



McCaskey Campus Inclusion Policy



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Philosophy

Our philosophy on inclusion is that all students with special needs are provided access to their education in the least restrictive environment.

The school strives to provide model programs and opportunities that embrace inclusive practices.

School district of Lancaster provides support to students based on their individual needs so that every student has equal access to rigorous instruction and authentic assessment.

Our faculty and staff believe that every student, with the appropriate support, can be successful in reaching their academic and personal goals.

We abide by Federal and State Regulation obligations to maximizing inclusive opportunities for all students.

Terms

Inclusion: providing the least restrictive environment for every student. This includes students with IEP and 504 designation who may have specific learning disabilities, emotional needs, speech impairments, physical/health impairments, autism spectrum disorders, and/or cognitive disabilities. Inclusion also includes students that have been identified as gifted and have a GIEP, gifted individualized education plan.

Differentiation: modifications, scaffolding, and supports designed to meet the needs of individual students

Case Manager: a teacher (usually a special education teacher or gifted facilitator) that writes and maintains IEP/GIEP documents. They are also the direct point of contact for the parent and the student. Guidance counselors write and maintain 504 documents.

Exceptional Student Specialist (ESS): a faculty member that supports the compliance for students with IEP, GIEP, and/or 504 plan.

Special Education Coordinator: a faculty member that oversees and designs programs from a compliance and leadership standpoint in conjunction with building leadership.



Assessment

Teachers will use a variety of assessment techniques for formative assessments throughout a unit. The purpose of these assessments is to determine individual student needs and to inform future instruction.

Teachers will develop summative assessments that provide the appropriate level of challenge and modification to meet the needs of individual students.

All instruction and assessments must adhere to the guidelines outlined in IEP, GIEP, and 504 plans.

Testing results are typically shared with parents through various avenues:

➤ State Assessments: shared through mail ➤ Local Assessments: shared via the student ➤ Classroom Assessments: shared through student, teacher, electronic grade portal system and/or case manager for the student with an Individualized Education Plan

Testing results are always reviewed and discussed during the annual review of the IEP/GIEP/504 plan.

Support

There are various layers of support for inclusive practices:

➤ Coordinator of Special Education ➤ Exceptional Student Specialist ➤ Case Manager for each student

Teachers will provide support to students as outlined in their IEP, GIEP, and 504 plans.

Classroom supports may include extra time on tests, preferential seating, guided notes, choice of assessment outputs, assistive technology, modeling of instructions, small group instruction, modified assignments/assessments, and behavior contracts.

Instruction and assessment will be differentiated based on student need.

Each special education student is assigned a case manager (also known as a special education teacher). This case manager is responsible for progress monitoring, updating of IEP/GIEP/504 plans, communication with parents, and providing support to classroom teachers as needed.



Some special education students take subject-area courses in a sheltered environment taught by a special education teacher and with a modified curriculum.

Some special education students are supported by special education teachers who are present in their subject-area classes along with the content teacher.

Student schedules are designed on an individual basis to allow for all students to take all courses required by MYP with the exception of students who have more extensive needs (like reading intervention).

After school tutoring is available for all students, and there are special education teachers present during tutoring hours to ensure all students receive the support they need.

Documentation

Student designation, information, and data is kept confidential. Access to this information is only available to the parent, student, case manager, special education supervisors, classroom teachers, and administrators.

Case managers routinely monitor progress towards the goals set forth in the IEP., GIEP, or 504 plan. In addition to testing, feedback is routinely collected from teachers and incorporated into the annual review of the student's special education plan.

Professional Development

Special education teachers receive professional development in regards to compliance and documentation.

Special education teachers engage in professional development with the rest of the faculty on a monthly basis to provide guidance in terms of inclusion and differentiation.

Voluntary professional development is offered several times per month. Teachers may choose to engage in sessions that focus on specially-designed instruction, inclusive practices, writing goals, and supporting students.

An increase in professional development surrounding topics of inclusion and compliance is expected for future academic years.



Policy Review

The language policy is a dynamic, changing document.

The document was drafted and reviewed by several teachers and stakeholders.

The policy will be reviewed once per year by a team of teachers and stakeholders.

Acknowledgements

The following documents were consulted in the development of this language policy

IBO (2014): MYP: From Principles into Practice

Earl Wooster High School Special Education Policy (n.d.)

<https://www.woostercolts.com/cms/lib/NV02000980/Centricity/Shared/pdf/ib/ib-programme/ib-special-education-policy.pdf> Viewed on February 19, 2019

Bloomfield Hills Schools MYP Inclusion Policy (2014).

https://www.bloomfield.org/uploaded/Parents_Students/IB/MYP_Inclusion_Policy.pdf Viewed on February 19, 2019