

FANNIN COUNTY BOARD OF EDUCATION

Fannin County Schools Staff Development Center

6145 Old Highway 76

Blue Ridge, Georgia 30513

Phone: 706-632-3771 Fax: 706-632-7583

www.fannin.k12.ga.us



Fannin County School System Remedial Education Program *Innovative Model*

Remedial Education Program General Information

The Remedial Education Program (REP), as outlined in O.C.G.A. § 20-2-154 and State Board of Education Rule 160-4-5-.01, is an instructional program designed for students in grades 6-12 who meet eligibility requirements specified in state law to receive individualized basis skills instruction in reading, writing, or mathematics. The program provides a structure for additional instruction and evidence-based interventions to ensure students meet grade level expectations at the middle and high school levels.

The Remedial Education Program aligns with the Georgia Multi-Tiered System of Supports (GaMTSS) to address the academic needs of the whole child. GaMTSS is a data-driven prevention system designed to meet the needs of the whole child by implementing a continuum of tiered supports that leads to increased student success. GaMTSS and REP are interconnected in their efforts of a team approach to data-based decision-making that considers the needs of the whole child.

The FCSS Remedial Education Program Innovative Model will provide students with evidence-based interventions or practices that supplement core instruction beyond services provided by the state to accelerate student learning. The Innovative Model will address the unique needs of students, staff, and the school. The course teacher will hold the appropriate certification. FCSS will adhere to the requirements of the Innovative Model.

Each year, by September 1 for the first semester, and by February 1 for the second semester, the FCSS will submit Innovative Model Assurances to the GaDOE through MyGaDOE (<https://portal.doe.k12.ga.us>). In addition, FCSS will sign an additional assurance form certifying adherence to the Innovative Model's requirements.

**The FCSS EIP Innovative Plan is posted for public review on the district website. Any feedback should be directed to the Director of Curriculum and Instruction.*

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Program Eligibility Criteria

Universal screening is a critical and necessary step in making informed choices about how to meet the unique needs of students at risk of not reaching or maintaining academic grade level performance and receiving REP services. Eligibility is based on documented student performance that demonstrates the student performing below the normal expectation for the respective grade level in ELA/Reading, Math, or both.

Grade Level	<p style="text-align: center;">Eligibility Criteria</p> <p style="text-align: center;"><i>Documented achievement must include <u>two or more</u> of the following and demonstrate the student is performing <u>below</u> grade level in ELA/Reading, mathematics, or both:</i></p>
6-12	<ul style="list-style-type: none"> • The student has been through the formal student support team process as specified in Rule 160-4-2-.32 Student Support Team and has documented evidence to support the placement in remedial education. • The student has failed either a language arts or a mathematics course in grades 6-12. • The student is receiving services under the current Elementary and Secondary Education Act of 1956, Title I, Part A. • The student has been recommended by the teacher who has documented any of the following student information: <ul style="list-style-type: none"> o Low performance in reading. o Low performance in mathematics. o Inability to verbally express ideas or to write or dictate a meaningful sentence. • In the absence of Georgia Milestones Scores, other current standardized test information in the student file indicates the student has a score at or below the 25th percentile in reading, writing, or mathematics. <ul style="list-style-type: none"> o For participation in middle school remediation programs, the most recent Georgia Milestones end-of-grade scores indicate the student is at the Beginning Learner achievement level in English language arts or mathematics or has a reading status of Below Grade Level. o For participation in high school remediation programs, the most recent Georgia Milestones end-of-course or end-of- grade scores indicate the student is at the Beginning Learner achievement level in English language arts or mathematics or has a reading status of Below Grade Level. • Students in grades six through 12 who are receiving services under the special education program as authorized by Code Section 20-2-152 and whose Individualized Education Programs (IEPs) specify that they meet the eligibility requirements specified in subsection 1 and that their special education program is not designed to address their respective reading, mathematics, or writing deficiencies.

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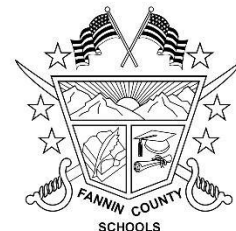
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School Population Eligibility	<p><i>No more than 25 percent of the school's full-time equivalent population in eligible grades shall be eligible for the remedial education program except in systems which have more than 50 percent of its student population receiving free and reduced-price lunches.</i></p> <p><i>Schools with more than 50 percent of their students receiving free or reduced-price lunches may provide remedial education services for a higher percentage of students up to 35 percent of the school's full-time equivalent population in grades 6-12.</i></p>
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Supporting Document Links:

[Tier 1 Strategies](#)

[Tier 2 Checklist](#)

[Student Support Team \(Tier 3\) Checklist](#)

Grade Level(s)	Maximum System Average Class Size	Traditional Schedule Maximum Total Segments (50 minutes)	Block Schedule Maximum Total Segments (50 minutes)
Grades 6-12 with full-time paraprofessional	24	2	3
Grades 6-12 without a full-time paraprofessional	18	2	3

Program Exit Criteria

It is not the intent of the program for students to be assigned to REP on a continuing or permanent basis. The Remedial Education Program Exit Criteria are based on documented student achievement and performance in ELA/Reading, Mathematics, or both. If documented achievement indicates the student consistently meets grade level performance, the student will be exited from REP.

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Innovative Model

The FCSS Innovative Model:

- Offers an appropriate and effective program remediating student deficiencies in reading, writing, or mathematics;
- Provides services through a state-certified teacher;
Note: A paraprofessional may be added to reduce the class size and serve as an assistant to the teacher.
- Utilizes data in determining program effectiveness;
- Utilizes REP funds to provide supplemental instruction above and beyond the services provided by the state for regular classroom instruction;
- Complies with the remedial maximum class size rules outlined in the Georgia Department of Education's 2024-2025 GaDOE REP Guidance and State Board of Education Rule 160-5-1-.08 CLASS SIZE;
- Identifies and serves students based on the REP eligibility and placement procedures, outlined in the 2024-2025 GaDOE REP Guidance to accelerate student learning to reach grade level performance, thereby exiting students in the shortest time possible;

AND

- Complies with all other provisions of O.C.G.A. § 20-2-154 Remedial Education Program for students at risk of not reaching or maintaining academic grade level.

The FCSS Innovative model utilizes mathematics support classes, ELA support classes, Technical College Readiness English, and Advanced Algebra "lite."

The list below consists of evidence-based interventions that differ from those students receive in a regular math or ELA course.

FCMS <u>ELA Support:</u> -One-on-one conferencing -Individualized learning plans based on skill gap data (<i>use of skill-specific adaptive intervention resources</i>) -Scaffolding -Routine progress monitoring	FCHS <u>Math Support:</u> -Support ALG CC - provides a year-long curriculum; scaffolded to meet students' needs -Adv. Algebra "lite" - Differentiated progress monitoring benchmarks -Scaffolding -Routine progress monitoring
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Math Support:

- Individualized learning plans based on skill gap data (*use of skill-specific adaptive intervention resources*)
- Scaffolding
- Routine progress monitoring
- Small group instruction with concrete manipulative support (*Ga Numeracy Project as necessary*)
- Frequent benchmarking/standards-based assessments

-Frequent benchmarking/standards-based assessments

- Small group instruction
- Remedial Paraprofessional who pushes in to offer remediation support and progress monitoring

ELA Support:

- TCR English as an alternate English course for 4th-year ELA
- Scaffolding
- Routine progress monitoring
- Small group instruction
- Frequent benchmarking/standards-based assessments
- Remedial Paraprofessional who pushes in to offer remediation support and progress monitoring

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