

# Hutchinson Middle School

## Inclusion Special Education Needs (SEN) Policy

The administration, faculty, staff and parents of Hutchinson Middle School work collaboratively to support student learning through integrated units of study, and inquiry based problem solving. Hutchinson celebrates a diverse student population, representing 28 world languages. Ethnic and cultural differences are shared and *appreciated*. Students learn the importance of contributing to the global community through participation in service-oriented activities with a focus on international mindedness.

### PURPOSE

Lubbock ISD strives to ensure that every student achieves a minimum of one year's academic growth for every year in our district as reflected by value added data. This goal includes all types of learners. This purpose of this document is to specify the range of learning needs on the Hutchinson campus, as well as explain our efforts to provide all students with a challenging education that prepares them for high school, college, and the work force. This is a living document that serves to inform all stakeholders of our responsibilities; it will be updated as needed over time, based on updates in federal, state, or district regulations and best practices identified by the school or by the IB organization.

The chart below provides details regarding the current number of students at Hutchinson Middle School who have been officially classified according to the following categories.

Determination	Number of Students	Percent of Population (based on an enrollment of 784)
Autism Spectrum Disorders	6	<1%
Intellectual Disability	15	2%
Multiple Disabilities	0	0
Other Health Impaired	20	3%
Specific Learning Disabilities	38	5%
Severe Emotional Disabilities	0	0
Visual Impairment	0	0
Physical Impairment	0	0
Speech and Language	15	2%
Orthopedic Impairment	1	<1%
Auditory Impairment	5	<1%
Gifted and Talented	122	16%

Hutchinson Middle School seeks to “encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right” (IB Mission Statement, 2004). It is our goal to serve the varying styles and needs of all students, and we desire for the different learning needs within the school to be appreciated and celebrated. Although Hutchinson is a magnet school, the above criteria give students neither an advantage nor a disadvantage with regard to acceptance into the magnet program. All students, regardless of eligibility in either Special Education or the Gifted and Talented program, are given equal consideration and are evaluated according to set criteria for admittance purposes.

## **RESPONSES TO INTERVENTION**

At Hutchinson Middle School, a Student Support Team (SST) is in place to ensure the success of all students. The SST is made up of an administrator, a counselor, the nurse, specialists when appropriate, and the team of teachers that instructs the student in need of differentiated or additional support. The team receives referrals throughout the year. They meet to develop an individualized plan for each student in need of assistance. The plan includes the level and types of supports necessary for classroom success and academic progress. Students are automatically monitored if they have failed a grade or a portion of a state assessment. Intervention is provided by teachers throughout the building in various formats. Intervention classes are scheduled throughout the day, and we have teams of teachers who deliver intervention strategies to small groups of students. Tutoring is offered by multiple teachers before and after school each day. If a student does not show adequate progress after receiving intervention from Tiers I, II, and III, the Student Support Team requests permission from the parents for further testing.

## **EXCEPTIONAL STUDENT SERVICES**

Prior to any assessment, the parents are notified in writing. Parents receive information regarding their rights, and they must give informed consent before any assessment begins (IDEA, 2004). Formal assessments that may be administered by qualified diagnosticians or district specialists include standardized norm referenced tests. Lubbock ISD has access to the Woodcock-Johnson IV Tests of Achievement, Wechsler Individual Achievement Test III, Kaufman Test of Educational Achievement II, Kaufman Assessment Battery for Children II, Woodcock-Johnson IV Tests of Cognitive Ability, and the Wechsler Intelligence Scale for Children IV. In addition to these tests, the diagnostician and district specialists are available to administer additional diagnostics as needed.

Regardless of whether or not the student’s testing qualifies him/her for special education services, the results are reported to parents. Lubbock ISD requires our diagnosticians to meet with parents prior to the actual IEP meeting to explain the results of the testing. In this manner, parents can ask questions and receive clarification in a comfortable environment. Then the results are presented again in an IEP meeting, where parents are equal members of the team. The diagnostician or case manager will notify parents of the date and time of the meeting. The federal law requires that:

- 1) Parents are notified at least 5 school days prior to the meeting time
- 2) Parents are informed about the purpose of the meeting and the persons who will attend
- 3) The meeting must be scheduled at a mutually agreed-upon time and place

- 4) When parents cannot attend, the school must use other means of communication
- 5) An IEP meeting may be held without the student's parents, if they choose not to attend. In this case, the school must keep detailed records of attempts to communicate with the parents and the responses.
- 6) At the meeting, every effort must be made to ensure that parents understand the proceedings
- 7) Parents must receive a copy of the IEP at no cost

Once a student is identified as having special education needs, providing a free appropriate public education (FAPE) within the least restrictive environment (LRE) is our legal responsibility, and services are planned accordingly (*Building the Legacy: IDEA 2004*). All special education students are placed on an Individual Education Plan (IEP) that outlines the services they will receive. The diagnostician and special education case managers oversee communication, implementation, and confidentiality of the IEP, and they conduct frequent progress monitoring regarding the students' progress on the IEP goals and objectives. Teachers store the IEPs in secure locations in their classrooms and refer to them often to guarantee compliance with the information within. With input from parents, students, general education teachers, special education teachers, specialists, and administrators, IEPs are reviewed annually to adjust appropriateness of goals. Every three years, students are re-evaluated for eligibility by district specialists.

The Special Education department, led by the Educational Diagnostician, specifically oversees and assists those in inclusion and self-contained special education classrooms. Students are assigned one of the certified special education teachers as a case manager. The case manager monitors the progress of special education students, coordinates services and tutoring with parents, and serves as a liaison between the general education teachers and the families. They also provide co-teaching and support facilitation services within inclusion classrooms while overseeing and communicating the IEP to the general education teachers. Among those who work alongside the diagnostician and the special education teachers to coordinate services for the special education students are: the MYP general education teachers, counselors, principals, paraprofessionals, the school nurse, and district-level specialists. If additional resources are needed, the team may solicit help from outside specialists from the community.

The team that works with the special education students provides high quality, standards-based instruction and intervention that meet the academic, social, emotional, and behavioral needs of the children. Our goal is to provide an inclusion system that allows for teachers and students to work collaboratively to help learners develop an understanding of themselves at a level where they can self-advocate (*International Baccalaureate Programmes, 2*).

## **GIFTED AND TALENTED**

The state of Texas (Added by Acts, 1975, 74<sup>th</sup> Legislature, Chapter 260) defines a gifted and talented child as one who "performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- 1) Exhibits high performance capability in an intellectual, creative, or artistic area;
- 2) Possesses an unusual capacity for leadership; or

3) Excels in a specific academic field” (May, 1995)

In the Texas State Plan for the Education of Gifted/Talent Students, the state sets the following specific goal for GT children: “Demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity.” Our district meets that goal by identifying students for the program and, once identified, providing instructional strategies that allow students to experience the learning of advanced content that is differentiated in depth, complexity, and range. Teachers utilize their unit planners to denote extensions of learning for GT students. In Lubbock ISD middle schools, GT students are placed in Pre-AP courses with other GT students and with those who have not been identified as gifted, but who have the ability to be successful in Pre-AP. Teachers are required to have an initial GT training that is 30 hours in length and provides excellent skills and strategies for working with this specific population. Each year thereafter, the teachers engage in a 6 hour update to refine and enhance their strategies. Because our aim is to develop self-directed learners who refine their abstract and complex thinking and reasoning skills, those who are advanced are provided with various opportunities to extend their learning. Enrichment of the learning is done through extended activities that are tied to the curriculum, IB summative assessments, and open ended learning tasks at the highest Depth of Knowledge (DOK) levels (Webb). The chart below outlines Lubbock ISD’s expectations regarding the curriculum scope and sequence for gifted and talented students.

<b>G/T Curriculum Scope and Sequence 6-8</b>			
	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
	<b>The sixth grade gifted student is expected to:</b>	<b>The seventh grade gifted student is expected to:</b>	<b>The eighth grade gifted student is expected to:</b>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Determine and develop language of the discipline within the individual's bases of knowledge outside the core curriculum</li> <li>Determine and analyze generalizations across disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Expand his/her own areas of inquiry into multiple areas beyond the core curriculum</li> <li>Compare and analyze multiple generalizations across disciplines to determine critical attributes</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyze using the language of the discipline</li> <li>Select and use appropriate tools or processes to clarify and justify</li> <li>Examine and evaluate systems</li> <li>Analyze principles and theories across disciplines</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>Analyze patterns and trends to determine critical elements and attributes</li> <li>Examine existing solutions to contemporary problems</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple patterns and trends to determine corresponding influences</li> <li>Analyze and evaluate existing solutions to contemporary problems</li> </ul>	<ul style="list-style-type: none"> <li>Collect and organize information to predict patterns and trends across disciplines</li> <li>Objectively examine complexity of self through comparisons to outside structures and systems</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Utilize the communication styles and language of the discipline</li> <li>Use a variety of forms to communicate complex ideas resulting from intellectual endeavors</li> </ul>	<ul style="list-style-type: none"> <li>Utilize the communication styles and language of the discipline to communicate original ideas</li> <li>Present information from individual inquiry to an expert audience</li> </ul>	<ul style="list-style-type: none"> <li>Select a topic of interest and compose effective written and oral presentations enhanced by visual and media in any discipline</li> <li>Compare and contrast samples of noteworthy communication</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>Evaluate independent research using self-developed criteria</li> <li>Utilize bibliographies to gather data for independent research</li> </ul>	<ul style="list-style-type: none"> <li>Construct annotated bibliographies that support independent research</li> <li>Compare experimental and descriptive research designs of studies across disciplines</li> <li>Gather data using complex databases</li> </ul>	<ul style="list-style-type: none"> <li>Compare studies retrieved from complex databases</li> <li>Compare historical and descriptive research designs of studies across disciplines</li> </ul>

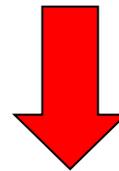
The expectations above align well with the objectives and approaches to learning skills within the IB framework. As prescribed in *Learning Diversity in the International Baccalaureate Programmes*, Hutchinson teachers strive to differentiate learning for all students to maximize success in reaching agreed upon individual goals specific to inquiry, problem solving and success in the ATLs (4).

In addition, we offer extracurricular activities that enhance knowledge and allow for the development of skills and interests in our gifted students. Among these are Future Problem Solvers, Destination Imagination, Gear Robotics, BEST Robotics, Chess Club, STEM Challenges, and UIL competitive academics. Multiple opportunities are also made available to students and parents.

The identification process within the Lubbock ISD is conducted primarily at the elementary school level. Our district does mass screening with every Kindergarten, 1<sup>st</sup> grade, and 5<sup>th</sup> grade student. Students take the Measures of Academic Progress (MAP) test three times per year in elementary. If they perform at a high level on their MAPs assessments in Kindergarten, 1<sup>st</sup> grade, or 5<sup>th</sup> grade, they are referred for further testing to determine the eligibility for the gifted and talented program. Teachers, students/parents, or administrators may nominate a student for testing. If a child moves into the school district during a grade that is not designated for mass screening, the complete battery of tests is still available to the student. These assessments include: an achievement test in reading and math (Measures of Academic Progress-MAP or the Logramos for Spanish-speaking students), a school ability/IQ test (NNAT2), the Torrance Test of Creative Thinking, and rating scales such as the Renzulli Hartman Scale, the Slocumb/Payne Teacher Perception Scale, and a classroom Products and Performance measure. The chart below shows how the distribution of scores is charted, as well as the qualifying criteria.

## Lubbock ISD

### Gifted/Talented Student Identification Profile



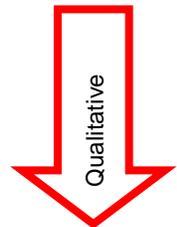
District line:  
Minimum of 3 out  
of 5 criteria to right

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

	Below Average	Average	Strong Average	Excellent	Superior
<b>School Ability (IQ) (121+)</b>	<85	86-99	100-120	121-139	140+
Must be 121+ • NNAT2 _____					
<b>Achievement Scores K-1 (90+) 2-12 (90+)</b>	≤50	51-80	81-89	90-99	100+

<ul style="list-style-type: none"> <li>• MAP</li> <li>• Reading _____%</li> <li>• Math _____%</li> </ul>					
<ul style="list-style-type: none"> <li>• Logramos (Spanish)</li> <li>• Reading _____%</li> <li>• Math _____%</li> </ul>					
<b>Divergent Thinking (121+)</b>	≤85	86-100	101-120	121-131	132+
Must be 121+ <ul style="list-style-type: none"> <li>• Torrance Test of Creative Thinking _____</li> </ul>					
<b>Rating Scales – Use one or two of the following measures:</b>					
(64+) <ul style="list-style-type: none"> <li>• Slocumb/Payne Teacher Perception Scale Score _____</li> </ul>	1-25	26-47	48-63	64-70	71-76
(25+) <ul style="list-style-type: none"> <li>• Renzulli Hartman Motivational Scale Score _____</li> </ul>	1-10	11-20	21-24	25-30	31-36
(124+) <ul style="list-style-type: none"> <li>• LISD Parent Inventory _____</li> </ul>	≤98	99-117	118-123	124-129	130-135
(2.8+) <ul style="list-style-type: none"> <li>• Slocumb/Payne Student Interview _____</li> </ul>	1.0	1.1-1.8	1.9-2.7	2.8-2.9	3.0
(5+) <ul style="list-style-type: none"> <li>• Products and Performances _____</li> </ul>	1	2-3	4	5-6	7-8



Transition in and out of GT is coordinated through the Campus GT Facilitator. This role is fulfilled by a counselor on each campus in the district. Further information about the GT program may be found on the district website at: [http://www.lubbockisd.org/pages/Lubbock ISD TX/Top Navigation-Folders Docs Li/Staff/Departments/Central Office Departments A/Advanced Academics -\\_Competiti/Gifted and Talented Program](http://www.lubbockisd.org/pages/Lubbock_ISD_TX/Top_Navigation-Folders_Docs_Li/Staff/Departments/Central_Office_Departments_A/Advanced_Academics_-_Competiti/Gifted_and_Talented_Program).

## GUIDELINES FOR INSTRUCTION

IB has identified “four principles of good practice that promote equal access to the curriculum for all learners across the continuum, but that are particularly relevant to those with special needs. These principles are based on elements of good practice and are essential to the development of the whole person” (*Learning Diversity in the International Baccalaureate Programmes*, 5). Hutchinson Middle School has adopted the four principals as good practice, and the components within this policy align with these areas: 1) affirming identity and building self-esteem, valuing prior knowledge, scaffolding, and extending learning.

Affirming identity and building self-esteem is achieved through the creation of an inclusive environment where social and emotional conditions value all languages and cultures and affirm

identities of each learner. This goal is primarily met through the intentional focus on inquiry, the learner profile, action, and international mindedness. Building programs and practices reinforce these opportunities.

Valuing prior knowledge be considered in order for new learning to take place. Special Education teachers and General Education teachers work collaboratively to communicate students' previous learning experiences and prior knowledge. These things are also considered for differentiation of learning. Differentiation and strategies for building or extending background knowledge is documented in the MYP unit planner. Teachers use best practices and strategies to activate prior knowledge of all students. These research-based activities may include: cooperative learning structures, K-W-L charts, video clips that frontload learning, and cross curricular connections.

According to Learning Diversity in the International Baccalaureate Programmes, scaffolding is a temporary strategy that enables learners to accomplish a task that would otherwise be impossible or much more difficult to accomplish (6). Visual aids, cooperative learning structures, modeling of thinking, dramatization, and small group instruction are some of the examples of our scaffolding strategies. After school tutoring is offered before and after school every day. Finally, the Approaches to Learning skills have also been strategically articulated to provide structure to the implementation of important skills.

All faculty at Hutchinson strive to instruct students at a level that affords them the opportunity to interact with rigorous curricula through inquiry-based education. Learner-centered practices and interaction with rich materials and experiences are combined with high expectations in an environment of inclusion to help all learners be successful. Assistive technology, where needed, is offered to students to guarantee access to such materials. Hutchinson Middle School has a ratio of technology that allows all students access to the internet and technological resources.

### **Communication and Review of the SEN Policy**

All policies in relation to the implementation of the IB program are available on the school's website. Review and revisions of the Inclusion/SEN policy will take place annually with the Special Education team members, the administrative team, and the MYP IB Coordinator each spring. This policy is a living document that may be updated due to changes in laws or policies.

## Appendix: Federal and State Regulations

### Federal Regulations

The Individuals with Disabilities Education Act (IDEA) became effective July 1, 2005. According to the IDEA.ed.gov website, this federal law governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children, and youth with disabilities. As it stands, Texas has accepted federal funding under IDEA and is subject to all regulations. Children at Hutchinson will receive special education and related services as outlined in Part B of IDEA. Part B of IDEA was last updated December 31, 2008. Under IDEA students with disabilities must be provided Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that prepares them for further education, employment and independent living.

### State Regulations

In accordance with Part B of IDEA, the State is required to develop the State Performance Plan (SPP) outlining how the state will move into compliance with the statutory and regulatory requirements of IDEA Part B and to improve the educational and functional outcomes for children with disabilities. This SPP is submitted to the US Department of Education, Office of Special Education Programs (Building the Legacy: IDEA2004).

### Section 504

Section 504 is the part of the Rehabilitation Act of 1973 that guarantees specific rights in federally funded programs and activities to people who qualify as disabled. Section 504 states that “no otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Section 504 is enforced by the Office for Civil Rights (OCR). The School District is responsible for the Implementation of Section 504 (Special Education Rules and Regulations). A Student Support Team, including the parents, uses the following criteria to determine whether a student is eligible under Section 504: whether or not the student is determined to have a physical or mental impairment which substantially limits one or more major life activities.

## RESOURCES

Added by Acts, 1975, State of Texas 74<sup>th</sup> Legislature, Chapter 260

“Building the Legacy: IDEA 2004.” US Department of Education. Office of Special Education Programs (OSEP) IDEA. Web. 11 November 2014.

International Baccalaureate Organization. MYP: From Principles into Practice. Cardiff: International Baccalaureate Programme, 2014.

Lubbock Independent School District website, GT informational page.

“Primary Years Programme, Middle Years Programme, and Diploma Programme: Learning diversity in the International Baccalaureate Programmes: Special Education needs within the International Baccalaureate Programmes. Cardiff, Wales: International Baccalaureate organization, 2010. Print.

Webb, Norman L, et al. “Depth of Knowledge (DOK) Levels.” Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 February 2006. PDF File.