Lucile Erwin Special Education Needs and Disabilities Policy

Philosophy:
All IB schools have a statutory responsibility to provide an inclusive, broad and balanced curriculum for all students regardless of disability. The Special Education needs policy places great emphasis on the responsibilities of the classroom teacher to be aware of and make provision for students with special education needs and the rights of students and parents to be fully informed of that provision. The local/national requirements of teachers in meeting the needs of all students with disabilities are based on the provision of Individual with Disabilities Educational Improvement Act of 2004 and Americans with Disabilities Act of 1990, amended in 2008.

The Lucile Erwin staff believes that teachers must establish a safe, inclusive, and respectful learning environment for a diverse population of students, including those with special needs. We believe that students with special needs should be in the least restrictive environment. Whenever possible and appropriate, students with special needs should be with their general education peers.

We believe that all staff members have a stake in the learning of all students. For students with special needs, the classroom teacher, exceptional student services teachers, and other service providers’ work together closely to meet the needs of students. All staff members at Lucile Erwin work together with students with disabilities to ensure that students are able to actively engage and become responsible citizens of their communities.

Response to Intervention and The Problem Solving Team:
Lucile Erwin uses the Response to Instruction and Intervention (RtI) model to meet the needs of our diverse learners. Instruction in the classroom includes differentiation and flexible grouping to support all students in their learning. Targeted and intensive groups help students with additional or alternative instruction in literacy, math, gifted and talented (G/T), intensive learning, behavioral/social growth, and English Language Acquisition (ELA). Teachers use specialized and appropriately leveled materials to target student needs. Progress and benchmark testing is used to monitor student progress.

The Problem Solving Team (PST) process is used to monitor and give support to students who have academic and/or social/behavioral needs. If students are not demonstrating adequate progress, teachers can refer students to the PST. Teachers fill out paperwork to describe and document the student’s strengths and needs. The teacher meets with the parent(s), and the PST (counselor, teachers, principal, and intensive learning teachers, and/or interventionists). Parents/guardians are critical partners in the process, giving important background information about their child. The initial session is used to clarify the student’s area of need, what interventions are currently in place, and brainstorm additional methods to support the student.
Some students are referred on for special education and/or gifted and talented testing as per state and federal guidelines. Such testing is determined on an individual basis. Results are shared with parents and utilized in making educational decisions.

**Services Offered:**
School Counseling: The school counselors have an important role in helping support and educate students at Lucile Erwin. The counselors work with students individually, in small groups and in general education classes. The counselors are responsible for providing emotional and social support for students who are struggling.

When teaching classroom lessons, the counselors use a research-based curriculum for bully prevention. All students are taught and encouraged to be respectful and tolerant. They learn skills and build the confidence to stand up for themselves.

For students having a difficult time following behavioral expectations at Lucile Erwin, the school counselors facilitate a check-in/check-out behavior management program that is based around IB expectations, including: showing respect, being principled and being knowledgeable. Finally, the school counselors facilitate the Positive Behavior Intervention and Support (PBIS) program that encourages and reinforces positive behavior from all students.

The Intensive Learning Center (ILC) teacher instructs our students with moderate to severe needs. These students receive intensive support to meet their individualized academic, social, behavioral and physical needs. These students qualify for a modified curriculum and/or an alternative assessment system. They receive a combination of pull-out and push-in support to meet their individual needs and to ensure a least restrictive environment with appropriate and meaningful inclusion. Our ILC students can have a variety of disabilities to make them eligible for this program. Some of these disabilities include but are not limited to: Autism; Down’s Syndrome, Rhett’s Syndrome, a variety of physical disabilities, and developmental delays. A student’s disability must impede his or her ability to access general education, academically and/or adaptively, in order to qualify for our ILC program.

The Learning Center (LC) teaches students with mild to moderate learning needs in the areas of reading, writing, and math. The LC teachers also assist students with social skills and provide behavioral/emotional support. There must be a significant gap shown between the students’ academic performance as compared to that of typically developing peers. The LC teachers provide in-class and/or pull out services to meet each student’s individual needs.

The Speech-Language Pathologist (SLP) works with children with a variety of speech-language disabilities including but not limited to: receptive language deficits; expressive language deficits; articulation delays; auditory processing deficits; swallowing difficulties, pragmatic (social) language; and augmentative communication needs. The SLP provides services on a push-in or pull-out basis, in small groups or one on one.
The Occupational Therapist (OT) works with students with a variety of physical and sensory needs including but not limited to: difficulties with activities of daily living; difficulties with handwriting; visual-perceptual difficulties; and sensory integration difficulties. An itinerant OT provides these services on a push-in or pull-out basis in a small group or one-on-one.

The Physical Therapist (PT) services students with significant physical needs including but not limited to: mobility difficulties, seating positioning needs, and access to any equipment necessary for their physical limitations. An itinerant PT provides these services on a push-in or pull-out basis in a small group or one-on-one.

The Adaptive Physical Education (APE) teacher works with students from our ILC program in a small group setting to meet their individual needs as related to their ability to access physical education. These needs include but are not limited to: hand-eye coordination; gross motor skills; ability to follow directions; and ability to participate in an organized physical activity. An itinerant APE teacher provides these services on a push-in or pull-out basis in a small group or one-on-one. Services vary to meet the individual needs of the student.

The Vision Specialist is available to our building to assist students with significantly limited vision.

The Hearing Specialist is available to our building to assist students with significant hearing deficits.

The Audiologist provides hearing screenings to all students in our building. The audiologist is also available to provide complete audiological and/or auditory processing evaluations, when needed, at a separate site in our district.

The Gifted Educator supports teachers in providing differentiated instruction to the wide range of students in any given class and works directly with students identified by state guidelines as Gifted and Talented (GT). This support includes facilitating Advanced Learning Plans, providing direct and indirect instructional support, and facilitating one-on-one and small group affective guidance.

Special Education and MYP:
Lucile Erwin supports inclusive practices. All students with special needs, including those who are in our ILC program, are IB students. Students who are serviced by our LC teacher and SLP fully participate in all aspects of MYP. Students in our ILC program participate in many ways; students participate in humanities, science, design, and other elective classes based on the individual student needs. ILC students are also included in student portfolios and summative assessment tasks. Also, the learner profile, attitudes, international-mindedness, and other
components of IB are explicitly taught to ILC students, who require a more structured learning approach to access learning. General educators and special educators collaborate regularly. Special Education teachers at Lucile Erwin play an integral role in unit planning and MYP assessment. Teachers work collaboratively with all staff members from the beginning of the development of a unit planner through the assessment to ensure special needs students are being assessed on what they know and are able to do at their developmental level.

**Personal Learning Plans**

**IEP Plans:**

IEP: The Individualized Education Plan (IEP) is federalmandated for students with disabilities and meets the eligibility criteria for special education services. The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) ensures that students with disabilities who require specialized instruction receive such instruction in the public school in the least restrictive environment. Under Colorado law, the Colorado Rules for the Exceptional Children’s Education Act (ECEA), students attending Colorado public schools are also entitled to a free and appropriate public education. Students 3-21 may be eligible for an IEP under the following categories: Specific Learning Disability (SLD), Physical Disability, Autism, Multiple Disabilities, Traumatic Brain Injury (TBI), Speech Language Impairment, Significant Limited Intellectual Capacity, Significant Identifiable Emotional Disability (SIED), and Preschool Disability.

The IEP is a legally binding agreement that outlines the following: student’s current level of academic performance, areas of need, parent concerns, impact of disability, specific goals, accommodations and/or modifications in the classroom, or on district and state assessments, eligibility for extended school year services, types and degree of services to be provided, and placement to ensure the least restrictive environment for students.

**Advanced Learning Plans:**

ALP: The Advanced Learning Plan (ALP) is a state-mandated individual document developed for each student who is identified Gifted and Talented (GT) by state guidelines. Students may be identified in a specific academic area (Reading, Writing, Math, Science or Social Studies), general intellectual ability (all academic areas), cognitive ability, visual arts, performing arts, creativity and/or leadership. ALPs are strength-based documents, developed and revised annually, to provide challenge in the student’s given area(s) of strength. These documents include specific goals in the area of affective guidance and counseling as well as goals for parents. Also included are accommodations teachers are asked to make to help identified students be as successful as possible.
504 Plans:

Each 504 plan provides accommodations for a student with a disability who does not have an IEP. At Lucile Erwin, we have detailed and effective planners and curriculum, however, some students need accommodations in place to help them access this information. Accommodations are set up in a way to encourage independence for our students, as they are taught to be reflective about their learning style and communicate their needs to their teachers.

Review:

This policy will be reviewed every three years, or as laws governing special education change.

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