



# **Inclusion Policy**

## **Updated November 2020**

Abraham Lincoln Middle School, Elizabeth R. Martin School, Reynolds Middle School,  
and Wheatland Middle School  
Lancaster, PA  
The School District of Lancaster



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## **Philosophy:**

Our philosophy on inclusion is that all students with special needs are provided access to their education in the least restrictive environment.

The school strives to provide model programs and opportunities that embrace inclusive practices.

The School District of Lancaster provides support to students based on their individual needs so that every student has equal access to rigorous instruction and authentic assessment.

Our faculty and staff believe that every student, with the appropriate support, can be successful in reaching their academic and personal goals.

We abide by Federal and State Regulation obligations to maximizing inclusive opportunities for all students.

## **Terms:**

- Inclusion is providing the least restrictive environment for every student. This includes students with IEP and 504 designation who may have specific learning disabilities, emotional needs, speech impairments, physical/health impairments, autism spectrum disorders, and/or cognitive disabilities. Inclusion also includes students that have been identified as gifted and have a GIEP.
- Differentiation refers to modifications, scaffolding, and supports designed to meet the needs of individual students
- Case Manager is a teacher (usually a special education teacher or gifted facilitator) that writes and maintains IEP/GIEP documents. They are also the direct point of contact for the parent and the student. Guidance counselors write and maintain 504 documents.
- ESS (Exceptional Student Specialist) is a faculty member that supports the compliance for students with IEP, GIEP, or 504 plan.

- The Special Education Coordinator oversees and designs programs from a compliance and leadership standpoint in conjunction with building leadership.

**Assessment:**

- Teachers will use a variety of assessment techniques for formative assessments throughout a unit. The purpose of these assessments is to determine individual student needs and to inform future instruction
- Teachers will develop summative assessments that provide the appropriate level of challenge and modification to meet the needs of individual students.
- All instruction and assessments must adhere to the guidelines outlined in IEP, GIEP, and 504 plans
- Testing results are typically shared with parents through various avenues
  - State assessments are shared through mail
  - Local assessments are shared via the student
  - Classroom assessments are shared through student, teacher, electronic grade portal system and/or case manager for the student with an Individualized Education Plan
- Testing results are always reviewed and discussed during the annual review of the IEP/GIEP/504 plan

**Support:**

- There are various layers of support for inclusive practices
  - Coordinator of Special Education
  - Exceptional Student Specialist
  - Case Manager for each student
- Teachers will provide support to students as outlined in their IEP, GIEP, and 504 plans.
- Classroom supports may include extra time on tests, preferential seating, guided notes, choice of assessment outputs, assistive technology, modeling of instructions, small group instruction, modified assignments/assessments, and behavior contracts
- Instruction and assessment will be differentiated based on student need

- Each special education student is assigned a case manager (also known as a special education teacher). This case manager is responsible for progress monitoring, updating of IEP/GIEP/504 plans, communication with parents, and providing support to classroom teachers as needed.
- Some special education students take subject-area courses in a sheltered environment taught by a special education teacher and with a modified curriculum
- Some special education students are supported by special education teachers who are present in their subject-area classes (along with the content teacher)
- Student schedules are designed on an individual basis to allow for all students to take all courses required by MYP with the exception of students who have more extensive needs (like reading intervention)
- After school tutoring is available for all students, and there are teachers of various disciplines including special education teachers present during tutoring hours to ensure all students receive the support they need

**Documentation:**

- Student designation, information, and data is kept confidential. Access to this information is only available to the parent, student, case manager, special education supervisors, classroom teachers, and administrators.
- Case managers routinely monitor progress towards the goals set forth in the IEP, GIEP, or 504 plan. In addition to testing, feedback is routinely collected from teachers and incorporated into the annual review of the student's special education plan

**Communication and Confidentiality:**

- The school will work with the Special Education Coordinator to make sure the MYP programme is in compliance with federal, state, and local laws regarding students with special education needs.
- The school will provide guidance to students with special education needs to make informed decisions about support within the MYP programme.



- The Special Education Case Managers will work with the school and staff to ensure staff is aware of the needs of students with special needs.
- School counselors and the student's case manager will ensure teachers have the most current information from the student's IEP or 504.

**Professional Development:**

- Special education teachers receive professional development in regards to compliance and documentation.
- Special education teachers engage in professional development with the rest of the faculty on a monthly basis to provide guidance in terms of inclusion and differentiation.
- Voluntary professional development is offered several times per month. Teachers may choose to engage in sessions that focus on specially-designed instruction, inclusive practices, writing goals, and supporting students.
- An increase in professional development surrounding topics of inclusion and compliance is expected for future academic years.

**Policy Review:**

- The inclusion policy will be available on the School District of Lancaster website. It will also be available by emailing the programme coordinator.
- The policy will be reviewed annually.

### **Acknowledgements**

- The following documents were consulted in the development of this inclusion policy
- IBO (2014): MYP: From Principles into Practice
- Earl Wooster High School Special Education Policy (n.d.)  
<https://www.woostercolts.com/cms/lib/NV02000980/Centricity/Shared/pdf/ib/ib-programme/ib-special-education-policy.pdf> Viewed on February 19, 2019
- Bloomfield Hills Schools MYP Inclusion Policy (2014).  
[https://www.bloomfield.org/uploaded/Parents\\_Students/IB/MYP\\_Inclusion\\_Policy.pdf](https://www.bloomfield.org/uploaded/Parents_Students/IB/MYP_Inclusion_Policy.pdf) Viewed on February 19, 2019



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Lancaster**

*Together We Can!*