

Bancroft Middle School

Inclusion and Special Educational Needs Policy

Purpose/Mission/Beliefs

Bancroft Middle School is committed to providing a safe, engaging and rigorous learning environment which promotes and supports the academic and social development of every student.

We have the highest expectations of ourselves and our students. We analyze student data to support academic growth. We work with parents and our community partners to ensure that we are developing lifelong learners.

Our students will be empowered to develop their character, work with others, pursue their individual interests and reach their maximum potential to be creative, responsible, and self-motivated learners.

Special Educational Needs Students

Our Special Educational Needs (SEN) population includes students who need accommodations to access the curriculum to meet their intellectual capabilities based on their unique learning needs. These students include:

- Special Education students who have an IEP
- Students with a 504 plan
- English Language Learners (ELL) or Standard English Learners (SEL) who need extra support in the language of instruction
- Gifted/Talented/High achieving students

Program Goals

- All students should have access to an education that meets their individual needs
- Teachers should work collaboratively with specialists to ensure students are receiving instruction based on their needs
- Students should be valued and respected
- Students should take an active role in their own learning
- Parents should be included in the decision making process

Differentiation

Bancroft Middle School uses the Los Angeles Unified School District's Multi-Tiered System of Support as a guide for differentiation. See Appendix I for an excerpt. For more information, visit <http://achieve.lausd.net/sspt>

Special Education Students

Special Education students and students with 504 plans are placed in their Least Restrictive Environment as determined by the IEP team's offer of FAPE (Free and

Appropriate Public Education). Students placed in the General Education classroom may receive additional support from Special Education teachers, Special Education assistants, and/or accommodations to the curriculum. The BRIDGE Coordinator is responsible for coordinating the Special Education department.

504 Plan Students

Students with a 504 Plan are given necessary accommodations according to their plan. These 504 Plans are reviewed by parents, teachers and a counselor. The Head Counselor is responsible for coordinating the 504 Plans.

General Education teachers and Special Education teachers work collaboratively to meet the needs of Special Education students. Teachers may use several models such as:

- One teach/one support (one teacher teaches the lesson while the other teacher moves around classroom helping students)
- Parallel teaching (teachers divide the class and teach the same lesson separately)
- Pull-out (one teacher pulls a small group of students out of the classroom and works in a different classroom)
- Team teaching (both teachers teach the lesson together)
- Station teaching (teachers teach different content in stations as students rotate)

The eligibilities served at Bancroft Middle School include:

- Autism
- Deafness
- Emotionally Disturbed
- Hard of Hearing
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

There are four basic steps in the special education process:

STEP 1: Referral for Assessment

STEP 2: Assessment

STEP 3: Development and Implementation of an Individualized Education Program (IEP)

STEP 4: IEP Review

STEP 1: Referral: A parent, guardian, teacher, other school personnel and community members who believe that a child may need special education services may request a special education assessment of the child.

STEP 2: Assessment: An assessment involves gathering information to determine whether the student has a disability and the nature and extent of special education services that the student may need. Assessments may include individual testing, observations of the student at school, interviews with the student and school personnel who work with the student, and review of school records, reports and work samples.

The special education assessment plan should be developed in cooperation with the student's teacher(s), general and special education, and other appropriate staff, depending upon the student's disability or suspected area of disability, such as:

- The school psychologist
- Related services personnel
- The school nurse
- Parent

STEP 3: Development and Implementation of an Individualized Education Program (IEP): After the student has been assessed, an Individualized Education Program (IEP) meeting will be held. The IEP meeting will be held at a time and place reasonably convenient for both the parent and the District's representatives. At this meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services. If the student is eligible, FAPE will be offered during the meeting.

STEP 4: IEP Review: If a student is receiving special education services, his or her IEP will be reviewed at an IEP meeting at least once a year to determine how well it is meeting his or her needs. In addition, every three years, the student will be reassessed as needed. If there are concerns that the student's educational needs are not being met, parents or school personnel may request a reassessment or an IEP meeting to review the IEP, at any time during the year.

Placement for Special Education Students

The continuum of placements from less to more restrictive includes:

- General education classroom with accommodations
- General education classroom with supplementary aids and supports
- General education classroom with related services
- General education classroom with resource specialist services
- General education classroom and special day program
- Special day program

English Language Learners

English Learners (EL) can refer to English Language Learners (ELL) and Standard English Learners (SEL). They have several options for placement depending on language proficiency:

- **Structured English Immersion (SEI) program (CELDT Levels 1-3):** ELs with less than reasonable fluency in English are placed in an SEI program. The SEI program provides instruction in English, including: content-based ELD, primary language support, and Specially Designed Academic Instruction in English for access to grade-level content. In addition, all ELs receive an English Language Development class that supports the acquisition of English. Students that have been ELLs for more than five years are designated as a Long Term English Learner (LTEL). LTELs are placed in a Long Term English Language Program.
- **Mainstream program (CELDT Levels 4-5):** ELs with reasonable fluency in English are placed in the Mainstream Program. This program provides grade-level academic instruction in English and is designed for native English speakers. ELs continue to receive additional instructional support in order to meet the requirements to be reclassified as fluent English proficient.

Students are identified as an English Learner when they first enroll in a public school in California. After being identified as an English learner, they are given the California English Language Development Test (CELDT) to determine placement and services. They re-take this test annually to monitor progress. Students can reclassify as fluent English proficient after meeting the following criteria:

- A grade of "C" or better in English
- An Average of 4 or higher on the CELDT test (reading, writing, listening, speaking) with a minimum score of 3 in each area
- A score of "proficient" or "advanced" on the Scholastic Reading Inventory (SRI)

The EL Designee is responsible for coordinating this program. Duties include: testing students using CELDT, monitoring student progress, notifying parents/students/teachers of student progress, training teachers, providing support to teachers and students in the classroom.

Teachers teaching ELL and SELs should provide Specially Designed Academic Instruction in English (SDAIE) techniques. These include:

- Low affective filter
- Modified speech (speech rate, enunciation, cognates, limited idiom use)
- Contextual clues (gestures, facial expressions, graphic organizers)
- Multisensory experiences (visuals, audio, props, hands on activities)

- Comprehensible input (graphic organizers, word walls, examples)
- Appropriate lesson design (scaffolding , pacing, pre-reading, vocabulary, modeling)
- Content-driven (core curriculum)

Gifted/Talented/High Achieving

Gifted students are placed in honors classes for their core content (English, Math, History, Science) classes where they receive a differentiated curriculum. Gifted students are placed in mixed ability classes for electives and physical education. The GATE and SAS Coordinators are responsible for coordinating the Gifted and Talented division.

The curriculum may be differentiated in the following ways:

- Acceleration: allowing students to move through the curriculum at a pace that matches their abilities
- Compaction: allowing students to demonstrate prior learning to avoid repetition
- Depth: allowing students to understand concepts and generalizations by studying the patterns, rules and principles that support the bigger ideas
- Complexity: allowing students to combine many ideas or parts to develop complicated and interrelated wholes
- Content/Process/Product: the knowledge or skills learned/the way content is learned/the outcome of the learning

Gifted/Talented/High Achieving

A referral for Gifted identification can be made by a teacher, parent, or student. The school administrator or designee screens students by collecting data from existing sources, such as, the cumulative record and progress report card. When a candidate is deemed eligible for consideration, a member of the Local School Screening Committee obtains parent consent and completes the referral. When appropriate, an intellectual assessment or an evaluation of academic abilities, or audition in the performing arts, or a demonstration in the visual arts may be required. A designated District staff member reviews all screening and assessment materials and determines the eligibility of students.

Verification of Eligibility or Non-eligibility

- Designated LAUSD staff from the Psychological Services make the initial determination of eligibility for students being considered for the **intellectual and academic** categories.
- Designated personnel under the supervision of Gifted/Talented Programs make final determination of eligibility for students being considered for the **talent** categories.

Notification of Eligibility or Non-eligibility

- School receives a letter of notification to be used to notify parents of student's eligibility or non-eligibility.
- School receives a copy of the signed Application for Identification containing the Committee Report on Eligibility or Non-eligibility. (Parents may request a copy from the school.)
- The letter of notification, the signed Application for Identification and the Parent Consent for Assessment and Program Placement forms for each student must be kept in student's cum.

Major Categories of Gifted Identification

Intellectual Ability Students whose general intellectual development is markedly advanced in relation to their chronological peers. In general, students are tested only one time.

High Achievement Ability Students who consistently function for two consecutive years at highly advanced levels in both English-Language Arts/reading/EL* (elementary), English/EL* (secondary), and mathematics.

Specific Academic Ability Students who consistently function for three consecutive years at highly advanced levels in either English-Language Arts/reading/EL* (elementary), English/EL* (secondary), or mathematics. Students in Grades 9-12 may also be considered in either science or social science.

Creative Ability Students who characteristically perceive significant similarities or differences within the environment, challenge assumptions, and produce unique alternative solutions.

Leadership Ability Students who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction.

Ability in the Performing Arts or Visual Arts Students who originate, perform, produce, or respond at exceptionally high levels in either dance, music (voice), drama, or in drawing or painting.

Policy review

This policy shall be made available to all students and parents on a yearly basis and as requested. The policy shall be reviewed by the IB Coordinator and the Instructional Leadership team annually.

Los Angeles Unified School District
A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK
FOR THE STUDENT SUPPORT AND PROGRESS TEAM (SSPT)

Tier I: Instruction

Tier I requires high-quality universal access to core instruction and incorporates primary prevention practices for academic, linguistic, behavior and social emotional learning as a school-wide foundation for all students. Research shows that 80% of students will typically respond appropriately to high-quality Tier I instruction. Within Tier I, students receive additional differentiated instruction and all supplementary aides and resources aligned to the core program.

Tier I: Differentiation and Access Methods

Differentiation requires recognition of students' varying levels of readiness, interests, background knowledge, language, culture, and learning preferences. It also occurs through modification of the content (what is taught), process (how it is taught), product (how learning is shown), and/or resources available in the classroom and/or the school. In order to differentiate instruction to maximize student growth, teachers can add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, reteach, and frontload.

Tier II: Focused Intervention

Tier II includes focused interventions for students who require a more targeted level of support. The research shows that 10-15% of students may require this level of support. Tier II requires a qualitatively different evidence-based instructional program, approach or strategy, additional time for intervention and smaller group size. The interventions may occur within or outside the classroom and the amount of time spent in Tier II is in addition to what is provided in Tier I. For Tier II academic and behavioral supports, refer to the SSPT online resource Toolkit at <http://sspt.lausd.net>.

Tier III: Highly Targeted and Intensive Intervention

Tier III is comprised of highly targeted and intensive interventions for a small number of students. Tier 3 instruction does not represent referral for special education or special education services. Tier III requires increased duration of the intervention, smaller group size, additional specialized and differentiated instruction, and evidence-based approaches with ongoing and frequent progress monitoring. Research shows that 1-5% of students may require this level of support. Students at the Tier III level of support require daily intervention, in addition to what is provided at Tier I and II. Tier III services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. Support at this level is provided by a highly qualified teacher, generally outside of the classroom setting (but not always) and may be of a longer duration

Source:

<http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/361/sspt%20docs/SSPT%20Handbook%20Final%208-9-16.pdf>