

Mountainview Elementary

Primary Years Programme

Special Educational Needs Policy

Beliefs

Mountainview Elementary believes that all students should be provided the support necessary to reach their full potential regardless of individual abilities and needs. Our school will support a learning community that allows every student to be challenged academically and become independent global-thinkers. Mountainview strives to achieve the IB's four principles of good practice: affirming identity and building self-esteem, valuing prior knowledge, scaffolding, and extending learning.

Programme Standards:

- A1.9- The school supports access for students to the IB programme(s) and philosophy.
- B2.8- The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C3.10- Teaching and learning differentiates instruction to meet students' learning needs and styles.

Definitions:

- **Special Educational Needs (SEN)**- refers to any student who shows a need for extra support or for challenge beyond the general curriculum. We recognize the wide spectrum of needs and abilities along a continuum, including students with learning disabilities as well as the gifted and talented.
- **Inclusion**- refers to providing access to all components of the PYP program in the regular education classroom. Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.
- **Differentiation**- an instructional design model that accommodates the written, taught, and assessed curriculum in order to meet individual needs. Differentiation is inclusion in practice. Inclusion and differentiation are most successful in the contexts of learning communities where there is a culture of collaboration that encourages and supports problem solving.
- **Enrichment**- refers to identified gifted and talented students who receive 3 hours of GT services each week from a GT enrichment teacher. They focus on research with pursuit of passion. They also participate in activities to help build logical, social, emotional, and creative thinking skills.
- **RESET**- refers to a Tier 2 and 3 program for students in grades Pre-K-5 that are experiencing behavioral issues that interfere with their ability to succeed academically and socially. RESET uses a positive behavior model with clear and consistent expectations to create a safe learning

environment geared towards progress on social and academic goals. While attending RESET, students take an intensive look at learner profile attributes through social and emotional instruction. They show the ability to meet goals centered around learner profile attributes.

Practices and Resources

Universal Screeners

- Measure of Academic Progress (MAP)

Eduphoria

- District program that monitors and tracks data.
- Assists with documentation

Branching Minds

- District program that is used to monitor and track tiered students in behavior and academic progress.
- Assists with behavioral and academic intervention strategies
- Assists with documentation

Response to Intervention (RTI)

Mountainview uses a multi-tiered system to identify and intervene for students who may struggle in the areas of academics, behavior, and social/emotional development. The goal of the RtI program is to intervene at the earliest possible time to equip students for success in all areas.

Differentiated strategies are used to reach students through a wide array of learning styles and modalities. All supports and interventions are built on a foundation of quality Tier One classroom instruction which reflects high levels of rigor and relevance.

- Progress monitoring: Students' progress is monitored regularly to determine growth. Instructional and placement decisions are driven by data.
- SAT (Student Assistance Team) meetings (academic/behavior): review student data and make placement and service decisions.
 - Tier 1 (High quality classroom instruction in whole and small group settings available to all students)
 - Tier 2 (Targeted small group interventions)- progress monitored every three weeks
 - Tier 3 (Intensive interventions)- progress monitored every week

Special Education (IDEA)

The IDEA act requires that public schools create an Individualized Education Program (IEP) for each student who is found to be eligible under both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. It specifies the services to be provided and how often, describes the student's present levels of performance and how the student's disabilities affect academic

performance, and specifies accommodations and modifications to be provided for the student. (Public Law 108-466 – 108th Congress)

Special Education services include:

- Inclusion
- BIP (Behavior Intervention Plan)
- Progress Monitoring
- Specially designed instruction
- Differentiated instruction

- Speech Therapy

- Physical Therapy

- Occupational Therapy

504 (ADA)

To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, or (2) have a record of such an impairment, or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free and appropriate public education to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

504 services include:

- Dyslexia services
- Dysgraphia services
- Differentiated Instruction

- Academic Service Plans

- Academic accommodations

Gifted and Talented/Enrichment

Gifted and Talented students come from all races, socio-economic strata, geographic locales, and environments. They exhibit unique needs and have unusual abilities and talents which merit recognition and nurturing.

Gifted and Talented services include:

- Inclusive model with the use of a cluster classroom
- Enrichment services weekly
- Differentiated instruction
- Annual Advanced Projects and Performances (APP) project
- After school enrichment opportunities

ESL

English as a Second Language (ESL or ELL) students are a tremendously diverse group representing numerous languages, cultures, ethnicities, nationalities, and socioeconomic backgrounds. While most English language learners were born in the United States, their parents and grandparents are often immigrants who speak their mother tongue at home. ESL students are students who are unable to

communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

ESL services include:

- Inclusive model with ELL Certified Teacher
- Sheltered Instruction Observation Protocol Model
- English Language Proficiency Standards are followed
- Assessed and monitored yearly

Stakeholders' Responsibilities

- Administration
 - IB Trained
 - GT Trained
 - SEN Policy is implemented and monitored
 - Encourage cooperation and coordination between students, teachers, and parents to create a positive learning experience for students.
 - Facilitates meetings
 - Monitor through walk-through observations and appraisals
 - Monitor GT Certification and update hours
- PYP Coordinator
 - IB Trained
 - GT Trained
 - Oversees planner revision to include differentiation
 - Attends planning meetings
 - Facilitates PYP campus professional development sessions
 - Registers teachers for IB training
- Teachers
 - Attend PYP Category 1 workshop by the end of their first year
 - 30 hours of training in GT education
 - At least one teacher per grade level is ELL certified
 - Trained to administer required assessments
 - Implement IEP accommodations across the curriculum
 - Differentiation training and implementation
 - Planning reflects differentiation strategies
 - SEN policy is implemented and revised
 - Communication with parents
- Students
 - Responsible, independent global thinker
 - Displays the Learner Profiles Attributes
 - Active participant in their learning
- Parents

- Active participant in their child's learning
- Maintain relationships with teacher
- Attend meetings and conferences
- Advanced Academics
 - Supports the IB/PYP program
 - Oversees identification and evaluation process for GT students
 - Facilitates differentiation training
 - Enrichment teacher on campus weekly
 - Observations by the Advanced Academics Instructional Coach
 - Monitors Advanced Projects and Performances (APP)
 - Hosts district fair for Advanced Projects and Performances (APP)
 - University Interscholastic League enrichment opportunities
- Mountainview PYP pedagogical team
 - SEN policy monitored and evaluated yearly
 - Develop professional development opportunities for teachers