

# POLICY

## BOARD OF EDUCATION OF MONTGOMERY COUNTY

---

**Related Entries:** ABC, ABC-RA, IEA, IEB, IED, IEF, JOA-RA

**Responsible Office:** Deputy Superintendent of Schools

### **Education of Students with Disabilities**

#### **A. PURPOSE**

To affirm the Board of Education's commitment to the principles articulated in federal and state law regarding the provision of a free and appropriate public education (FAPE), the protection of the rights of all eligible students with disabilities, and the principle that every child can learn and succeed.

#### **B. ISSUE**

Federal and state law govern the provision of early intervention and special education services to students with disabilities from birth through the end of the school year in which they turn 21 years old. These laws require procedures for the identification, evaluation, and educational placement of the child. Under these laws, qualified children are ensured the provision of FAPE in accordance with an Individualized Education Program (IEP) or are provided services under an Individualized Family Service Plan (IFSP).

#### **C. POSITION**

Montgomery County Public Schools (MCPS) is committed to:

1. Providing opportunities for all students to achieve at the highest possible levels, as well as access a comprehensive, collaborative, and individualized support system that enables students with disabilities to make progress in the MCPS curriculum.
2. Creating a climate of acceptance, respect, and high expectations that result in academic achievement and the attainment of other important knowledge and skills for all students, based on the principle that every child can learn and succeed.
3. Improving educational results for children with disabilities by assuring their access to instruction in the general education class to the maximum extent possible.

4. The participation to the maximum extent possible of students with disabilities with non-disabled peers in all aspects of school life, including academic, social, and extracurricular activities, as a critical component of their educational experience.
5. Providing a continuum of services for students with disabilities and educating them in the least restrictive environment appropriate for the child to ensure success for every student. Consideration must first be given to providing services in the student's home school.
6. Collaborating with government agencies, the business sector, and families to provide an educational program that prepares students with disabilities for self-sufficient and productive lives as full participating members of our society and leads to positive post-school results in education and training, employment, accessing adult services, independent living, and community participation.
7. Working with parents in constructive, collaborative partnerships to provide the home/school link fundamental to student success.
8. All staff, both special and general education personnel, share accountability for the education of students with disabilities.
9. Developing and implementing systemwide supportive general education interventions and culturally responsive instructional practices that help to eliminate any misidentification and/or misclassification of students, particularly minority students, with special attention to the specific disability categories of emotional disturbance, mental retardation, and specific learning disability.
10. Actively seeking to locate, identify, and evaluate children residing in the county or who have been placed by their parents in private schools located in the county, including children who are homeless, highly mobile, or are wards of the state, who are suspected by parent, school, or other responsible source of being a child with a disability whether enrolled in public, private, or religious schools. Outreach activities are conducted with interagency collaboration.

**D. DESIRED OUTCOME(S)**

An educational system that is committed to the success of all students, requires accountability for the performance results of all students, and fosters and promotes respect, acceptance, and high expectations for all students.

**E. REVIEW AND REPORTING**

This policy will be reviewed in accordance with the Board of Education policy review process.

***Policy History:*** Adopted by Resolution No. 834-78, December 5, 1978 reaffirmed by Resolution No. 19-85, January 8, 1985, reformatted in accordance with Resolution 333-86, June 12, 1986, and Resolution 458-86, August 12, 1986; amended by Resolution 382-93, May 11, 1993; amended by Resolution No. 347-06, July 18, 2006.