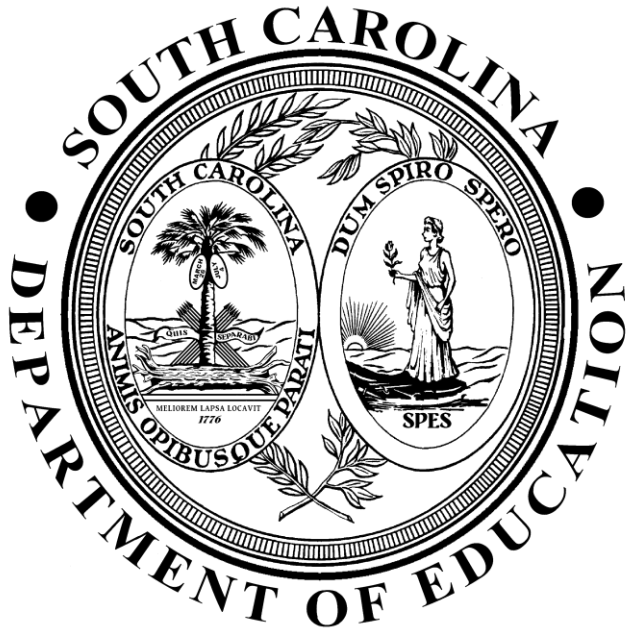


STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION



Special Education Insights for the 2025 South Carolina College- and College-Ready Mathematics Standards

June 2024

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Considerations for Students Identified with a Disability

For students enrolled in special education, regardless of disability category, instruction must be individualized to the areas of the student's specific need. The role of an individualized education program (IEP) is to provide special education students a free and appropriate education (FAPE) in the least restrictive environment (LRE) to the maximum extent possible. Local education agencies achieve this goal through individualized specialized instruction and support as outlined in a student's IEP.

In order for the special education student to be involved in and make progress in the general education curriculum, i.e. the same curriculum as for non-disabled children, as described in 20 U.S.C. § 1414(d)(1)(A)(i)(I)(aa) and 34 C.F.R. § 300.320(a)(1)(i), IEP teams develop an IEP to meet a student's identified needs and to provide the most access to and support academic progress aligned with state academic standards. IEP teams develop an IEP to meet a student's identified needs and to provide the most access to and support academic progress aligned with state academic standards. Rigorous IEP goals promote progression through general education academic standards to ultimately prepare special education students for higher education, employment, and independent living. An IEP should take into account a student's present levels of performance and include the steps necessary to close the gap with that student's non-disabled same aged peers.

The objective for both general education students and special education students is to master grade level academic standards. A student's IEP must be based on individualized supports identified by the IEP team and described in the IEP. The IEP team should consider a vertical progression of skills, which are aligned with academic grade level standards. The IEP team should write an IEP to meet the student where they are, whatever grade level standard that might be (i.e., a grade level below), and then design appropriate next steps to progress the student's skills. IEPs are based on individual strengths and weaknesses, regardless of grade level, with the ultimate goal of meeting the profile of the South Carolina graduate.

General education teachers have a responsibility to ensure access to the general education curriculum, which supports the academic standards, using the accommodations and supports in the IEP. A student's IEP should include formative and summative diagnostic data, gathered by both general education staff and special education staff, to inform IEP goals through consistent progress monitoring.

IDEA Section 300.1
IDEA Section 300.320

Guiding Principle

IDEA recognizes thirteen disability categories. Each of these categories is unique with specific needs should be considered for each individual student relative to progress and access to the general education curriculum in all applicable settings.

IDEA's Categories of Disability:

- Autism
- Deaf and Hard of Hearing
- Deaf-blindness
- Developmental Delay
- Emotional disabilities
- Intellectual disabilities
- Multiple disabilities
- Orthopedic impairment
- Other Health impairment
- Specific learning disability
- Speech-language impairment
- Traumatic brain injury
- Visual impairment

References

Individuals with Disabilities Education Act, 34 C.F.R. § 300.1. (2015).

Individuals with Disabilities Education Act, 34 C.F.R. § 300.320. (2015).