POLICY 4001

YOLO COUNTY SPECIAL EDUCATION
LOCAL PLAN AREA (SELPA)

SPECIAL CIRCUMSTANCE INSTRUCTIONAL SUPPORT

POLICY:

It shall be the responsibility of each member Local Education Agency (LEA) of the Yolo County SELPA to make provisions for service delivery options for individuals with exceptional needs which are consistent with both state and federal laws pertaining to the continuum of alternative placements and least restrictive environment. When an IEP Team is considering special circumstance support for a student, all aspects of the student’s program must be considered with the intent of maximizing student independence. A student’s total educational program must be carefully evaluated to determine where support is indicated, such as:

1. Health/Personal Care Issues
2. Behavior Support
3. Instruction
4. Inclusion/Mainstreaming

Children require different levels of support and a plan must be developed and monitored in accordance with the individual’s unique needs and the particular setting. It is important for the plan to specify the conditions and circumstances under which special circumstance support appears appropriate for a student. Regardless of the circumstances, which may indicate the need for special circumstance support, it is imperative for every plan to address the roles of teacher, support, plan monitoring, schedule and review for fading the support, with comparative review of independent skill sets.

Reference: EC 56205-56208
20 U.S.C. 1412(a) (5)
§300.115
§300.114

Superintendents’ Council

Adopted: April 24, 2009
Second Reading: April 24, 2009
First Reading: March 27, 2009
PROCEDURE 4001

YOLO COUNTY SPECIAL EDUCATION
LOCAL PLAN AREA (SELPA)

SPECIAL CIRCUMSTANCE INSTRUCTIONAL SUPPORT

PROCEDURE:

Establishing the Need for Special Circumstance Instructional Support:

1. Complete Observation (with parent consent)
2. Complete the “Student Needs for Additional Support Rubric”
3. Complete Summary of Data
4. Analysis of Resources Currently Available to Support Student
5. Referral Request for Special Circumstance Instructional Support
6. IEP Meeting Held

IEP Language

If the team finds a need for additional classroom support, the IEP team must:

1. Develop goals and objectives that address the skills that need to be taught in order for the special circumstance support to be faded. If the decision is to increase instructional support, develop goals and objectives.

2. Develop the schedule for review of the student’s program, which leads to the fading of the special circumstance support. It is recommended that the team meet every 3 to 6 months, except for the cases of extreme medical needs, but no longer than at each annual IEP meeting.

3. In the case of health and safety emergencies, special education administrators may approve immediate additional support.

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