

# Explanation of Student Support Systems at Dorothy Fox



It is our mission to help every child be successful in school, ensuring a bright future ahead for all. For some students, this can mean receiving more individual services in order to address significant issues that impact a student's academic success. Like all schools in America, there are students with disabilities, students with varied socio-economic backgrounds, and students with different cultural and languages experiences in every classroom at Dorothy Fox. We believe such diversity is an asset to the students of Camas as they learn to be accepting and respectful of all people.

These services are often delivered in a way that is discreet, but it is important for families to understand how Dorothy Fox ensures that every student has a Free and Appropriate Education as provided for by federal law.

## Support at Dorothy Fox that is available to all students:

### **Counseling Program**

Dorothy Fox is very lucky to have a full time school counselor to help all students be successful in school. Our school counselor, Mr. Baxter, manages the School Counseling program at Fox. He is available to children, parents/caregivers, teachers and community members to help with the social, emotional, and academic success of the students at Dorothy Fox. The program consists of three areas of service: Prevention, Responsive Services, and Crisis Support.

### **LAP Reading and Math (Learning Assistance Program) - Room 3 at Fox**

After reviewing student performance in reading and math on various assessments, some students are invited to get extra pull out support in reading or math in the LAP Program. These students fall within the bottom % of the students in the grade level. Older students are often invited to receive services before school to avoid being pulled out of the classroom in the day for additional time. Parents are notified if your child qualifies for LAP services.

### **Building Intervention Team**

When a student is struggling to meet academic expectations, a teacher can bring a student to our BIT or Building Intervention Team. This is a "think tank" of Fox personnel that can give a teacher and parent ideas for how to better intervene with students in need. The team can include parents, general education teachers, special education teachers, counselor, psychologist, principal, nurse, reading specialist, and others as needed.

### **Sensory Support**

Fox understands that students have different learning styles and needs. In response, each classroom is equipped with a sensory kit to help all students meet their individual needs. These kits include head phones for students who need a more quiet work environment. It also has fidgets, special pencil grips, and "wobble" seats to support a student who may have trouble staying focused and needs to be active while working. Visual timers, colored overlays, reading trackers, chewy sticks and a variety of other items are provided for any student in a classroom who could benefit.

### **Tiered Behavior Support**

Through our school-wide positive behavior support program, Dorothy Fox has been working to monitor data about student behavior with the goal on intervening early for students that are having trouble with their behavior at school.

Students that are considered Tier II are placed in a school level Check-In/Check-Out program that is meant to focus on the positive decisions that a student makes and provides extra individualized attention to each student. Students in this program meet with a special staff member in the morning and keep a point sheet throughout the day to monitor how they are doing. They bring the point sheet to check out with this same adult at the end of the day with the goal of meeting a goal of 80-100%. Our counselor, Mr. Baxter, is the point person for this program.

Teachers may also select to implement a classroom-level daily point sheet for students who struggle with behavior. This is done in collaboration with the parents on an individual basis.

## **Highly Capable Program**

In Camas, students can qualify for the Highly Capable Program for grades 3-5 in elementary school. This identification process is done in the Spring with parents and teachers both nominating students for consideration. This program does not pull students out of their classroom to give them something distinctly special. Instead, we provide a Cluster Grouping Model. These like-students are grouped together in clusters and are placed in class together along with regular grade level peers.

Teachers are provided with extra training to help them offer differentiated learning opportunities in the classroom which may include compacting the curriculum, providing a menu of choice, accelerating the standard(s), or developing an individual student learning contract. These differentiated strategies vary throughout the year.

Students considered "Hi-Cap" are rarely equally gifted in all areas. The teacher often offers the entire class opportunities to extend or enrich the curriculum in math, reading, writing, and sometimes other subjects. Hi-Cap students are expected to take advantage of these opportunities to work above grade level in their areas of strength.

Camas has many students who are capable and motivated to work above grade level. Being labeled as "Highly Capable" is not the only way to be advanced in your academic performance. It is the mission of the CSD to meet the needs of all students, regardless if they are in a special program.

## **Support at Fox that is available to students with a disability:**

### **What does it mean to have an IEP?**

An IEP or Individual Educational Plan is designed to meet the unique educational needs of one child, who may have a disability as defined by federal regulations. The IEP is intended to help children reach educational goals more easily than they otherwise would. Students on an IEP have been tested by the school system and it has been found that a student's disability is having a significant impact on their education and that the student would benefit from specially designed instruction. Fox has special education teachers and para educators (also called staff assistants) who work with students.

Dorothy Fox works to support all students in our school. Some of our students have been diagnosed with learning disabilities, health impairments such as ADHD, visual or hearing impairments, forms of autism, deficits in social behavior and other mild to moderate disabilities. Some of these students receive services on an IEP that require them to be pulled out of their regular classroom to be serviced in reading, writing, math, or social skills during the day. Many of these students blend seamlessly with their peers and are successful in school with this extra support.

Some students at Fox may be on an IEP for a communication disorder where they receive services with a trained speech pathologist for support with articulation or expressive/reception language. Additionally, a few students are served in the school by trained Occupational and/or Physical Therapists. These students work on gross and fine motor skills that help the student with needed skills to access their education. These services are only available to those that qualify.

If you have questions about the needs of your student or a suspected disability, please contact your child's teacher, the school psychologist, or the school principal at any point throughout the school year.

### **What Special Education Programs are at Dorothy Fox?**

At Fox, we have two programs that provide services for special education students on IEPs. One is the resource room where students receive math, reading, writing, and/or social skill support at their individual level. A second program at Fox is a district program called SIS or Structured Inclusion. This is a program for students with more significant disabilities who need more support. These students spend time in a self-contained class to help them with life skills, behavior, and basic academics. As much as possible, these students integrate into classrooms with same-age peers. Students at Fox are great role models, helpers, and friends for these students. It is a win/win combination!

### **What does it mean to have a 504 Plan?**

Section 504 of the Rehabilitation Act provides opportunities for children with disabilities reasonable accommodations that can be delivered in the general classroom setting. These are students who need extra assistance due to a disability but are not on an IEP. These students have a plan that explains to the teacher what special accommodations the student needs in the general classroom and it passes from grade to grade to support a student's disability. This information is private between the family and teachers. Other students do not know who may be serviced with a 504 plan at school.