

Inclusion Services

Policy and Procedures

Inclusive Services are instructional support services provided for diverse learners with their non-disabled peers in the least restrictive environment. They are required supports that enable students with disabilities to receive educational services in the schools they would attend if they did not have a disability. These supplemental aids and services include instructional accommodations, modifications, adaptations, assistive technology, and co-teaching/in-class support facilitation service. The student's placement in the general education classroom must be done with careful planning, preparation and identified individualized supports.

Inclusive Service Delivery Models can vary by campus and are tailored to ensure students' IEPs are implemented to improve student achievement. The supplementary aids and services must be explicitly identified in the student's IEP.

The school is responsible for the provision of substitute teachers to provide students all instructional and related aids and services when teachers are not present and/or when teachers are present at school, but must be absent from a class period due to previously scheduled work-related duties.

The school will review procedures for scheduling ARD meetings evenly throughout the day and throughout the year, with the purpose of avoiding pulling personnel only during certain periods of the day. The school will also use teaching assistants to assist students with instruction during times when instructional staff must participate in IEP meetings. In the event staff are absent for any reason from the class for a length of time that may constitute a deprivation of a FAPE, the school shall be responsible for the provision of a substitute teacher for any additional time when instructional services are required by the student's IEP. In addition, schools should consider the provision of compensatory services in the event that a deprivation of a FAPE occurs.