

IB MYP Special Educational Needs (SEN) Policy Coastal Middle School and Johnson High School

School Vision and Mission

Mission- To ignite a passion for learning and teaching at high levels

Vision- From school to the world: ALL students prepared for productive futures

With its focus on the inclusion of all students and differentiation to meet the needs of a diverse group of learners, the SEN policy is consistent with the school Vision and Mission, as well as IB policy and practice.

Legal Requirements

The Individuals with Disabilities Education Act (IDEA) mandates that

- All qualified persons are entitled to a Free Appropriate Public Education (FAPE).
- The district must conduct a comprehensive evaluation to determine eligibility.
- An Individual Education Plan (IEP) for eligible students must be developed and implemented.
- Inclusion and content teachers work together to provide services and accommodations as decreed in the IEP.
- The IEP prescribes instruction in the Least Restrictive Environment (LRE).
- Inclusion students are included in the general education classes, where appropriate.

Screening and Identification

Students who may need additional services are identified based on screeners that include the following:

- Georgia Milestones Assessment System (GMAS)
- Measurable Academic Progress (MAP)
- Vision and Hearing Screenings

Based upon this data, students may be referred for Tier 2 and/ or 3 interventions as part of the Response to Intervention (RTI) process. Students in Tiers 2 and 3 are assessed regularly and data is analyzed to determine whether testing for special education is appropriate.

Communication and Confidentiality

- Progress monitoring reports, report cards, emails, telephone calls, and parent conferences help provide outgoing communication to all parents.
- Parents are invited to all RTI Tier 3 and IEP meetings.
- Parent input is encouraged and parental consent is required before students receive any special education services.
- Parents receive a copy of Parents' Rights to Special Education at each IEP meeting.

- The general education teachers are provided with copies of accommodations and modifications for each student in their classes.
- The transition plan in the IEP and the transition specialist serve to provide information during transition stages. Copies of the IEP with written parent consent are forwarded to the receiving schools.
- The testing coordinator and principal are responsible for dissemination of testing results. Under the Parent and Family Rights to Confidentiality provision in IDEA, student records are only shared with those staff working directly with the student. This information is electronically secured by password on a district network.

SCHOOL DEVELOPMENT

- The Department of Exceptional Children provides various trainings throughout the school year. In addition, Special Education (SPED) staff seeks life-long learning via local, state, and national agencies.
- SPED staff continues to support reform in inclusion education via the most recent updates on the strategies, methods, and implementation techniques.
- The policy review process is supported by the following events: periodic progress monitoring; data analysis of test scores to drive instruction; monthly SPED meetings whereby the ECST redelivers content from the district level; the SPED network (TIENET) administrator provides periodic updates on district and state level changes; annual training by the Department of Exceptional Children.

RESOURCES

- As part of the LRE inclusion model, the school has access to both school-wide and district-level resources to maximize learning support.
- Available experts include the following: inclusion teachers, SPED paraprofessionals, speech and language pathologists, Exceptional Children Support Teachers (ECST), district staffing specialist, program manager, deaf and hard of hearing teachers, sign language interpreters, occupational and physical therapists, school nurses, audiologist, parent community liaison, board-certified behavior analyst, autism specialist, school guidance counselors, school psychologist, school social worker, school resource officers, transition specialist.
- At the school level, the principal is responsible for finding, allocating, and deploying resources. The program manager serves in this capacity at the district level.
- School facilities have been constructed to be physically accessible to all students.
- Students with disabilities are included in the regular curriculum prescribed by the state and delivered within the MYP framework. In addition, they participate in state examinations as prescribed by the IEP. Students with disabilities have full access to all school activities such as athletics, clubs, organizations, and school sponsored events.

