

# South Shore Elementary School Special Education Needs Policy

## 2020-2021

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### **SEN Mission Statement:**

We will provide a learning environment that will meet the needs of all students by specializing instruction to develop lifelong learners.

#### **Initiatives:**

##### **Within the legal and fiscal policies of Anne Arundel County Public Schools:**

- Provide continuous support, interventions and modifications per IEPs and 504s and routine monitoring
- Provide specialized instruction and assignments to accommodate higher level thinking in all students
- Provide opportunities for staff to attend professional development on initiatives and interventions appropriate for special needs and gifted students
- Provide instructional materials and technology appropriate to meet the needs of all students within our capabilities
- Documentation of student progress should be inclusive of most recent data, evaluations, and classroom performance for continued provision of SEN.
- Provide adequate support and staff to meet the required service hours stated on student's Individualized Education Program/504 to maximize student learning and success.

#### **How do we identify instructional needs?**

- Teachers, resource staff, TAs, admin, guidance counselor and other school staff monitor students who demonstrate difficulty or exceeding expectations in the classroom. This includes mastering academic concepts, as well as participating actively and independently.
- Our ALPs (Advanced Learner Programs) Office also assists in helping to provide testing and programs to assist and enrich the education of our advanced learners.
- Classroom teachers use student classroom data, assessment data, teacher observations, and anecdotal reports.
- Classroom teachers identify specific concerns and present the student to the Collaborative Decision Making Team to determine in-class interventions and strategies.
- Specific data collection and file review is used to determine student progress and additional supports needed.
- Students are referred to the Special Education Team for needs that cannot be met through classroom differentiation.

#### **Who provides the services?**

Homeroom teachers, special educators, teaching assistants, speech-language pathologist, physical therapist, occupational therapist, school psychologist and cultural arts teachers provide services for students in varying capacities. For example, while our Special Education, ESOL, and Speech Teachers provide very specific services for students, other members of the school staff, such as classroom and cultural arts teachers may provide specific accommodations and modifications depending on the students IEP/504 and the content and class work they are participating in.

#### **What is the communication within the school and with parents?**

School staff use interims, report cards, progress reports, Individualized Education Program meetings, 504 Meetings, letters, and conferences to foster the home to school connection.

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*We follow Anne Arundel County Public Schools guidelines regarding service delivery for special education. Staff members attend professional development training and continuing education to learn about and apply updated evidence-based practices.*

### **Implementing, Evaluating, Supporting, and Reviewing the Inclusion Policy:**

The assessment policy is readily accessible in the school google drive and on the school's website. Teachers will be shown how to access policy documents at the beginning of each school year. Components will be explained through meetings with grade level colleagues, instructional coaches, and the PYP Coordinator. The policy will be reviewed annually by the whole staff and revised by a committee as necessary.