

Hankey International Baccalaureate Academy Special Needs Policy

It is the ultimate goal of Hankey International Baccalaureate Academy's instructional program to be all inclusive, ensure student success, provide equitable access and support as needed.

Differentiation is the foundation of our everyday practice. Teachers design learning experiences that allow all students, including all who have special educational needs, to meet the rigorous standards of the IB program. Hankey partners with families, understanding the collaborative role they play in creating a successful learning experience for all students.

We recognize that all students:

- Have different educational, behavioral, and health needs and can cultivate their own giftedness
- Benefit from different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Are unique, capable individuals and have the ability to become active, compassionate lifelong learners who understand that other people, with their differences, can also be right

The objectives of this policy are to:

- Create an environment that meets the special education needs of each child
- Ensure that the special education needs of children are identified, assessed and provided for
- Make clear the expectations of all partners in the process (teachers, parents, school administration)
- Identify the roles and responsibilities of staff in providing for student special education needs
- Enable all students to have full access to the richness of the curriculum
- Follow the state and federal mandates that govern special education in California

California Education Code section 56000 provides the definitions and framework for both identification and evaluation of students who may qualify for special education services. Hankey International Baccalaureate Academy will continue to follow the guidelines of the Education Code when determining and implementing special education policy.

Responsibilities

To insure 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 special needs.

The school administration will:

- Raise staff awareness of the needs to differentiate and to work effectively to provide regular collaboration among staff
- Provide support for staff to successfully implement intervention and support student needs
- Ensure staff compliance with state and federal requirements
- Schedule and facilitate timely Student Study Team meetings to afford teachers opportunities to discuss students who are not making adequate progress academically or behaviorally.

The teaching staff will:

- Comply with state and federal assessment requirements
- Participate in collaboration
- Regularly provide formal and informal assessments to guide instruction
- Provide differentiation to meet learner needs in their classrooms
- Identify struggling learners within the classroom
- Implement appropriate interventions
- Regularly progress monitor student growth
- Refer students who are not making adequate progress academically and/or behaviorally to the Student Study team (SST)
- Maintain accurate records of student progress and interventions

The Special Education Team consists of those teachers holding special education certification (Educational Specialists,), the speech therapist, the school psychologist, and the district's school nurse. These individuals will:

- Follow state and federal laws governing special education
- Work collaboratively as a team to support students with special needs
- Collaborate and share resources with teachers and staff at Hankey International Baccalaureate Academy to provide a more inclusive and accessible learning environment for all students
- Develop Individual Student Health (ISH), 504 Plans, and Individual Education Plans (IEP) per state and federal laws

- Provide instruction and support in the least restrictive environment
- Provide differentiated instruction to meet the specific needs and goals of learners identified as having special needs
- Provide related services (OT, PT, etc.) in accordance with team determination of student needs
- Monitor progress toward goals
- 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
- Maintain accurate records of student progress

Differentiation:

In a differentiated classroom, teachers embrace diversity among learners and utilize varied teaching methods to ensure success. Differentiated instruction is the practice of modifying and adapting instruction, materials, content, student projects and products, and assessment to meet the learning needs of individual students. This promotes both academic growth and success for students in their community and world.

Differentiation may include resources both inside and outside of the classroom based on the learning, health and emotional needs of a student. In our school students are supported in a manner that acknowledges their right to enjoy the same learning experiences as everyone else, with support as needed. When possible, students are not withdrawn from the classroom situation; however, we recognize that there are times when, to maximize learning, children need to work in small groups or one-on-one situations outside of the classroom in order to close significant achievement gaps.

Accommodations for Assessment:

The assessment of students reflects as far as possible their participation in the whole curriculum of the school. Accommodations will be provided so that students can demonstrate their knowledge and mastery of the essential learning of a unit of inquiry. Accommodations should allow students to express their learning in a way that best meets their needs as a learner. Accommodations on district and state tests will be provided per the guidelines of permitted accommodations on standardized assessments set forth by the California Department of Education. We encourage students to reflect and self-advocate so they become an integral part of the learning process.

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