



Learner Support Policy: Green Valley High School

Philosophy:

Green Valley's guiding principle is one of inclusion. We want to identify and break down possible barriers to all students' learning and achievement. It is the responsibility of all teachers, regardless of content area, to identify and meet the additional learning needs of all students. We recognize that students may encounter difficulties in school at any stage from 9th grade to graduation; they may require prolonged support or only need extra support for a short period of time.

Federal Compliance:

Green Valley High School protects the rights of students with disabilities and ensures the provision of a free appropriate public education under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). GVHS complies with state and federal laws and regulations, and district policies and regulations governing the provision of Section 504 reasonable accommodations, access to and disclosure of student educational records under the Family Educational Rights and Privacy Act (FERPA), and various other disability rights related laws, services for students under Title I and Title III (English Language Learners- ELL), No Child Left Behind (NCLB), Americans with Disabilities Act (ADA), as well as the state prohibition against the use of aversive interventions on students with disabilities.

GVHS Teacher Training:

- *Professional development for Individualized Education Plans (IEP) development, IEP reviews, functional behavioral assessments, behavior intervention plans
- *Professional development in the areas of behaviors, core instruction in English, math, science, and social studies, co-teaching model, differentiated instruction, use of formal/informal assessments, and research-based instructional strategies for teaching content
- *Research-based materials to match curriculum and instructional needs
- *Training and support for implementing Response to Intervention (RTI), a tiered system of support for students
- *Professional development specific for CCSD representatives (both teachers and administration)
- *Curriculum development in the areas of support for students with disabilities
- *Student behavioral support and planning
- *In addition to professional development through CCSD's office of Special Education Programs/Projects (SEPP), special educators also attend school-based and division wide professional learning opportunities offered by CCSD's Instructional Design and Professional Learning (IDPL).

Co-Teaching Classes:

The Co-Teaching Model is offered at Green Valley High School for those students with special needs who are academically and behaviorally capable of meeting the general education curriculum demands and

expectations with support. These classes are taught by both a general education teacher and special education teacher and consist of a diverse group of students, both general and special education. The scope and pace of these classes are such that they are considered a general education setting. IEP modifications and accommodations are implemented. Cooperative teaching does not replace any of the program options that are presently available at Green Valley High School. It is intended to fill the gap that exists between special education and regular education placement. Core academic subjects are offered as C/C model classes (English, math, science, social studies).

Resource Classes:

Subjects offered in the Special Education Resource Program may include: English, Social Living, Math, Pre-vocations, Study Skills and Supervised Work Experience.

Specialized Emotionally Challenged (SEC):

Students enrolled in this unit require programs sensitive to their unique emotional and academic needs with attention to the creation of appropriate classroom environments and differential academic/behavioral teaching, classroom structuring and counseling models, and techniques appropriate for each type. SEC programs are driven, maintained, and evaluated through goals and objectives established in each student's specific IEP.

Specialized Learning Disabled (SLD):

This unit provides remedial and/or compensatory academic and adaptive behavior instruction to students with learning disabilities who need a greater amount of support than the resource classroom. The goal of this program is to make a successful change in placement from a specialized setting to reasonable less restrictive placement as described in each student's IEP.

Autism (AUT):

This unit is designed to instruct students in basic self-help skills to become more self-sufficient outside of the school setting. Students will be taught a variety of job skills, daily living skills, social training, as well as functional mathematics and language skills needed within the community they live. The goal of this program is to give students the opportunity to learn valuable life skills so they can live as independently as possible. Placement in this program is dependent upon the student's goals and objectives as stated in the IEP.

IB Learner Support at Green Valley High School:

All staff at GVHS has been trained to differentiate instruction for all students through instruction that is inquiry based, focused on conceptual understanding, informed by assessment, centered around local and global contexts, and supportive of effective collaboration and teamwork. "Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed goals."¹

A student who needs long-term homebound instruction will not be able to fulfill all of the obligations of the program as the CCSD homebound instructors are not trained IB teachers in the subject areas. If a current IB student at GVHS student becomes homebound, every effort will be made to assist the student by providing work to complete on a short-term basis.

Roles and Responsibilities of Green Valley High School IB parents, students, staff, and faculty:

Parent/Guardian

*makes submits a referral for support to review and discuss services the school may provide

*provides current documentation of the students' needs to the Special Ed. facilitator and to the IBDP Coordinator

¹ *Learning Diversity in the International Baccalaureate Programmes: Special educational needs with the International Baccalaureate Programmes.* IBO 2015.

http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/senxx.cfm&filename=general%2Fspecific_interest%2Fspecial_needs%2Fd_x_senxx_csn_1304_1_e%2Epdf

*attends scheduled section 504 plan/IEP meetings to assist the learning team in making the best decisions for the students' learning needs

Student

*Communicates with all involved in his/her education (parent, teacher, etc) and advocates for his/her own needs

*Takes "a more active and responsible role in planning, carrying out and reviewing of what is learned".²

*Participates in meetings designed to review/discuss/implement support

*Uses the recommendations from Special Ed faculty and from teachers to self-assess and to foster his/her own success

School (faculty and administration)

*Identifies any student with an existing section 504 plan or IEP and notifies the teachers and IBDP Coordinator about approved accommodations.

*Refers any student with an observed need to the Special Education Facilitator and/or Special Education Department Chair to set up a meeting to review and discuss services the school may provide

*Provides the school record at all IEP/504 meetings

*Coordinates services by communicating with the staff about learning accommodations (this includes assessment accommodations).

IB Subject Teachers and Special Education Teachers

*Collaborates with general education teacher to provide instruction that supports all student learning

*Utilizes classroom strategies to ensure accommodations are met for students according to their IEP

*Meets with students/parents/teachers for periodic updates to the IEP

*Provides specially design instruction and monitors progress General Education teachers including IB teachers

*Collaborates with special education teacher to provide instruction that supports all student learning

*Follows all guidelines outlined in an IEP or section 504 plan to ensure student success

*Communicates with parents, Special Ed. Facilitator, Assistant Principal or others regarding resources needed to help with implementation of an IEP or section 504 plan

² *Learning Diversity in the International Baccalaureate Programmes: Special educational needs with the International Baccalaureate Programmes.* IBO 2015.

http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/senxx.cfm&filename=general%2Fspecific_interest%2Fspecial_needs%2Fd_x_senxx_csn_1304_1_e%2Epdf