

# Global Campus MYP Special Education Needs Policy

Global Campus will ensure that the necessary provisions are made for students with special, advanced or remedial educational needs. Our ultimate goal is to maintain an inclusive environment for all of our current qualified students, with collaboration among teachers, parents and authentic connections between IB and special education or GATES (Gifted and Talented Education Services). Within our dynamic learning community, all Global Campus Staff will provide equitable education for students with disabilities and/or gifted abilities that are both inclusive and supportive while based on respect, support and problem solving.

## Guiding Laws

The *Individuals with Disabilities Education Act (IDEA)* is the law that outlines rights and regulations for students with disabilities in the United States who require special education. Under IDEA, all children with disabilities are entitled to a Free Appropriate Public Education (FAPE) in the Least-Restrictive Environment (LRE), and some are entitled to Early Intervention (EI) and Extended School Year (ESY). The law specifies how schools must provide or deny services, and how parents can advocate for their child's rights.

Colorado State Law in conjunction with IDEA provides the definitions and framework for both identification and evaluation of students who may qualify for special education services. Global Campus will continue to follow the guidelines of the law when determining special education policy.

The *Exceptional Child Education Act* requires that an Administrative Unit, meaning a school district, a board of cooperative services, or the state Charter School Institute, oversees and/or provides education services to exceptional children; is responsible for the local administration of Article 20 or Title 22 C.R.S.; and meets the criteria established in section 3.01 in the rules. Schools must create a written record or an Advanced Learning Plan (ALP) of the gifted and talented programming utilized with each gifted child and considered in educational planning and decision making. This plan must be reviewed annually with the special education team. This plan must contain the following aspects: an academic goal related to the area the student qualifies in as well as an affective goal that assists gifted and talented students in developing and/or refining interpersonal skills.

Partnership with parents plays a key role in creating a successful learning experience for all students. The school recognizes that parents have vital information, with knowledge and experience that contributes to the shared view of a child's needs and the best ways of supporting him/her. All parents of children with specific needs will be treated as partners and supported to play an active and valued role in their children's education. The school also recognizes that by establishing community member partnerships, all students' ability to achieve success is greater.

## Responsibilities

At the heart of the work of every successful school is a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of

children. In order to ensure that all students have equal access to the curriculum and are successful, we recognize the need to be purposeful in our planning and instruction for students with specific needs. Global Campus hired certified staff provide the necessary expertise needed to ensure all students needs are met and the school remains in legal compliance with state and federal guidelines.

### **Global staff recognizes that all students**

- have the ability to learn
- have the right to a Free Appropriate Public Education (FAPE)
- have different educational and behavioral needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences
- are unique and capable individuals
- have the ability to be and are expected to become active, compassionate lifelong learners

### **The teachers will**

- comply with state and federal assessment requirements
- participate in provided trainings
- regularly administer and document formal and informal assessments
- provide differentiation to meet learner needs in their classrooms
- identify individual learning needs within the classroom
- implement appropriate interventions
- regularly monitor and review student growth collaboratively
- refer students who are not making adequate progress to the MTSS team\*
- refer students who may be gifted for testing
- actively participate in the MTSS process\*
- maintain accurate and confidential records of student progress
- create yearly ALPs for identified GATES students
- follow state and federal laws governing exceptional students

### **The Special Education Team will**

- follow state and federal laws governing special education
- work collaboratively as a team to support students with special needs and act as inclusion manager
- collaborate and share resources with teachers and personnel at the Global Campus in order to provide a more inclusive and accessible learning environment for all students
- actively participate in the MTSS process
- develop and implement Individual Education Plans (IEP) per state and federal laws
- provide instruction and support in the least restrictive environment (LRE)
- provide differentiated instruction to meet the specific needs and goals of learners identified as having special needs
- monitor and report progress toward goals to IEP team (includes parents)

- exit students from special education who have met goals and have demonstrated the ability to be successful in their classrooms without support from the special education team
- IEP transition planning will be developed and implemented following best practices, and according to state and federal guidelines
- will determine IEP Eligibly according to federal guidelines
- maintain accurate and confidential records of student progress
- structure, monitor and evaluate students through a weekly Child Study team meeting. Members included are: general education teacher, special education teacher, psychologist, administration, speech language pathologist

### **The school will**

- ensure that all students have the opportunity to actively participate in all school sanctioned activities
- provide training for personnel to successfully implement intervention and support student needs
- raise staff awareness of the needs to differentiate and to work effectively to provide regular training, coaching and staff development
- ensure staff compliance with state and federal requirements (including certified and qualified members to administer all applicable tests)
- support the MTSS process within the building including time, resources and training
- provide support opportunities to meet the special needs of our students
- ensure that certified staff members are qualified to serve student population with the appropriate resources
- ensure the school budget allocates all necessary funding by reflecting accurate state attendance counts throughout the year
- provide testing and screening tools for the special education team to use

### **Differentiated Instruction**

Differentiated instruction is the practice of modifying and adapting instruction, materials, content, and assessment to meet the learning needs of individual students to ensure both academic growth and success in their community and world. In a differentiated classroom, teachers recognize that all students have individual needs that require varied teaching methods to be successful in school. They see their role as creating that environment for their student and seek support as needed.

Differentiation could include resources both inside and outside of the classroom based on the learning and emotional needs of a student. At Global Campus students will be supported in a manner that acknowledges their right to share the same learning experiences as their peers. Wherever possible, students are included in the general education environment. However, we recognize that there are times when, to maximize learning, children need to work in small groups or in one-on-one situations outside of the classroom to close significant achievement gaps.

### **Accommodations for Assessment**

The assessment of children reflects their participation in the whole curriculum of the school. Accommodations should be provided so that students can demonstrate their knowledge and mastery of the significant concepts. Accommodations should allow students to show their learning in a way that best meets their needs as a learner as determined by IEP or ALP team.

Accommodations on district and state tests will be provided per the guidelines of permitted accommodations on standardized assessments set forth by the Colorado Department of Education.

## APPENDIX

### A. IB programme standards and practices (2014):

The following practices require schools to demonstrate their support for learning diversity.

- A9 The school supports access for students to the IB programme(s) and philosophy.
- B1:5 The school develops and implements policies and procedures that support the programme(s).
- B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

LINK: <http://occ.ibo.org/ibis/occ/spec/senxx.cfm?subject=senxx>

### B. Federal Law: IDEA

### C. State Law: CDE Special Education Policy