



Walker Middle Magnet School
International Baccalaureate Middle Years Programme
Inclusion Policy

POLICY

In accordance with the International Baccalaureate, Walker Middle Magnet School, recognizes and respects 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 inspires teachers and students to be caring and open minded. Multiple teaching strategies are employed to differentiate instruction so that all students have equal access to the curriculum. Our commitment is to provide academic, social, and behavioral support to ensure all students are successful.

Special Education students are able to participate in the Middle Years Programme through:

- Clubs
- Sports
- All classrooms including self-contained embrace all aspects and ensure instruction meets the Middle Years Programme Model

PHILOSOPHY

Our commitment is to provide academic, social, and behavioral support to ensure all students are given appropriate access to the International Baccalaureate Middle Years Programme curriculum in the pursuit of achieving their maximum learning potential.

Individual with Disabilities Education Act

In accordance with the Individuals with Disabilities Education (Improvement) Act, Walker Middle Magnet School offers special education and related service programming for children and youth with disabilities.

Special Instructional Programs for Students Who Are Gifted

In 2002, the State of Florida implemented a rule to incorporate the revisions required for programs for students with disabilities (by amendments to the Individuals with Disabilities Act

- IDEA) to include students who are identified as gifted. Walker Middle Magnet School offers gifted courses and related service programming for children who are identified as gifted.



Terminology & Special Education Definitions/Classifications

- 504 Plan – refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from federally-funded activities or programs, including educational opportunities
- Accommodations – modifications in instruction, environment, time or assessment that allow for maximum student growth without compromise of learning expectations
- ADD/ADHD – Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
- AGP – Academically Gifted Program
- Alternative Assessments – assessments students are assessed on that benefit from modified curriculum
- Annual Goals – measurable goals that are a mandatory component of an IEP. Annual goals are reviewed at least annually during an IEP meeting and revised as needed.
- ASD – Autism Spectrum Disorders, including Autism, Asperger's Syndrome, and Pervasive Development Disorders
- CST – Child Study Team
- D/HH – Deaf/Hard of Hearing
- EP – Educational Plan (Gifted Students)
- ESE – Exceptional Student Education
- IEP – Individualized Education Program
- IEP Team- Individualized Education Program Team – comprised of parents, school administrators and all school personnel involved with educating the child. Teachers include both regular curriculum and special education teachers, special services providers, a representative of the school district, and an individual who can interpret the evaluation results and their instructional implications
- Inclusion – providing accommodations and support to enable students to have full participation in the general education curriculum in the same setting as their peers
- IND – Intellectually Disabled
- LI – Language Impairments
- OHI – Other Health Impairment
- OI – Orthopedically Impaired
- Screening – brief testing or observation (or both) that gives preliminary information about a student and determines whether or not further evaluation is necessary'
- Self-Contained Classroom – classroom setting apart from the regular educational environment, where a child with a disability spends 60% or more of his/her school day



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- SI – Speech Impairments
- SLD – Specific Learning Disability
- SLP – Speech and Language Pathologist
- VE – Varying Exceptionalities
- VI – Visual Impairment

ESE Instructional/Professional/Support Staff

- VE Teachers
- Gifted-Certified Teachers
- ESE Teachers
- ESE Paraprofessionals
- Counselors
- Speech Pathologist
- Social Worker
- Psychologist

Referral Process for ESE Students

Students who are having difficulty in school may be referred for testing by a school professional or parent. Once a student has been referred and parent consent is given for evaluation, the CST has 60 days within which they are required to evaluate the identified student. The results of this evaluation will be used to determine if the child is eligible for special education or related services. If the parents agree with the results of the evaluation, the process continues. The IEP team must convene to determine eligibility and develop an IEP. It is the responsibility of the school to carry out the IEP as it is written. Each of the child's teachers and service providers will be given access to the IEP so that they are aware of their responsibilities for carrying out the IEP – including accommodations, modification, and supports required. Following initial implementation, parents will be regularly informed of the progress of their child and whether or not yearly goals have been achieved. Each child's IEP is annually reviewed, unless a review is requested sooner by a parent or school personnel.

IEPs will be revised as needed. Parents must be invited to the IEP team's review and revision of students' IEPs. Parents can offer input or disagree with the IEP at any time. Every three years the child must be re-evaluated.



Referral Process for Gifted Students

A student can be nominated by a parent/guardian, teacher, school personnel, community member or self. The student is screened individually or as part of a group of potential candidates. If a student meets the screening criteria, he/she is referred for individual evaluation (with parent consent). A psychologist will then administer an intellectual evaluation to the screened candidate. If the score from the evaluation indicated potential ability, a team of educators will review all the information regarding the student to determine eligibility and the team will plan for the EP development meeting.

Inclusion

When possible, students identified as exceptional are included in the regular education classrooms, with support from a varying exceptionalities teacher through consult and co-teach models. Additionally, each classroom teacher adheres to students' IEPs, 504 Plans, and EPs, to provide students with accommodations for differentiated instruction and strategies for success within the general curriculum.

Accommodation Services/Classrooms

- **Consultation**

Students consult with ESE teacher on an ongoing basis for support and progress monitoring. ESE teacher will consult at least monthly with the general education teacher for progress monitoring.

- **Co-Teach**

ESE teacher works with regular education teacher to plan, teach, support, and assess students within the regular classroom setting. Student accommodations are implemented by both teachers. Both teachers need to meet highly qualified teacher requirements for the appropriate core academic subjects.

- **Self-Contained Access Points**

Full-time instructional and paraprofessional support in a self-contained classroom that focuses on academic skills, communication skills, and lifelong skills that will enable students to participate in their community and care for themselves.



Responsibilities for Exceptional Student Education and General Education Teachers

- Establish ESE certification and applicable content certification to ensure delivery of appropriate education to ESE students. Participate in professional development to enhance ESE instructional practices.
- Establish Individual Education Plans (IEPs) for exceptional students. Implement all accommodations, modifications, and goals/objectives prescribed in IEPs.
- Provide testing accommodations, including appropriate resources and/or testing environments for exceptional students.
- Place students in appropriate classrooms/learning environments as prescribed by IEPs.
- Maintain accurate records for all exceptional students.
- Collect data on exceptional students in order to monitor progress and for reporting purposes.
- Adhere to review schedule for IEPs and EPs. Revise IEPs and EPs as needed to maximize student growth and development.

Responsibilities for Exceptional Student Education and General Education Teachers (cont)

- The IB Middle Years Programme will be fully implemented to ESE students who receive consultation for their special educational needs and to inclusion students.
- The IB Middle Years Programme will be implemented in a modified form for EMH, TMH, and SPMH students. Students will participate in learning and activities that support the fundamental concepts of the MYP as well as those that support the Learner Profile.
The curricula for EMH, TMH, and SPMH students will also builds skills for lifelong learning and community involvement.

Responsibilities for Administration and District

Provide resources and support for teachers and ESE students at Walker Middle Magnet School.



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Language Policy