



## Renaissance High School Inclusion Policy

*Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid. –Albert Einstein*

### Philosophy

Renaissance High School was created with the intention of serving as the West Ada School District's flagship school for academic rigor and the IB teaching and learning philosophy. As such, Renaissance staff, parents and community strive to educate the whole student.

Renaissance High School and the West Ada School District recognize that schools should provide a safe and nurturing environment that welcomes and includes all students, and that collaboration with the community is vital to the preparation of children for transition to adulthood. Further, we recognize that all children deserve an appropriate education. This includes appropriate interventions at all levels designed to provide each student an educational experience that helps them benefit from the general education curriculum with the understanding that all students are unique in their abilities to learn.

Appropriate intervention, at all levels, should take place in order to provide the most successful educational experience possible, with the understanding that all students are unique in their abilities to learn. A team approach consisting of professionals, parents, and students are employed to design educational programming that meet the needs of individual students. Training and support of every member of the educational staff is essential to the successful education of all students.

Following best teaching practice, Renaissance provides all students with multiple teaching techniques, strategies and experiences within the framework of the general education curriculum. Additionally, we promote effective communication between the educational team, families, and other significant people in the student's life. Finally, we provide an environment that promotes effective learning.

### Definitions

**Special Education:** is an educational support system designed to help eligible students, with their unique abilities, learn and become productive members of society.

**504:** Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law which prohibits discrimination against individuals with disabilities. It applies to any school which receives federal funds. The intent of this law is to provide students with disabilities equal access to educational programs, services, and activities. Students with disabilities may not be denied participation in school programs and activities solely on the basis of disability.

**IEP:** The Individualized Education Program (IEP) is a written document that is developed for each eligible student with a disability and documents the specially designed instruction and related services. The IEP is the product of team collaboration among a parent/adult student, district personnel, and other IEP team members who, through full and equal participation, identify the unique needs of a student with a disability and plan the special education services to meet those needs.

**FAPE:** Free Appropriate Public Education (FAPE) means special education and related services that:

1. are provided at public expense (free);
2. are provided in conformity with an appropriately developed individualized education program, or IEP (appropriate);
3. are provided under public supervision and direction (public);

4. include an appropriate preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education (education).

### **Renaissance Accommodations:**

Renaissance staff follow student IEP and 504 plans. Teachers are made aware of student accommodations through individual meetings with parents, case workers, or school counselors. Teachers are supported by the school counselors or the district case workers who provide necessary assistance or guidance to meet student needs.

Renaissance has additional accommodations for students. Several of the school-sponsored accommodations are listed below:

The Scribe: The Scribe is an after-school student-run and teacher-sponsored writing center. Students receive direct feedback and assistance on their written work, whether for academic or extracurricular purposes. Scribe consultants (students) receive training on peer assessment and writing styles.

AAP: The Academic Accountability Plan (AAP) is a school program designed to assist and support students in self-management and completing their assignments. Students can sign up for AAP with teachers to receive additional help, however, students may also be recommended by Renaissance staff. AAP is not required. Parents are notified if students are recommended by staff.

Language Lounge: The Language Lounge is a student-run and teacher-supported second language learning center. Students receive assistance in language learning, both oral and written.

Pi Center: The Pi Center is a student-run and teacher-supported math center. Students receive direct assistance and support with mathematical problems and theories.

### **IB Special Needs Policy (A7.1)**

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized. Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavior challenges
- multiple disabilities and/or physical, sensory, medical or mental health issues

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered.

### **Parent and Student Rights**

- Take part in and receive benefits from public education programs without discrimination because of the student's disabilities.
- Receive notice of the rights under federal law;
- Receive notice regarding student identification, evaluation, or placement of the student;

- Receive a free appropriate public education. This includes the right to be educated in a general education classroom to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow the student an equal opportunity to participate in school and school-related activities;
- Receive an education with facilities and services comparable to those provided for all students;
- Receive special education and related services if the student is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act;
- Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;
- Have transportation provided to and from a program not operated by the district if the district places the student in the program;
- Have an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
- Examine relevant records relating to decisions regarding the student's identification, evaluation, educational program, and placement;
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny the access to the records;
- Receive a response from the school district to reasonable requests for explanations and interpretations of the student's records;
- Request amendment of the student's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the student's privacy rights. If the school district refuses this request for amendment, the parent will be notified and advised of the right to a hearing;
- Request mediation or an impartial due process hearing related to decisions or actions regarding the student's identification, evaluation, educational program or placement. The parents and student may take part in the hearing and have attorney representation. Hearing or mediation requests must be made to the district 504 Compliance Officer;
- Ask for payment of reasonable attorney fees if the claim is successful;
- File a local grievance.

### **Links with School Policies**

Academic Honesty and Integrity Policy: Students, IEP's and 504 Plans will take into account the requirements of the Academic Honesty & Integrity Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS. Special Education accommodations will take into account academic honesty and they will be created in a way to support and ensure academic honesty.

Language Policy: Student language needs will be considered when creating and implementing Special Education policies.

Assessment Policy: Students will be assessed using established best practice. Assessments will follow the student's specific special education accommodations/plans.

### **Policy Review and Distribution**

Renaissance's Special Education Policy will be reviewed and edited as needed annually by the administration at the end of the academic year. The policy will be reviewed by the staff at the beginning of each academic year. The policy is available to the school and larger communities on the school website.

The policy will be audited by a committee of staff, students, and parents every three years in the fall of the school year. The most recent audit was in the spring of 2015 and the next will be the spring of 2018.

The students, staff and parents involved in the audit will be volunteers and will attempt to represent a cross section of the school community. The audit committee will be comprised of a maximum of twelve individuals, ideally four teachers, four students and four parents (including the librarian and a member of the technology staff).

### **Resources**

- Renaissance High School Student Handbook (2015-2016)
- Interlake High School Special Education Policy (2013)
- Washington-Lee High School Special Needs Policy
- West Ada Special Education handbook
- Idaho State Department of Education: Special Education Manual 2015
- International Baccalaureate Handbook of Procedures for the Diploma Program

### **Assessment Policy Committee**

- Christy Bertagnolli: Group 2 teacher / LD Advisor
- Karly Bryant: Group 1 teacher
- Tim Smith: Group 2 teacher
- Heather Davis: Group 3 teacher
- Dave Carley: TOK teacher
- Lila Lake: Group 1/ PPS Teacher
- Michelle Farrell: IBDP/IBCP Coordinator
- Shana Hawkins: RHS Principal