

ORANGE-WINDSOR SUPERVISORY UNION

ROYALTON SCHOOL DISTRICT

EDUCATION SUPPORT SYSTEM

It is the goal of the Royalton School Board that all children be successful in the regular school system. The purpose of this policy is to establish an Educational Support System in order to increase the ability of the school to meet the educational needs of all students in the regular education environment.

Definitions. As used in this policy, the following terms shall mean:

- 1) “Regular education environment” means school and non-school environments used for similar purposes by students with and without disabilities, such as regular classrooms, school libraries, learning centers and community job sites.
- 2) “Accommodations” means those evaluation procedures, curricula, materials or programmatic adaptations, behavior management interventions, and supplemental aids and services that are necessary for a student to benefit from his or her regular education or to participate in non-academic or extracurricular activities.
- 3) “Supplementary aids and services” means aids, services and other supports that are provided in regular education classes or other education related settings to enable students to be educated in the regular education environment.

Policy Statement. The Royalton School shall develop a comprehensive Educational Support System (ESS) and shall utilize an Educational Support Team (EST) to assess the needs of individual students, and to increase the ability of the school to meet the needs of all students in the regular education environment. The ESS shall be integrated with the general education curriculum and be designed to provide students with needed accommodations and supplementary aids and services regardless of their eligibility for categorical programs.

The EST shall:

- 1) provide a procedure for timely referral for evaluation for special education or other categorical program eligibility when warranted,
- 2) be composed of staff from a variety of teaching and support services positions,
- 3) work with school administrators and other to provide clear procedures and methods for handling students who disrupt the educational system,
- 4) collaborate, to the extent appropriate, with families and community health and

human services agencies to assist educators in meeting the academic needs of all students,

- 5) screen referrals of individual students to determine what classroom accommodations and supplementary aids and services have been tried,
- 6) determine whether any additional accommodation, supplementary aids and services, or referral to other public or private agencies may appropriately meet a referred student's educational needs,
- 7) assist teachers in planning and providing supplementary aids and services and other accommodations to students in need of classroom supports or enrichment activities,
- 8) develop a means to determine the effectiveness of accommodations and supplementary aids and services provided through the ESS, and
- 9) maintain a written record of its actions.

The responsibility for developing and maintaining the Educational Support System shall rest with the Principal. The Principal or his or her designee shall:

- 1) develop administrative procedures as required to implement this policy,
- 2) appoint the members of the school's EST,
- 3) provide professional development and other resources needed to enable the EST and other school personnel to implement the ESS,
- 4) provide information annually to parents regarding the existence, purpose and function of the EST.

The Superintendent shall complete and submit reports required by the Commissioner of Education in accordance with state law or Vermont State Board of Education regulation. Reports submitted by the superintendent shall be provided to the board of the supervisory union and the boards of each school in the supervisory union as part of an annual report to the boards on the status of the ESS in each school. At a minimum, annual reports to the boards shall be provided in July of each year, and shall include information about the services and supports that are part of each school's ESS, the funding sources for each ESS, how the capacity of each ESS to meet its obligations has been addressed in school action plans, and the effectiveness of accommodations and supplementary aids and services provided through the ESS.

Date Reviewed: 8-7-01, 9-4-01, 9-20-01

Date Warned: 12-6-01

Date Adopted: 12-18-01

Legal References: 1990 VT Laws # 230

1996 VT Laws # 157

2000 VT Laws # 117

16 VSA § 2901, 2902

Vermont State Board of Education Manual of Rules and Practices, Rules 2194 and 2120.8.1.3.1