



Ridgeway Middle School International Baccalaureate World Optional School Special Educational Needs/Inclusive Education Policy 2023-2024

Introduction and Purpose:

The purpose of this document is to:

- Communicate to all stakeholders in our IB community – administrators, teachers, students, and parents/guardians – the program’s expectations for creating and maintaining the least restrictive educational environment for all learners as required by IBO.
- Provide clear guidelines to all stakeholders by defining appropriate vision, goals, and practice in the context of the Middle Years Program within Shelby County Schools
- Establish clear responsibilities of all stakeholders.

Program Philosophy

It is the philosophy of both IB and Shelby County Schools that every child can learn and that every child should be provided with those creative, thinking and learning skills that will carry them to success as adults, making them self-sufficient citizens, caring and reflective members of society, and productive contributors in the global market place. Therefore, it is our program’s vision, in the context of the inclusive nature of MYP and the learner-centered nature of IB instructions, that all students receive the necessary resources, guidance, accommodations, and differentiation needed to attain their highest level of personal success.

The Exceptional Education Department offers a wide variety of programs to meet the needs of students who qualify under state guidelines for services. Our Exceptional Education population at Ridgeway Middle is diverse. As a department, it is our job to be responsive to individual differences and to provide programs to meet every student’s needs. We are dedicated to empowering our students with the skills necessary to achieve academic success, to participate in a wide variety of experiences and challenges, and to transition into becoming productive citizens upon graduation.

Our department is divided into the following subsets: Resource/Inclusion and Functional Skills

The Exceptional Education department meets monthly to keep current on topics of importance ranging from placement, incentives for students, department needs, census, monitoring, and so on. Mrs. Graves is the Exceptional Education Department Chair and she plans and facilitates these meetings.

In addition to four special education teachers, the school also has four assistants that have specific roles. Two of the assistants provide one-on-one service to three specific students. These assistants are responsible for assisting the classroom teacher with the student’s goals and objectives during instructional time, class work, lunch duty with the students and bathroom breaks. The students are to be supervised at all times in and outside the classroom by the

classroom teacher and/or the assistant. The other two assistants assist in Ms. Washington's Functional Skills classroom.

Related Services are provided in the areas of Speech/Language Therapy, Occupational Therapy, and Physical Therapy. Providers of those services schedule visits to students according to the student's IEP.

Exceptional Ed Program Descriptions

Comprehensive Development Classroom (CDC)

Mrs. Graves is the self-contained Functional Skills teacher and has two assistants (Mrs. Woods and Mr. Boyle) who work in her class. All the students have an IEP (Individualized Education Plan) with specific goals, objectives, modifications, and accommodations that are followed daily. The students go outside the classroom for one exploratory class each semester.

Resource

The goal of the Resource program is to meet the specific needs of students who qualify under state guidelines for assistance in basic academics and communication skills. The school currently has three Resource teachers: Mrs. Graves, Mr. Boyle and Ms. Woods. These teachers work in conjunction with the General Ed teachers to meet the goals and objectives of each student's IEP (Individualized Education Plan) in order to ensure success in school and help them plan their transition into the next grade level. Inclusion services offered by the Resource program are as follows:

Inclusion

Inclusion is another service options offered at Ridgeway Middle. This class allows the students to interact with their grade level peers with special accommodations and co-teaching. Students receiving special education services are placed in a homeroom with general education students. The Special Education teacher rotates with the specific homerooms during their Language and Literature and Math classes.

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