



# CEDAR HILL PREPARATORY SCHOOL

## CHP Inclusion & Special Educational Needs Policy

### Philosophy

At CHP, we believe that every child is a valued member of our learning community. In alignment with the International Baccalaureate (IB) philosophy, we are committed to creating an inclusive, respectful, and learner-centered environment where all students are supported to grow academically, socially, and emotionally.

We recognize that students learn in different ways and at different rates. Our goal is to provide fair access to learning opportunities and appropriate support so that each student can engage meaningfully with the curriculum and reach their potential. We celebrate diversity and promote compassion, collaboration, and high expectations for all learners.

### General Policy

CHP is committed to inclusive practices and complies with all applicable legal requirements related to accessibility. We do not discriminate on the basis of disability and work to remove barriers to learning whenever possible.

As an independent school offering a general education program, CHP may not be able to fully implement every aspect of an Individualized Education Program (IEP) or 504 Plan. However, families are encouraged to share these documents so we can better understand a student's learning profile. In partnership with families, we identify strategies and accommodations that are feasible within our program and that best support student learning and well-being.

### Student Support Team and Services

Student support at CHP is collaborative and responsive. Our Student Support Team works closely with teachers and families to provide guidance and targeted support. Services include:

- **Reading Specialist (PYP K–3):** Provides targeted literacy support, with a primary focus on Kindergarten through Grade 3. The reading specialist works limited hours (approximately until 1:00 PM daily) and is heavily involved at the Kindergarten level. Support for upper grades is provided as needed and upon teacher request.
- **Guidance and Counseling Services:**
  - Sandra Kusulas – Reading Specialist

- Anjalee Patel –Guidance Counselor  
These counselors support students' social-emotional development, offer short-term counseling, and collaborate with families and teachers as needed.
- Educational Services Commission of New Jersey (ESCNJ):  
Through our partnership with ESCNJ, Robin Gardner provides in-class support, supplemental instruction, and short-term pull-out services in reading, writing, and mathematics.

## Identification and Support of Student Needs

Supporting student learning is a shared responsibility among families, teachers, and specialists. Student needs may be identified in several ways:

- Families may share information about diagnoses, evaluations, or learning concerns at any time.
- Teachers regularly monitor student progress and communicate observations with families and the Student Support Team.
- When concerns arise, a collaborative meeting is held with families and relevant staff to discuss observations and plan next steps.

Together, the team may decide to implement classroom strategies, provide targeted support, or—when helpful and in partnership with families—recommend additional evaluation by an outside professional.

## CHP Accommodation Plans (CHP APs)

When a student has a documented learning, social-emotional, or developmental need that requires accommodations, CHP works with families to develop a CHP Accommodation Plan (CHP AP). This is a school-based plan designed to support student access to learning.

The process includes:

- A collaborative planning meeting with parents/guardians, relevant staff, and the student, when appropriate
- Clear documentation of agreed-upon accommodations and strategies
- Confidential sharing of the plan with staff who support the student
- Ongoing review to ensure the plan remains effective

All support documentation is stored securely and separately from general academic records.

## Transition and Change-in-Support Planning

Student needs may change over time. CHP works collaboratively with families when supports are adjusted, reduced, or expanded. In some cases, planning may also support transitions between grade levels or educational settings.

Transition support may include:

- Gradual changes to accommodations with monitoring
- Family meetings to discuss next steps
- Sharing relevant documentation to support continuity of learning

## Professional Learning for Staff

CHP is committed to ongoing professional learning that strengthens inclusive practices. Faculty participate in training related to:

- Differentiation and inclusive classroom strategies
- Use of instructional resources and accommodations
- Social-emotional learning and student well-being
- Collaboration with specialists and external service providers

## Student Voice and Agency

In keeping with IB values, students are encouraged to take part in conversations about their learning whenever appropriate. This may include reflecting on goals, understanding strategies that support their learning, and participating in planning discussions.

## Requesting Support

Families who have questions or wish to request support or accommodations are encouraged to contact the school and share relevant documentation. When concerns are identified by school staff, a designated point of contact will reach out to families to begin a collaborative conversation.

## Policy Review and Access

The Inclusion Policy is reviewed annually by the CHP Administrative Team and IB Pedagogical Team to ensure continued alignment with IB standards and the evolving needs of our school community. The policy is accessible to families, staff, and community members through the school website.

Questions regarding inclusion, student support, or implementation of this policy may be directed to the Admissions Department or the Student Support Team.

CHP remains committed to ongoing reflection, collaboration, and continuous improvement in order to ensure equitable access to learning for all students.

## Review and Evaluation

The Inclusion Policy will be:

- Reviewed annually by the IB Pedagogical Team
- Updated based on teacher feedback, student needs, and IB guidance
- Communicated regularly through staff meetings, newsletters, and the school website

**Date of most recent review:** January 27, 2026