

10 GUIDING PRINCIPLES FOR SPECIAL EDUCATION

1. Students will receive services in the Least Restrictive Environment (LRE) as required by the law. LRE is determined for each student by the IEP team and the decision is based upon student data.
2. Students will be served in their neighborhood school unless the student's need for specially designed instruction justifies a different placement in another school.
3. The district will provide a continuum of services to meet the individual needs of students in the least restrictive environment.
4. Each school will provide a continuum of services to meet individual needs of students in the least restrictive environment. The continuum of services may vary from year to year and semester to semester depending upon the individual needs of the student.
5. The special education evaluation will identify a student with a disability and document the adverse educational impact, the effect of the disability on the student's progress in the general education curriculum and the need for specially designed instruction.
6. The IEP present levels of performance will be drawn from the data and documentation of need recorded in the evaluation.
7. The IEP goals and objectives will flow from the student's present levels of educational performance. Students will receive specially designed instruction in the areas targeted by the goals and objectives.
8. State, district and curriculum-based assessment measures will be used to measure student progress on the goals and objectives. Progress will be reported to parents at the same time that all students receive progress reports.
9. All staff will use research-based curriculum, materials and strategies and proven best practices when providing services to students.
10. Staff will be provided professional development activities to enhance instructional skills, to remain current in all laws and regulations, and to implement proven best practices in instruction and assessment.