

## Sand Creek International School Inclusion Policy

### Mission

Our school will develop globally minded citizens who make meaningful contributions to the world through *reflective inquiry*, creativity, and problem solving.

### Philosophy

Each student at Sand Creek International School has individual learning needs, strengths, styles and is entitled to an education without barriers. It is the responsibility of all staff to respond to the needs of every student to increase international mindedness, academic success, and social responsibility. The IB program at Sand Creek International School meets all state and federal requirements:

- IDEA - The Individuals with Disabilities Education Improvement Act of 2004
- Section 504 of the Rehabilitation Act
- ADA - Americans with Disabilities Act
- Assistive Technology Act

### Purpose

We aim to:

- Ensure that students successfully access curriculum; to increase understanding and level of *knowledge*; to increase approaches to learning (ATL) skills; to emphasize a transdisciplinary programme of inquiry, to promote an integrated system connecting all levels of learners; to provide high quality, differentiated instruction that is matched to students' academic, social and behavioral needs. Finally, to improve educational outcomes for all students, SCIS will utilize the inclusion model where students are included in the general education classroom as much as possible.

### IB Standards

**Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.**

#### **(0301-02)**

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

#### **Inclusion Policy Goals:**

The goals of the Inclusion Policy are:

- Adhere to national, state, and local laws regarding Exceptional Student Education
- Ensure that the special needs of our students are identified early, assessed, and provided for
- Clarify the expectations of all stakeholders
- Identify roles and responsibilities of stakeholders
- Assist all students in accessing all elements of the school curriculum and assessment policy
- Diversity is welcomed and valued at Sand Creek
- Instructional resources will include people of diverse backgrounds
- Honor diverse perspectives and walks of life

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The administration, faculty, and staff at Sand Creek International School acknowledge that:

- Our students have different educational and learning needs, abilities, and goals
- Students gain knowledge and skills at different rates and through different means
- All students are capable of learning and they are unique
- Our school welcomes all people, regardless of ethnicity, sexual orientation, or gender identity

## **Roles & Responsibilities:**

### **Responsibilities of the School**

*The school will...*

- Work with Special Education Services in Harrison School District Two to make sure the program is in compliance with federal and local laws regarding students with special educational needs
- Raise staff awareness of the needs of our exceptional students
- Provide resources for the implementation and continuation of the Inclusion Policy
- Provide updates and host meetings for IEP and 504 reviews
- Facilitate the provision of appropriate accommodations as outlined by Special Education Services in Harrison School District Two
- Provide all gender restrooms

### **Responsibilities of the Faculty**

*All staff members at Sand Creek International School will...*

- Comply with all federal and local laws regarding special education needs
- Participate in all required training when available
- Identify struggling learners and refer the student to Multi-Tier Support System (MTSS) as needed
- Implement the appropriate interventions as outlined in the MTSS
- Maintain accurate records of students' progress
- Become familiar with the special needs of the student via strategic communication between general education staff and case manager (specifically via sharing academic/social goals).
- Provide differentiated instruction as outlined by the student's IEP or 504 Plan
- Maintain discretion and confidentiality in providing special education needs services
- Use instructional resources that include people of diverse backgrounds
- Honor the perspectives of all members of the school community

### **Responsibilities of the Parents**

*Staff will work with parents to ensure that parents will...*

- Be treated as partners
- Play an active role in their child's education
- Have **knowledge** of their child's entitlement within the Procedural Safeguards
- Have access to information, advice, and support
- **Communicate** to the school all documents regarding their child's special educational needs
- **Communicate** with the school any changes regarding student needs

### **Responsibilities of the Students**

Students' views are ascertained. To participate in decision making, students can

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work toward (with adult encouragement):

- Expressing their feelings and their needs
- Participating in discussions and leading IEP meetings as appropriate
- Indicating choices
- Asking for information and support
- Showing respect for others through words and actions

**School Action:**

Action is taken to support a student when he/she is identified as needing additional attention and supplement of what has been provided in the classroom. The student is brought to the Multi-Tiered System of Support Team to analyze data and providing appropriate interventions. Indicators that this step is necessary may come from the following:

*The student...*

- Makes little or no progress on academic assessments
- Shows signs of difficulty in developing key skills, which result in poor grades
- Presents emotional or behavioral difficulties
- Has diagnosed learning differences or impairment

**Practice:** The practices will include the following:

- Monitoring progress through a variety of state and district mandated assessments:
  - CMAS
  - CoALT
  - ACCESS for ELLs
  - Acadience Reading
  - AIMSWeb
  - iReady
- Teachers will develop and use a variety of assessment methods (formal, informal, modified rubrics) for students to demonstrate their understanding
- Teachers will utilize a variety of instructional methods to facilitate student learning
- Accommodations will be documented through the following (also see *Sand Creek Accommodation Process* below):
  - IEP, 504, LP, READ, RtI and/or ELLP
  - Accommodation Plan on Alpine
- Units will be developed collaboratively between general education teachers, elective teachers, and support staff (SPED, CLDE, GT)
- Student progress will be communicated through the following:
  - Report cards
  - IEP meetings
  - 504 meetings
  - Parent/teacher conferences
  - MTSS Quarterly Meetings
  - ELLP's

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- o Progress reports
  - o Additional parent meetings when needed
- Progression/Transition meetings will be held in the spring or as needed with identified staff (SPED, CLDE, GT)
  - o Information will be given at the time of transition to coordinate and administer who will share with appropriate staff members

**Sand Creek International School Accommodation Process:**

The process for discussing student needs and establish accommodations, interventions, or support for struggling students is as follows:

1. Student has at least 6 weeks of an intervention to target the area of need
2. Teacher brings information to MTSS team
3. Team discusses the success of the intervention and determines the next phase of intervention for the student. If there is still a need, the following could be implemented:
  - Increase in number of minutes of intervention or contact days
  - Decrease in the student to teacher ratio
  - Change of intervention focus
4. If the student is still not making progress after three intervention cycles/phases, the MTSS team will discuss possible special education testing. Parents will be notified of these steps taken to support their child, and will be invited to meet with the MTSS team.
5. Accommodations on existing IEPs are updated annually at the IEP review meeting as needed.