



Inclusion Policy

Mission Statement

Prospect School inspires students to become lifelong inquirers who are globally minded. We create experiences that empower students to express their unique voices, develop a sense of community, and appreciate diverse cultures.

Philosophy

At Prospect School we believe that all students have different learning styles and needs. Along with Hempstead Public School's Board of Education, our goal is to give every student the opportunity to develop and achieve his or her maximum potential. An educational environment will be fostered that attempts to provide educational programs and services designed to meet the individual needs of all students. The Board shall identify, evaluate, refer, place, provide adaptations for and review all eligible students with disabilities.

The Board and district staff shall work together to achieve the following goals for all learners:

- tailor the learning program to each student's learning styles, interest and aspirations
 - protect and observe the legal rights of students
 - enhance the self-image of each student by helping him/her feel respected and worthy through a learning environment that provides positive encouragement
 - use MTSS (Multi-Tiered System of Supports), a framework designed to support all students through a layered approach that addresses academic, behavioral, and social-emotional needs. At the heart of MTSS is the belief that every student can succeed with the right instruction and supports in place.
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MTSS Foundation

- All students are introduced to rigorous, inquiry-based, exploratory learning.
- Instruction includes scaffolding and differentiation so every student can access the content and find success.
- MTSS provides multiple tiers of support tailored to students' varying needs, including academic, behavioral, and social-emotional support.

- Continuous assessment and progress monitoring guide instruction and intervention.
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Tier 1: Core Classroom Support (Universal Support)

- This tier represents high-quality instruction and supports provided to all students in the general education classroom.
 - Instruction is designed to be rigorous and engaging, promoting inquiry and exploration.
 - Teachers use scaffolding and differentiation to meet diverse learning styles and levels.
 - Universal supports also include schoolwide positive behavior systems and social-emotional learning (SEL) practices.
 - Progress is monitored regularly to ensure students are on track.
 - About 80-90% of students succeed with Tier 1 supports alone.
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Tier 2: Targeted Small Group Instruction (Focused Support)

- Tier 2 provides additional, targeted instruction or support for students who need more help than Tier 1 offers.
 - Interventions are often delivered in small groups focused on specific academic skills or behavioral/social-emotional needs.
 - Examples include small reading groups, math skill workshops, social skills groups, or check-in/check-out behavior plans.
 - Students receiving Tier 2 support are progress monitored frequently to measure effectiveness and guide adjustments.
 - Typically, 10-15% of students require Tier 2 supports.
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Tier 3: Intensive Individualized Intervention (Personalized Support)

- Tier 3 offers highly individualized and intensive interventions for students with significant academic or behavioral challenges.
- Support is based on thorough assessments and data, designed specifically for each student's unique needs.
- Interventions may be delivered one-on-one or in very small groups by specialists or special educators.
- Social-emotional and behavioral supports may include counseling or wraparound services.
- Progress is monitored very closely, and interventions are adjusted quickly if needed.
- Usually, about 5% or fewer students need Tier 3 interventions.

Students with disabilities shall be provided with:

- a structured learning environment
- repeated and simplified instructions in class and for homework assignments
- verbal instructions with visual instruction
- behavioral management techniques
- modified assessments
- differentiated work and tailored homework assignments
- instruction from qualified teaching personnel
- fulfillment of students' Individual Education Plans (IEP's) and individual 504 plans
- access to Special Education and Speech teachers as well as access to the Occupational Therapist, Physical Therapist, Social Worker and Psychologist

Students who are gifted and talented shall be provided with:

- acceleration of course content to give each gifted child the opportunity to realize his or her maximum potential
- assessment feedback

At the Early Years level, students can be referred to the Committee of Special Education to be evaluated for possible disabilities such as speech and language, occupational therapy, and physical therapy. These needs may include, but are not limited to:

- specific learning disabilities
- speech, language and communication disorders
- emotional and behavioral difficulties
- physical difficulties affecting mobility
- sensory impairments
- mental health conditions

Resource services are individualized to meet the unique needs of students who have disabilities. It is the responsibility of the administrator, teacher, teaching assistant, psychologist and social worker to:

- Model the IB Learner Profile attributes
- Create optimal learning environments that embrace the diversity of all learners
- Modify instruction to meet the needs of all students (Gifted and Talented,

Students with Disabilities and English Language learners)

- Use technology that is accessible to all learners
- Develop collaborative learning activities that involve all members of the school community
- Encourage students to view learning as something that they do for themselves
- Provide individualized services for specific needs of each student

Review and Access

The Inclusion policy is in English and Spanish on Prospect School's website. The policy will be reviewed annually by staff and revised as needed

