

Kit Carson International Academy

Special Needs Policy

Carson Mission Statement:

Working together as a team, students, parents, staff, and the community of Kit Carson International Academy is committed to providing a rigorous, innovative, respectful and diverse learning environment that promotes academic excellence, intercultural understanding and social success. Through inquiry-based learning, we will produce internationally minded learners who are excited about achieving their goals.

Special Needs Statement:

At Kit Carson International Academy, we are committed to providing equal access to a broad, balanced and globally minded curriculum. As a school body, we recognize that students have unique needs that affect their access, delivery and mastery of academic and non-academic areas. To meet individual needs and varied learning styles, Kit Carson International Academy utilize multiple instructional approaches and support systems.

Practice:

Students with a variety of needs, such as varying disabilities, additional language learning or the gifted and talented are served in the general education classroom based on educational needs. Services are individually identified and delivered through the use of a continuum of programs with certified educators. Services are offered to students to best meet their academic and non-academic needs in alignment with federal, state and district policy.

Gifted and Talented Education (GATE) and Title I Alternative Gifted Services (TAGS) provide gifted learners and creative thinkers with advanced academic curriculum and provides experiences that require critical thinking, problem solving, study skills, and persistence in the face of challenges. Eligibility of referred students for GATE and TAGS is determined by a single high score or a combination of scores on a variety of assessments determined by the state and district. All second grade students participate in screening to determine eligibility for GATE testing. Referrals can be made by a teacher, parent, any school district staff member, or a self-referral.

Students identified as English Language Learners receive support through tiered instruction. Placement and proficiency levels are identified through annual testing. Each student has specific learning targets and mastery levels based on their proficiency level determined annually. Support includes scaffold instruction along with differentiation and peer support.

Differentiation:

All classrooms at Kit Carson International Academy strive for supportive educational environments to promote curriculum mastery. The educators employ differentiation strategies in flexible grouping, tiered instruction, varied instructional approaches and student choice activities. Formative assessments, screeners and observations assist teachers in delivering targeted instruction according to student needs and strengths.

"Academic Excellence for, Every Student, Every Day!"

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Definition of Inclusion:

Inclusion at Kit Carson International Academy consists of placing students in the least restrictive environment (LRE) to foster growth in academics and peer relationships. For most students, the least restrictive environment is the general education classroom. Small group accommodations for high stakes testing may be utilized if identified through Individualized Education Plans (IEP), 504's or Language Learners Profiles.

Students grade 1st - 5th participate in specials including Spanish, Library, Music, Art, and Physical Education (PE). Kindergarten and Preschool students participate in Library, PE, Music and Art. Instructional aides may accompany the students to varied specials as defined by their IEP or program needs.

Stakeholders:

At Kit Carson International Academy, educators receive professional development on the Response to Instruction and Intervention (RTI²) process. This training includes screener overviews and practice, progress monitoring, conferencing with parents, and tier 2 instructional methods. Professional development and training are provided in tiered instruction, differentiation, dyslexia, engagement strategies, and student choice options. Professional development in language acquisition phases, support and instructional methods are offered.

Collaboration periods are built into the schedule for grade levels and specialists. Specialists and grade level teachers are built into the schedule for grade levels and specialists. Specialists and grade level teachers hold alignment meetings and have access to planners. Teachers directly involved with instruction of an individual student have access to the IEP, 504, and other related documents. Confidentiality is maintained for students per district and federal policy.

Parents and other designated caregivers are invited to conferences, trainings, and other school events. Parent and designated caregivers maintain communication with the school staff regarding changes in need, routines, and documentation. Students are responsible to participate, take an active role in monitoring, and become self-advocates in their learning. They are expected to follow the procedures and policies as determined by the school and district.

*Established 2017-2018
Updated 2019-2020*

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