General Education:

1. All students are in the general education program and should be working to the maximum extent possible in general education settings with general education supports. **(least restrictive environment)**

2. Grade level expectations (GLEs) define the learning targets for all students at a specific grade level.

3. **Differentiated instruction** should occur in all classrooms.

4. A three tiered **assessment system** should be informing classroom instruction, i.e. universal screening for all (3-4 x per year), diagnostic assessment for some (if universal screener indicates learning concern), progress monitoring for some (when interventions implemented).

5. A well articulated building process (**child study team**) should in place for collegial sharing and problem solving when student learning concerns are identified. (RTI)
   a. A clear expectation is needed for the type of **data** staff share at child study meetings when problem solving is needed for a student learning concern.

Special Education (Considered as Last Option)

1. To qualify for special education a student must meet three criteria:
   a. Have one of 15 disabilities outlined in law
   b. Demonstrate an adverse impact in general education
   c. Need specially designed instruction

2. A special education referral occurs after attempting multiple interventions that have been implemented with fidelity and are supported by data.

3. The evaluation team decides if the criteria in #1 are met. Each person on the team has a role in the evaluation process. Parents, with one exception, are not part of the evaluation team.

4. The IEP team makes decisions for annual goals and services only in qualifying areas. The IEP team also identifies the Supplementary Aids and Services to be provided by general education teachers in the general education environment.
   a. Each member of the team has a specific role
   b. Least restrictive environment is the rule—gen ed is maximized to the greatest extent possible

Other General Education Supports:

- Building designed interventions, i.e. targeted supports based on three tiered assessment analysis
- Other specific “Special Services” programs can serve as interventions in addition to general education interventions
  - English Language Learners
  - Learning Assistance Program (LAP)
  - Title
- 504 accommodations