

## SPECIAL EDUCATION SYSTEM

Special Education is an integral part of the educational system in Independent School District No. 194. Through its special education and related services, the District provides a free, appropriate education to all children and youth who are handicapped, ages birth to 21, either in our District or through out-of district placement.

District 194 will develop a Total Special Education System Plan which includes descriptions of:

1. The District's procedures for the identification and assessment of handicapped pupils;
2. The District's methods of providing the special instruction and services for the identified handicapped pupils;
3. The District's administration and management plan to ensure effective and efficient results of the procedures and methods from 1 and 2 above; and
4. Procedures to ensure compliance with State statutes and rules relating to the education of handicapped pupils.

The Special Education Program in District 194 is based upon a strong belief in the following six principles of Public Law 94/142.

1. District 194 ensures that all handicapped children be provided a free, appropriate public education.
2. The principle of nondiscriminatory evaluation dictates that a handicapped child must receive a full, individual education prior to placement in a special education program.
3. The principle of individualized education programs (I.E.P.) dictates that the needs of handicapped students will be met through the development and implementation of an I.E.P. for each student.

The student's Individual Education Plan will provide:

- a. A documentation of the student's current level of educational performance.
- b. Annual goals or the attainments expected by the end of the school year.
- c. Short-term objectives stated in instructional terms which are the intermediate steps leading to the mastery of annual goals.
- d. Documentation of the particular special education and related services which will be provided to the child.
- e. An indication of the extent of time that a child will participate in the regular education program.
- f. Projected dates for initiating services and anticipated duration of services.
- g. Evaluation procedures and schedules for determining mastery of short-term objectives at least on an annual basis.

4. The principle of least restrictive environment means that to the maximum extent appropriate, handicapped children will be educated with children who are not handicapped. A continuum of educational services from more restrictive to less restrictive alternative placements will be provided by the District.
5. The principle of due process are procedures which seek to ensure the fairness of educational decisions and the accountability of both the professionals and the parents making these decisions. The specific due process safeguards in P.L. 94/142 are delineated in the Total Special Education System Plan.
6. The principle of parental participation includes those rights and responsibilities that primarily involve access to educational records and information and involvement in the development of educational policy for the individual handicapped student. Particular requirements for parent rights and procedural safeguards are delineated in the due process procedures in the Total Special Education System Plan.

District 194 Special Education Department is responsible for assessing the training needs of District staff members and providing the appropriate inservice training through the Comprehensive System of Personnel Development Committees as well as State agencies.

It is the policy of District 194 to provide full special educational services to all children and youth, as required by statute, including those resident students enrolled in non-public schools.

Adopted by School Board  
November 8, 1977  
Revised September 8, 1981  
Revised February 25, 1986  
Revised April 11, 1989

Independent School District No. 194  
Lakeville, MN 55044