

**Special Education Needs Policy
Charles Hay World School
November 2015**

Mission Statement

Charles Hay World School is a learning community empowering individuals to create a better world through academic excellence, inquiry and thoughtful, caring, responsible action.

IB learners strive to be:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Charles Hay World School is a child-centered school that strives to put skills and strategies in place to support ALL students in accessing the Programme of Inquiry and becoming IB learners.

District Special Education Needs Policy:

Special education teachers provide consultation with teachers, conferences with parents, skill instruction to students, remediation services for students with academic, and social or emotional skill deficits, therapy services, diagnostic services, prescriptive programming services, staff development and parent education.

Special Education Staff:

Our Special Education team possesses the expertise to support and guide classroom teachers and related arts teachers to best meet the needs of all students. They work directly with students and also counsel teachers and parents.

Special Education Teacher:

The learning support specialists support in identifying and serving mild to moderate disabled students with academic difficulties. Students in these programs may need to access indirect support, small group pullout, or academic

November 9, 2015

instruction in a separate environment in order to better learn. In addition, the special educator is available for consultation to the teacher as well as parent. On-going progress monitoring and/or assessment (diagnostic, etc.) are completed as required.

Speech/Language Pathologist:

The speech/language pathologist is a specialist in identifying and serving children with speech and language processing difficulties. The SLP works across all grade levels serving a range of needs, ensuring educational relevance, highlighting language and literacy and providing culturally competent services. She provides time for consultation and collaboration with classroom teachers and other specialists to support classroom-based intervention, as well as to best meet the students' needs in accessing curriculum. The SLP also collaborates by helping families understand the language basis of literacy and learning as well as specific language/speech issues pertinent to an individual child. They play a critical role in conducting classroom observations and assessments to determine whether a student qualifies to receive speech and language support.

Affective Needs Teacher

Affective Needs Program is a District center-based program, which meets the educational needs of students whose behavioral characteristics seriously interfere with the learning of others or their own learning. AN provides a high degree of structure and support to accomplish academic goals through extensive affective education, curriculum, and instruction in assisting students with social skill mastery.

Counselor and Psychologist

Both the counselor and school psychologist at Charles Hay World School are here to help support all students who have social/emotional needs that impact their learning, and also to provide consultation with teachers. Avenues of support include, but are not limited to, individual and group work, crisis management, behavior management, and linking with other agencies to provide a broader range of services to students and families. The counselor and psychologist also focus on keeping a positive school climate through implementing an anti-bullying program and classroom lessons that support the IB attitudes. The counselor and psychologist connect parents with community resources and consultation or mediation between parents and teachers about student behavior.

Charles Hay World School Ensures Access of the IB Programme to all students:

Charles Hay uses a national framework referred to as MTSS (Multi-Tiered

System of Supports) to promote a well-integrated system connecting general, gifted, and special education to provide high quality, standards-based instruction and intervention that is matched to student needs.

Classroom Practice: MTSS is a regular education process that is inclusive to meet the needs of all learners. It ensures that all students have access to the core curriculum and the IB Programme of Inquiry. Through a plan-teach-assess cycle, teachers routinely collaborate to review data, group children by instructional or behavioral needs, set goals and determine a means to progress monitor. The cycle continues with instruction, adjusted strategies, new data, regroupings, new goals and more monitoring. Formative assessment plays a key role in evaluating student progress. The Special Education Team and the Linguistically Diverse (ELL) Teacher collaborate with grade level teams to meet the needs of all students. Considerations are made to what supports; people, time, extended learning experiences, and technology need to be put in place or adjusted for all students to access the IB Programme of Inquiry. Establishing a master intervention schedule at the start of the school year ensures that students are not engaged in any small group work during direct instruction times. If students are pulled out of the classroom, it is only for a short amount of time to work on skills and strategies that will allow them to more successfully access the units of inquiry.

Since Differentiation is a goal of the Englewood School District there are many professional development opportunities to improve on differentiation strategies as well as formative assessments. A District Gifted and Talented Coordinator also collaborates with teachers to assist in meeting the needs of gifted and talented students. Charles Hay World School has a culture of collaboration and problem solving. Students move in and out of flexible groups as their needs change. Guided flexible groups may be formed for specific academic, social or emotional needs. These groups change membership as the needs of students continuously change. Supports may be the classroom teacher, special education teacher, ELL teacher, Interventionist, counselor, para-professional or classroom volunteer depending on the needs. These collaborative teams take into account any barriers inhibiting achievement and put differentiated strategies in to place to scaffold student learning.

Assessment: Assessment is an integral part of the MTSS process. Determining students' current performance levels helps determine next learning steps. Pre-assessment, formative assessments and summative assessments are part of the teach-assess cycle. When the data collection over time reveals concerns or lack of progress, an Intervention Team meets to review data, collaborate and establish a plan. This Intervention Team may consist of teachers and specialists who work with the student, as well as additional staff for consultation. The plan includes specific research-based strategies that focus on

meeting the needs of the student: academic, behavioral, language, motor, or social/emotional. Parents are invited to help support the plan after the initial meeting. At times this may result in the placement of a student in special education.

Since the goal of all teachers is to create independent learners, self-assessment and peer assessments are also integral to the culture at Charles Hay World School. All students reflect on a regular basis on their learning, understanding of concepts, personal action, and how they bring the Learner Profile to life. All teachers work to empower students to advocate for themselves and gain independence.

This policy represents the philosophy of Charles Hay World School; a philosophy which emphasizes the relationship between teachers, learners, parents, and administrators in empowering all students to achieve their highest potential. It recognizes the importance of scaffolding learning to meet the needs of all students.