

Rock Ridge Elementary School

PYP Inclusion Policy

(The most recent date for reflection and review of this document was on Monday, November 1, 2021 during our Professional Learning Community time.)

Rock Ridge Elementary offers a needs based program that evolves and changes to meet the unique needs of our students and aligns with federal and state guidelines and regulations.

Philosophy

Rock Ridge Elementary fully understands its role in supporting all students in the classroom with learning. At Rock Ridge, we create a learning environment where all students are able to succeed, regardless of ability level. We believe in supporting students in finding their personal strengths in order to support growth in their learning. It is our job as educators to ensure that all students are provided access to a reasonable education while ensuring confidentiality. We believe that students with special needs should be placed within the least restrictive environment, and whenever possible, they should be with their general education peers in the classroom. Overall, Rock Ridge strives to create a community of learners where all students feel valued and where all students feel like they can thrive as learners.

Special Education and PYP

Rock Ridge Elementary School supports inclusive practices based on the needs of all students. All Rock Ridge students are IB students. Students participate in all aspects of the IB program when appropriate based on their least restrictive environment (LRE). Furthermore, general and special education teachers collaborate regularly when developing unit planners in order to ensure access to all students beginning with the end in mind.

IEP Plans

The Individualized Education Plan (IEP) is federally mandated for students with disabilities and meets the eligibility criteria for special education services. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) 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 ages 3-21 may be eligible for an IEP under the following categories: Developmental Delay (DD), Intellectual Disability (ID), Specific Learning Disability (SLD), Physical Disability, Autism, Multiple Disabilities, Traumatic Brain Injury (TBI), Speech Language Impairment, Significant Support Needs, Intellectual Capacity, Significant Emotional Disability (SED), and Preschool Disability.

504 Plans

Each 504 plan provides accommodations for a student with a disability who does not have an IEP. At Rock Ridge, 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. Students on a 504 participate in all areas of the IB program however, accommodations are given in order to help them access the curriculum.

Differentiation

Rock Ridge strives to address the needs of every student in a variety of ways. Personalized learning and/or pathways offer students the chance to take control over their learning process and educational experience.

Tiered Programming and Services Offered

A variety of services exist at Rock Ridge in order to meet the needs of students on an IEP. Students are assigned a case manager who works with grade-level teams in order to ensure the IEP needs are being addressed. All self-contained classes are taught by certified learning specialists. Services we provide are as follows:

- **General education with minimum support** - Students on an IEP are in the general education classroom with the mild/moderate special education teacher consulting with the general education teacher on the best way for the student to access the curriculum.
- **Multi-Tiered Support System**: Rock Ridge uses the Multi Tiered Support System model to meet the needs of all learners. Research-based interventions are utilized to address individual student needs and determine next steps.
- **Team Taught classes** - These classrooms contain both a general education teacher and a mild/moderate special education teacher. The teachers work together to design IB units that address and allow access to the curriculum as well as meet the accommodations of the students.
- **Self-contained classes** - Provided by a center-based SED teacher for students on an IEP who require a modified curriculum. These classes address IEP goals while following IB Learner Attributes and PYP philosophy..
- **SSN (Significant Support Needs)** - Taught by Significant Support Need teachers who follow IB guidelines and assess criterion-based on modified curriculum. Teachers follow the least restrictive environment guidelines under IDEA when making decisions for students. Whenever possible, students push into their regular ed classes. Math and Language are taught primarily in self-contained resource classes based on individual student needs. SSN programming also follows a broad theme based program which wraps around students learning to incorporate history, sciences, social studies, with reading and math curricula. SSN adds to IB planners to allow communication for accommodations and strategies for teachers when working with SSN students.
- **Project Unify** - Internationally based program that exemplifies all IB traits and fosters inclusion for all students.

- **Speech-Language Services** - Provided by a speech-language pathologist that addresses IEP needs of the student, typically centered around specific Language A criterion.
- **Mental Health Services** - Provided by School Social Worker and School Psychologist that address IEP goals, lagging social/emotional skills, and provide access to the academic curriculum.
- **Occupational Therapy Services** - Provided by an Occupational Therapist that addresses IEP needs of students, typically centered around fine motor development, to include sensory integration development.

Advanced Learning Plans

The Advanced Learning Plan (ALP) is a state-mandated individual document developed for each student who is identified as Gifted and Talented (GT) by state guidelines. Students may be identified in a specific 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 challenges 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.