



River Oaks Elementary
Vanguard Magnet IB World School
Special Needs Policy



Mission Statement

The mission of the River Oaks Elementary community is to develop inquiring, knowledgeable and caring individuals who create a better and more peaceful world through intercultural understanding and respect.

Philosophy

The purpose of the Special Needs Policy is to ensure children with special needs at ROE will make progress and grow in confidence in their own giftedness and to help the students become independent, motivated and life-long learners. Our goal is to create an environment that is respectful of different learning styles and expressions, allowing students to display their knowledge in different ways.

What We Do?

ROE provides an educational program for the following populations:

- At-risk
 - Provide interventions for students who are impacted by obstacles such as truancy, low-performance, economically disadvantaged, or other external factors.
- English Language Learners
 - Certified ESL (English as a Second Language) teachers utilize best practices that support second language learners.
- Gifted and Talented
 - Certified GT (Gifted & Talented) teachers provide differentiated instruction to students identified as gifted and talented through the IB PYP, including support for social and emotional needs.
- Section 504
 - Certified general education teachers deliver synchronous and asynchronous instruction while providing accommodations to meet the needs of students with disabilities as determined by the student's Section 504 Plan.
 - The Section 504 Coordinator communicates and collaborates with all stakeholders while overseeing the implementation of Section 504 programming on campus, including dyslexia services.
 - Campus Leadership oversees all facets of Section 504; monitors programming, provides support and resources to families and coaches and develops teachers on instructional strategies while adhering to federal and state compliance guidelines.
 - Individual members of the Section 504 Committee actively participate in the meetings to determine Eligibility and Accommodations and adjust service plans as needed.
- Special Education
 - Certified special education and general education teachers deliver synchronous and asynchronous instruction while providing modifications and accommodations to meet the needs of students with disabilities (such as Learning Disabilities, Vision, Hearing, and Other Health Impairments) as determined by the student's IEP.
 - Certified speech and language pathologists provide direct therapy and develop accommodations and modifications implemented by the general education teacher (for students who qualify with Speech Impairments).
 - Department chairs communicate and collaborate with all stakeholders while overseeing the implementation of Special Education programming on campus including inclusion, co-teach, self-contained and Resource support.
 - Campus Leadership oversees all facets of special populations; monitors programming, provides support and resources to families and coaches and develops teachers on instructional strategies while adhering to federal and state compliance guidelines.
 - Structured Learning Class (SLC-TREK) provides specialized instruction for high-functioning students identified on the Autism spectrum.

- Individual members of the ARD Committee actively participate in the meetings to determine Eligibility, Goals and Objectives, Supplementary Aids and Services, the Least Restrictive Environment, Schedule of Services, Related Services, etc.

We offer:

- International Baccalaureate Primary Years Programme Standards
- Balanced Literacy Approach
- Everyday Mathematics Program
- Scholars and Knowledge
 - Gifted and talented differentiated curriculum framework
- Response to Intervention (RTI) classroom accommodations and/or modifications
 - Progress Monitoring (to confirm students' growth potential and to determine if implemented interventions are resulting in achieved student growth).
 - Universal Screening (to identify or predict students who may be at risk for poor learning outcomes).
 - Standardized testing accommodations as needed and allowed
- Enrichment classes offered to all students
 - Art, physical education, science lab, and Spanish
- Section 504 Plans
- Dyslexia program
 - Certified Special Education and general education teachers deliver small group and individualized instruction and provide accommodations to meet the needs of students with dyslexia, as outlined in the student's Section 504 Plan.
 - Certified dyslexia therapists provide instruction through the Neuhaus Academy and Nessy.com, ensure the delivery of services, provide support to families and coaches, and develop teachers' skills with instructional strategies, while adhering to federal and state compliance guidelines.
 - Campus Leadership oversees all facets of dyslexia services, monitors programming and provides resources and professional development to teachers and therapists.
 - Kindergarten and first grade teachers administer dyslexia screening assessments as required by TEC 38.003
- Differentiated instruction
- Technology
 - Assistive Technology
 - At-Home Technology provided per request
 - Hot-Spots Provided at home per request
 - I-Station Reading Program, My-On, Dreambox, EDM, Useful Links, HISD@H.O.M.E.
 - <https://sites.google.com/houstonisd.org/hisddyslexia/HOME>
- Counseling
- Multilingual Services
 - Certified ESL teachers deliver small group and individualized instruction utilizing Proficiency Level Descriptors (PLDs), TEKS and ELPS and provide accommodations to meet the needs of English Language Learners as outlined in the student's LPAC minutes.
 - The LPAC Committee identifies students, ensures the delivery of services, provides support to families, and documents students' linguistic accommodations utilizing the Linguistic Accommodations Checklist.
 - Campus Leadership oversees all facets of ELL services; monitors programming, provides resources and coaches and develops teachers on instructional strategies, while adhering to federal and state compliance guidelines.
- Linguistically Accommodated Test (LAT)
 - Simplified vocabulary for state standardized test
- Individualized Education Plan (IEP)
 - Inclusion
 - Least Restrictive Environment

Special Populations and Remote Learning

The Office of Special Education Services (OSSES) must make reasonable efforts to provide the student with the services required by the student's IEP. If there are services, accommodations and modifications required by the student's IEP that cannot be provided during remote learning, the student's ARD committee must determine which services can be provided to meet the student's needs (34 CFR 300.324(a)(4)).

Special Education @ H.O.M.E Support

Special Education students will have the same access to digital tools as general education students. The digital tools available to students contain features to support student learning and may include the ability to read text to students. Additionally, specific online platforms, such as Imagine Math and Imagine Literacy, provide individualized learning pathways tailored to each student's educational need. We recommend that students log on to these digital tools daily. Special Education students, who receive their instruction in a general education setting with accommodations and in-class support, should follow the general education model, as the curriculum has been designed to accommodate the needs of all students.