

<b>SEVEN GENERATIONS CHARTER SCHOOL</b>	SECTION: PROGRAMS
	TITLE: 164 – INCLUSION
	ADOPTED: April 12, 2011
	REVISED:

Policy	<p>In accordance with applicable state and federal regulations regarding students with disabilities, the Board of Trustees (“Board”) of Seven Generations Charter School (“Charter School”) recognizes and directs as follows:</p> <p>To the maximum extent appropriate, children with disabilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p> <p>A continuum of alternative placements must be available to meet the needs of children with disabilities for special education and related services. The continuum must include alternative placements (including, but not limited to: instruction in regular classes, supplementary aids and services, instruction in special classes, instruction in alternative schools, home instruction, and instruction in hospitals and institutions to the extent required by applicable laws and regulations).</p> <p>Administration is further directed to make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement to the extent required by law and to inform the Board when supplementary aids and services must be procured and/or approved by the Board.</p> <p>In determining the educational placement of a child with a disability, Administration is directed to ensure that the placement decision is made by a group of persons, including the parents, and other person knowledgeable about: the child, the meaning of the evaluation data, and the placement options. Such decision must be made in conformity with the LRE provisions of the federal regulations.</p> <p>The child’s placement must be determined at least annually; be based on the child’s IEP; and must be as close as possible to the child’s home to the extent required by applicable law. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.</p> <p>In selecting the LRE, Administration is directed to give consideration to any potential harmful effect on the child or on the quality of services that he or she needs.</p>
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A child with a disability is not to be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in the applicable state and federal regulations, Administration is directed to ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.

Administration is directed to ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

Administration shall ensure that the IEP Team making educational placement decisions understands and adheres to the following guiding principles from the Pennsylvania Department of Education ("PDE") to the extent that they are consistent with applicable federal and state regulations:

1. A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP; moreover, FAPE must be delivered in the LRE as per the IEP Team;
2. Students will not be removed from regular education classrooms merely because of the severity of their disabilities;
3. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, the team is obligated to ensure that those services are provided to the extent required by applicable state and federal regulations and laws;
4. IEP Teams must determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom;
5. The team will consider the full range of supplementary aids and services in regular education classrooms, based on peer-reviewed research to the extent practicable, including modification of curriculum content, before contemplating placement in a more restrictive setting.

To determine whether a child with disabilities can be educated satisfactorily in a regular education classroom with supplementary aids and services, the following factors provided by the PDE shall be considered and addressed:

1. What efforts have been made to accommodate the child in the regular classroom and with what outcome(s);
2. What additional efforts (i.e. supplementary aids and services) in the regular classroom are possible;
3. What are the educational benefits available to the student in the regular classroom, with the use of appropriate supplementary aids and services; and

4. Are there possible significant and negative effects of the child's inclusion on the other students in the class?

Per the PDE, the presumption is that the IEP Teams begin placement discussions with a consideration of the regular education classroom and the supplementary aids and services that are needed to enable a student with a disability to benefit from educational services. Benefit from educational services is measured by the progress toward the goals and objectives of the student's IEP, not by mastery of the general education curriculum, and is not limited to academic progress alone; therefore, Administration is directed to ensure that special education placement in a more restrictive environment is not justified solely on the basis that the child might make greater academic progress outside the regular education environment.

The law and the PDE policy favor education with nondisabled peer; however, inclusion or education with nondisabled peers is not a foregone conclusion; such a decision remains exclusively with the IEP Team as they consider FAPE. An IEP Team may choose a more specialized setting if:

1. The student will receive greater benefit from education in a specialized setting than in a regular class;
2. He or she is so disruptive as to significantly impair the education of other students in the class; or
3. The cost of implementing a given student's IEP in the regular classroom will significantly affect other children in the LRE.

If, after considering these factors, an IEP Team determines that the student needs to be educated in a more specialized setting, the school is required to include the child in school programs with nondisabled children to the maximum extent appropriate. These may include but are not limited to extracurricular activities, assembly programs, recess, lunch, homeroom, etc. Note that a student is not required to "try out" each level of LRE and "fail" before the student moves to a more specialized setting.

Administration is further directed to provide opportunities for teachers to participate in professional development and to become aware of peer-reviewed and research-based practices that can be used to support students in regular classroom settings. In consideration of PDE guidance, Administration is directed to ensure that:

- Program and placement decisions are based on student strengths, potential and needs;
- IEP Teams consider the regular classroom with supplementary aids and services before considering a more restrictive environment;
- Staff is aware of this policy on inclusion;
- Supportive team structures are in place to enable general education teachers to effectively educate students with IEPs in the regular classroom as appropriate;
- IEP Teams use the more current IEP format;

<p>Delegation of Responsibility</p>	<ul style="list-style-type: none"> <li>• Educational placement decisions are made in the proper IEP sequence, which is:             <ol style="list-style-type: none"> <li>1. Initial eligibility decision;</li> <li>2. Determine FAPE and design the program (i.e. IEP);</li> <li>3. Determine whether FAPE can be delivered in the regular classroom with the use of supplementary aids and services;</li> <li>4. If the answer to step #3 is “no,” then move to the next step along the continuum of placement options to determine where FAPE can be delivered; and</li> <li>5. Correct LRE data is entered.</li> </ol> </li> </ul> <p>Administrators, teachers and staff shall be required to adhere to the following:</p> <ul style="list-style-type: none"> <li>• Be familiar with a wide array of supplementary aids and services.</li> <li>• Know the proper IEP decision making sequence.</li> <li>• Consider the whole range of supplementary aids and services when making placement decisions.</li> <li>• Understand that modifications to the regular curriculum may be an appropriate means of delivering educational benefit within the regular classroom.</li> <li>• Address services needed for a student in a single plan.</li> <li>• Be clear about the supports you need in order to implement any given student’s IEP within your regular classroom.</li> <li>• Be familiar with the continuum of placement options.</li> </ul> <p>The Board of Trustees of Seven Generations Charter School authorizes the Chief Executive Officer (CEO) or his/her designee to enforce this policy</p>
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