Winston Churchill Middle School
An International Baccalaureate School

Inclusion Policy

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Mission statement

Valuing innovation, initiative, and community, the mission of Winston Churchill Middle School is to educate and empower each student to build a foundation for lifelong learning, personal responsibility, and global citizenship by providing a rigorous and safe academic environment that develops critical thinking, collaborative skills and promotes persistence and resilience in our students while meeting their unique needs.

Inclusion

Winston Churchill Middle School promotes an inclusive education system in which students with special education needs are provided with the necessary accommodations and support in mainstream environments.

Rights and Responsibilities

Students with special educational needs have the right to appropriate support and accommodations in IB program courses, in alignment with their 504 Plans and Individualized Education Plans (IEPs). This includes the right to receive accommodations during IB assessments, as outlined in their individualized plans. Ensuring the success of all students requires a shared commitment from the school community.

Parents, students, and families play a key role by communicating their needs to the best of their abilities, providing the school with accurate and up-to-date documentation, supporting learning at home, and maintaining open communication with staff regarding student progress and the implementation of accommodations or modifications.

Teachers and staff are responsible for becoming familiar with each student's IEP or 504 Plan. They must differentiate instruction and implement the necessary accommodations and modifications. In addition, they are expected to monitor student progress and share relevant information with appropriate stakeholders to evaluate the effectiveness of inclusive access arrangements.

Administrators lead the decision-making process for special education programming and are responsible for ensuring a safe and supportive learning environment for all students. Through collaboration and clear communication, all members of the school community work together to uphold the rights and success of students with special educational needs.

Identification Process

At Winston Churchill, all practices and procedures for identifying necessary accommodations follow the school's Kid Talk Protocol and Student Study Team (SST) Process (see *Figure 1*).

The identification process begins when a teacher or parent recognizes a concern with a student's academic, behavioral, emotional, or social need. Grade level teachers meet through the Kid Talk protocol and discuss tier one supports for each identified student. Grade level teams meet bi-monthly to note student progress. If students are not successful with supports provided through Kid Talk Protocol, an SST referral may be made if the team feels tier two or three supports may be needed. An SST referral form is completed and submitted to the school counselor. At this time, all teachers and counselors meet to discuss all accommodations and supports that have already been tried. Additional accommodations are outlined to put in place for six weeks. The teachers then return to the SST to discuss the results. If more accommodations are needed, a 504 plan may be created at this time. The 504 plan identifies accommodations that will create access to the curriculum for a student in general education classes.

If the SST deems it necessary, then the individualized education program (IEP) is started. A special education teacher and psychologist have 60 calendar days to complete the required academic and psychological testing. Based on the results of the testing, the student may be eligible for IEP services.

Planning and Instruction

An IEP is developed collaboratively with the case manager, school psychologist, parents, and the student, when appropriate. The IEP identifies the student's individual needs, goals, and priorities for learning. The IEP requires the consent and cooperation of the parents.

The case manager reviews and monitors progress on student goals quarterly and makes adjustments as necessary.

Students with an Individualized Education Plan will be assessed against the same MYP criteria as students who do not have an IEP; however, modification and accommodations are provided as indicated in the IEP. These modifications and accommodations for assessment tasks may include adjustments to time, variations in the format, and scaffolded materials.

Evaluation and Reporting

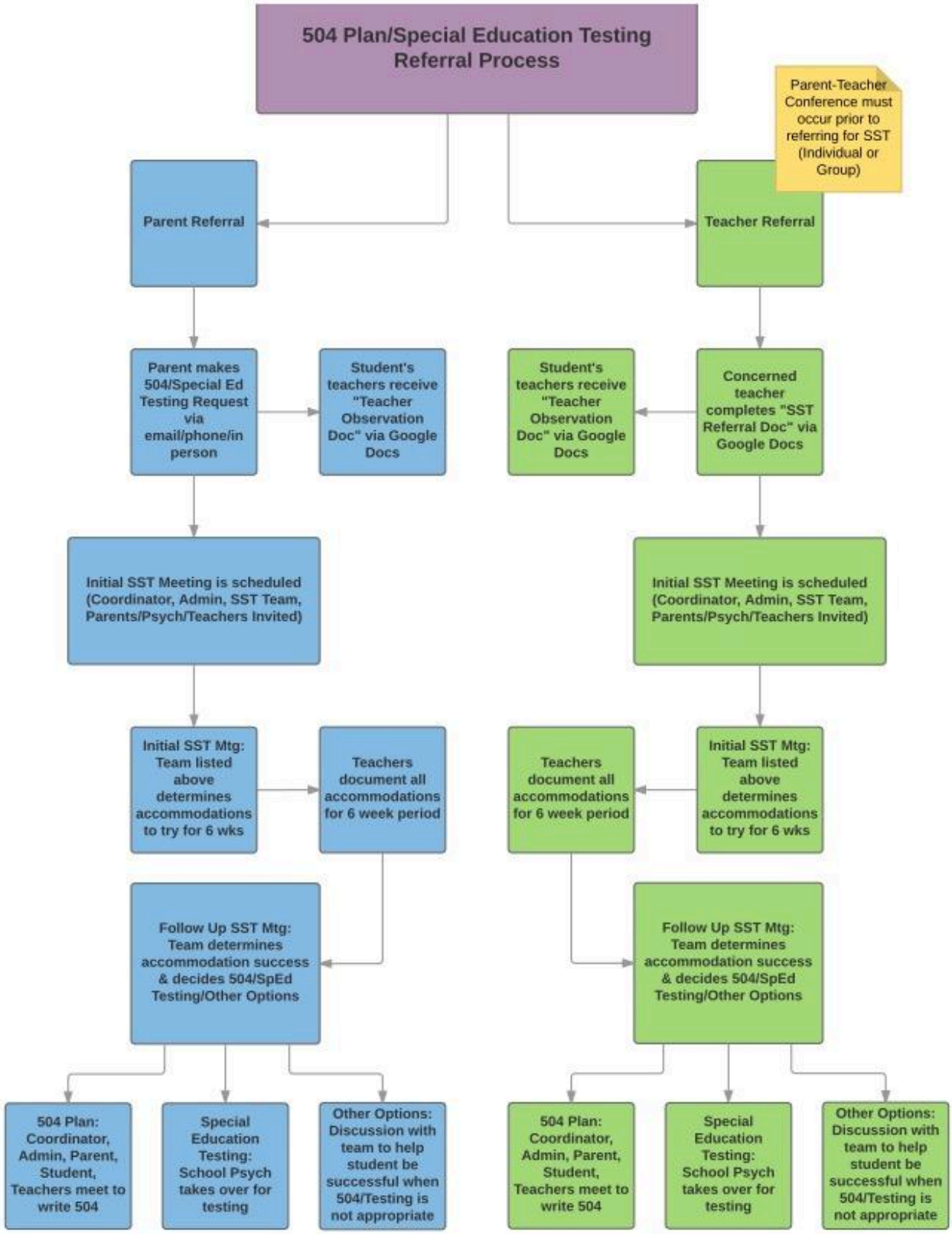
Prior to the IEP meeting, all general education teachers submit reports to provide feedback regarding the students' progress both behaviorally and academically. The case manager writes up the full IEP. At the IEP meeting the team meets to discuss and develop an appropriate plan for the student.

All students on an IEP receive an IB mark on their student report card. If a student receives modification and accommodations, it is marked on the report card.

Policy Monitoring and Revision

The inclusion policy will be reviewed and updated as needed.

Figure 1


504 Plan/Special Education Testing Referral Process
Parent-Teacher Conference must occur prior to referring for SST (Individual or Group)
Parent Referral
Teacher Referral
Parent makes 504/Special Ed Testing Request via email/phone/in person
Student's teachers receive "Teacher Observation Doc" via Google Docs
Student's teachers receive "Teacher Observation Doc" via Google Docs
Concerned teacher completes "SST Referral Doc" via Google Docs
Initial SST Meeting is scheduled (Coordinator, Admin, SST Team, Parents/Psych/Teachers Invited)
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Initial SST Mtg: Team listed above determines accommodations to try for 6 wks
Teachers document all accommodations for 6 week period
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Initial SST Mtg: Team listed above determines accommodations to try for 6 wks
Follow Up SST Mtg: Team determines accommodation success & decides 504/SpEd Testing/Other Options
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504 Plan: Coordinator, Admin, Parent, Student, Teachers meet to write 504
Special Education Testing: School Psych takes over for testing
Other Options: Discussion with team to help student be successful when 504/Testing is not appropriate
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