

# School Services Information

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## *Lawton Chiles Middle Academy*

Lawton Chiles Middle Academy has two guidance counselors who counsel students and parents in addition to participating in conferences between teachers, students and parents. As part of our implementation of the MYP the counselors frequently refer to the learner profile during these counseling sessions and meetings. Students who desire counseling obtain a pass from their teacher to speak with their counselor. It is also common for teachers and parents to refer students for counseling, particularly when students experience stress at home or when their work or behavior concerns a teacher. One counselor is in charge of 6<sup>th</sup> grade and half the alphabet of 7<sup>th</sup> grade while the other has 8<sup>th</sup> grade and the remainder of 7<sup>th</sup> grade. In addition to these responsibilities they also oversee testing administration and scheduling.

### **English for Speakers of Other Languages (ESOL) Program**

All of the ESOL students at Lawton Chiles are proficient in English and receive daily English language instruction from a regular education teacher. Even though these students are not part of a pull-out program, teachers are still required to implement the state-mandated ESOL strategies in classroom instruction.

Most students are already identified once they reach middle school. The exceptions are those students enrolling with us from out of state or private school; of course, these students can be referred for placement into ESOL at any time. Our guidance counselors monitor their academic progress throughout the year. If there are concerns, an ELL Committee meeting is held to determine further academic placement or additional accommodations. Students in the ESOL program must be tested yearly until the student tests out. The Comprehensive English Language Learning Assessment (CELLA) test is used as the annual assessment. This test is administered between March and April. Lawton Chiles ultimate goal is to meet the academic, social, and cultural needs of all our students.

### **504 Procedures at Lawton Chiles Middle**

The guidance counselors at Lawton Chiles ensure that 504 plans are implemented and accommodations are being followed in the classroom and on standardized tests. Teachers are given copies of their students' 504 plans at the beginning of each school year. When a student transitions from elementary to middle school a parent meeting is held to discuss the plan and revise it as appropriate. Parents can request additional meetings at any time throughout the school year. Guidance counselors are required to monitor the plans by retaining copies of the interim progress reports and report cards. If the report card shows more than one "D" or "F", a meeting is called to discuss the plan with parents, teachers, and the counselor. It is our goal to make sure that we are meeting the needs of all our students regardless of their disability.

## **Exceptional Student Education (ESE) Services**

Exceptional Student Education services enhance the instructional program of our school by helping students who are encountering roadblocks to successful learning. These students come to us with an Individual Education Plan (IEP) that is a legal document, individualized for each student, mandated by state and federal laws, and representing various exceptionalities. We implement the consultation service model, and all students are enrolled in regular education classes, being fully included in all aspects of the curriculum. Students are monitored by the ESE teacher to ensure their IEP's are being followed and accommodations are being implemented in the classroom and on standardized tests in order to give the students every opportunity to be successful.

The ESE teacher meets regularly with the students' teachers to consult on their progress and to develop interventions when needed. She meets with students one-on-one to help them develop academic goals and strategies for success. These strategies include assistance and instruction in organization, study skills and agenda checks. Personal responsibility is encouraged as students are held accountable for their goals and overall progress. The ESE teacher also helps students with self-advocacy so they can take ownership of their school experience. Assistance is provided with assignments and projects as well as implementation of classroom and standardized test accommodations such as extra time, small group/individual setting, and oral presentation. Acting as a liaison between the school and home is another role of the ESE teacher, and IEP meetings, which include parents, student, and teachers, are scheduled regularly to ensure compliance. Most of all, the ESE services provided at LCMA are designed to encourage struggling students to gain confidence to be the best they can be.

## **Gifted Education Services**

Our teachers of gifted work with the classroom teachers to provide students with a challenging curriculum with real-world application. The teachers of gifted are in the area of math, language A, and science/technology. One of our gifted language A teacher is our school's designated MYP coordinator, and the gifted math and science/technology teachers serve as the school's areas of interaction leaders, enabling them to provide on-the-spot teacher training for classroom teachers as they work together to provide challenging, hands-on lessons tailored to the needs of the gifted students in the class. The teachers of gifted are role models in terms of focusing on communication, infusing a global perspective and addressing the whole learner. They often work together in the classroom to demonstrate the inter-relatedness of the subject areas.

The teachers of gifted meet with the incoming level one students while they are still fifth graders, discussing each individual with parents and current teachers. At this meeting they learn about the student's personality, strengths and needs, and they collaborate to identify appropriate gifted goals for the next few years. As they work with the students they monitor each student's progress related to these gifted goals, sending home progress reports and maintaining documentation. In year three students and parents meet together again with the teachers of gifted. At this meeting, students, teachers and parents reflect on the experiences from the past years and discuss implications for the future. Parents and students also meet the teacher of gifted for high school and determine new goals.