 – Bullying)

(cf. 5141.4 – Reporting of Suspected Child Abuse)

(cf. 5145.5 – Sexual Harassment)

Legal Reference: Connecticut General Statutes

17a-101q Statewide sexual abuse and assault awareness and prevention program (as amended by Section 415 of the June 2015 Special Session Public Act 15-5)

Policy adopted:

FAIRFIELD PUBLIC SCHOOLS  
Fairfield, Connecticut

*Sample mandated policy to consider.*

## **Instruction**

### **Nondiscrimination in the Instructional Program**

This school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

1. equal rights and opportunities for students and staff members in the school community.
2. equal opportunity for all students to participate in the total school program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to all students.
6. an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Each student, at the time s/he becomes eligible for participation, will be advised of his/her right to an equal opportunity to participate in school programs without discrimination of any kind.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public school prohibited.

10-18a Contents of textbooks and other general instructional materials.

10-226a Pupils of racial minorities.

10-145a(b) Certificates of qualification for teachers; Intergroup relations programs.

10-220 Duties of boards of education, as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.

Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq.  
Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted:

# PRESCHOOL SPECIAL EDUCATION

*(BACKGROUND INFORMATION FOR POLICY REVIEW COMMITTEE)*

PAGE 1

A Free Appropriate Public Education (FAPE) must be provided to “any child with a disability” between the ages of three and twenty-one who is not yet a graduate of high school, provided the child meets the criteria for special education and related services under the IDEA.

A “child with a disability” also includes a child three to five years of age who is experiencing developmental delay. School districts are required to provide an eligible student a Free Appropriate Public Education (FAPE) on and after his or her third birthday, notwithstanding the fact that the third birthday occurs outside the regular school year, although the decision as to whether a child requires services over the summer is determined by the child’s planning and placement team (PPT).

The IDEA covers all children with disabilities. Districts are required to identify all such children within the school district who are in need of special education services. This obligation is called “child find.” “Child find” responsibilities extend to all children residing within the district, including those who are home-schooled, homeless, wards of the state and attending private school.

In order to fulfill this “child find” obligation, once children with a suspected disability have been identified, the school district must evaluate these children, unless parental consent is not given. This duty to identify children in need of special education begins with their birth. In Connecticut, boards of education refer children younger than three to the “birth to three system.” This system is required to notify school districts annually of the students in the program who will turn three in the next year, thereby becoming the district’s responsibility.

Placement of a student with disabilities into ongoing activities of regular classrooms so that the student receives education with nondisabled match is known as mainstreaming. In reverse mainstreaming, regular education students are brought into special education classrooms. The program can be part-time or for a full school day. Usually, reverse mainstreaming is done in preschool and kindergarten classrooms. Preschool and kindergarten children can develop acceptance and tolerance easily while they are less aware of social stigma.

Children with special needs benefit socially and behaviorally from this arrangement because they have a well-adjusted child to imitate. Additionally, the program encourages social interaction and allows special education students to gather information from regular education students. Empathy is developed in regular students for those who are unable to perform at the level s/he can, and also an awareness of the many warm and interesting traits that the child with the disability brings to the room. Regular child will get an opportunity to view the child with special needs as a human being with many qualities that are admirable. Moreover, an incapable child can be found capable of many things sometimes with and sometimes without help.

## **Policy Implications**

Policy #6171.2, “Preschool Special Education,” pertains to this issue. It has been revised to include information pertaining to the concept of the “reverse mainstreaming model” and tuition. These are not mandated revisions to this policy.

The revised policy follows for consideration and use. This is considered an optional policy for inclusion in the district’s policy manual.

*April 2015*

*Updated policy on preschool special education to consider.*

## **Instruction**

### **Special Education**

#### **Preschool Special Education**

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the “Birth to Age Three” screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District’s program shall be based upon the “reverse mainstreaming model” which maintains a significant number of non-disabled (regular education) students who serve as role models for the students with identified special needs. The Director/Supervisor of Special Education is responsible to coordinate and evaluate the program annually to make recommendation to the Superintendent of Schools or his/her designee.

The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students enrolled in the program;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

## **Instruction**

### **Special Education**

#### **Preschool Special Education (continued)**

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

### **Tuition**

Non-disabled (regular education) students enrolled in the "reverse mainstreaming" preschool program will be required to pay tuition for the program. Identified students or students who qualify for free or reduced lunch will not be charged for tuition. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a monthly payment plan. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

10-76a Definitions.

10-76b State supervision of special education programs and services.

10-76c Receipt and use of money and personal property.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)

10-76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special education.

10-76g State aid for special education.

## **Instruction**

### **Special Education**

#### **Preschool Special Education**

Legal Reference: Connecticut General Statutes (continued)

10-76h Special education hearing and review procedure. Mediation of disputes.

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions.

10-76b-1 through 10-76b-4 Supervision and administration.

10-76d-1 through 10-76d-19 Conditions of instruction.

10-76h-1 through 10-76h-2 Due process.

10-76l-1 Program Evaluation.

10-145a-24 through 10-145a-31 Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted:  
cps 1/01  
rev 4/15