



## **Administrative Regulation 6801 SPECIAL EDUCATION NEIGHBORHOOD PROGRAMMING**

**Responsible Office:** Office of Student Services

### **PURPOSE**

In accordance with Board Policy 6800, this administrative regulation establishes guidelines and protocols related to Special Education Neighborhood Programming in the Washoe County School District ("District" or "WCSD").

### **REGULATION**

1. This regulation complies with Board policies, administrative regulations, and federal and state laws and regulations related to where students with disabilities in specialized programs receive educational services.
2. In collaboration with the Office of School Leadership, Transportation Department, and the Office of Business and Financial Services, the Office of Student Services shall create neighborhoods comprised of multiple elementary schools that will provide specialized or self-contained programming for students with disabilities.
  - a. The Office of Student Services will make every attempt to ensure specialized or self-contained programming is provided in every neighborhood, including Comprehensive Life Skills (CLS), Strategies, Social Resource, and Social Intervention Programs (SIP). However, District-wide regional programs may be created to provide specialized or self-contained programming, rather than neighborhood programming, which is determined by the Office of Student Services.
    - i. Based on the Individuals with Disabilities Education Act (IDEA), the student's Individualized Education Program (IEP) team determines the placement of the student in special education and the District determines the location where the student will receive services.
  - b. A neighborhood may have more than one class of specialized or self-contained programming (e.g. ABC Elementary and LMN Elementary are in the same neighborhood and both schools have two CLS classrooms). The Office of Student Services will first attempt to place the student in a program in the neighborhood that is as close as possible to where their home school resides.
  - c. If specialized or self-contained programming in a neighborhood is at capacity and cannot support additional students, the Office of Student Services, in consultation with the Office of School Leadership,

Transportation Department, and the Office of Business and Financial Services, will evaluate whether a new program for the specialized or self-contained program should be created in the neighborhood. This determination should consider projected student enrollments within the neighborhood, associated costs, and matriculation pathways.

- i. An example of when this would not happen is if the Office of Student Services creates regional programming and the specialized or self-contained programming is not available in every neighborhood.
3. The Office of Student Services, in collaboration with the Office of School Leadership, Transportation Department, and the Office of Business and Financial Services, is currently reviewing specialized or self-contained programming in all middle and high schools in the District. Recommendations will be made to the Superintendent and this regulation will be revised based on approvals.
4. If a parent/guardian of a student with a disability in a specialized or self-contained program wants a variance to a school that is outside of their neighborhood or has not been identified by the Office of Student Services, a variance request may be submitted. However, the variance may only be approved by both the Area Superintendent and Executive Director of Student Services who directly support the assigned school.
5. The Office of Student Services, in collaboration with the Office of School Leadership, Transportation Department, and the Office of Business and Financial Services, shall periodically review the locations of specialized or self-contained programming and the programming neighborhoods to assess whether the neighborhoods should be consolidated or expanded based on program needs, area growth, and financial liabilities.

## **DEFINITIONS**

1. Individualized Education Program (IEP) refers to the written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability.
2. Local Educational Agency (LEA) is defined in the Individuals with Disabilities in Education Act (IDEA) 2004 as a public board of education or other public authority legally constituted within a state for either administrative control or direction of or to perform a service function for public schools. The LEA is acting

on behalf of the school board of education when making decisions, committing resources, and implementing the IEP.

3. Specialized programs, or self-contained programs, provide a more restrictive environment for students who require a greater level of support in order to access their potential, which is determined by the IEP team. Examples include Comprehensive Life Skill (CLS) and Strategies.

### **DESIRED OUTCOMES**

1. Through this regulation, the District:
  - a. Is creating elementary neighborhood programming which will allow students with disabilities in specialized or self-contained programs to matriculate through grades with typical peers and neighborhood students,
  - b. Is reducing travel time students may spend on a school bus, and
  - c. Is reducing the need for students to move multiple times between schools.

### **IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS**

1. This policy aligns with the District's Strategic Plan and aligns/complies with the governing documents of the District, to include:
  - a. Board Policy 6800, Special Education
  - b. Administrative Regulation 5015, Variance from Zoned School
2. This Administrative Regulation complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), and specifically:
  - a. Chapter 392, Pupils
3. This policy complies with federal laws and regulations, to include:
  - a. Individuals with Disabilities Education Act (IDEA)

### **REVISION HISTORY**

| Date      | Revision | Modification |
|-----------|----------|--------------|
| 8/28/2018 | 1.0      | Adopted      |