



## Oak Grove Middle School

### Inclusion Policy

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (Learning diversity and inclusion in IB programs, 2016) Access refers to providing equitable educational opportunities in learning, teaching, evaluation/assessment and all other aspects of school life to all students by making space and provision for the characteristics that each person brings.

#### **Purpose:**

The purpose of this document is to clarify the Oak Grove Middle School’s Inclusion Policy. Our school is committed to supporting the needs of our various student populations. We value student diversity and respect individual learning differences, working to meet students where they are, helping them grow through scaffolded support. This policy is to be communicated to, and understood by, all continuing and new teachers, students, parents, and administrators. This is accessible to ALL our community.

#### **Philosophy:**

We believe that promoting inclusivity and valuing diversity is essential for making all individuals contribute to common good and world peace through/based on universal values. To value diversity means to understand, accept and respect the fact that every individual is unique. Inclusive teaching and learning are designed to be inclusive of, and accessible to all students.

#### **Responsibilities:**

Inclusion requires a school-wide culture that supports a rigorous, appropriate education for each student. Here, all teachers differentiate up and down the spectrum, whether the student is a special needs student requiring a bit more help, or an English Language Learner new to the United States. Through differentiation, we offer teaching practices that build opportunities in which each student can develop, pursue, and achieve their personal learning goals. Our AVID strategies expand student horizons for appropriate inclusion. Teachers follow state and local policies to ensure equal access to the curriculum for all students. This occurs through assessment, both formal and informal, to determine each student’s individual needs. For example, a special needs student has Individualized Education Program (IEP) to structure their support. English Language Learners are assessed for placement in appropriate language support classes as outlined in the Language Policy. Students are continually monitored in class

as well as through CAASPP, iReady, and other standardized tests to determine growth and progress. Students are expected to honor the Honesty Policy in practice during tests. Oak Grove provides the support students need to set and meet challenging educational goals; students are expected to apply themselves through the learner profile, attributes and approaches to learning, to achieve them.

### **English Language Learners:**

Upon enrollment, student identified as English Language Learners are assessed for placement in appropriate language support classes as outlined in Oak Grove's Language Policy (I will attach a link here). Students for whom English is a second language are offered placement in language support classes where they learn English while continuing to embrace their mother tongue. Students graduate out of this program as they become more fluent in the English language.

### **Special Education Inclusion Practices:**

The goal at Oak Grove Middle School is to support students with special needs in gaining college and career readiness skills, as well as fostering student independence and responsibility for learning through active engagement in grade-level curriculum. A continuum of services designed to meet the needs and learning styles of individual learners is provided. Our inclusion model uses classroom support, intervention, and self-contained units per IEP.

Individual Education Plans (IEPs) are written documents prepared by the Special Education Department for a student with a qualifying disability. The IEP is developed through a collaborative process involving the school, parents, the student (where appropriate), and other relevant personnel or agencies. It refers to the adapted or modified aspects of the educational program, focusing on priority learning needs while setting specific learning goals for a student over a set timeframe all set in the least restrictive environment possible for the student to learn. Effective IEPs are individualized, child-centered, inclusive, holistic, collaborative, and accessible. When complete, the IEP plan outlines teaching strategies, resources, and supports necessary for the student to achieve those goals. The special education teacher consults with the general education teacher on the implementation of instructional modifications and the delivery of instructional techniques for the students with disabilities. Teachers collaborate regularly to incorporate differentiation for students' learning needs and styles as well as assign grades. Monitoring teachers track student success. Oak Grove Middle School values our special needs population.

To support them, our practices include, but are not limited to, the following:

- Special Education and itinerate support teachers receive annual refresher training applicable to their classes.
- All teachers differentiate their lessons to meet student's academic needs.

- Meeting the needs of the Special Education population, the general education teachers and special education teachers collaborate on the regular basis to prepare lesson plans, implement data plans, and create differentiated unit planners to support classroom learning.
- Off-campus trips or on-campus events include all Special Education students.
- Grades for Special Education students are assigned per their IEP and district guidelines.
- Faculty and staff adhere to the Family Education Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA).
- No change is made to a Special Education students' course schedule until reviewed by both the student's general education and special education teachers.
- Special education teachers send a copy of student IEPs and Behavior Intervention Plans (BIPs) to all teachers and administrative staff members that work with students at the beginning of the school.
- All teachers and/or administrative staff members are required to read the IEPs of all their special education students to be aware and implement all accommodations/modifications listed there as well as in the BIP, if included.

### **Parent Notification Policy:**

The overall special education policy is included in the Oak Grove Middle School parent/student handbooks. Parents are encouraged to participate in, communicate with, and support their student's education through their involvement.

For individual students, parents are notified of meetings for their students to discuss or update the student's IEP or BIP.

Parents are included in their children's education through the following practices and resources, among others:

- Newsletters/Flyers distributed to the parents in English and Spanish
- Parent Square
- School website and activities
- Bilingual Parent Liaison

### **Professional Development:**

- Regular Special Education Professional Development
- Cultural Diversity

### **Communicating the Policy:**

- School Website
- Parent Square
- Letters
- Student/parent handbook
- Staff handbook

- Family events

### **Reviewing the Policy:**

The Inclusion Policy is reviewed annually at the beginning of the year by Oak Grove stakeholders. Amendments to the policy will be considered, especially based on, school district policy changes, changes in the school community, or changes in community needs. Special consideration will be given to eliminating any limitations or barriers that may have developed since the last review.

### **Resources:**

Family Educational Rights and Privacy Act website:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

International Baccalaureate Organization (2015). The IB guide to inclusive education: a resource for whole-school development. Accessed from [www.ibo.org](http://www.ibo.org)

International Baccalaureate Organization (January 2016). Learning diversity and Inclusion in IB programs. Accessed from [www.ibo.org](http://www.ibo.org) .

International Baccalaureate Organization (May 2014). MYP: From principles into practice. Accessed from [www.ibo.org](http://www.ibo.org).

San Antonio ID Website, [www.saisd.net](http://www.saisd.net)