

Exceptional Child Education Procedures

Summary of Proposed Changes

- **Throughout:** Minor language/grammar updated for clarity
- **Document Year:** Updated from 2024 to **2025**.
- **Superintendent:** Updated from Dr. Martin "Marty" Pollio to **Brian Yearwood**.
- **Board Membership:** The list of Board members was updated:
 - **Members Removed:** Dr. Chris Kolb, Joseph Marshall, Sarah McIntosh.
 - **Members Added:** Trevin Bass, Taylor Everett, Tricia Lister.
- **Definitions:**
 - **Case load for special class-** updated to mirror Kentucky Regulations
 - **Class size for resource class-** updated to mirror Kentucky Regulations
 - **Educational performance, updated for clarity-** "is relevant functional, developmental and academic information on how the student presents in the school environment that is gathered using a variety of assessment tools"
 - **Intervener, added definition-** "means a person who works consistently one-to-one with an individual who is deafblind to help them gather information, develop and use communication skills, and establish relationships. The need for intervening services is determined by an ARC."
- **Section 2- Referral System:**
 - **Removed due to updated processes:** "Any student with a suspected disability will be evaluated regardless of their race or ethnicity. The JCPS Lead Psychologist has a monitoring system in the event a student transfers from one school to another school within JCPS during the initial evaluation process."
- **Section 14. Manifestation Determination and Interim Alternative Educational Setting (IAES)**
 - **Add:** "Conduct a functional behavioral assessment unless there is an existing, current functional behavioral assessment that is relevant to the behavior. A behavioral intervention plan that was created from the current, relevant functional behavioral assessment must be in place and being implemented currently."