



# *Rogers International School*

## *Inclusion/Special Needs Policy*

*updated Feb. 2023*

As a public school in the Stamford Public School system, Rogers International School follows the protocols and policies as outlined by the Stamford Public School. Please see guidelines and regulations here:

<https://www.stamfordpublicschools.org/departments/special-ed-and-related-services>

A general synopsis of the Inclusion/Special Needs Policy at RIS is as follows:

### Identification Process:

If a teacher or parent has concerns about a student, they will contact the SRBI (Scientifically Research Based Intervention) support teacher by completing a “Request for Support” form. The SRBI teacher will work with the teachers to create strategies and accommodations that address the areas of concern for that student. The SRBI support teacher often consults with members of the Planning and Placement Team as well as literacy and math facilitators to create an effective intervention plan. If Response to Intervention is effective, the student will continue to use strategies without special education support. However, if the student continues to have areas in which to work on, the SRBI support teacher can request a Planning and Placement Team meeting. The team, along with parent(s), determines whether or not to move forward and evaluate the student to determine eligibility for receiving special education services.

### Special Education Services:

Once a student is diagnosed with a disability, an Individual Education Plan (IEP) is created. Our philosophy is inclusion is the most effective way to reach the needs of students with IEPs. Therefore, speech and language services are provided in an inclusive environment. Counseling can be provided during lunch groups or on an individual basis depending on the student’s needs. Also, counseling can be provided to students that are not identified with a disability with a parent's permission. Special education services are provided based on the student’s needs. Most often, special education services are provided in an inclusive setting, often in either whole group or small group instruction.

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