

Renfroe Middle School Inclusion and Special Educational Needs Policy

Introduction

Renfroe Middle School and Decatur High school are public schools in the State of Georgia (U.S.A.) and as such adhere to the policies and practices delineated in the City Schools of Decatur Special Education Handbook. At RMS, we include all students in the learning opportunities offered inside the classroom, and we believe this policy strongly supports our schools' mission statement:

RMS seeks to develop curious, caring, self-directed global citizens in a safe, supportive, and inclusive community where all students are challenged to strive for personal and academic growth.

Below you will find relevant excerpts of the City Schools of Decatur Special Education Handbook outlining the special education instructional service delivery policy. This plan was developed to provide each student with the maximum opportunity to succeed in school and gain an appropriate educational foundation. It is expected that with appropriate motivation, the vast majority of City Schools of Decatur students who receive appropriate instruction can make satisfactory progress each year. It is expected that most will be able each year to achieve a level of academic proficiency and social and emotional development, which will enable them to benefit from instruction at the next level.

The Special Education Handbook is reviewed and amended annually to meet the needs of students in the City Schools of Decatur. All instructional personnel of the City Schools of Decatur are charged with the authority and responsibility to implement the policies and practices found in the Special Education Handbook for the purposes of achieving state, district, and school goals.

Student Education Services Progression -- Policies

III. Special Education Services

A. The Individual Education Program (IEP)

An IEP is a written plan for a student with a disability that is developed, implemented, reviewed, and revised in accordance with Special Education Rules (Rule 160-4-7.01 through Rule 160-4-7.27). This requirement applies to all local school systems and state-operated programs.

In developing each IEP, the IEP Committee shall consider the strengths and needs of the student, the concerns of the parent(s)/guardian(s) /surrogate parent(s) for the student's education, the impact of the student's disability on performance in the general education curriculum,

the results of the initial or most recent evaluation, and the results, as appropriate, of the student's statewide or district-wide assessments.

No City Schools of Decatur, teacher, or other person is required by IDEA or State Board Special Education Rules (Rule 160-4-7.01 through Rule 160-4-7.27.7) to be held accountable if the projected goals are not reached. However, IDEA does not prohibit City Schools of Decatur from establishing accountability systems regarding teacher, school, system performance. This does not limit the rights of a parent/guardian/surrogate parent to request revision of the IEP or to request a due process hearing if he or she thinks such efforts are not being made.

3. Individual Education Plan Content

The IEP plan includes the following content:

a. A statement of the student's present levels of educational performance. This statement shall describe how the student's disability affects his or her educational performance in both academic and nonacademic areas. It must include a statement of how the student's disability affects involvement and progress in the general curriculum, or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities. The student's needs in academic, social and/or adaptive skills are described using the results of state and local testing, teacher observations and data collection.

m. A statement of the projected frequency, duration, and, location of the special education services that will be provided to the student will be included in the IEP. This statement includes the projected dates for initiation of services, and the ending or annual review date of the IEP document. It also includes the location and service delivery model of services -- for example, the general education environment or special education environment and who will be providing the service (e.g., special education teacher, paraprofessional, therapist, etc.)

Paragraph "n" below outlines the service delivery models that the IEP team considers when determining services.

n. The delivery model of services will be clearly outlined in the IEP document.

The following delivery models are considered by the IEP team:

- Co-Taught model: The special education teacher works with the identified students and the general education teacher within the general classroom setting.
- Consultative model: The special education teacher assists the general education teacher in understanding the needs of the student with a disability and in developing appropriate modifications and adaptations to meet the student's needs within the regular classroom. At a minimum,

the special education teacher works directly with the student with a disability one segment per month.

- Separate Class model: The special education teacher works with identified students in a special education class. All students in this class are being served under Individual Education Plans.

- Supportive service model: Personnel such as paraprofessionals, interpreters, job coaches and other assistive personnel provide special education support, rather than certified special education teachers.

Special Education Services and the International Baccalaureate Program

A range of service options are available to meet the needs of each student. The term “least restrictive environment” refers to the setting determined by the IEP team to give the child as much contact as possible with typical age-appropriate peers while meeting the child’s unique educational needs.

Students may receive services in more than one setting. For example, a student may spend part of their day in a general education classroom and part of the day in a special education classroom. Some of the different service options that are available to meet student needs include direct service in the general education classroom, pull out services by a specialist or small group support in a resource classroom. As a student’s needs change, different educational environments may be appropriate.

Inclusion

As part of the schools’ implementation of the IB Programs, special education is provided as a supplement to the general education given by the school. Because we value diversity, we strive to serve all students the curriculum (IB) in a variety of formats. In our learning environments every effort is made to remove barriers to a child’s learning and success. We work to ensure all students achieve their academic and social potential. Professional development and collaborative work among all of the stakeholders helps to ensure a sense of success for all no matter the educational path traveled during the learning.

When a student’s needs are best met in a small class, they are afforded this opportunity. However, these students (as well as all learners) are also supported within their classrooms to ensure access to the curriculum.

Resource

Resource services are defined as direct specially designed instruction provided to an individual student with disabilities or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student’s regular instruction time. These services are provided in an individual or group setting for a portion of the day. Resource classes supplement the instruction provided in the general education classroom through consulting teacher services or collaborative/co-teaching services.

Follow up

Regular meetings with the student, parents, and teachers take place each school year to track and follow the student's progress. A progress report is written each term to address learning and behavior goals for the student, and parents are provided with regular feedback on their child's development.

Special Education Services and IB

Students that receive special education support are also included in the IB Programs at Renfroe Middle School and Decatur High School. It is the expectation that all students are involved in the inquiry process and the learning within the units of instruction. Development of the attributes of the learner profile and the essential elements of the programs are available to every student at RMS and DHS. Special education teachers should model, scaffold and support students in completing inquiries and learning connected to the units of study. Student assessments may be modified to provide students the necessary support to demonstrate their learning.

Conclusion

All staff are responsible for ensuring that **all students** are provided with a learning environment that offers them opportunities to enrich their knowledge and to feel part of a community of diverse learners.