



INCLUSION POLICY

In accordance with the International Baccalaureate inclusion policy, 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:

- Academic Instruction
- Lunch
- Clubs
- Sports

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 – differentiation 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 for students who participate in a modified curriculum
- Annual Goals – measurable goals that are a mandatory component of an IEP are reviewed at least once a year during an IEP meeting and revised as needed.
- ASD – Autism Spectrum Disorders 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 Plan
- IEP Team- Individualized Education Plan Team – comprised of parents, regular curriculum and special education teachers, special services providers, evaluators, administrators and district personnel.
- Inclusion – providing accommodations and support to enable students in their least restrictive environment
- InD – Intellectually Disabled
- LI – Language Impaired
- OHI – Other Health Impaired
- 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
- Separate Class Setting – classroom setting apart from the regular educational environment, where a child with a disability spends 0.49% of his/her school day
- 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
- Access Teachers
- Gifted-Endorsed Teachers
- ESE Specialist
- ESE Paraprofessionals
- Counselors
- Speech Pathologist
- Social Worker
- Psychologist
- Related Service Providers

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. 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, modifications, and supports required. Following initial implementation, parents will be informed quarterly noting their child's progress towards their annual goals. Each child's IEP is annually reviewed, unless a review is requested sooner by a parent or school personnel. Every 3 years evaluations must be discussed.

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 an ESE teacher through consult and co-teach models. Additionally, each classroom teacher adheres to students' IEPs, 504 Plans, and EPs, to provide students with accommodations or 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.
- **Support Facilitation**
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.
- **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 help support 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 students with disabilities. 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 students with disabilities 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 students participating in alternative assessment. 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 students participating in alternative assessment will also build skills for lifelong learning and community involvement.

Responsibilities for Administration and District

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



Walker Middle Magnet School
International Baccalaureate Middle Years Programme
Language Policy