

Chestnut Ridge Middle School

International Baccalaureate MYP 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 in the International Baccalaureate programmes; 2010) This policy was created by the Inclusion Policy Committee, and is reviewed by the Chestnut Ridge Middle School building-wide International Baccalaureate Committee.

Chestnut Ridge Middle School Mission

Students entering Chestnut Ridge Middle School have a wide range of abilities, backgrounds, levels of life experiences, interests and cultures. Our mission is that every learner will reach his/her full potential. Multiple teaching strategies are employed to differentiate instruction so that all students have full and equal access to the curriculum. We aim to help students develop appropriate levels of independence, responsibility and skills in their academic, emotional and social lives at the school so they can access to all parts of the curricular and extra-curricular programmes. Classroom teachers and administrators, through scaffolding, accommodation, differentiation and even at times modification of the programme, support this inclusion. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open minded.

East Ramapo Central School Policy

It is the policy of the East Ramapo Central School District not to discriminate on the basis of race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information, or any other reason prohibited by applicable laws, in its programs, services, activities, or employment practices. Inquiries related to discrimination on the basis of disability should be directed to <https://www.ercsd.org/Page/5737>

The Chestnut Ridge Middle School Inclusion Policy aims to meeting students' learning needs. It takes into consideration our practices, our context and the resources available. The school policy describes the way we meet the needs of children who experience barriers to their learning. This Inclusion Policy addresses the IB barriers to learning that are the following five: School organization and resources; cultures and policies; approaches to teaching and learning (ATL); buildings and physical obstacles; and relationships among the community.

The specific IB standards and practices that relate to supporting learning diversity are:
Goal 3 – Develop a more diverse, inclusive IB community by enabling access to an IB education. Standards and Practices

A:9 the school supports access for students to the IB programme(s) and the philosophy.
B2:8 the school provides support for its students with learning and/or special educational needs and supports their teachers.

C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

C2:10 The written curriculum integrates the policies developed by the school to support the programme(s).

C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

Chestnut Ridge Middle School Inclusion Policy

Chestnut Ridge Middle School dedicates time and effort to create an optimal learning environment that celebrates and embraces the diversity of all learners. We encourage all our learners to use technology and provides all students with equal opportunities to learn. We support students with inclusive arrangements, such as extra time or the use of a reader. We plan according to individual student needs.

Reasonable adjustments, which are unique to a particular student, are another way to meet learning challenges such as oral assessment or modified tests.

Chestnut Ridge follows an inclusion model to provide support identified students with Individualized Education Plans (IEPs). Students with special educational needs are provided access to the curriculum in the least restrictive environment. The least restrictive environment ranges from a self-contained classroom to mainstreaming for part of the day to a regular, comprehensive classroom where classroom teachers and specialists follow an inclusive approach and collaborate regularly.

Teachers and specialists frequently assess the students to determine each child's individual needs and provide any special services, modifications, accommodations, and/or materials they require to access the curriculum and achieve their highest potential. Students are reviewed by the Committee for Special Education when the need for special services is demonstrated. Students demonstrating academic talents in a particular area, teachers address those needs through classroom differentiation. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students. Families are involved in this process. At our schools, we adhere to federal guidelines governing the education of students with disabilities, The Individuals with Disabilities Act (IDEA). It is designed to protect the rights of students by ensuring that everyone receives a free, appropriate, public education regardless of ability level. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

Definition of Special Educational Needs

Many of our students have special academic, physical, social or emotional needs that are addressed so each student can be successful. These special needs include:

- Specific Learning Disabilities
- Emotional Impairments
- Speech and Language Impairments
- Visual Impairment
- Hearing Impairments
- Physical Impairments
- Health Impairments (Otherwise Health Impaired)
- Autism Spectrum Disorders
- Cognitive Impairments

Support Given and Services Provided

These special needs are addressed through the following programs and services:

- General Education Resource Program
- English as a Second Language (ELL)
- Hearing Impaired Program (Deaf and Hard of Hearing/DHH)
- Special Education Resource Room (RR)
- Academic Resource Program (Self-contained Special Ed.)
- Physical Therapy (PT)
- Occupational Therapy (OT)
- Speech and Language Therapy (S/L)
- School Psychologist
- Counselors
- Summer School
- Academic Clubs: Math Club, International Book Club, Spanish Book Club, YearBook Club, Newsletter Club
- Library Media Center support

Students with special needs are provided access to the curriculum in the least restrictive environment. For some, that means a self contained classroom or mainstreaming for part of the day. However in many cases, this is a regular, comprehensive classroom where classroom teachers and specialists collaborate following an inclusive approach. Teachers/Specialists assess the children to determine each child's individual needs and provide any special services and/or materials they require. For students demonstrating academic talents in a particular area, teachers address those needs through classroom differentiation. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students and parents.

At Chestnut Ridge Middle School, we adhere to federal guidelines governing the education of students with disabilities, The Individuals with Disabilities Act (IDEA). It is designed to protect the rights of students by ensuring that everyone receives a free, appropriate, public education regardless of ability level. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards. Our school uses a Response to Intervention (RTI) model. This three tiered framework provides intervention and educational support for all students at increasing levels of intensity based on their individual needs. The goal is early intervention to foster success for all students. Our model is as follows:

Interventions/Accommodations that are frequently utilized include:

- Assistive Technology
- Small Group Instruction
- Extended Time
- Prompting and Cueing
- ELL Support
- Reading Grade Level appropriate Materials
- Simplified Directions
- Paraphrasing
- Behavioral Modifications
- Organizational Support
- Alternate Testing Environment
- Accommodated Materials
- Homework Support
- Paraeducator Support

Chestnut Ridge Middle School Diversity and Inclusion Philosophy

- We believe that inclusion is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire and can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving.
- We believe that diversity, including but not limited to students with special needs, is a positive resource with regard to what it means to be internationally minded and interculturally aware.
- We encourage our students to become active, compassionate and lifelong learners who embrace the similarities and differences of all members of our community.
- We recognize and respect that our students come from a variety of backgrounds, cultures and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspire teachers and students to be caring and open minded.
- We employ multiple teaching strategies to differentiate instruction so that all students have equal access to the curriculum.

It is the responsibility of all educators, supported by the community to develop optimal learning environments. Developing a positive classroom climate conducive to supporting the learning of all students requires that:

- students are accepted for who they are
- students are valued for their strengths
- students are appropriately challenged by their learning
- expectations of students are high but realistic
- students belong to the community and feel cared for, trusted, understood, valued and safe
- students are listened to, have their opinions sought, and are provided with opportunities to succeed
- students are included in decisions about their learning
- students are given opportunities to reflect on their learning
- students have the opportunity to develop the attributes of the learner profile
- students have the opportunity to develop as multilingual citizens
- students have access to the relevant IB programme components to the greatest extent possible
- students understand their role in the learning of others
- students are supported in developing the skills to self-advocate.