



*Johnson K-8 School of International Studies*  
**Inclusion Policy**  
**2021-2022**



**Inclusion Philosophy Statement**

It is our belief and philosophy that all students can learn and achieve. We believe that all students have unique and varied differences in regards to abilities, learning styles, and social/emotional needs. We value diversity within the classroom and feel that it adequately prepares students for life outside of school. Our goal is to provide equal access to curriculum for all students regardless of abilities and needs.

**Mission Statement**

The mission of Louise R. Johnson K-8 School of International Studies is to inspire students to achieve academic excellence, embrace global diversity, and become lifelong learners.

**Introduction & Purpose**

The purpose of this document is to communicate the expectations for creating and maintaining an appropriately differentiated and inclusive programme. This document also explains the responsibility of all stake holders.

**Program Philosophy**

It is our belief and philosophy that all students can learn and achieve. We believe that all students have unique and varied differences in regards to abilities, learning styles, and social/emotional needs. We value diversity and promote inclusivity within the classroom and feel that it adequately prepares students for life outside of school. Our goal is to provide equal access to curriculum for all students regardless of abilities and needs.

**Eligibility**

For the programs below, we have listed all of the requirements for eligibility of services.

- Gifted- Nomination by staff or parent, Consent signed by parent/guardian, Questionnaire completed by teacher, Screener completed by gifted coordinator (Counselor or Gifted Teacher), if qualified in the preliminary documentation, the school psychologist will administer a full scale IQ test. If students score above a 130 IQ they qualify. If they are ESOL or low SES they qualify with a 122. EPs for Gifted or gifted goals on an IEP are reviewed every three years to set goals and make changes unless needed sooner.
- ESOL- Language survey initially identifies possible students to be tested for ESOL services based on home language. Students are either tested at the end of PK or in the beginning of kindergarten with the Oral IPT. Students entering throughout the year will also be assessed as needed. Students are assessed using WIDA once year to measure growth in language acquisition and are exited from the program as necessary. Students will be reevaluated for ESOL services after 3 years of ESOL instruction and annually thereafter. Students that exit ESOL will be monitored every semester for 2 years. ESOL plans and paperwork are updated at least annually.
- Tier 2 (Academic)- iReady diagnostic testing in August or January determines the lowest quartile of students per grade level. These students are provided interventions and small group instruction with classroom teachers on a daily and weekly basis. Bi-weekly

students are assessed for growth and data points are collected. At the end of a 6-8 week period students who have shown adequate growth can be exited from the program, or continue their interventions for another round of services.

- Tier 2 (behavior)- Students are identified by a classroom teacher as being in need of behavior intervention and support. Teacher documents behavior using an individualized behavior plan for a minimum of six weeks. Documentation is reviewed and discussed with IST and a plan is made to assist the student.
- Tier 3 (behavior or academic)- Students who continue to show little to no progress through the Tier 2 interventions, are continually documented and teacher meets with the IST to determine one on one (or one on two) interventions for the classroom. At this time, students can also be referred for ESE evaluation in order to see if they qualify for an IEP after parents sign consent.
- IEP- After the ESE evaluation is complete, IST reconvenes with the teacher and parents to review results and discuss eligibility. Students determined eligible for ESE services will have an IEP with specific goals and accommodations to meet the individual needs of the student. These can be behavior, or academic as needed by the student. IEPs are reviewed annually through a meeting with the ESE provider(s), teacher, parents, and LEA.
- 504- Students with a documented disability or medical diagnosis may be referred for section 504 evaluation by parents or teachers. Teacher, parent, and IST will meet to discuss concerns. Section 504 evaluation will begin after parent signs consent. The team will reconvene to review results and discuss eligibility. Students determined eligible by the team may have a plan with accommodations. Plans will be updated yearly with parents, teacher, and 504 Case Manager.

### **Roles & Responsibilities of Stakeholders**

#### The School:

We will provide services as determined by the eligibility process stated above. The chart below identifies who is responsible for administering support and for maintaining the plans.

Type of Support	Person(s) administering support	Person responsible for plan
IEP	ESE Service Providers and classroom teachers, IEP Team	Primary ESE Case manager
504	Teachers and classroom teachers, 504 Team	504 Case manager
Counseling Services	School Counselor	School Counselor
Behavior Support	SSS	SSS
School Health Services	School Nurse	School Nurse
Social Work Services	Social Worker	Social Worker
Psychological Services	School Psychologist	School Psychologist
Tier 2	Classroom teachers	Grade level team, Administration, MTSS Coordinator
Tier 3	Classroom teacher	IST and classroom teacher
Gifted/Enrichment	Classroom teacher and gifted coordinator	Gifted Coordinator

ESOL	Classroom teachers, ESOL paras	ESOL Paras, ELL Chair, ELL Committee
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The Parent/Guardian:

- Families will make requests of services as they see need at home.
- Families will provide documentation as needed for IST.
- Families will communicate with teachers and staff concerning their child’s needs in order to assist the school in setting appropriate accommodations.
- Families will be offered a copy of the Procedural Safeguards at Gifted, IEP and 504 meetings.

The Student:

- Student will seek assistance from teachers as needed in order to meet their learning needs.
- Student will participate in activities and services as determined by the responsible parties depending on the needs of the student.

**Differentiation**

Because all students are different learners there is a need for differentiation within the classroom instruction. Differentiation is an ongoing process which allows the teacher to plan, teach and assess all students regardless of ability or needs. As students demonstrate success, differentiation is modified so that the students can get the most out of their classroom instruction.

**Inclusion**

All students who receive services for special educational needs are within the general education classroom. Each classroom has a variety of student need which is met through support staff pushing in as well as differentiation of instruction.

**Assessment**

Assessment shapes the instruction in our classrooms. It allows students to demonstrate growth and reflect on their outcomes. It allows students to determine needs for instruction and to guide future lessons.

*\*We will reflect on our inclusion policy to make revisions on an annual basis to represent our new learning.*