



Marshall Middle Magnet International Baccalaureate World School Middle Years Programme Inclusion Policy

Philosophy:

Marshall Middle Magnet is committed to provide support for our students in all areas – academic, social, and behavioral, ensuring an education of equity. We are preparing all students to be active, reflective, critical thinkers ready to shape their environments.

Policy:

In accordance with the International Baccalaureate, Marshall Middle Magnet 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. **This policy is communicated to, and understood by, all of Marshall's continuing and new teachers, students, parents, and administrators.**

All of our 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.

Individuals with Disabilities Educational Act:

In accordance with the Individuals with Disabilities Education (Improvement) Act, Marshall Middle Magnet offers special education and related service programming for students 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 – IDEAS) to include students who are identified as gifted. Marshall Middle Magnet offers gifted courses and related service programming for students who are identified as gifted.

Inclusion:

When possible, students identified as exceptional are included in the regular education classrooms, with support from a varying exceptionalities teacher through consultant and co-teach models. Additionally, each classroom teacher adheres to students' IEP (Individual Education Plan), 504 Plans, and EPs (Educational Plan), to provide students with accommodations for differentiated instruction and strategies for success within the general curriculum. Each child's IEP, 504 Plan, or EP is annually reviewed, unless a review is requested soon by a parent or school personnel. These plans will be revised as needed. Parents must be invited to participate as a team member of this process to review and revise. Parents can offer input or disagree with the plan at any time. Every three years, a student with an IEP must be reevaluated.

Written March 2021 by Pedagogical Team

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.
- 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 EBD, 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 EBD, EMH, TMH, and SPMH students will also build skills for lifelong learning and community involvement.

Responsibilities for Administration and District:

- Provide resources and support for teachers and ESE students at Marshall.

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. Both teachers implement student accommodations. Both teachers need to meet highly qualified teacher requirements for the appropriate core academic subjects.
- **EMH** - Full-time instructional and paraprofessional support in a self-contained classroom that focuses on functional academic skills, communication skills, and lifelong skills that will enable students to participate in their community and care for themselves.
- **EBD** - Full-time instructional and paraprofessional support in a self-contained classroom that focuses on functional academic skills, communication skills, and lifelong skills that will enable students to participate in their community and care for themselves.
- **TMH** - Full-time instructional and paraprofessional support in a self-contained classroom that focuses on functional academic skills, communication skills, and lifelong skills that will enable students to participate in their community and provide basic care for themselves with moderate supervision (as in a group home).
- **SPMH** - Full-time instructional and paraprofessional support in a self-contained classroom that focuses on functional academic skills, communication skills, and lifelong skills that will enable students to participate in their community under constant supervision.

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 other than standardized assessments that allow for evaluation of student knowledge and ability
- **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
- **EMH** – Educable Mentally Handicapped
- **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
- **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 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
- **SES** - Supplemental Education Services OR Special Education Services – Special Education Services must be provided to students with IEPs
- **SI** – Speech Impairments
- **SLD** – Specific Learning Disability
- **SLP** – Speech and Language Pathologist
- **SPMH** – Severely Profound Mentally Handicapped
- **TMH** – Trainable Mentally Handicapped
- **VE** – Varying Exceptionalities
- **VI** – Visual Impairment

References:

[MYP: from principles into practice](#)

[IBO: Learning Stories - Inclusive Education](#)

[Pine View Middle School Inclusion Policy](#)

[Oak Hammond Middle School Inclusion Policy](#)

[Walker Middle Magnet School Inclusion Policy](#)

[Williams Middle Magnet School Special Education Needs Policy](#)

Review of Inclusion Policy:

Marshall Middle Magnet staff will regularly review and update the Inclusion policy.