- *Stud ge in self-advocacy and ar olved in determining their own educational goal*
- *nd other famil bers, are engaged as meaningful partners in the ucation proc d the education of their child.*
- *rs desi ovide, and assess the effectiveness of specially-designed ion ovide students with disabilities with access to participate and e general education curriculum.*
- *eache s provide research-based instructional teaching and learning strategies and s pports for students with disabilities.*
- *rovide multi-tiered systems of behavioral and academic support.*
- *de high-quality inclusive programs and activities.*
- *Schools ropriate instruction for students with disabilities in career develop portunities to participate in work-based learning.*

Guiding Principles

The following principles will be used by the State to review policy, technical assistance and other improvement activities. School districts and schools are encouraged to use these principles to review practice and to identify and act on areas where impro vement is needed.

STUDENTS ENGAGE IN SELF-ADVOCACY AND ARE INVOLVED IN DETERMINING THEIR OWN EDUCATIONAL GOALS AND PLANS .

This is evident when:

- Students participate in individualized education program (IEP) meetings.
- Students create and monitor their progress towards academic and social goals.
- Students engage in career planning and selection of courses of study to prepare them for post-secondary living, working and learning.

PARENTS, AND OTHER FAMILY MEMBERS , ARE ENGAGED AS MEANINGFUL PARTNERS IN THE SPECIAL EDUCATION PROCESS AND THE EDUCATION OF THEIR CHILD .

This is evident when:

- Parents report that they understand the special education process and their due process rights and actively participate in the development of their child's IEP.
- Parents understand what their child is expected to know and be able to do to progress toward the State learning standards.
- Parents and educators engage in frequent, respectful and open discussion of the educational needs of the student.
- r10.5 (t48.36or)-6 (s)8. engage

TEACHERS PROVIDE RESEARCH-BASED INSTRUCTIONAL TEACHING AND LEARNING STRATEGIES AND SUPPORTS FOR STUDENTS WITH DISABILITIES .

This is evident when:

- All teachers develop lessons that allow multiple entry points and multiple modes of

SCHOOLS PROVIDE APPROPRIATE INSTRUCTION FOR STUDENTS WITH DISABILITIES IN CAREER DEVELOPMENT AND OPPORTUNITIES TO PARTICIPATE IN WORK-BASED LEARNING.

This is evident when:

- Students are provided age-