

# Wade King Special Educational Needs Policy

## Special Needs Policy and Practices

Updated 5.13.19

*Wade King Elementary School aims to develop knowledgeable, skilled, compassionate, principled, and action-oriented young people through a rigorous program of inquiry.*

### Philosophy

We value diversity in our learning community, and we strive to identify and address the strengths and challenges of every learner. At Wade King, everyone is welcome, and everyone adds value to our learning community. We believe that successful learning in all classrooms requires differentiated instruction that meets the needs of our diverse learners. We utilize the core principles of a [Multi-Tiered System of Support \(MTSS\)](#), which combines systematic assessment, decision-making and a multi-tiered service delivery model to maximize educational and social-emotional growth for all students. We recognize that in some cases, students have unique needs that require the support of specialists, who together with the classroom teacher and student's family, form a team that designs accommodations, modifications, and interventions to support the student's growth. We want all of our students to be *knowledgeable, skilled, compassionate, principled, and action-oriented young people through a rigorous program of inquiry and to become internationally minded individuals who help create a better world.*

### Practices

We operate under federal and state laws that govern education for students with disabilities and other unique educational needs. These laws include:

- **IDEA** – Individuals with Disabilities Education Act is a United States federal law that governs how public schools provide special education and related services to individuals with disabilities.
- **ADA and Section 504** – Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 together require that reasonable accommodations be made to allow individuals with disabilities and health impairments to access a free and appropriate public education, regardless of their need for special education services.
- **Washington Administrative Code 392-170** – This Washington State law establishes that basic education must include programs for highly capable learners.
- **Revised Code of Washington 28A.180.010** – The Transitional Bilingual Instruction Act of Washington State directs public schools to develop programs that ensure equal educational opportunity for students who come from a home where the primary language is other than English.

In adhering to these laws, we draw on the expertise of a variety of specialists. Within the Wade King staff, these specialists include the Principal/Dean of Students, Reading Specialist, Highly Capable Program Liaison, School Counselor, Special Education Life Skills Teachers, Special Education Access in the Mainstream Setting (AIMS) Teacher, and Special Education Resource Teachers. Through school district and itinerant staff members, we also access the following specialists as needed: Autism Specialist, Behavior Specialist, English Language Learners (ELL) Teacher, Highly Capable Learner (HCL) Teachers on Special Assignment, Nurses, Occupational Therapists, Physical Therapists, a Speech Language Pathologist, and a School Psychologist.

*Table 1 (see appendix) lists systems and structures that are in place to identify and meet the needs of individual students. In each case, the needs of the child are addressed through collaboration between the family, the general education teacher and specialists. Although specialists may provide targeted instruction, the role of the classroom teacher is paramount. The classroom teacher implements accommodations and modifications that address the unique needs of the individual child so that the child can learn through inquiry alongside his/her peers.*

### **Our staff meets individual student needs in the following ways:**

- Teachers and specialists collaborate often to analyze student growth and implement interventions for students whose growth is slower than expected or who are in need an extra challenge.
- In addition to ongoing collaboration, formal Student Growth Collaboration Meetings are held in October, December, February, March, and May. The purpose of Student Growth Collaboration Meetings is to collaboratively review our most current student data, set goals, monitor progress, and refine instruction to meet the individual needs of students. A specific emphasis is placed on students who are not yet meeting grade level standards and those who are significantly exceeding grade level standards.
- Teachers design small group and 1:1 instruction to teach specific reading, writing, math skills, inquiry, and social-emotional skills and strategies to students.
- Students are grouped flexibly to build on their strengths and teach to their challenges.
- Teachers and students initiate 1:1 conferring for targeted instruction in all curricular areas.
- ELL specialists, special education teachers and therapists, instructional assistants, and parent volunteers work with students in classrooms, and in separate spaces outside the classroom, to support individual or small group learning needs.
- Staff within our Life Skills and AIMS programs collaborate with general education teachers to plan for meaningful inclusion of students in special programs into the general education setting.
- General education teachers and special education teachers work together to identify current levels of performance for students and collaborate with each student's family to set instructional goals for their IEPs and 504s. All parties meet regularly to monitor student progress toward goals, and to determine appropriate supports.



### **Snapshots of a student's day . . .**

*Sara is a student who has a diagnosed learning disability and qualifies for specially designed instruction in reading. She spends 90% of her day in the general education 4<sup>th</sup> grade classroom. She participates in a whole group lesson where the teacher models strategies for determining main idea and supporting details in nonfiction text. She meets with a small group of students and the teacher, where she practices applying this strategy with text at her instructional reading level, and also has time dedicated to independent reading. Later, she goes to the Special Education Resource Room for Leveled Literacy Intervention and word study along with two students from another 4<sup>th</sup> grade class. She returns to her classroom where she joins her peers in their current unit of inquiry. The teacher provides an online audiobook for her to listen to and read while her peers read the print version of the same book related to their inquiry: *Who We Are*. She then joins her peers in a cross-ability group for a discussion of the reading and inquiry-based learning engagements.*

*Gavin is a 2<sup>nd</sup> grade student who has multiple disabilities. He spends 80% of his day in a Life Skills classroom, and has goals in his IEP that address academic instruction, adaptive skills, social and emotional needs, communication, and fine and gross motor skills. In the Life Skills classroom, a special education teacher and paraeducator team work with Gavin individually and in small groups to identify letter sounds and develop his number sense using daily calendar activities. Fifth grade buddies come into the Life Skills classroom to play games that emphasize turn-taking and communication skills. Gavin joins a general education 2<sup>nd</sup> grade class for their classroom morning meeting and writing instruction. While his 2<sup>nd</sup> grade peers work on independent writing, Gavin practices letter formation and writing his name and familiar words, then meets with a peer who guides him in drawing a picture to tell a story. Gavin returns to the Life Skills classroom for sensory motor activities and rejoins the 2<sup>nd</sup> grade class later in the day for lunch, recess, and Physical Education, where the PE teacher is leading students in gymnastics exercises related to their current inquiry: *How the World Works*.*

**Table 1**

Students	Systems in place to identify and address special instructional needs
<b>All Students</b>	<p>Screening assessments, formative and summative assessments, and progress monitoring help all teachers to differentiate instruction for students in their classrooms, as well as identify students with unique needs who may need to be referred for additional support.</p> <ul style="list-style-type: none"> <li>• Home Language Survey for all new students</li> <li>• Highly Capable Learner (HCL) screener and assessment to identify students who need extra academic challenge</li> <li>• Phonological awareness screening and WA Kids assessment for all kindergarteners</li> <li>• Benchmark Reading Assessment for all primary students, and for intermediate students not meeting grade level standard</li> <li>• Measures of Academic Progress (MAP) reading and math assessment for intermediate students</li> <li>• Smarter Balanced Assessment (SBA) for all intermediate students</li> <li>• Classroom observations and formative and summative assessments during units of inquiry</li> <li>• Teacher’s College Reading and Writing pre- and post-assessments</li> <li>• Bridges Math pre- and post-assessments, as well as mid-unit checkpoints</li> <li>• Devereux Student Strengths Assessment (DESSA) social-emotional assessment for all students</li> </ul>
<b>Student who are English Language Learners</b>	<ul style="list-style-type: none"> <li>• Annual state-mandated standardized assessments are used to determine student’s current language level and growth.</li> <li>• The ELL teacher develops an Individual ELL Support Plans that are communicated to all staff working with the student.</li> <li>• ELL staff provides push-in/pull-out support as determined in the ELL Support Plan.</li> <li>• If academic and/or social-emotional challenges arise for an ELL student, school staff collaborates with the ELL Specialist and the student’s family to complete the <a href="#">ELL Critical Data Matrix</a>.</li> <li>• Professional development and instructional support is available to classroom teachers by the ELL Specialist.</li> </ul>
<b>Students with health concerns</b>	<ul style="list-style-type: none"> <li>• The School registration process and annual parent questionnaires identify students with health concerns.</li> <li>• The School Nurse and family work together to develop an Individual Health Plan, including accommodations necessary for the student to participate in and benefit from the educational program.</li> <li>• Individual Health Plans are communicated to all staff working with the student and are reviewed annually.</li> </ul>
<b>Students with learning and/or social-emotional challenges</b>	<ul style="list-style-type: none"> <li>• Teachers and/or families refer students to the school’s Care Team when behavioral and/or social-emotional challenges arise and the teacher has tried tier 1 and 2 classroom interventions without success</li> <li>• The Care Team is facilitated by the dean of students and includes the principal, school counselor, general education teacher(s), teaching specialists, and special education teachers. The Care Team meets to consider the strengths and challenges of the student, in order to determine the most appropriate interventions and establish a way to monitor progress over a set period of time.</li> <li>• If the student is an English Language Learner, the <a href="#">ELL Critical Data Matrix</a> will be completed to determine the impact of language on the student’s academic and/or social-emotional challenges.</li> </ul>

Students	Systems in place to identify and address special instructional needs
<p><b>Students with learning and/or social-emotional challenges</b> (continued)</p>	<ul style="list-style-type: none"> <li>• After 4-6 weeks, the team will check in to review growth the student has (or has not) made. The team will decide whether or not to continue the intervention or change the intervention before starting another 4-6 week cycle.</li> <li>• If continued interventions do not lead to expected growth, the Care Team may refer the child to the Multi-Disciplinary Team (MDT) to consider a special education evaluation, and/or a 504 Team for disability-related services. All teams include parents and staff members.</li> <li>• Parents may also refer their child to the MDT to request consideration for a special education evaluation.</li> </ul> <p><b><u>The MDT Special Education Process</u></b></p> <ul style="list-style-type: none"> <li>✓ The MDT team (consisting of the parents, school psychologist, principal or dean of students, general education teacher, special education teachers, teaching specialists, speech language therapist, physical therapist, and occupational therapist) holds a guidance team meeting to determine whether or not a special education evaluation is warranted. <i>This is called a MDT Guidance Team Meeting.</i></li> <li>✓ If the decision is made to evaluate the student, the areas of evaluation are identified. As soon as parents give consent for the evaluation, the MDT team has 35 days to complete the evaluation.</li> <li>✓ The Evaluation Team, including the parent and all identified team members, meets to discuss results and determine whether the student meets eligibility criteria and requires specially designed instruction and/or related services. This is called an MDT <i>Eligibility Meeting</i>. The student must meet the “3 prong test” to be eligible for special education services. The student must show: 1) A disability 2) An adverse impact to the student’s education caused by the disability, and 3) A need for specially designed instruction.</li> <li>✓ If a student is eligible for <a href="#">Specially Designed Instruction (SDI)</a> under IDEA criteria, an Individualized Educational Plan (IEP) is developed which establishes goals and identifies the least restrictive environment in which specially designed instruction may be delivered. Placement may be in a general education classroom, in a general education classroom with Resource Room support or AIMS support, in a Life Skills self-contained special education classroom with inclusion in a general education classroom as appropriate, or other district-coordinated special education programs.</li> <li>✓ The IEP Meeting, which initiates the student’s IEP, must be held within 30 calendar days of the MDT Eligibility Meeting. This meeting includes the parent(s), special education teacher, general education teacher, and any therapists who will be providing specially designed instruction or related services to the student.</li> <li>✓ All IEPs must be revisited by the IEP Team, that includes all staff supporting the student and the student’s parents, at least annually and a full re-evaluation must be completed every 3 years.</li> <li>✓ Progress Reports, sharing progress toward the student’s individual IEP goals, are sent home to parents in February and June.</li> </ul>

Students	Systems in place to identify and address special instructional needs
<p><b>Students with learning and/or social-emotional challenges</b> <i>(continued)</i></p>	<p><b><u>The 504 Process</u></b></p> <ul style="list-style-type: none"> <li>✓ If a student has a diagnosed disability that is having a significant impact on his/her academic and/or social-emotional development at school, the counselor and general education teacher will propose a 504 Team Meeting. Parents can also request a meeting to consider 504 eligibility for their student.</li> <li>✓ The 504 Team includes the counselor (who is the 504 Case Manager), parents, general education teacher, principal and/or dean of students, and any other school staff supporting the student.</li> <li>✓ The team will look at the <a href="#">504 Qualification Grid</a> to determine whether or not the student is eligible for a 504.</li> <li>✓ If the student is eligible, a 504 Plan will be drafted to document the accommodations and modifications required to support learning for the child within the general education classroom. (Students with a 504 are NOT eligible for specially designed instruction).</li> <li>✓ 504 Plans must be signed off on by all members of the team, which includes parents, and shared with all staff who work with the student.</li> <li>✓ Progress reports are given to parents in February and June.</li> <li>✓ 504 Plan must be reviewed at least one time each year.</li> </ul>
<p><b>Highly Capable Learners</b></p>	<ul style="list-style-type: none"> <li>• A universal screener, administered annually to 2<sup>nd</sup> graders, identifies students who are potentially Highly Capable Learners. With parent permission, these students are then assessed with the full CoGAT. Their CoGAT scores, other standardized assessment scores, and samples of student work are analyzed by a district MDT team who determines the student's eligibility for HCL.</li> <li>• Parents and teachers at all grade levels also have an annual opportunity to refer students for a HCL evaluation. Students who are referred are given the full CoGAT. Their standardized assessment scores and work samples are also analyzed by our district MCT team to determine eligibility for HCL.</li> <li>• HCL Liaisons partner with general education teachers and parents to develop Student Learning Plans for students in the area in which they qualify as Highly Capable. Student Learning Plans identify strengths and areas to nurture. Strategies for extending learning within the general education classroom are identified on the Student Learning Plan.</li> <li>• HCL Liaisons provide instructional support and professional development to classroom teachers as needed.</li> </ul>
<p><b>Students with speech and language disabilities</b></p>	<ul style="list-style-type: none"> <li>• Students receive services from the Speech and Language Pathologist as documented in their IEP.</li> </ul>
<p><b>Students with gross motor disabilities</b></p>	<ul style="list-style-type: none"> <li>• Students receive services from the Physical Therapist as documented in their IEP.</li> </ul>
<p><b>Students with fine motor and/or sensory disabilities</b></p>	<ul style="list-style-type: none"> <li>• Students receive services from the Occupational Therapist as documented in their IEP.</li> </ul>