

DOVER SCHOOL DISTRICT	POLICY CODE: IHBA
DATE OF ADOPTION: OCTOBER 10, 2005	PAGE 1 OF 1

SPECIAL EDUCATION

The Dover School District, in accordance with its philosophy of education, should provide a learning environment in which:

All students who are identified as needing special education and related services shall have the same opportunity as those not so identified to attend their neighborhood schools in classrooms with their same-age peers. Special classes, separate schooling, or removal of pupils from the regular class environment should occur only when extensive and appropriate individual program planning indicates that education in regular classes with the provision of supplementary supports and services cannot meet the student's educational and social needs, or there is clear evidence that partial or full removal is desirable for the welfare of the child or other children. If removal from the regular class is deemed necessary, this should occur for a limited period and with a goal-oriented plan focused on returning the child to his/her regular class.

Modifications to the curriculum for individual students will be done and implemented collaboratively by special educators, therapists, and regular educators.

Individual Education Program (IEP) development, implementation, and review will be a collective effort between school, parents, and students, and, when appropriate, community agencies.

Students will have the opportunity to be included in all activities of the school.

The IEP will address current and future functioning in integrated educational, community, and vocational settings.

All students will have equal opportunity to complete a course of studies leading to a high school diploma.

Statutory/Regulatory/Policy Cross References

Section 504 Procedural Safeguards

ADA

20 USCA {1401 et seq.}

RSA 186-C, Special Education