

**Roberto Clemente Middle School**  
*Special Education Needs Policy*

The Roberto Clemente Middle School community actively builds collaborative partnerships within the community that encourage educators, administrators, students and their families to narrow the achievement gap between general education and special education through the implementation of the International Baccalaureate Middle Years Programme. By removing barriers to learning and increasing participation, based upon particular learning styles, strengths, and challenges, all students will build positive relationships and move toward becoming life-long learners.

Resources at RCMS are dedicated to support particular individual special education needs as well as an effective magnet program for gifted learners. These combined efforts provide a strong foundation to build upon, encouraging the community of learning to increase its capacity for integration. Particular learning styles that require differentiated instruction to meet students' learning needs and styles and will be supported.

RCMS will create an environment that fosters student learning in a variety of ways and settings, and is committed to school-wide training that will enhance all educators to support students in their least restrictive environment. The Resource Teacher for Special Education (RTSE), the IB Coordinator, Magnet Coordinator, Staff Development Teacher (SDT), administration and counseling department will be responsible for identifying teacher training needs and how to best identify and serve students with special needs. The monitoring of this training will be included in the CPDP (Comprehensive Professional Development Plan). Collaboration among the staff and parents will support efforts for heterogeneous classes along with input from counselors, case managers, and para-teacher support in classrooms when necessary. Teaching and learning will build upon what students know and can do.

Teachers will work with special education educators, instructors, counselors, and parents in planning, delivery, and assessment of the individual education program (IEP) process. Monitoring of student progress and ongoing feedback to parents regarding their child's development occurs throughout the year and more formally on an annual basis through IEP and 504 meetings. Teachers will accommodate highly gifted learners through an enriched and accelerated curriculum within center programs. Scheduling should put case managers in the same classes as the students whom they manage and should include common planning periods to adjust teaching methods or content throughout the school year.

Programs at Roberto Clemente Middle School that are designed to meet the needs of students include Learning for Independence (LFI), The Gifted and Talented Learning Disabled (GTLTD) and LAD (Learning and Academic Disabilities). In order to meet the needs of the highly gifted in the upcounty region, including highly able students local to the comprehensive program, two application programs, The Humanities and Communications Program and The Math, Science, Computer Science Program, comprise

The Upcounty Center for the Highly Gifted at Roberto Clemente Middle School.

Students will be encouraged to share their gifts, enhance their social awareness, including collaboration, empathy, and relationship-building skills, and share their gifts as they are able in integrated settings. On the local level this diversity will enhance the goal of becoming a global citizen by allowing all students to consider, embrace, and encourage the needs of others. The RCMS community will encourage life-long learners through quality education that promotes global change through inquiry and action.