

FAIRLAND BOARD OF EDUCATION		EHBC
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SPECIAL EDUCATION

It is the policy of this school district to provide special education to all exceptional children who reside in the school district. This duty will be satisfied by the district directly providing special education for such children.

Prior to July 1, 1990, exceptional children shall mean educable intellectually disabled children, trainable intellectually disabled children, speech-defective children, emotionally disturbed or perceptually handicapped children, children with special health problems, children requiring the services of a visiting counselor, children with special learning disabilities as a result of neurological impairment, multiple-handicapped children, and other handicapped children of four years of age as of the first day of September of the school year, and on and after July 1, 1990 of three years of age; provided up to July 1, 1991, that there shall be no set minimum age for blind children, partially blind children, deaf and hard-of-hearing children, and low incidence severely multiple-handicapped children, i.e., deaf-blind, retarded-cerebral palsied, autistic, and other children failing to thrive.

Provided, on and after July 1, 1991, children from age birth through two years (0-24 months) of age who meet the eligibility criteria specified in Section 3 of the Oklahoma Early Intervention Act, shall be served pursuant to the provisions of the Oklahoma Early Intervention Act; further provided that any children served shall be bona fide residents of this state, whose conditions are such that it is impractical or impossible for them to benefit from or participate in the regular classroom program of the public schools in the district in which they reside and whose education requires a modification of the classroom program. Provided that the attendance of said children in special education classes shall be included in the average daily attendance computations for State Aid purposes.

If valid and reliable testing and full and individual evaluation materials appear to have led to the overrepresentation of students who are members of a particular race, national origin or cultural group in any special education category, then the school district shall conduct a thorough self-evaluation in order to determine:

1. Whether additional or substitute materials and procedures, which have at least equal predictive validity, but do not have such an adverse effect on members of a particular racial, national origin or cultural group, can be identified.
2. Whether any of the following resulted in racial or cultural bias:
 - a. The use of tests with inherent content and/or language bias;
 - b. The use of tests that lack validity for a group of persons with whom or the purposes for which they are used;
 - c. The use of tests that lack reliability for a group of persons with whom they are used;
 - d. The presence of culturally and linguistically incompetent test administration;
 - e. Student unfamiliarity with test behaviors and assumptions;
 - f. Student discomfort with the test administrator and/or testing environment;

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- g. Lack of student motivation to perform well; and/or
- h. The failure to integrate full and individual evaluation information from multiple sources and/or to reconcile inconsistent or conflicting full and individual evaluation results.

SPECIAL EDUCATION (Cont.)

The school district will utilize the policies and procedures for Special Education Services set forth by the Oklahoma State Department of Education.

REFERENCE: 70 O.S. §1-107
70 O.S. §13-101 through §13-113
70 O.S. §18-109.5
Individuals With Disabilities Education Act, 20 USC §1400, et seq.