

SALTUS



Parents' Handbook  
Lower Primary



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Dear Parents,

I wish to extend to you a very warm welcome to the Lower Primary Department of Saltus Grammar School.

The Lower Primary is one of the three departments that comprise Saltus Grammar School. Most of our students come to us from our own Foundation Year and leave us to enter our Upper Primary Department. This continuity is of tremendous benefit as it gives the staff and students alike a strong sense of belonging to a large family unit. We are, however, very happy to welcome students from other schools and countries.

We believe that Saltus provides its students with a well-rounded curriculum delivered by teachers who have a sincere commitment to encouraging the students to strive to achieve their potential.

We are fortunate to be supported by an energetic and enthusiastic parent body who are involved in all aspects of the life of our school. Together, parents and staff can make learning a positive experience for the students. We look forward to working with you in the growth and development of your child.

Yours sincerely,

Head of Saltus Primary Department

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## The Saltus Philosophy

Every student is an individual with unique needs, capabilities, and desires.

As an integral part of the Bermuda community, Saltus Grammar School will encourage, reward, nurture, and challenge students to become productive and contributing members of, and active participants in, our very complex local and global society.

Our objective is to ensure that all students will be given every possible opportunity to develop their intellectual curiosity, physical well-being, moral values, self-esteem, artistic appreciation and expression, and interpersonal skills.

We recognise that each student has an individual learning style and will benefit from each teacher's use of a variety of methods and strategies to enhance learning. We will promote a learning environment that not only accommodates and excites all learners, but also one that teaches children how to learn.

At the same time, we will promote a spirit of community, cooperation, and interdependence in which every child's contribution will be recognised, valued, and rewarded.

We are dedicated to encouraging and promoting the professional development of the staff and administrators in order to create and sustain this environment.

We recognise the importance of families as the primary developmental focus for each child and we promote an active collaboration between the home, the school, and the community which serves to strengthen the effectiveness of the quality education we strive to offer.

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## Saltus Grammar School Values

The Bermuda Royal Gazette for January 27, 1880 records the following:

"It is our painful duty to record the death of one who, for many years, has been a prominent member of this community and the personal friend of the Editor of this "Gazette". On Thursday last, at about two o'clock, Samuel Saltus, Esqr., of Norwood, breathed his last, calmly without a pang, surrendering his well-spent life into the hands of his maker. The esteem in which he was held was attested by the large number that attended his funeral on Friday afternoon, when the last solemnities were performed in the Parish Churchyard, Pembroke, assisted by the Rector of Smiths and Hamilton."

Our Founder was the youngest of a family of eight, six sons and two daughters, all of whom predeceased him and on his death, the family, which had been identified with Bermuda from its earliest history, became extinct.

The article in the Gazette speaks of a man whose transactions in business were widespread and one who enjoyed the highest reputation for honour and integrity.

Samuel Saltus was "slender of stature," and, "of a pleasing though somewhat reserved manner". His position in the community was one of marked trust and reliability. His opinions in business and political matters were "held supreme" because of his calm and dispassionate judgment. In 1865, he was approached to become Speaker of the House of Assembly, an honour that he declined because of his business commitment. He was a liberal contributor to the parish church; he showed kindness of heart and was boundless in his generosity which was unostentatious. The obituary notes that, "There are many who make more stir, and affect greater profession; but there are indeed few, who move on in the active world with the same solidity of character as did our late respected friend." It closes with the observation that "there are many traits in Mr. Saltus' character, which can profitably be held up to the imitation of young enterprising business people."

At Saltus we value...

Honour, integrity, trust, reliability, calmness in judgment, kindness, generosity and solidity in character.

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## Uniform

### Summer Uniform

Worn from start of Summer term – Winter half term

Boy	Girl
White, short-sleeved, polo-style shirt with Saltus logo (available from The English Sports Shop)	Red and white striped summer dress with white collar (available from The English Sports Shop)
Khaki shorts	There is an optional choice of a khaki skort worn with a short-sleeved, white polo-style shirt with Saltus logo (available from The English Sports Shop)
Short khaki socks	White ankle socks
Brown or Black polishable shoes. Laced shoes should have soft shoelaces. Velcro- or buckle-fastening recommended. No Docksiders please.	Brown or Black polishable shoes. Laced shoes should have soft shoelaces. Velcro- or buckle-fastening recommended. No Docksiders please.
Red fleece vest (if needed)	Red fleece vest (if needed)
	Red hair ribbons, barrettes or pony-tail holders. Long hair should be tied neatly away from the face
No jewellery	No jewellery – except ‘keeper’ earrings

### Winter Uniform

Worn from Winter half term – start of Summer term

Boy	Girl
White, long-sleeved, turtleneck shirt with Saltus logo (available from Lands End) (The white polo-style, short-sleeved shirt with Saltus logo may still be worn)	White, long-sleeved, turtleneck shirt with Saltus logo (available from Lands End) (The white polo-style, short-sleeved shirt with Saltus logo may still be worn)
Long chino-style khaki trousers or khaki shorts	Khaki skort (available from The English Sports Shop)
Long khaki socks to be worn with shorts, or short khaki socks to be worn with long trousers	Red knee-length socks or red tights
Brown or Black polishable shoes. Laced shoes should have soft shoelaces. Velcro- or buckle-fastening recommended. Docksiders are not allowed.	Brown or Black polishable shoes. Laced shoes should have soft shoelaces. Velcro- or buckle-fastening recommended. Docksiders are not allowed.
Red fleece vest (available from Lands End)	Red fleece vest (available from Lands End)
Jacket – Navy blue, long-sleeved fleece is an optional purchase for outerwear and this carries through to Upper Primary (available from Lands End)	Jacket – Navy blue, long-sleeved fleece is an optional purchase for outerwear and this carries through to Upper Primary (available from Lands End)
No jewellery	No jewellery – except ‘keeper’ earrings

**All clothing which may be removed at School** (shirt, shorts or long pants, dress, polo shirt, fleece vest or jacket, hat, gym shirt, under-vest, gym shorts, shoes, gym shoes, any other outdoor jacket, raincoat, etc.) should be clearly marked with the owner’s name. Thermos flasks, plastic containers, cups and lunch boxes should be marked on the outside. Also name the painting apron, sneakers and P.E. bag (on the outside of the bag), and cycle helmets.

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## Special Equipment

Every child should keep the following at school:

- Painting overall/apron (available at The Saltus Shop)
- Sneakers (gym shoes), Velcro-fastener recommended
- Cloth bag to hang on peg and contain sneakers, painting apron and gym clothes (Cloth bag, painting apron, 'House' team shirt and gym shorts may be purchased at The Saltus Shop.)
- Gym clothes: T-shirt in 'House' team colour (available at The Saltus Shop)
- White gym shorts – clearly named on the inside (available at The Saltus Shop)
- Red Lower Primary (Cavendish) pouch for carrying work and notes home – available at Lower Primary (Cavendish).

No other equipment is needed in Saltus 1.

- Please do not send school bags or back-packs at this stage as we do not have storage space for extra belongings.
- Toys should not be brought to school.
- Saltus Grammar School Tie – not required in this department.

Children of this age should be able to dress themselves when they start school. When there is a period of physical education, it is possible for much of the teacher's time to be taken up fastening shoelaces. Children who cannot tie a secure bow could perhaps wear buckled sandals or Velcro fastened shoes. Please encourage them to put on their own clothes and fasten buttons, etc.

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## The School Day

### School Hours

8.30 a.m. – 3.00 p.m. (Saltus 1 classes come out at 2.50 p.m., but children waiting to travel with those in higher classes are kept until 3.00 p.m.) For the first few days, children can be brought to school at any time between 8.30 a.m. and 9.00 a.m., but, after this, we do ask that every effort be made to have them at school by 8:30 a.m. Children are supervised by the duty staff from 8.00 a.m. Please do not drop your child off too early.

### Lunchtime

Each child brings his/her own lunch in a lunch box which should be clearly marked with his or her name on the outside, as well as on the inside. Please put your child's name on all containers and thermoses. One item, such as fruit, may be eaten as a mid-morning snack.

Following a recommendation by the Nutritionist of the Health Department, we now advise that fresh fruit or raw vegetables should be eaten at recess time. At lunch time, no junk food will be allowed (i.e. no chips, candies, corn curls etc.). Please limit the amount of cake, cookies etc. No sodas at all, please!

We are endeavouring to be 'good citizens' at the school by caring for Bermuda's environment. Please help us by sending food items in reusable containers. Please avoid prepackaged items as much as possible so that we can reduce the amount of non-decomposable garbage we generate.

### After-School Pick Up

The teachers voluntarily supervise the children while they are waiting for their transport after school. We request that parents assist them by sending a note when their child's transport arrangements are to be changed. Parents who are prevented from arriving between 2.50 p.m. and 3.15 p.m. are requested to call the school so that their child can be brought indoors to wait, as it is distressing for a small child to have to sit and watch all the others collected if he or she has had no message to explain that he or she will be leaving late. The traffic arrangements, planned to make pick-up as smooth as possible, are contained in this booklet.

## After-School Care

We have telephone numbers in school that you can contact for this private service.

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## Weekly Timetabled Subjects

The curriculum for Saltus Years 1 and 2 consists of core academic subjects:

Maths, Reading and English, including Spelling, Verbal Skills and Writing.

Music, Physical Education, Art, Crafts, Life Skills, Science and thematic work supplement it. There is also an emphasis on learning through play.

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## Traffic Arrangements

### Morning Entry on the First Day

Parking will be on the School Field or at Mayflower, Middle Road, Devonshire, kindness of Mr. William Cox. Please walk from Mayflower with your child to the classroom, help him/her to hang up his/her belongings, and leave as soon as he/she is settled at an occupation.

### Subsequent Mornings

(Consult Map # 1) – As soon as your child is ready to enter school alone, please stay on the field road, stop under the canopy, and allow your child to walk by himself/herself into the porch area where staff will be supervising. Please drive on immediately so that the flow of traffic is not hindered.

### Time of Arrival

Children may be brought to school any time between 8.30 and 9.00 a.m. for the first few days, but, after this, they should be at school by 8:30 a.m. Staff members are on duty from 8.00 a.m. to supervise the children. Please note that your children will be unsupervised if dropped off before this time.

### At the Close of Afternoon School

(Consult Map # 2) Follow the same procedure as the regular morning traffic. Do not park your car but stay on the road in the line of traffic. As you drive under the canopy, your child will be called to get into your car. Stay in your car the whole time. It would be very helpful to the duty teacher if you would place a large card on your windscreen showing your child's name. We can keep the traffic moving quickly if you assist us in this way.

- The Saltus 1 children come out of school at 2.50 p.m.
- Please do not arrive before this time, as the gates across the field road will be locked.
- Please make every effort to collect your child promptly from school after 2.50 p.m., but before 3.00 p.m., especially during the first few weeks. If you are unavoidably detained, do call the school so that we can reassure your child.
- If you have to change the arrangements for your child's journey home, please send a note to inform the teacher, and be sure that the driver understands these traffic arrangements.
- Since other traffic will be using Christchurch Lane, please stay well to the left, particularly if the line is temporarily stopped as we get the children into the cars.

**Children travelling with an older child** will be kept safely until 3.00 p.m. when their sibling(s) will join them at the pick-up area.

**Helpers at School:** Parents who come to help at school during the day may only park on Christchurch Lane as indicated on Map # 1. Parents on lunch duty should walk through the field gate, closing it after themselves.

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## Contact with Parents

### Reports

The first report of your child's progress and conduct for his/her grade will be given in the form of a Parent/Teacher conference and will be scheduled towards the end of the Winter Term.

A written report will then be supplied during the Spring Term, and at the end of the Summer Term.

No formal grades are given at Lower Primary as we are more concerned with a child's development as an individual rather than comparison with peers.

### Parent-Teacher Meetings and Conferences

These may be arranged as soon as they are thought necessary by the parent or the teacher. Teachers will make themselves available for consultation, given reasonable notice, and welcome the opportunity to meet with parents. In addition, Mrs. Furr is available daily for telephone consultation (236-3215) and is always willing to arrange a private conference.

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## School Rules or Expectations

Our aim in Lower Primary is that every child comes to school knowing that they will be in a safe and happy environment, and we have rules designed to ensure this. These rules are introduced carefully and gradually to the new children, as we realize they cannot grasp everything immediately.

Children who behave in ways that show us how kind and considerate they can be, will be rewarded with a Blue Card.

### Blue Card Information

We expect all children in Lower Primary to follow our rules. Blue cards are given to children who, without being prompted, do more than just follow the rules. They show us that they are thinking for themselves and are truly considerate of others.

We cannot have a safe and happy school if we accept aggressive or unsafe behaviour. However, we know that we are probably going to experience some unacceptable behaviour in Lower Primary because, as an infant school, we have many children who have not yet reached the level of maturity to understand what impact their actions have on others. Thus we have red cards.

### Red Card Information

There must be consequences in life for behaviour that is not acceptable. A child who receives a red card is not a bad child. For the most part, they are simply being childlike, and not thinking about their actions in relationship to another person. For the majority of children, there is never ill intent; their behaviour is just 'reaction'.

The red cards should not be looked upon as punishment, but as a means of training. We are trying to help children learn that hurting or being unkind to each other is never acceptable, even if something happened to them first. If they forget and make a mistake, a red card is given and they are asked what they should have done to follow our rules. Making mistakes, providing we learn from them, can be a useful life experience. However, because we have such high expectations for our children, it is all too easy to rob them of a positive learning experience by over-reacting to 'mistakes'. (It is just as easy to rob children of this experience, in our desire to protect them, by making excuses for their mistakes.) As adults, if we remember that children do not reason and think as we do, it is easier to be more accepting when 'mistakes' are made.

We are sometimes disturbed by the reaction that some children have to red cards; not the fact that they do not wish to get one, but the fear that they will "get kicked out of Saltus", be spanked, or receive some terrible punishment if they get one. This is not the intent behind red cards. If we have behaviour problems with children that go beyond the norm, we contact parents on a more personal basis.

If a child receives a red card, the card will be sent home, with a note, for parents to see.

The one rule that we ask you to emphasize before your child enters school is that he/she should never do anything to hurt another child. This includes not throwing stones, sticks, and sand etc., and not fighting. Small children do love to roll about on the ground together, and this is not forbidden, but we do not allow any deliberate punching, kicking, etc. Some children are told by their parents, “If someone hits you, be sure to hit back”, and they arrive at school waiting for the chance to obey this instruction, often lashing out at a child who has bumped against them by accident. We teach that retaliation is not the way to settle a difference.

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## Absence from School as a Result of Illness

The usual procedure is to send a note when the child returns to school explaining the reason for the absence. However, when an infectious disease is diagnosed, or even suspected, a phone call is appreciated, so that parents of low immunity children can be alerted. This is especially important with German Measles, when pregnant mothers need to be warned. If a child has an early morning appointment with the doctor or clinic, please send a note the day before so that the register can be kept open.

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## Medication

If it is necessary to send medicine to school with your child, the Staff will make every effort to administer it, but please realise that it could be overlooked as there are so many other demands on their time. Children should never keep medicine of any kind in their lunch boxes, but should hand it to the school secretary at the start of the school day. Please note that it is our policy to administer medicine to students only if the exact dosage and time to be taken are clearly written, by parents, for the staff to read. Since medicine brought to school is frequently forgotten at home time, it is helpful if the dosage to be taken at school over a period of time is poured into a separate bottle or container (with dosage and time instructions given). This will be kept in the school fridge and may be administered by the teacher, the school secretary or the Head of Primary. This will avoid temperature changes in the medication as it is taken in and out of the fridge, coming to and going from school.

In the event that a student is unwell during the course of the school day, he/she should report to the Department office. If appropriate, the secretary may administer mild pain relievers (e.g. Tylenol) but will contact the individual's parent before doing so.

In the event of an emergency, qualified staff members may administer first aid/CPR; the situation will be assessed and appropriate action taken. In such circumstances, the parent will be notified immediately using one of the emergency contact numbers on record at the school.

For full details of the School's policies relating to medical issues, please refer to the handbook “Whole School Policies”

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## Birthday Parties

We are very happy to have children bring cupcakes or cookies to school in order to celebrate their birthday, but we do ask that anything more than this is saved for a party at home. We would also like to request that you do not distribute the invitations to your child's birthday party at school. Even handing out cards by the road at “home time” or during your lunch duty can cause a problem, as it can be very distressing to children who are not being invited. We ask, therefore, that all social arrangements be made by telephone or by mail. A list of telephone numbers and addresses of classmates will be supplied on request. Also, if children are going to parties directly after school, we prefer that they do not bring birthday gifts to school with them in the morning. We do not have facilities for storing them, and it is most distracting for children to try to work all day when there is a pile of exciting-looking parcels in the room.

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## Individual Problems

Inevitably with young children, problems arise from time to time, most of which can be solved easily if we are informed at once. You can speak to your child's class teacher after school (preferably by appointment and having parked your car out of the main traffic system) or on the telephone. Please, come to us in the first instance if anything about school is worrying you and your child. It is advisable to inform us of any home problems. These will not be discussed with anyone else, but may enable us to understand and to help your child.

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## The Centre for Learning – A Guide for Parents

### Centre for Learning Mission

- To identify students whose needs are not being met in the classroom through: screening and analysis of longitudinal test data, portfolios of work, and teacher and parent referral.
- To assist students in acquiring knowledge of their unique learning styles and abilities and in developing strategies to enhance and direct their learning. To provide access to academic, counselling, or external support so they can achieve their potential and participate successfully and fully in the academic life at Saltus Grammar School.
- To support Saltus Grammar School faculty in further developing their understanding of learning differences, and in creating curricula and teaching strategies for differentiated learning.

### Centre for Learning Philosophy

Saltus Grammar School recognises that all students have different learning styles, that students with learning disabilities may require support in order to be successful in the classroom, and that students of extraordinary ability may need individual academic extension.

The goal of the Centre for Learning is to empower Saltus Grammar School to meet the learning needs of students whose academic performance is consistently unequal to their overall measured ability. We use a team approach, bringing together classroom teachers, the staff of the Centre for Learning, and school administrators.

We believe that students can succeed in the classroom, with the support of the Centre for Learning. Centre for Learning services vary based on the nature of a student's learning needs and can include accommodations, classroom teacher support for differentiation, referral for outside tutorial or coaching support, or direct services in the Centre for Learning-as long as the student responds positively and diligently with good behaviour.

### Overview of Services

The Centre for Learning at Saltus Grammar School offers a continuum of support and extension services in order to meet the needs of students who have learning differences or a unique learning style. Success depends on the coordinated effort of students, teachers, learning specialists, and parents working as a team toward common goals.

#### “Direct Services” for Students (Work with CFL Staff Outside Class)

- Early reading and math intervention.
- Math and writing extension mentoring.
- Small-group learning strategy instruction.
- Test accommodation administration (both standardised tests such as the GCSEs, and regular classroom testing).
- Study skill instruction and organisational support.

### “Indirect” Centre for Learning Services

- Administration of screening tests, or individual achievement testing.
- Collaboration with teachers, counsellors, and administrators to implement and monitor accommodations (for both learning and modal disabilities).
- Development of individualised learning profiles, based on consultation and submitted documentation, to indicate accommodations and learning style.
- Classroom interventions for support or extension in collaboration with classroom teachers.
- Consultation with parents, teachers, administrators, counsellors and external services (such as psychologists or SLPs).
- Recommendations for outside psycho-educational testing, tutoring, and academic coaching.
- Speech and language therapy and occupational therapy referrals.

### Direct Services for Teachers/Use of CfL Facility

- Assistance with development of differentiated class instruction on request.
- Professional development on differentiation and learning styles.
- Facilitation of other internal professional development in consultation with Heads of Department, the Deputy Headmaster and the Professional Development Council.
- Development and maintenance of a professional resource library.
- Use of CfL rooms for individual testing, classroom accommodations, private tutoring, and professional development.

In addition, the Centre for Learning strives to provide opportunities for parents and faculty to find out more about learning differences their children and students face, and to coordinate parent volunteers in supporting students who have challenges in the classroom.

### Services in Lower Primary

Category	Role of CfL	Role of teachers
<b>Direct Services</b> <ul style="list-style-type: none"><li>• Bottom 20-25% on achievement tests, teacher or parent referral</li></ul>	<ul style="list-style-type: none"><li>• Phonics and Reading fluency support</li><li>• Emerging writing support</li><li>• Maths support</li></ul>	<ul style="list-style-type: none"><li>• Phonics and reading support in class</li><li>• Provide accommodations recommended in student profile</li></ul>
<b>Watch</b> <ul style="list-style-type: none"><li>• Previously received learning services or identified by teachers as ‘at risk’</li></ul>	<ul style="list-style-type: none"><li>• Monitor achievement</li><li>• Facilitate accommodations in the classroom</li></ul>	<ul style="list-style-type: none"><li>• Support phonics and reading in class</li><li>• Monitor ongoing achievement</li></ul>

### When Should a Parent Consult with the Director of the Centre or a Learning Specialist?

If you suspect that a learning or attention issue is impeding your child’s progress, for example when he or she displays signs of persistent disorganisation, difficulty with attention, poor test performance, difficulty making connections, poor reading and writing skills, math inefficiencies, calculation difficulties, or problems with concept formation that affects his or her success in the classroom, please discuss these issues with your child’s teacher first. They may suggest a formal referral. You may also contact the appropriate Learning Specialist or the Director of the Centre for Learning to discuss general concerns or the possibility of testing outside the school to identify a learning disability.

## Individual Education Plans in Lower Primary

Our experience, and external research, suggests that classroom teaching generally spans approximately 3 grades; that is one grade level below and one grade above current level. Students who fall outside that range require a modified programme, sometimes called an Individual Education Plan or “IEP”\*.

### Formal IEPs and Modified Programs

Writing and delivering a formal IEP requires specialist knowledge and is a significant drain on resources. Where this is needed, e.g. if a student has a pervasive developmental disorder, or a significant disability, the Centre for Learning requires that the IEP is written for the student by an external education therapist who is then available to consult with the CfL and the classroom teacher on delivery and monitoring of the IEP.

In most cases where student achievement lies two or more grade levels below their peers in core subjects we require that parents provide a classroom aide for these subjects. (Parents may also be required to provide an aide where there are other concerns with the student.)

Students on IEPs in S6 are unlikely to be able to meet the requirements of the S7 curriculum. These concerns will be discussed with the child’s parents in the final years of the Upper Primary.

If a student requires a modified programme in a specific curriculum area, the modifications will be written on the CfL student profile, and should be adhered to in all situations; for example, if the student requires a lower reading level, this should be provided on all assignments and tests. In some cases, specific goals will also be included on the student’s profile; these will be monitored by the classroom teacher and the relevant learning specialist and should be reviewed at least twice a year.

Students on modified programmes and IEPs will still sit all standardised tests at the same level as their grade-level peers. This will allow us to monitor the level of achievement both of the individual student and of the whole year group.

## Modifications and Accommodations

Accommodations are tools and procedures that provide equal access to instruction and assessment for students with disabilities. They are provided to “level the playing field”. Without accommodations, students with disabilities may not be able to access grade level instruction and participate fully on assessments.

### Accommodations vs. Modifications

Accommodations are not the same as modifications. Accommodations are intended to lessen the effects of a student’s disability; they are not intended to reduce learning expectations. Changing, lowering or reducing learning expectations is usually referred to as a modification or alteration. Unlike accommodations, consistent use of modifications can increase the gap between the achievement of students with disabilities and the grade level expectations. This may have a negative impact on the student’s educational career as the student may not continue to progress.

*\* IEPs in the UK and the US have to meet legally defined requirements for documentation, implementation and support; at present there is no legal requirement in Bermuda.*

### Types of Accommodations

Accommodations are generally grouped into the following categories:

- Presentation (e.g., repeat directions, read aloud, use larger typeface, visually break up questions) allows students to access information in ways that do not require them to visually read standard print. These alternative modes of access are auditory, multi-sensory, tactile and visual.
- Response (e.g., mark answers in book, use reference aids, point, use of computers) allows students to complete activities, assignments and tests in different ways to solve or organise problems using some type of assistive device or organiser.
- Timing/scheduling (e.g., extended time, frequent breaks) increases the allowable length of time to complete a test or assignment and may also change the way the time is organised.
- Setting (e.g., study carrel, special lighting, separate room) changes the location in which a test or assignment is given or the conditions of the assessment setting.

### Types of Modifications

Modifications require structural, cognitive change in the level of material:

- Presentation of subject matter: utilising specialised curriculum written at a lower level of understanding
- Materials and equipment/assistive technology: adapting or simplifying texts for lower level of understanding; modifying content areas by simplifying vocabulary, concepts and principles
- Grading: modifying weights of examinations
- Assignments: lowering reading level of assignment; adapting worksheets, packets with simplified vocabulary
- Testing adaptations: reducing reading level of test.

### Expectations of Parent-Provided Classroom Aids for Students

Where students have a parent-provided aide in class, the student's progress will be monitored by a team comprised of the parents, the classroom teacher, the classroom aide, the appropriate learning specialist, and the Director of the Centre for Learning. The Head of School Department may also attend team meetings.

1. The aide is under the direction of the teacher.
2. It will be agreed in advance whether the aide will work exclusively with the individual student or will work with small groups in class.
3. The classroom aide will provide a resume to be filed in the Centre for Learning.
4. The teacher and classroom aide will arrange a time when they can meet each week to discuss concerns, suggestions and observations about the student (CfL can supply binder and templates to record the conversation).
5. Ideas and observations about any other children in the class should be addressed at the weekly meetings between the teacher and classroom aide.
6. Any issues that arise in the classroom which cannot be resolved at these meetings should be raised with the Director of the Centre for Learning who will then arrange for a meeting to address the concerns
7. Team meetings to discuss the effectiveness of in-class arrangements should be arranged at least once a term.
8. Aides are expected to maintain school confidentiality.

## Policy for Able, Talented and Gifted Students

### Aims and Objectives

The school recognises that some students may show outstanding aptitude in any of the following areas, and that this aptitude is not fixed but may appear at any point in the students career:

- Physical ability
- Ability in the expressive arts
- General intellectual ability
- Specific academic ability
- Creative ability
- Leadership qualities
- Social skills
- Artistic ability

### Identification

The Centre for Learning has oversight of students with exceptional general intellectual and specific academic ability, and the school has adopted a multifaceted approach to identifying students with this outstanding academic aptitude. This approach uses primarily:

- Teacher and parent referral
- Screening/standardised testing
- General academic performance

### Provision

The needs of highly able students in the Lower Primary can normally be met through in class differentiation. Any exceptions can be referred to the Centre for Learning by the classroom teacher and can be treated on a case-by-case basis.

Students receiving any form of extension will be required to demonstrate task commitment (i.e. a high degree of self-discipline, organisation, and the ability to work independently) in addition to exceptional ability; therefore, the expectations for handing work in on time, arriving at mentoring or small group sessions on time and participating in additional activities (e.g. extra-mural competition) will be higher than for their grade-level peers. Meeting these expectations will be a strict requirement for further participation in the extension programme.

### Co-ordination

The coordination of this provision throughout the school will be carried out by the Extension Coordinator who will:

- Maintain a register of students who are “highly able” or “gifted” in either or both of maths or language.
- Communicate with parents.
- With the Director of the Centre for Learning, coordinate standardised testing.
- Provide mentoring for any students on extension IEPs.

## Saltus Counselling Protocol

Philosophy/Mission statement: We view counselling as a distinct, structural program of services to all students, which may be separate from or augment academic support. This philosophy is based on the belief that each child in our school is unique and singular, possessing intrinsic personal worth, dignity, with specific rights, and deserving of unconditional positive regard and respect.

Policy: The policy of Saltus Grammar School's counselling programme is, within the school's resources, to identify, refer, assess, and assist students whose school performance is adversely affected by personal or behavioural problems or difficulties, or where they interfere negatively with the learning of other students. The Counsellor will give internal confidential guidance to individual students, respecting professional limits. The Counsellors will be consultants to, and liaise with, external agencies and parents when needed.

### Process

**Consultation:** This is triggered by parent or self-referral, or staff identifying odd or changed behaviour, isolation, or poor grooming. The process may include:

- Informal conversations or formal referrals from staff.
- Meetings with Deputies/Heads of School Departments.
- Information from discipline reports.
- Meetings with Parents.

**Counselling:** process may include:

- Observations to identify students at risk.
- Intervention to assist students with personal or behavioural problems (short-term counselling).
- Assessment for external referral (psychiatric, medical, therapeutic).
- Monitoring students at risk (without intervention) when appropriate (e.g. if parents have asked that counsellors not be involved).
- Group work in response to bereavement, bullying, or specific incidents.

**Collaboration:** Counselling may result in recommending changes to schedules, providing information about home/personal life which may have an impact in school, and changes in academic support. Process may include:

- Meetings with Deputies/Heads of School Departments.
- Conversations with teachers.
- Collaboration with the Centre for Learning.
- Collaboration with external agencies.

## Centre for Learning Staff Roles

### Learning Specialists

The developmental needs of students change by grade levels, and so the focus of the learning specialists change by department:

- Lower Primary Specialists provide phonics, writing, and maths support for emerging learners.
- Upper Primary Specialists instruct students in phonics, reading comprehension, writing, and math strategies, and start to teach self-advocacy and learning strategies.
- Secondary Department Specialists guide students toward internalising independent strategies and developing self-advocacy skills as well providing: in class support in English and maths, study hall/study skills, the “Reading for Understanding” programme, and exam accommodations administration.
- An extension Coordinator provides extension maths in the Upper Primary and there is direct assistance to staff at that level to help in their differentiation of writing assignments as well mentoring extension students.

### Other Staff

- A whole school Counsellor, and a part-time behavioural support consultant, provide their services for emotional/social/behavioural support to all students from Foundation year through SGY.
- The Assistant to the Director of the Centre provides professional development in teaching writing, as well as administrative support for the Centre for Learning, including: data collection and management, general communications, timetabling rooms for student support, and general school services in the Gosling building location of the Centre for Learning.

### Director of the Centre for Learning

- The Director manages the integration of Centre for Learning services into the school, facilitates the third part of the mission: to support the faculty in developing understanding of learning differences, and creating curricula and teaching strategies for differentiated learning; and also: oversees all testing, works with the Learning Specialists to plan programmes, oversees all in-class aides, coordinates Centre for Learning services, and consults with parents, teachers, and external experts.

All staff provide advice and support for in-class differentiation on request from teachers.



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