

New Lebanon School Inclusion Policy

Introduction

As a Primary Years Programme School, we believe that all students deserve a high quality education. No matter the background, culture, life experience, language, or socio-economic status, all students have a right to learn. Students from diverse backgrounds are an asset to our learning community and are a reflection of our learners in the real world. As a result, we strive to provide opportunities for all students to be able to access the curriculum and abide by all federal and state regulations to provide a Free and Appropriate Public Education.

Support Services

In order to meet the needs of all learners within the general education setting, we at New Lebanon School provide a continuum of supports that include personnel and other resources.

English Language Learners

In accordance with state regulations and guidelines, our English Language learners are provided with personnel and instructional supports that are consistent with their language proficiency. New Lebanon School also has a bilingual program in grades K-2 to maximize literacy fluency in both Spanish and English.

Special Education

In accordance with federal and state law, our school provides access to a Free and Appropriate Public Education for all students in their least restrictive environment. This collaborative model consists of a variety of professionals working together to target each student's individualized education program. This staff can include, but is not limited to: speech and language pathologists, school psychologists, school social workers, occupational therapists, physical therapists, general education teachers, and special education teachers.

Multi-Tiered Systems of Support

The Multi-Tiered System of Support (MTSS) is an equitable approach to ensure that all students' Academic, Behavioral and Social Emotional needs are met. These supports include scientifically research-based practices in the general education classroom, interventions, and the progress monitoring process. The MTSS team may be comprised of classroom teachers, Advanced Learning Program (ALP), Math Interventionists, Literacy Specialists, English to Speakers of Other Languages (ESOL), Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Special Education Teachers, Social Workers, Psychologists, and Administrators. The interdisciplinary nature of the team ensures that multiple professionals in each school are engaged in analyzing and identifying potential approaches for individual students. Once data has been triangulated to identify students that are in need of additional support by teacher or grade-level teams, the MTSS team analyzes diagnostic data in order to determine the most optimal setting(s) and nature of additional support, and engages in ongoing discussion about progress in order to optimize supports for individuals.