

Special Education is specially-designed instruction based on the needs of an individual student. As required by law, District #200 provides a free & appropriate public education (FAPE) to students with disabilities from birth through age 21 who attend both public and private schools.

Students who qualify will be eligible for a continuum of services based on individual needs. These services are determined by the Individual Educational Plan (IEP) team and are written in the student's IEP. Frequent communication between general education teachers and special education teachers ensure that all team members are aware of the disability; adaptations & modifications in the delivery of instruction, expectations, and evaluation can be made to fit individual needs of the student. The student will have the opportunity to develop his/her skills to receive meaningful benefit from and access to the general education curriculum to the extent appropriate. Credits earned from Special Education services may be applicable to required graduation credits and elective credits as the needs of the student's IEP dictate. The student will be given the opportunity to explore careers and plan for transition from high school to post-high school education/training, employment, and/or independent living.

The following range of services are available and determined by individual needs and IEP team decisions:

- Students with disabilities functioning in the regular education program with the assistance of special education supportive services such as: Consultation with the classroom teacher, monitoring progress, modification of the curriculum, or direct teaching within the regular classroom.
- Students with disabilities functioning in the regular education program but needing services outside the regular classroom.
- Students with disabilities whose primary placement is in a special education program with some mainstreaming in regular education.
- Students who, due to the intensity of their needs, are placed in specialized programs in locations other than their home school.

### **BELIEFS**

- We believe all students belong to our community and all staff have a role in preparing them to be functioning members of our community.
- We believe all students can learn and deserve to have their educational needs met.
- We believe students will be active participants and responsible for understanding their disabilities in order to advocate for themselves.
- We believe in the protection of the rights of our students and their families.
- We believe curriculum content needs to provide a full spectrum of options for all students in the least restrictive environment. Curriculum can be individualized, functional, and appropriate.
- We believe programs that serve students with disabilities need to be a team venture between students, parents, educators and community. Services will revolve around the student's strengths and needs. Service will create a smooth transition throughout the student's educational career and into their adult lives.
- We believe parents are primary educators and an integral part of the team.
- We believe in data driven outcomes as a way of monitoring and documenting student change and service quality.
- We believe in the process of special education evaluation, eligibility determination, and the development of a written individual education plan.
- We believe in promoting students to become lifelong learners and functional members of the community.
- We believe in data-driven outcomes to document continuous student progress.
- We believe in a continuous improvement process for the Special Services Department in order to meet student needs.