

# **International School at Dundee's Inclusion Policy 2022**

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## **Introduction**

ISD's inclusion policy is guided by IB's philosophy to increase access and engagement in learning for all students in the least restrictive environment. This is accomplished by removing barriers, creating an environment for all students to access the curriculum and providing academic rigor to students regardless of individual abilities and needs. Inclusion is fostered through a collaborative approach that emphasizes respect, support and reflection. We adhere to state and federal laws to provide Free and Appropriate Public Education (FAPE).

## **Philosophy**

We believe all students can learn and have a right to an inclusive education. We place great emphasis on the responsibilities of all teachers to be aware of and provide for students with diverse needs. We view a student's education as a partnership that includes the student, the parents/guardians, and the school. We believe all students should take an active role in meeting their own learning goals.

## **Support Services**

We strive to meet the needs of all students through differentiated instruction in the regular education classroom. When students are not meeting grade level expectations in reading, math, communication, fine/visual-motor skills, and/or behavior, interventions are employed. These consist of whole-class, small-group, and one-on-one interventions, employed in the classroom by a regular education teacher or in a separate location with intervention specialists (e.g. literacy specialist, math interventionist, speech language pathologist, psychologist, social worker, occupational therapist, physical therapist). When the needs of our students require more specialized instruction we offer additional support services in other settings (e.g. counseling, speech language services). We adhere to all District and State mandated policies regarding the educational needs of our students. Special education teachers, support staff (e.g. speech language pathologists, psychologists, social workers, occupational therapists, physical therapists, BCBA, teacher of visually impaired, teacher of the hearing impaired, etc.) provide mandated IEP services tailored to the needs of the child based on student present levels of performance (i.e. cognitive, social/emotional, academic, communication, behavioral, gross fine motor). These services are outlined in students' IEPs.

## **Advanced Learning Program (ALP)**

Students are offered a combination of enrichment in the classroom and accelerated learning opportunities in math, language arts and science.

## **English Language Learners (ELL)**

Students are provided English instruction based on their level of English proficiency. The goal is to maximize the success of our students in accessing content through language in the classroom.

## **Special Education**

Students with disabilities are serviced in the least restrictive environment. This includes participation of all students in the general education classroom receiving support from the classroom teacher, special education teacher, speech & language pathologist, school psychologist, occupational therapist, physical therapist and/or the professional assistant as needed.

## **Response to Intervention**

There are a variety of supports available to all students who are performing below grade level expectations. These include, but are not limited to, small group instruction, extra support in the general education classroom, speech & language services and counseling support.

## **Rights & Responsibilities and the Structure & Process to Comply with Legal Requirements:**

### **Intervention:**

- Student data is routinely analyzed and reviewed
- Students who are not meeting grade level benchmarks are provided with intervention.
- Parents are informed in writing (i.e., parent letter) of interventions employed.
- The level of intervention (Tier 1, 2, 3) and the duration of the intervention (i.e., 3X30 for 6 weeks) are determined based on the student's present level of performance.
- Interventions are provided either in the classroom setting or in small groups outside of the classroom. These interventions are provided either directly or through consultation by literacy specialists, math interventionists, speech language pathologists, psychologists, occupational therapists, physical therapists and/or social workers as deemed needed.
- Progress monitoring occurs frequently (i.e., daily, weekly) and the staff uses this data to direct their intervention, instruction and next steps.

### **Evaluation Process:**

- The School District and the parents have the right to request an initial evaluation.
- PPT must be convened within 5 school days of the request.
- Formal parent invites are communicated to the parents at least 5 school days prior to the PPT meeting.
- If the PPT team determines an evaluation is warranted, the student will be evaluated and evaluation reports will be sent home to the parents at least 5 school days prior to the PPT to review the evaluations. This PPT must be held within 30 days of the request.
- At this PPT, the evaluations are reviewed and eligibility is determined.
- If the student qualifies for special education, the school-based team will present an IEP (present levels of performance, goals & objectives, accommodations, services, etc.)
- Implementation of the IEP starts 15 school days following the PPT.

### **Students on an IEP:**

- Annual reviews are held 1 time per year.
- Triennial evaluations occur within 3 years of the student's previous evaluation.
- Meeting agenda, draft IEP's and any evaluations administered are emailed to the

parents at least 5 school days prior to the PPT.

- A Google Meets meeting or a phone call is made to the parents to review these documents and to address any questions that they may have prior to the PPT.
- Students are invited to their annual PPT meeting and provide an update of their learning experiences (i.e., academics, social/emotional, etc.)

**GPS - Office of Special Education and Student Supports:**

<https://www.greenwichschools.org/teaching-learning/special-education>

**Click the link to review the GPS Special Education and Practices Manual:**

[https://resources.finalseite.net/images/v1634135036/greenwich/zpczkphsrheg7otyjqnr/FINAL\\_SpecialEducationProceduresandPracticesManual.pdf](https://resources.finalseite.net/images/v1634135036/greenwich/zpczkphsrheg7otyjqnr/FINAL_SpecialEducationProceduresandPracticesManual.pdf)

**Special Education Procedural Safeguards:**

<https://portal.ct.gov/-/media/SDE/Special-Education/Prosaf.pdf?la=en>

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