



SEA SPECIAL EDUCATION POLICY POSITION – adopted by Rep Council, 8/23/16

SEA believes that students with exceptional needs should be educated in the most appropriate placement based on their Individual Educational Program (IEP); and that while some students with disabilities can benefit by instruction in age-appropriate regular education classes, others require specialized small group instruction to have fair and appropriate access to the curriculum. Since class size and caseload limits are vital to supporting educators' efforts, full funding is crucial to provide a full continuum of services educationally appropriate to meet students' needs.

Appropriate Placement

SEA believes Individuals with Exceptional Needs (IWENS) should be educated in the most appropriate needs based placement as stated in the IEP. A continuum of placements should be available to meet the needs of these individuals for special education and/or related services, including regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. The impact of this continuum of placements must be bargained; especially the issues of class size, coordinated planning time for the staff involved, and appropriate inclusion programs. Greater emphasis must be placed on collaboration between regular education teachers and special education staff to improve and expand services to children. Full funding for professional development, resources, and personnel is required to implement a prevention-based framework for improving learning outcomes for all students and should be included in district's Local Control Accountability Plan.

Special Education Programs: Foundation for Excellence

SEA believes that while some students with disabilities can benefit by instruction in age-appropriate regular education classes, others require specialized small group instruction to have fair and appropriate access to the curriculum. Districts must comply with the federal Individuals with Disabilities Education Act (IDEA), including provisions protecting parent and student rights, professional rights, IEP timelines, and establishing eligibility standards. Decisions about the appropriate education for an exceptional child must be individually determined and made with active involvement of varied professionals. Educators retain the right to participate in development of IEP's for students whom they serve and can be invited to participate in such IEP meetings. Adequate funding is crucial to the success of these programs. Proposed reforms must be fully funded and appropriations must not be diverted to other programs.

Special Education Plan Local Committees

A committee within the Sweetwater Union High School District should create the district plan for special education. Composed of 25% administrators, 50% special education teachers, and 25% regular classroom teachers, the committee and the administrative entity of each agency should cooperatively develop and implement the local plan for special education.