

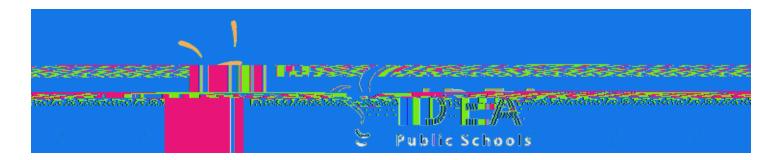
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IDEA College Preparatory (ICP) Donna recognizes that teaching, learning and assessment are fundamentally interdependent. We are guided by the understanding that students have different learning styles, cultural experiences, expectations and needs. We believe that our job is to ensure that all students are provided with the necessary opportunities to succeed academically. To that end, our school recognizes the wide spectrum of needs and abilities along the educational continuum. We implement inclusion and ensure that all students are placed in a least restrictive environment to support and facilitate their learning process.

Our general education curriculum is designed to provide all of our students with the highest level of instruction. Subsequently, we do not provide a different Gifted and Talented curriculum as our curriculum satisfies, and often supersedes, such expectation. From that highest track, we accommodate and differentiate for the lower levels of achievement.

ICP Donna believes in supporting all of our students, including those with special educational needs. Individual needs may include, but are not limited to learning disabilities, autism, spectrum disorders; and/ or physical, sensory, medical or mental health issues.

Definitions



in, its programs or activities subject to the Rehabilitation Act. A recipient of federal financial assistance that employs 15 or more persons shall designate at least one person to coordinate its efforts to comply with the requirements of the Rehabilitation Act. 34 CFR § 104.7

Identification Process

If a student is not responding to specific strategies by an instructor, the following support procedures will be implemented:

- A child is identified by the teacher, parent, or concerned staff member.
- The student's name is submitted to the Response to Intervention Committee (The RTIC).
- The RTIC listens and provides recommended interventions for the teacher to try over several weeks.
- The teacher reconvenes with the RTIC to report the student's progress.
- If necessary, further psycho-educational testing will be sought.
- After testing, and if necessary, the design and implementation of an IEP or 504 plan will take place and a meeting
 with the responsible parties