

# Mark Twain Elementary

## Inclusion Policy

This document outlines the understanding and implementation of Mark Twain's Inclusion Policy. It aims to state our school philosophy, define our beliefs about language, and articulate our pedagogy.

This policy reflects the attributes of the IB Learner Profile that Mark Twain strives to develop and are inherent in Mark Twain's Mission Statement:

*Mark Twain is a community of life-long learners, built upon a collaborative spirit that fosters inquiry-based learning. Our purpose is to promote and develop responsible, active, and reflective citizens of the world.*

Our practices employ the tools provided by the PYP curriculum framework – specifically,

- the **Learner Profile attribute of Caring** – *We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.*
- The **Learner Profile attribute of Risk-Taker** - *We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.*
- the **Key Concept of Connection** – *the understanding that we live in a world of interacting systems in which the actions of any individual element affect others.*
- the **Approaches to Learning** – *self-management, social, communication, thinking and research skills - an integral part of an IB education complementing the Learner Profile, knowledge, conceptual understanding, and inquiry.*

**Philosophy:** Students with disabilities will be afforded access to the general education curriculum in the least restrictive environment with the necessary instructional modifications, accommodations, and supports. Each child will be provided with meaningful educational opportunities regardless of their disability.

**Standards:** Special Education services are provided for any child who has met eligibility criteria under IDEA (Individuals with Disabilities Education Act) in one or more of the thirteen areas of disability. A full and individual evaluation is completed when there is a suspected disability and as a result of the disability, the child may need special education services to benefit from education. The evaluation assesses children in all areas related to the suspected disability, including health, vision/hearing, social and emotional status, academic performance, cognitive functioning, behavior, and communication.

Once eligibility and a need for special education services is established, an ARD (Admission, Review and Dismissal) committee meeting is held to develop the child's IEP (Individualized Education Program). The ARD committee consists of the parent of the student, special education provider, general education teacher, campus administrator, any relevant related service providers, and the student (when appropriate based on age and developmental level). The development of the IEP includes determination of eligibility for services, a review of the present levels of academic and functional performance, development of measurable annual goals and objectives that address the child's area of need, determination of required classroom accommodations, development of instructional and related services, decisions regarding the student's participation in state and local assessment, and the child's educational placement. The

development of the IEP is a collective process that invites collaboration between all stakeholders in the child's education, including the child and his/her parents.

The IEP remains in effect for one calendar year and is implemented as written by all staff members who provide instruction to the student. At a minimum, the ARD committee meets annually to reflect on the child's progress toward previous year's goals and to develop a new IEP. Every 3 years each student with a disability is reevaluated to determine continued eligibility for services.

Mark Twain also supports inclusion for students who have a physical or mental impairment that substantially limits one or more major life activities but who do not require specially designed instruction through the provision of accommodations under Section 504 of the Rehabilitation Act and Americans with Disabilities Act. A 504 plan is developed in collaboration with parents, teachers, and administrators that outlines accommodations and services the student will need to access the curriculum and receive an appropriate education. This plan is distributed to all staff members who provide instruction to the student and reviewed with the 504 committee annually.

**Practices:**

- Resource Services
- Support Facilitation
- Early Childhood Special Education (ECSE)
- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Assistive Technology Services
- Auditory Impaired Itinerant Services
- Adapted Physical Education
- Music Therapy
- Special Education Counseling
- 504 Services