



Loomis Basin Charter School IB World School Special Education Policy

Special Education (SPED): Specialized instruction is provided for children who qualify according to the laws and regulations outlined by the state and federal governments. A student may qualify for special education services as an individual with special needs in one of the thirteen areas identified by the Individuals with Disabilities Education Act (IDEA 2004). These are:

- ❖ Deaf/Hard of Hearing
- ❖ Deaf-Blind
- ❖ Visually Impaired
- ❖ Speech-Language Impaired
- ❖ Specific-Learning Disability
- ❖ Multiple Disabilities
- ❖ Orthopedic Impairment
- ❖ Other Health Impairment
- ❖ Intellectual Disability
- ❖ Established Medical Disability
- ❖ Emotionally Disturbed
- ❖ Autism
- ❖ Traumatic Brain Injury

The International Baccalaureate Program recognizes that students come from a variety of cultures and 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.

Loomis Basin Charter School (LBCS) implements the IB program utilizing inclusive teaching techniques. Teachers design learning experiences that allow all students, including all those who have special educational needs, to meet the rigorous standards of the program. Teachers provide all students with opportunities to achieve these goals by carefully constructed differentiated teaching strategies. Differentiated teaching attempts to maximize students' potential, and also allows students to demonstrate their learning in different ways.

IDEA

The Individuals with Disabilities Act (IDEA) is a federal law enacted in 1990 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. 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.

LBCS assists students with additional professional support for the faculty. On staff, there is one part time Specialized Academic Instructor, and one-part time School Psychologist. LBCS currently shares resources with Franklin Elementary School for the following: one full-time Occupational Therapist and one full-time Speech and Language Therapist. In addition, LBCS has a part time Intervention Specialist who provides academic support to students below grade level and evaluates and implements strategies that increase student success. This specialist also works cooperatively with staff to develop and implement school wide strategies through team teaching, collaborative planning and best practice based on research and data analysis.

Although IB can be rigorous and intense for many students, this does not preclude the admittance of students with disabilities in accordance with federal law.

The faculty is 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, study halls and during class time, intervention blocks have been established for all students along with extra tutorial instruction available before and after school.

We document our compliance for the needs of students with disabilities, through our District Director of Special Services and School Director overseeing the SPED program and by updating each IEP or 504 Plan* yearly. All information regarding the progress and performance of our SPED students will be contained in the student's personal cumulative folder.

Response to Intervention (Soon to be MTSS- Multiple Tiered System of Support)

Response to Intervention (RtI) is a process that provides intervention and educational support to all students 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. Our staff meets weekly/monthly with an agenda and an open forum to discuss concerns and strategies. Academic conferences are also held once a trimester. Workshops, attended by the District Special Service Director, School Director, and Student Service Coordinator concerning SPED students, disseminate the latest data-driven research concerning ideas for creative differentiated instruction. These meetings provide for a team approach to the small minority of students in our program 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.

The Special Education Process

If a student is demonstrating a pattern of serious difficulty in school and frequently exhibits learning problems, consideration of Special Education may be needed. This can occur in the following way:

Referral and Identification:

A referral may be initiated by a parent/guardian, teacher, physician, the student, school administrator or community agency. Contact your local school for information regarding a referral for assessment if you suspect your student has a disability.

Student Study Team (SST):

The Student Study Team (SST) is a general education process to review a student's strengths and areas of concern. At this meeting, the parent/guardian, along with the school staff, determines if alternative instructional strategies are needed. The SST may refer a child for Special Education assessment only after all resources of regular education have been considered and implemented as appropriate.

Assessment:

An Assessment Plan is developed within 15 days of a written referral. Written parental consent is required for the assessment and the evaluation results will be shared with the parents/guardians at an Individualized Education Program (IEP) meeting.

Individualized Education Program (IEP):

An initial IEP team meeting will be held within 60 days of the district's receipt of parent/guardian signing an assessment plan. If the IEP team agrees that the student is eligible under one of the thirteen eligibility categories, an Individualized Education Program (IEP) will be developed by the IEP team with appropriate placement to meet agreed upon educational goals.

The IEP team consists of the parents or guardians, a school administrator, a special education teacher, the student's general education teacher, and other special education staff as determined by the team.

When a student with exceptional needs has been found eligible for Special Education, an Individualized Education Program (IEP) is developed. An IEP is a written document, which includes instructional goals and objectives and accommodations and modifications to the general education program based upon the student's educational needs as determined by the IEP team.

The parent/guardian will be asked to give written approval of the IEP at the meeting. Goals will be developed and reviewed yearly. No change in educational placement or program will occur without parent/guardian permission.

Communication between all parties involved will be ongoing and parents/guardians are encouraged to request informal conferences with teachers, to visit the classroom, and utilize notes, email, or phone calls to learn about the student's program and performance. Additionally, the special education providers will report progress towards goals and objectives at each trimester and at the annual review IEP team meeting.

*In compliance with Section 504 of the Federal Rehabilitation Act, students with disabilities may be eligible for additional accommodations or modifications while enrolled in the general education program. In order to qualify as a student with a disability under Section 504, the student must have an identified impairment that substantially limits a major life activity and require accommodations and/or modification of the general education program in order to receive a Free Appropriate Public Education (FAPE). Eligibility for a 504 Accommodation Plan is determined by SST.

Adopted by consensus of the faculty on