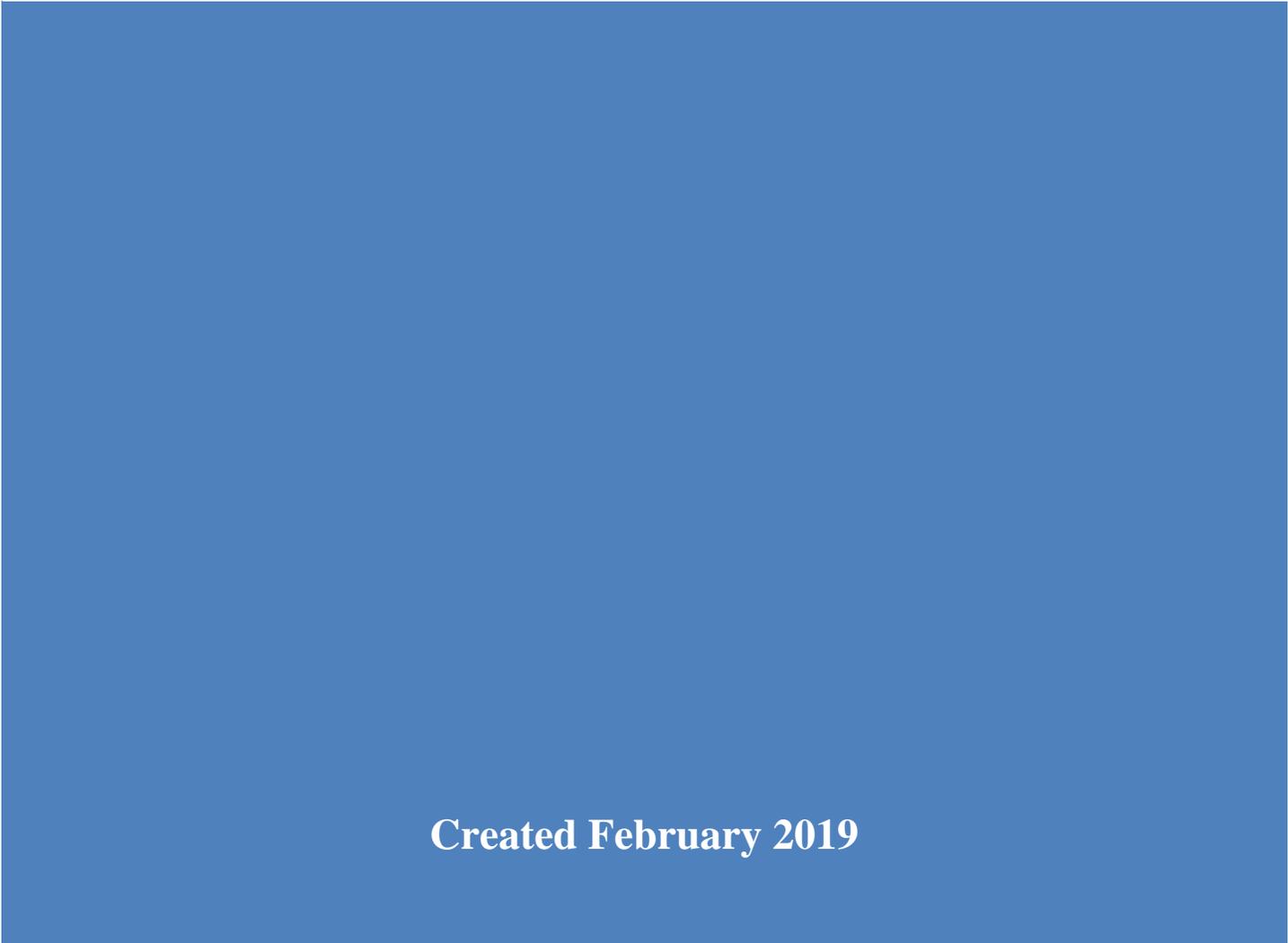




**Kids Community College Southeast IB World School  
Elementary Inclusion/Special Education Policy  
Spring-Fall 2019 School Year**



**Created February 2019**

# **Kids Community College SE PYP**

## **Inclusion/Special Educational Needs Policy 2019**

### **Mission statement**

Kid's Community College Southeast is dedicated to the well-being and educational success of every child. We aim to foster internationally-minded, lifelong learners who will help shape our global community.

### **Philosophy**

It is the philosophy of the International Baccalaureate, Kid's Community College Southeast and Hillsborough County that every child receives a world class education. Our vision, in the context of the inclusive nature of the PYP and the learner centered nature of IB, that all students receive necessary resources, guidance, accommodations and differentiation needed to be college, career and life ready. It is the goal of Kid's Community College Southeast (KCCSE) to develop life-long learners. In order to do so, we realize that we need to remove barriers to learning for all students. The structures of KCCSE are organized to embrace student diversity, which creates the opportunity for enriched learning. Through this emphasis on acceptance of diversity, students will be better equipped to be internationally minded and culturally aware. The inclusion model for students with special educational needs increases the instructional outcomes of students with disabilities and students with exceptional learning capabilities by providing equal access to standards-based, core curriculum. This model provides a culture of collaboration, mutual respect, support, and problem solving.

### **Identification**

In order to ensure the success of all students at KCC, students with social, emotional, and/or academic difficulties are referred to and reviewed by the Problem Solving Leadership Team (possible members may include the ESE Specialist, PSLT Chair, School Psychologist, Social Worker, Assistant Principal, or any other relevant staff member). Any school staff member can submit a referral to school PSLT chair. During the review process, students are evaluated to assess their individual needs, and if deemed necessary, referred to the Child Study Team (CST). Students who qualify for special education services will be assigned to the ESE Specialist and an Individual Education Plan (IEP) will be created to support the student in the classroom. The ESE specialist will support students in their classrooms. Additionally, students who are identified as advanced or gifted learners will also be appropriately placed and supported in the classroom. The gifted resource teacher will provide support by teaming with classroom teacher as well as pull gifted students once a week for additional support.

**ESE Specialist:** Special Education Team Leader, special education needs, IEPs, PSLT, CST chair

**Guidance Counselor:** Guidance needs/groups, monthly guidance lessons, behavior interventions,

**Social Worker:** concerns, Absences/Tardies

**Principal:** School-wide, School Improvement, facility, Steering, ILT, facility, personnel needs, etc.

**Assistant Principal,:** Curriculum and Instructional needs (ILT, textbooks, testing, calendar items, grades, report cards, student placement, field trips), substitutes

**SPEECH & LANGUAGE PATHOLOGIST:** Articulation and language development needs, IEPs, Hearing screenings.

### **The special educational needs inclusion model**

Inclusion provides all students equal access to an appropriate curriculum. In order to remove barriers to learning, the inclusion model places students who are eligible for special education services in tiered classes (Intensive or Small Groups) based on multiple measures (FSA scores, NWEA Map test scores, FAIR testing, DRA reading level) and input from the IEP team. The ESE Specialist collaborates and problem-solves with general education teachers utilizing co-teaching and consultation strategies to provide the highest quality of differentiated instruction possible.

In the inclusion model, all special education students are included in general education classes. General education and the ESE Specialist collaborate on lesson planning. The ESE Specialist collaborates and consults with general education teachers on an ongoing basis to guide students with special needs towards successful achievement of curriculum standards.

Although the inclusion model is advantageous for the vast majority of students, there are instances where students' academic needs are best met through an alternative setting. For example, a student may be placed in an intensive math or reading program depending on their previous year score on state mandated tests. Program flexibility is maintained to meet the ongoing developmental needs of special education students.

## **Monitoring student success**

KCCSE provides direct services to special education students by assigning the ESE Specialist to each student. School psychologists, speech therapists, occupational and physical therapists provide additional services if they are required.

The ESE Specialist will provide general education teachers with IEP reports to ensure they are aware of specific student learning needs, accommodations, and strategies for success. General education teachers meet with the ESE Specialist regularly to monitor student success and make recommendations. Meetings will be held monthly with all teachers during their planning time. IEP reports are held in student cumulative folders which are locked in the cumulative room. All classroom teachers will be provided with student IEP's before the start of each school year.

State and federal mandates for special education supersede some requirements of the PYP Primary Years Program, KCCSE exercises flexibility in scheduling, and through the inclusion model, all courses are taught using PYP pedagogy and assessed by PYP criteria. KCCSE offers specialized small-group instruction for specified content areas when students exhibit developmental needs that require modified learning environments.

An IEP meeting of the IEP team, including site administrators, special and general education teachers, parents or guardians, and the special education student, is held annually to review individual needs, progress, and appropriate placement. The IEP can be reviewed earlier if deemed necessary.

## **Differentiation**

At KCCSE we are dedicated to the well-being and educational success of every child. Through this dedication, the academic and social-emotional needs of each learner are addressed. Differentiated instructional strategies are determined through data analysis and the Multiple Intelligences (MIDAS) profile . Assignments and assessments are modified so that all students can access learning. Modifications may include elimination or extension of learning materials. Ongoing professional development and collaborative planning time will be provided to staff members to ensure that differentiation is a focus during teaching, learning, and assessing.

## **Assessment**

Assessment is vital for evaluating teaching and learning. Assessment allows for self-reflection and peer review, which supports all learners in gaining independence and becoming advocates for their own learning. Throughout the PYP unit plans, teachers

monitor student understanding with formative assessment tasks. Each task guides the teacher to effectively assess mastery of each individual skill. In Professional Learning Communities, teachers analyze student progress and reflect on best practices to move towards mastery. All students will be assessed with PYP criteria, however, accommodations are made for students with special academic needs.

### **Conclusion**

At KCCSE, we aim to meet the academic, social, physical, and emotional needs of all students through a variety of resources.

### **Resources**

<https://ibpublishing.ibo.org> - Coordinator Support Material, Standard B1 Inclusion