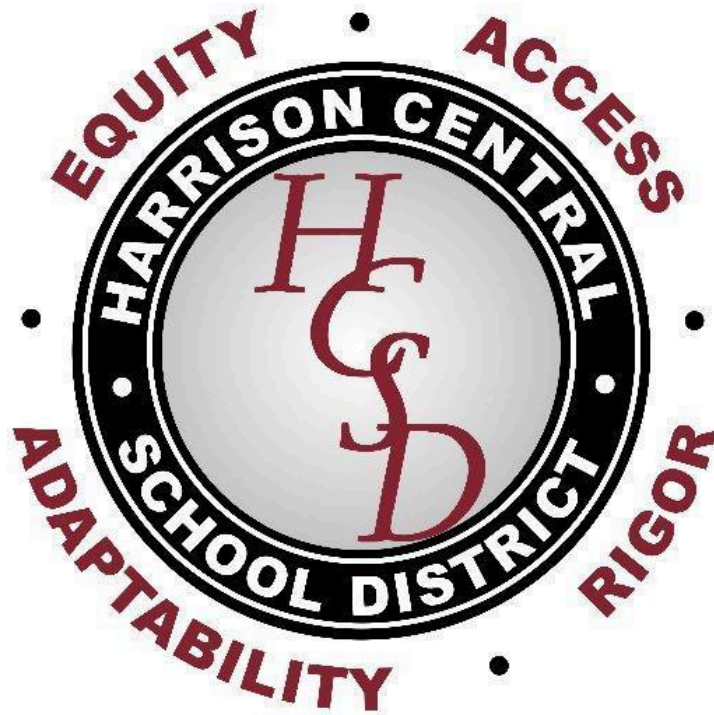


Inclusion Policy



Harrison Central School District

International Baccalaureate Primary Years Programme

PURPOSE/VISION:

Harrison Central School District's Primary Years Programme recognizes, understands, and celebrates the diverse student population that exists within our schools. Our students come from different backgrounds and cultures and present with many different learning styles and needs. Each and every child brings their own life experiences, which are valued and are a resource for building an inclusive classroom and school community.

Our schools are committed to providing all students with learning environments that are affirmative, responsive, and provide a space where all students have a voice and feel valued. Our teachers personalize instruction for each and every learner in front of them, thinking of the most purposeful approaches that benefit the children. This allows for targeted, direct methods of teaching with multiple access points to our rigorous curriculum.

The policy below outlines the specific steps our teachers, administrators, students and parents have and will continue to follow, to ensure that ALL of our students have access to and are successful with our Primary Years Programme.

DEFINITIONS:

- Personalized Learning is learning designed for each student's specific strengths, struggles, and interests.
- Differentiation refers to any adaptation of instruction or assessment in order to meet individual needs.
- Response to Intervention refers to the identification and support of students through a multi-tiered model.
- Academic Intervention Services refers to building-based support services received by students after multiple cycles of intervention.
- Student with a Disability (SWD) refers to any student who has been classified under New York State Part 200 regulations, as a student who has been identified as having a disability and requires special services, programs, or accommodations. Harrison Central School District serves students under the 13 classifications in New York State and offers a wide range of continuum of services.
- Individualized Education Program (IEP) refers to a written document, developed, reviewed, and revised in accordance with the NYS law, to be provided to meet the unique educational needs of a student with a disability.
- 504 plan refers to a written document, in accordance with Section 504 Rehabilitation Act (under federal civil rights law) that includes accommodations for students who have a mental or physical impairment, that substantially limits a major life activity. Accommodations that are provided ensure equal access for students.
- Related services include support provided in the areas of counseling, speech and language, occupational therapy, and physical therapy.

- Continuum of services refers to the different programs (including but not limited to integrated co-teaching, resource room, special classes) that provide specially designed instruction to a student with a disability, considering the least restrictive environment.
- Special Class refers to a self-contained classroom where all students are classified through the committee on special education and require a smaller setting with additional adult support in order to access their learning. Students may participate in class sizes of 8 or 12 students.
- Inclusion refers to providing instruction to SWDs in the same classroom as general education peers to the greatest extent possible.
- Modifications refer to altering or changing the learning standard and expectations.
- Accommodations refer to changes in the learning environment that provide equal access to the curriculum and remove barriers to student learning, without altering the standard or expectations. Examples include, but are not limited to: tests read, use of a calculator, preferential seating, and extended time.
- English as a New Language (ENL) refers to a direct or indirect setting based on a student's English proficiency and English Language Learners (ELL) are those students receiving ENL services.

INCLUSIVE PRACTICES AND PHILOSOPHIES FOR ALL STUDENTS:

Harrison Central School District is committed to providing a full continuum of programs and services that meet the unique learning needs of all students in accordance with our District's core values of equity, access, rigor, and adaptability and New York State and Federal Regulations. Our Primary Years Programme echoes this philosophy by providing high-quality programs, services, and support to ALL students within the HCSD community.

Across all programs offered through the in-depth curriculum, the Primary Years Programme is implemented through a personalized approach that meets the needs of each student. Teachers design rigorous lessons in all subject areas that are scaffolded and differentiated to meet the individualized needs of all students. Children have opportunities to explore based on their personal strengths and interests, and teachers support this learning by providing research-based instructional strategies.

These instructional strategies are responsive to the learning needs of the school community and remove barriers for each learner. In order to support certain students, Academic Intervention Services (AIS) are provided as needed. These services help students access the curriculum through skill development and direct instruction.

In addition, Harrison has a robust integrated co-teaching program that is specifically designed to provide access to our rigorous general education curriculum with embedded support for SWDs who require them. These classes are taught by general and special educators in all core subjects. In addition, as determined by the Committee on Special Education and students' IEPs, some students with disabilities participate in special classes which provide more intensive support for students, receive Resource Room, or receive related services in the areas of counseling, speech and language, or occupational therapy.

A personalized program also exists for our ENL students, recognizing that they need time and support to acquire the English language. Depending on their proficiency in English, students may receive either integrated or stand-alone ENL support. An integrated ENL setting consists of an ENL and general co-teach pairing to support content accessibility. This approach is beneficial to all students, ELLs and native speakers of English. Students may also receive support in a stand-alone ENL setting, in which ELLs are scheduled for an ENL class for more targeted support.

CLASSROOM SUPPORT:

Teachers will provide individualized support for all students to participate and complete the Exhibition.

- All teachers utilize multiple assessments to inform their instruction and evaluate progress of all students to determine what learning has been successful and who needs additional support
- All units and lessons are designed to be targeted, direct methods of teaching with multiple access points to our rigorous curriculum
- Small group instruction is utilized to provide targeted instruction that provides the appropriate level of rigor to all students
- All modifications and/or accommodations are provided as per students' IEPs or 504s to ensure that students' knowledge is assessed
- Response to Intervention supports are introduced to students for both learning and behaviors as a way to differentiate and adapt instruction
- Teachers will partner with colleagues (i.e. related service providers, instructional specialists, ENL teachers) to differentiate, modify, and adapt curriculum as appropriate.
- Teachers provide extra support before, during and/or after school to help students master content and prepare for assessments.

DOCUMENTATION:

Student progress is monitored on a continual basis, both informally (within the classroom) and formally (through trimester reporting and through regular progress monitoring). Teachers monitor student progress with individual anecdotal notations in all subject areas, for all students. Both informal and formal assessments are relevant to the learning and are designed to provide differentiated opportunities to express student understanding.

All students are supported through an RTI process, which incorporates cycles of intervention. When additional support is needed, teachers set goals, design targeted interventions, and collect data on student progress towards the identified area. Language specialists are included on the RTI team for students whose mother tongue is not English to help design and monitor interventions for students.

Special education case managers meet regularly with all teachers who work with the students with disabilities to ensure that everyone has an understanding of the student, their needs, and how to implement the student's IEP. IEPs and 504s are reviewed annually by the Committee on Special Education

or Section 504 Team; the CSE/504 Team reviews all of the student's data and progress and collaboratively develops IEPs and 504s, if appropriate, for the following school year.

CONTINUED PROFESSIONAL LEARNING:

Harrison Central School District offers a variety of professional learning opportunities for teachers through our in-service catalog. Many of the courses offered center around best practices for teaching and learning, differentiation, inclusion and creating access for all students as well as personalized instruction. In addition to our in-service catalog, teachers routinely engage in grade-level meetings, faculty meetings and professional learning opportunities to enhance their pedagogy in these areas.