



Francisca Alvarez Elementary
PYP IB World School
Special Needs Policy

International Baccalaureate Programme Standards and Practices

Standard A: Philosophy

The school's educational beliefs and values reflect IB philosophy.

- A9: The school supports access for students to the IB Programme(s) and philosophy.
- A9.a: The school implements the Primary Years Programme as an inclusive programme for all students.

Standard B1: Leadership and Structure

The school's leadership and administrative structures ensure the implementation of the IB Programme(s).

- B1.5: The school develops and implements policies and procedures that support the programme(s).

Standard B2: Resources and Support

The school's resources and support structures ensure the implementation of the IB programme(s).

- B2.8: The school provides support for its students with learning and/or special education needs and support for their teachers.

Standard C1: Collaborative Planning

Collaborative planning and reflection support the implementation of the IB programme(s).

- C1.6: Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

Standard C3: Teaching and Learning

Teaching and Learning reflects IB philosophy.

- C3.3: Teaching and learning builds on what students know and can do.
- C3.3.a: Teaching and learning addresses the competencies, experiences, and learning needs and styles of students.
- C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.
- C3.10.a: The school provides for grouping and regrouping of students for a variety of learning purposes.

Mission:

Our mission at Francisca Alvarez Elementary is to develop inquirers who are knowledgeable, caring and who can apply their learning to many facets of life in order to create a more peaceful world. We make great effort to achieve a safe and challenging school with rigorous standards and measurable goals for all students. We encourage a learning environment that embraces intercultural understanding. Our students seek college and career readiness through collaborative partnerships that encourage and promote lifelong learning.

Objectives of the Special Needs Policy:

Francisca Alvarez Elementary School implements an instructional approach, Response to Intervention (RTI) that applies the Primary Years Programme (PYP) utilizing teaching techniques, which provides all students with the instruction they need for learning success. The goal of RTI is to intervene early when students begin to

struggle with learning-to prevent them from falling behind and developing learning difficulties. Teachers design the optimal learning experiences for students including all those who have special educational needs, so that the PYP framework is experienced by all students. Differentiated instruction shapes the curriculum and instruction to maximize learning potential for all students in different ways.

Our RTI is a framework for providing high-quality instruction built on these essential components with fidelity and in a rigorous manner:

- 1. High quality, scientifically based classroom instruction:** All students receive high-quality, research-based instruction in the classroom.
- 2. Ongoing student assessment:** All students' progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum.
- 3. Tiered instruction:** A multi-tiered approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to the individual student needs. Our school response to RTI is a multi-tiered approach that creates a well-balanced system of support for diverse student learners.

Tier 1: High-quality classroom instruction, screening and group interventions

Within Tier 1, students receive high quality, scientifically based instruction by highly qualified personnel to ensure their difficulties are not due to inadequate instruction or curriculum. All students are screened on a periodic basis to establish both academic and behavioral baselines and to identify struggling learners.

Tier 2: Targeted Interventions

Students not making adequate progress in the classroom are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention.

Tier 3: Intensive Interventions:

At this level, students receive individualized interventions that target students' skills deficits. Intensive, individualized interventions through Tier 3 are usually implemented for a period of approximately six weeks with evidence of regularly scheduled curriculum based monitoring.

Tier 4: Special Education

At any point in the RTI process, to meet the needs of students with the disabilities, a federal law, Individuals with Disabilities Act (IDEA), is designed to protect the rights of students with disabilities and to provide a Free Appropriate Public Education (FAPE). State and federal laws must be adhered to and the appropriate accommodations must be made. The United States government guarantees each pre-school and school age child and education in the least restrictive environment, which aligns to the IB philosophy. Special Education services address the individual needs of students with disabilities that may include individual or small group instruction, curriculum or teaching modifications/accommodations, and physical/ occupational/ speech therapy, regular classroom, instruction through special teaching, or instruction through approved contracts. Instruction shall be supplemented by the provision of related services when appropriate. Education Code 29.003(a)

- **Parent Involvement:** Information about their child's progress, the instruction, and interventions used is provided to parents.

We, the staff at Francisca Alvarez Elementary believe in the philosophy and tenets of the International Baccalaureate Programme. We provide for differentiated instruction and learning environments to provide and inclusive experience for students with special needs when educationally appropriate (IEP).

Adopted: May 21, 2018