

Bradley International School
Special Education Needs (SEN) Policy
Established 2015-2016

Philosophy

At Bradley International School, we provide an equitable education for students with disabilities that is both inclusive and supportive in order to meet the educational needs of all students. This policy details how Bradley ensures that necessary provisions are made for students with special education needs (including both special education and gifted and talented). By recognizing the diversity of our collective learning community, we support the development of internationally-minded people.

Objective

- To create an environment that meets the special education needs of each identified child.
- To define the structures and systems needed to support all students.
- To set expectations of all partners in the process (staff, students and parents).
- To identify the roles and responsibilities of staff in providing for students' special education needs.
- To enable all students to have access to all elements of the school curriculum.
- To follow the state and federal mandates which govern special education.

Practice

- All students receive instruction that enables them to succeed within the range of their approaches to learning.
- Some students require different strategies, accommodations, and modifications for learning.
- Students need an array of possible teaching approaches and experiences to meet their goals.

Support for students through the Response to Intervention (RtI) process and special education services:

The Response to Intervention (RtI) model is the starting point to identify and serve students who need additional academic or behavioral support to make satisfactory progress towards meeting grade level expectations. Classroom interventions based on recommendations provided by the Multi-Tiered System of Supports (MTSS) team are implemented and data collected to determine student progress. If a student does not show growth over a period of time using multiple interventions, he/she is referred for a special needs evaluation. If a student qualifies to receive special education services, an Individual Education Plan (IEP) is created with targeted, appropriate goals for the individual.

Support for students identified as gifted and talented (GT):

In the Denver Public Schools, "gifted and talented children" are defined as students whose demonstrated abilities, talents and/or potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. In order for a student to be identified as gifted, a student needs at least two qualifying indicators. Once identified as GT, an

Advanced Learning Plan (ALP) is created with targeted goals to meet the student's specific academic and educational needs.

Definitions

IDEA:

The *Individuals with Disabilities Education Act (IDEA)* is the law that outlines rights and regulations for students with disabilities in the United States who require special education. Under the *IDEA*, all children with disabilities are entitled to a Free Appropriate Public Education (FAPE) in the Least-Restrictive Environment (LRE), and some are entitled to Early Intervention (EI) and Extended School Year (ESY). The law specifies how schools must provide or deny services, and how parents can fight school districts for them.

Colorado State Law provides the definitions and framework for both identification and evaluation of students who may qualify for special education services.

Differentiation:

Differentiated instruction is the process of effectively modifying and adapting instruction, materials, content, student work, and assessment to meet the individual learning needs of students. Teachers recognize that all students are unique and require varied teaching and learning methods to be successful.

Accommodations:

Accommodations will be provided so that students can demonstrate their knowledge and understanding of subject matter as they work toward their individual goals. Accommodations should allow students to reflect their learning in a way that best meets their needs as a learner and are outlined in the IEP. Accommodations on district and state tests will be provided per the guidelines of permitted accommodations on standardized assessments set forth by the Colorado Department of Education.

Responsibilities

The school will:

- Provide training for staff to successfully implement intervention and strategies to support students with special needs.
- Raise staff awareness of the needs to differentiate and provide effective professional development as needed.
- Ensure staff compliance with state and federal requirements.
- Support the RtI within the building including: time, resources and training.

The teachers will:

- Comply with state and federal assessment requirements.
- Participate in professional development.
- Systematically perform formal and informal assessments to collect data.
- Provide differentiation to meet learner needs in the classroom.
- Identify struggling learners according to data and observation.
- Routinely progress monitor student growth and maintain accurate documentation.

- Refer struggling students to MTSS team.

Special education team will:

- Comply with state and federal laws governing special education.
- Work collaboratively to support students with special needs in all educational settings.
- Actively participate in the MTSS team process.
- Develop and implement Individual Education Plans (IEP) per state and federal laws.
- Provide instruction, support, accommodations and modifications in the least restrictive environment.
- Provide differentiated instruction to meet the specific needs and goals of students with special needs.
- Provide related services (OT, PT, speech, etc.) in accordance with IEP.
- Monitor student progress towards goals.
- Maintain accurate and systematic records of student progress.
- Exit students from special education as appropriate.

Parents will:

- Partner with the school in creating a successful learning experience for all students.
- Effectively communicate with teachers and administrators regarding their child.
- Inform school of their child's needs and best ways of supporting him/her.
- Be an active and valued member of their child's education.