

Patterson Elementary

Special Education Policy

Philosophy: At Patterson, we support access for all students to the IB program. We believe that all learners have unique needs to consider when helping them to meet/exceed their academic and non-academic potential. We value student diversity and respect individual learning differences. Students with disabilities are instructed in the least restrictive environment with the necessary instructional modifications, accommodations, and supports. Students are provided with meaningful educational opportunities regardless of their disability.

Standards: Special Education services are provided for any child who has met eligibility criteria under IDEA (Individuals with Disabilities Education Act) in one or more of the thirteen areas of disability. A full and individual evaluation is completed when there is a suspected disability, and as a result of the disability, the child may need special education services to benefit from education. The evaluation assesses children in all areas related to the suspected disability, including health, vision/hearing, social and emotional status, intelligence, academic performance, and communication.

Once eligibility and a need for services are established, an ARD (Admission, Review, and Dismissal) committee meeting is held to develop the child's IEP (Individualized Education Program). The ARD committee consists of the parent of the student, special education provider, general education teacher, diagnostician, and campus administrator. The development of the IEP includes determination of eligibility for services, a review of the present levels of academic and functional performance, development of measurable annual goals and objectives that address the child's area of need, determination of required classroom accommodations, development of instructional and related services, decisions regarding the student's participation in state and local assessment, and the child's educational placement is determined.

The IEP remains in effect for a calendar year and is implemented as written. Each year the ARD committee meets for an annual review to reflect on the child's progress toward the previous year's goals and to develop a new IEP. Every three years, a student with a disability is reevaluated to determine continued eligibility for services.

Practices:

- ❖ Patterson follows an inclusion model that aims to increase access and engagement in learning for all students by identifying and removing barriers.
- ❖ Patterson provides support for its students with learning and/or special educational needs and supports their teachers.
- ❖ Patterson provides collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

- ❖ Patterson supports teaching and learning differentiates instruction to meet students' learning needs and styles.

List of Special Education Services

- Co-Teach Services
- Behavior Support Class (BSC)
- Structured Learning Class (SLC)
- Speech Therapy
- Occupational Therapy
- Assistive Technology Services
- Auditory Impaired Itinerant Services