



P.Y.P. and M.Y.P. Special Needs Inclusion Policy for Students with Diverse Needs

Steering Committee Membership

- Head of School
- I.B. P.Y.P. Coordinator
- I.B. M.Y.P. Coordinator
- Language & Literature Teachers
- SPED / Gifted
- Reading Interventionist

Special education, (SPED), at Corrales International School, (CIS), have a diverse population including, intellectually challenged and/or advanced individuals, physically challenged individuals and individuals who qualify in multiple areas. The International Baccalaureate Primary Years Program (I.B., PYP) and Middle Years Program, (MYP) recognizes that students are diverse in their academic and behavioral backgrounds, cultures, and needs. There is a combination of students who are identified in one or more of the following areas, attending CIS, at any given time.

Examples of our diverse population served include:

- Specific Learning Disabled (SLD)
- Language and Communication Impairments, (SLI)
- emotional and behavioral difficulties
- Physical Challenges (VI/HI or similar)
- Sensory Impairments
- Medical Conditions
- Mental Health Conditions (OHI-Other Health Impaired)
- Gifted and Talented (Enrichment)
- English Language Learners (ELL)

Corrales International School implements the PYP and MYP programs utilizing inclusive teaching techniques throughout the program. Inclusion at CIS is defined as students being served in the general education setting, as much as possible, following Federal Guidelines for students with disabilities and/or students identified as Gifted, including LRE, (Least Restrictive

Environment), FAPE, (Free and Appropriate Public Education), and appropriate eligibility criteria under IDEA, (Individuals with Disabilities Act). General Education Teachers, in collaboration with Special Education Teachers and support paraprofessionals, design learning experiences that allow all students, including those with diverse needs, to meet the rigorous standards of the I.B. Program. To ensure students have access to grade-level standards, consistent and frequent collaboration between special education teachers, support staff, related service providers and general education teachers occur on a daily and weekly basis. This provides students with opportunities, and support to achieve their IEP goals by implementing carefully constructed differentiated teaching strategies, scaffolding, multi-modality/multi-sensory delivery of instruction, hands-on learning opportunities, and modifications and accommodations, following IEP, (Individualized Education Plan), based on New Mexico State standards, and outlined in the IB Unit Planners. Special education is integrated into the classroom through a combination of push-in support, pull-out supports, consistent collaboration, co-teaching, as appropriate, small group, 1:1, related services, modifications, accommodations, where students with disabilities and gifted students are integrated and grouped with their able-bodied peers. Students with disabilities do not miss new content, (regardless of their level), do not miss specials, (art, PE, music), or recess. Depending on grade and level of need, intensity of supports are provided to students using individualized interventions through multi-sensory approaches, (embedded curriculum, specialized programs, and integrated small group/1:1).

I.D.E.A.

The Individuals with Disabilities Act (I.D.E.A.) is a federal law enacted in 1975 and reauthorized in 1997 and again in 2004. It is designed to protect the rights of students with disabilities and exceptionalities, by ensuring that students identified receive F.A.P.E., (Free, Appropriate Public Education), and L.R.E, (Least Restrictive Environment), regardless of ability. Furthermore, I.D.E.A. strives not only to grant equal access to students with disabilities and exceptionalities, but also provided additional special education services/supports and procedural safeguards.

Special education services and supports 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, social work and speech therapy. These services are provided in accordance with an Individualized Education Plan (I.E.P.), which is specifically tailored to the unique needs of each student identified.

I.D.E.A. also grants increased parental participation and protection for students with disabilities. Corrales International School's support staff assists students and faculty, with professional development opportunities, support in and out of the classroom setting, and resources directly related to the needs of each student, as applicable. Support staff includes one full-time special education Lead Teacher/Director, one full-time special education teacher for gifted students, and two full-time special education assistants. CIS contracts with related service providers such as a speech and language pathologist, Occupational therapist, Social Worker for Special Education and General Education students, Educational Diagnostician, School psychologist, New Mexico School for the Visually Blind or Impaired, and other outside agencies, as applicable, each school year. All pertinent evaluations, following the RTI, (Response to Intervention), process and procedures, identifying students with disabilities and / or exceptionalities are completed by licensed professionals. Licensed professionals interpret and communicate evaluation results to parents / guardians and applicable CIS special education support staff and general education teachers. The faculty and staff are committed to working with students eligible under IDEA or Section 504. Support services are provided through a combination of in class and / or pull out support, (co-teaching, small group and / or 1:1), by special education teachers and support staff, and related service professionals, in collaboration with general education teachers, implementing research-based instructional and behavioral strategies and techniques to meet student's needs. In accordance with IEP's and Section 504 plans, students with disabilities and / or exceptionalities will be assessed as outlined by their accommodations and / or modifications, for District and State formative and summative assessments, in accordance with State and Federal guidelines. A mentorship program was also created and is implemented for special educational students and general educational students, providing inclusion, as students participate with their non-disabled, non-enriched peers). Although the IB program is rigorous, it does not preclude the admittance of students with disabilities or exceptionalities in accordance with Federal I.D.E.A. or A.D.A. and State guidelines.

Policies, procedures, continuous learning plan, audits and student files include extensive documentation of consistent compliance, meeting the needs of students with disabilities and exceptionalities. CIS's Special Education Director supervises and facilitates all aspects of the Special Education program in collaboration with administration, (Head of School), and utilizes a team of licensed support staff. I.E.P.'s, and Section 504 plans are updated annually or sooner if needed. Progress reporting is updated each trimester, (PYP) or quarterly, (MYP) and reevaluations are conducted by qualified individuals every three years, following Federal and State guidelines. In the event of a student transfer, parents may request an IEP meeting with both schools, allowing applicable persons to be present. Information regarding progress and performance, of all special education students, are secured in each student's confidential red file

folders. Special Education records are only released to other educational institutions upon receiving a formal request, and as applicable to a student who has officially withdrawn or transferred from CIS. CIS may formally request Special Education records from another educational institution, as applicable to a student being enrolled at CIS. Access to these files are strictly on a “need to know” basis, as applicable to each student.

Multi-Layer System of Supports (M.L.S.S.) (Formally R.T.I.)

Our Mission- ALL Students Ready for Success: College, Career, Life, Secure in their Identity and Healthy

This is accomplished by:

- aligning all interventions to Common Core State Standards (CCSS) and student data;
- being proactive and flexible about addressing student needs; and
- working with a variety of community, family, and health/wellness professionals to provide coordinated supports that address a student’s holistic success.

What is MLSS?

- MLSS is a holistic intervention framework that guides educators, those closest to the student, to intervene quickly when students need additional supports. The MLSS framework reflects the supports that the classroom teacher, school, family, health and wellness staff offer toward readying students to experience academic and behavioral success in school resulting in students being ready for success.