**Corrales International School**

**Special Needs Policy**

**Inclusion Policy for SPED Students**

Special education includes varying exceptionality, learning disabled, and gifted with disability students.

The International Baccalaureate Middle Years Program (IB MYP) recognizes that

students come from a variety of cultures, backgrounds, and have a range of academic,

physical and other needs. There are many students who may have a recognized special educational need; other students may have special needs that have not yet

been diagnosed. Examples of these special needs include:

* specific learning disabilities (such as dyslexia and dyscalculia)
* language and communication disorders
* emotional and behavioral difficulties
* physical difficulties affecting mobility
* sensory impairments (such as visual or hearing difficulties)
* medical conditions (such as asthma, epilepsy and diabetes)
* mental health conditions (such as attention deficit hyperactivity disorder, eating disorders and anxiety
* gifted and talented students

Corrales International School implements the MYP utilizing inclusive teaching techniques. For Corrales International School purposes, inclusion means students are served in the least restrictive environment (LRE) and are included in the general education setting as much as possible. Teachers design learning experiences that allow all students, including all those who have special educational needs, to meet the rigorous standards of the IB MYP. Teachers provide all students with opportunities to achieve these goals by carefully constructed differentiated teaching strategies as outlined in the MYP Unit Planners. Differentiated teaching attempts to maximize students’ potential, and also allows the student to demonstrate their learning in different ways.

**IDEA**

The Individuals with Disabilities Act (IDEA) is a federal law enacted in 1975 and

reauthorized in 1997. It is designed to protect the rights of students with disabilities, by

ensuring that everyone receives a free, appropriate, public education regardless of

ability. Furthermore, IDEA strives not only to grant equal access to students with

disabilities, but also to provide additional special education services and procedural

safeguards.

Special education services are individualized to meet the unique needs of students with

disabilities and/or exceptionalities. Special education may include individual or small group instruction, curriculum or teaching modifications, specialized services such as physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Plan (IEP), which is specifically tailored to the unique needs of each student.

IDEA also grants increased parental participation and protection for students. Corrales International School assists students with additional professional support for the MYP faculty. On staff currently there is one full-time special education coordinator and one full-time special education teacher, two full-time special education assistants, one part- time speech and language pathologist, one part-time occupational therapist, one part-time social worker, one part-time diagnostician, and one part-time school psychologist. All pertinent evaluations to identify students with disabilities and / or exceptionalities are completed by licensed diagnosticians and/or ancillary professionals. Licensed diagnosticians and / or other ancillary professionals will interpret and communicate test results to parents and Corrales International School special education staff. This year, there are many students at Corrales who are receiving services through collaboration or consultation with the students’ teachers. Although the IB MYP can be very rigorous and intense for many students, this does not preclude the admittance of students with disabilities in accordance with federal law. Over the years, the faculty has been committed to working with children who have disabilities by incorporating differentiated teaching techniques and specific modifications to suit the needs of the student. In addition, a mentorship program has been established for special educational students along with extra tutorial instruction available before and/or after school for thirty minutes to one hour, two times weekly.

We document our compliance for the needs of students with disabilities, through our

Special Education Coordinator overseeing the SPED program and by updating each IEP or 504 plan yearly. In the event of a student transfer, parents may request an IEP with both schools present. All information regarding the progress and performance of our SPED students will be contained in the student’s personal cumulative folder. The school registrar is responsible for transferring official records as requested by other educational institutions. Access to these files will be on a strictly “need to know” basis. The special education coordinator and special education teacher will have immediate access at all times for updating new modifications to the student’s cumulative files. In accordance with IEPs and 504 plans, students with disabilities and/or exceptionalities may be tested separately from the school body as outlined by their specific modifications in accordance with federal law. This would include the New Mexico PARCCs, EOCs, Maps, or any other standardized test that may occur.

**Response to Intervention**

Response to Intervention (RtI) is a process that provides intervention and educational

support to all students, including students with disabilities and/or exceptionalities, at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful. Improvement for delivery of services to students with disabilities is an ongoing process. The MYP staff meets weekly with an agenda and an open forum to discuss concerns and strategies. Professional development, attended by all school personnel, highlights and integrates the latest data-driven research concerning ideas for creative differentiated instruction to meet special education needs in a general education setting. These meetings provide for a team approach to the small minority of students in the IB MYP to ensure that the student receives the maximum attention to not only achieve academic success, but also to achieve successful personal growth as a true well-rounded IB student.

BIPs are reviewed regularly throughout the year

IEPs are reviewed annually

504 Plans are reviewed annually~~.~~

Adopted by consensus of the faculty on 03/05/2014