

# **The Mount Washington School**

## **Special Educational Needs Policy**

The Mount Washington School values the abilities and talents of all its students and is committed to ensuring the least restrictive environment for all students who have special learning challenges. Our goal is to ensure that curriculum is accessible to all students. Teachers at The Mount Washington School will achieve this goal by:

- creating a class and school environment that welcomes and embraces the diversity of learners and uses the diversity of cultural perspectives to enhance learning and promote self-esteem
- explicitly activating learners' prior knowledge
- using their knowledge of learners' prior understanding to differentiate tasks and activities that will build further background knowledge necessary for new learning to occur
- scaffolding new learning into the learning process so learners can work towards mastery while receiving constructive feedback on all attempts
- helping learners to extend their learning by combining high expectations with numerous opportunities for practice and interaction with sophisticated texts in the content areas of the curriculum
- providing opportunities for the learners to experience the enjoyment of reading
- making the learner aware of the wide range of genres for writing

All 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students at The Mount Washington School are enrolled in the International Baccalaureate Middle Years Programme (IB MYP). The Mount Washington School implements the MYP utilizing inclusive teaching methods. Teachers design learning experiences that allow all students, including those who have special educational needs, to meet the rigorous standards of the IB MYP. Teachers provide all students with the opportunities to achieve these standards by implementing carefully constructed differentiated teaching strategies. Teachers create assessments that are diverse and relevant and allow for choice of product based on ability and interest. Assessments (formative and summative) allow for self-reflection and peer review. Differentiated teaching and assessment maximizes students' potential and allows each student to demonstrate their learning in diverse ways.

The Mount Washington School Math Department is working with the City Schools' Coordinator of Secondary Math to develop a strong program that will prepare all our students for high school and the high stakes tests they will be required to pass in order to graduate.

The chart below is in draft form and follows a potential trajectory for our students from their current grade in 2018- 2019 to either grade 9 or 10 in high school. We anticipate that our students will leave MWS with the skills needed to be successful in high school without remediation.

	2018-2019	2019-2020	2020-2021	2021-2022
Current Grade 6	Grade 6/7 Accelerated Math Eureka Math	Grade 7/8 Accelerated Math Eureka Math	Grade 8 Honors Algebra 1	Grade 9 Geometry
	Grade 6 On Level Math Eureka Math	Grade 7 On Level Math Eureka Math	Grade 8 On Level Math Eureka Math	Grade 9 Algebra 1
Current Grade 7	Grade 7/8 Accelerated Math Eureka Math	Grade 8 Honors Algebra 1	Grade 9 Geometry	Grade 10 Advanced Placement
	Grade 7 On Level Math Eureka Math	Grade 8 On Level Math Eureka Math	Grade 9 Algebra 1	
Current Grade 8	Grade 8 Algebra 1/ Data Analysis (Pass HSA, earn HS elective)	Grade 9 Honors Algebra 1	Grade 10 Geometry/ Algebra 2	
	Grade 8 On Level Math Eureka Math	Grade 9 Algebra 1		

The Mount Washington School provides coach classes in all subject areas for any additional support needed to ensure students are ready to accelerate and those students in need of additional support have the time allocated to do so.

If a teacher or parent has a concern about a student's performance the teacher will complete a referral form for a Student Support Team (SST) meeting. In this meeting the student's teacher(s), support staff, administration and parent/guardian devises intervention strategies to address those concerns. As these strategies are put in place the progress is charted and a follow up meeting takes place to assess the outcomes of the interventions. If the intervention

strategies implemented are not successful then a determination will be made if additional testing is necessary. If test results indicate that a student needs additional support, a 504 plan or an Individual Education Plan (IEP) will then be developed. 504 and special education services are individualized to meet the unique needs of students. Services may occur within an inclusive setting, through individual or small group instruction, curriculum or teaching modifications, testing accommodations or specialized services such as physical, occupational and speech therapy. These services are provided in accordance with a student's 504 plan or IEP and are reviewed on an annual basis.

We recognize that parents and guardians hold information and have knowledge and experience to contribute to the essential shared view of a student's needs. The staff at The Mount Washington School encourages parents / guardians to play an active role in their child's education and we look forward to working with them as a partner to ensure their child receives a quality education.

The Mount Washington School believes that teaching students with special educational needs is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessing and evaluating that takes into account the wide range of abilities, aptitudes and interests of the students. The majority of our students will learn and progress within this cycle. However, our students who accelerate through the curriculum, along with students that experience a difficulty in learning, will require additional supports and interventions to accommodate their learning needs. During collaborative planning time teachers will work together to make adjustments and improvements to the supports and interventions needed for students with diverse learning needs.

In conclusion, The Mount Washington School is committed to seeing that every student that attends our school becomes a successful, lifelong learner. All teachers and support staff have responsibilities for meeting the needs of all children, including those with special educational needs. We feel that a partnership with parents is critical to our success.

Source:

Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, IBO, 2010