



# *Wilbur & McMahon School International Baccalaureate Middle Years Programme*

---

## **Access and Inclusion Policy**

*2022-23*

### Table of Contents

Statement of Philosophy .....	2
Purpose for Access and Inclusion Policy .....	2
U.S. Special Education Statutes.....	2
Inclusion .....	3
Support Given and Services Provided.....	5
Multi-Tiered Support System (formally RtI).....	5
Tiers of academic and behavioral instruction and supports .....	6
IEP Eligibility, Program Planning, and Placement.....	6
Initial IEP.....	7
Three Year Reevaluation .....	7
Early or Other Interim Re-evaluation .....	7
Communication Plan .....	7
Least Restrictive Environment.....	7
Compliance .....	8
EQUITY AND EXCELLENCE IN EDUCATION POLICY.....	8
Conclusion .....	9
Review of the Access and Inclusion Policy .....	10

## Statement of Philosophy

This document is designed as a statement of philosophy and beliefs that 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. Many of our students have special academic, physical, social or emotional needs that are addressed so each student can be successful.

---

## Purpose for Access and Inclusion Policy

The Special Educational Needs/ Inclusion Policy is a working document developed by Wilbur McMahan Schools. Consistent with the standards and practices of the International Baccalaureate, this document provides an overview of Wilbur McMahan Schools beliefs and practices as they relate to the special educational needs of our students. This policy outlines the processes implemented at Wilbur McMahan Schools to ensure that all students have access to the MYP curriculum, so that they can fulfill the mission of both IB and Wilbur McMahan Schools. The access and inclusion policy works in coordination with the academic honesty policy, assessment policy, and language policy.

---

## U.S. Special Education Statutes

### *Individuals with Disabilities Education Act (IDEA)*

Congress enacted IDEA based on its finding that “disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”

The Individuals with Disabilities Education Act (IDEA) is a four-part (A-D) piece of American legislation that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs. Overall, the goal of IDEA is to provide children with disabilities the same opportunity for education as those students who do not have a disability.

**Section 504:** Under § 504/ADA, a “qualified person with a disability” is an individual who has a physical or mental impairment that substantially limits one or more major life activities such as learning, walking, speaking, hearing, etc. Qualifying impairments may include physical disorders (e.g., seizure disorder, asthma, diabetes) and psychological disorders (anxiety disorders, clinical depression, post-traumatic stress disorder). § 504 also prohibits disability-based discrimination against students who have had or are regarded as having an impairment that substantially limits one or more major life activities. Students who are eligible for special education services under the Individuals With Disabilities Education Act (IDEA) are also protected from disability-based discrimination under § 504. The education needs of § 504 students must be addressed by all staff members within Wilbur McMahon Schools Middle Years Program. Appropriately meeting these education needs requires staff members to provide the accommodations prescribed in the individualized § 504 plan.

**Title I:** Improving the academic achievement of the disadvantaged. The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

**ELL:** (when applicable) English-language learners, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. Special education needs encompassed by this policy include, but are not limited to:

- Specific Learning Disabilities
- Emotional Impairments
- Speech and Language Impairments
- Visual Impairment
- Hearing Impairments
- Physical Impairments
- Health Impairments
- Autism Spectrum Disorders
- Cognitive Impairments
- English Learners
- Students with medical or health issues requiring a 504

---

## Inclusion

All students have the opportunity to participate in all aspects of the school community including Middle Years Programmes and extracurricular activities. Students with special needs are provided access to the curriculum in the least restrictive environment. In

Wilbur McMahon Schools that means inclusion in the general education setting for all or part of the day. This is a regular education setting where classroom teachers and specialists collaborate following an inclusive approach. Teachers/Specialists assess the children to determine each child's individual needs and provide any special services and/or materials they require. For students demonstrating academic talents in a particular area, teachers address those needs through classroom differentiation. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students and parents. At Wilbur McMahon Schools, we adhere to federal guidelines governing the education of students with disabilities, The Individuals with Disabilities Act (IDEA). It is designed to protect the rights of students by ensuring that everyone receives a free, appropriate, public education regardless of ability level. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards. Our schools use a Response to Intervention (RTI) model. This three tiered framework provides intervention and educational support for all students at increasing levels of intensity based on their individual needs. The goal is early intervention to foster success for all students.

Interventions/Accommodations/Modifications that are frequently utilized include:

- Assistive Technology
- Small Group Instruction
- Scribe
- Reader
- Extended Time
- Prompting and Cueing
- ESL Support
- Reading Grade Level appropriate Materials
- Simplified Directions
- Behavioral Modifications
- Organizational Support
- Alternate Testing Environment
- Accommodated Materials
- Homework Support
- Educational Support Personnel
- 504 Plans
- Individual Education Plans

We document our compliance to federal guidelines in working with students with special needs through our counseling, general education, ESL, Title I and special education departments which are overseen by the building administration and the district's Director of Special Education. Individuals in these departments are responsible for the annual writing and updating of Individual Education Plans (IEP) and 504 Plans. All information regarding the progress and performance of these students is contained in the student's personal cumulative folder found in a secured location in the main office.

---

## Support Given and Services Provided

These special needs are addressed through the following programs and services:

- General Education Program
- Sheltered English Immersion
- Special Education Resource Teachers
- Physical Therapy (PT)
- Occupational Therapy (OT)
- Speech and Language Therapy
- Social Worker
- Guidance Counselor
- School Psychologist
- Title I teachers
- Extended School Year (ESY)
- After-school Support
- Health Plans
- Academic support
- Behavioral Support
- Interventionist or Specialists

---

## Multi-Tiered Support System (formally RtI)

If a student is not responding to specific strategies by an instructor, the following support procedures are as follows:

- A child is identified by the teacher, parent or concerned staff member.
- The student's name is then submitted to the Response to Intervention (RtI) team.
- The MTSS team provides recommended interventions for the
- Teacher to try over several weeks.
- The teacher then reconvenes with the RtI team to report the student's progress.
- If necessary, further interventions will be recommended such as: speech, behavior, Title I.
- If necessary, an IEP, 504 plan, or student support contract will be designed and implemented.
- Multiple tiers of instruction, intervention, and support
  - Includes learning standards and behavioral expectations
  - Increasing levels of intensity
- Problem-solving process
  - Collaborative and team-based decision making to determine which students need interventions
- Data evaluation
  - Interpretation of data to determine student progress and action steps
- Communication and collaboration
  - Teamwork focused on building relationships and using data to improve those relationships

- If a student's needs are greater than what is provided in the school, then an appropriate educational setting will be provided.
- Parents have the right to decline the RtI process and request an educational evaluation of their child.
- Capacity building infrastructure
  - Professional development and coaching along with written plans
- Leadership
  - Active involvement and administration of practices

## Tiers of academic and behavioral instruction and supports

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>→ Core Instruction and Supports</li> <li>→ General academic and behavioral support, differentiated for all students in a general education setting.</li> </ul>	<ul style="list-style-type: none"> <li>→ Tier 1 requirements</li> <li>→ Targeted Supplemental Instruction and Intervention</li> <li>→ More focused, targeted instruction, interventions, and supplemental supports, provided in a general education setting.</li> </ul>	<ul style="list-style-type: none"> <li>→ Tier 1 &amp; 2 requirements</li> <li>→ Intensive Individualized Instruction and Intervention</li> <li>→ The most intense instruction and intervention that is made available and provided in a small group general education setting.</li> </ul>

## IEP Eligibility, Program Planning, and Placement

Different types of IEP Team meetings serve different functions. The following is a description of the general IEP Team meeting types and their requirements for:

### Initial IEP

The law requires that an IEP Team be appointed following the receipt of a referral. IEP documents are developed in conjunction with the initial determination that a student has a disability and a need for special education and related services. If the student qualifies as a student with a disability, the IEP Team also determines the special education and related services, supplementary aids and services, program

modifications and support for school personnel necessary for the student and the place where the school district will implement the IEP.

## Three Year Re-evaluation

Students receiving special education services are reevaluated at least once every three (3) years from the time of the previous evaluation/reevaluation unless the district and parent/guardian/student agree not to reevaluate. Parents/guardians and school districts may agree that a three-year reevaluation to determine if a student continues to be a student with a disability is not necessary. Mandated reevaluations serve two purposes; the first is to verify the continuing existence of disability eligibility and the continuing need for special education services, the second is to ascertain progress or change since the previous IEP Team meeting. The IEP Team also determines the special education and related services necessary for the student and the place where the school district will implement the IEP.

## Early or Other Interim Re-evaluation

During the course of the school year, the primary special education teacher and/or other school staff may determine that a reevaluation should be completed for the following reasons; possible changes in the student's IEP, parent/guardian or teacher request, suspected additional and/or alternate special education needs, or if conditions warrant a reevaluation. A reevaluation must be conducted if the educational or related services needs, including improved academic achievement and functional performance, of the student warrant a reevaluation or the student's teacher or parent/guardian requests a reevaluation.

## Communication Plan

The WMS Access and Inclusion Policy is intended to be an accessible document to all stakeholders. This document is available to the WMS community via the school's website.

## Least Restrictive Environment

All students have the opportunity to participate in all aspects of the school community including IB Programmes and extracurricular activities. The extent to which students with identified special education needs or 504 plans participate in the IB Programmes is defined by the following:

- Individualized Scheduling
- Progress Monitoring
- 504 Plan Accommodations

- Individual Education Plan (IEP)
- Behavior Plan
- Personalized Literacy Plan

## Compliance

Wilbur McMahan Schools documents our compliance to state and federal guidelines in working with students with special needs through our counseling, general education, ESL, Title I, and Special Education departments which are overseen by the Principal and the region's Director of Special Education. Individuals in these departments are responsible for the annual writing and updating of Individual Education Plans (IEP) and 504 Plans. All information regarding the progress and performance of these students is contained in the student's personal cumulative folder found in a secured location in the Special Education office.

---

## EQUITY AND EXCELLENCE IN EDUCATION POLICY

The Little Compton School Committee believes that the diversity that exists among the Little Compton School Department's (LCSD) community of students, staff, parents/guardians, and community members is integral to the vision, mission, and goals of the LCSD. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students -- both in district and out-of-district -- and the resulting outcomes.

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the LCSD shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

The Little Compton School Committee shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of district decisions, the Committee shall consider whether its decisions address the needs of students from racial, ethnic, and indigent communities



and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Committee decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

The Committee and the Superintendent or designee shall develop and implement policies and strategies to promote equity in LCSD programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions
2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to LCSD programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.
3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities
4. Adopting curriculum and instructional materials that accurately reflect racial diversity as well as diversity of beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities, and other visible and nonvisible differences.
5. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need
6. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community
7. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive and culturally sustainable instructional practices
8. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

The Committee, through membership/participation in building-based and district-based committees (i.e. SEL Committee, Instructional Leadership Team,, Wellness Committee) shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

---

## Conclusion

Wilbur McMahon Schools Middle Years Programme embraces the philosophy and ideals of IB. We acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile. All teachers are expected to teach their students who are identified as having Special Education Needs . As Wilbur McMahon Schools offers the IB continuum, we will ensure that the support for students with special education needs will follow the student as they progress through the programs.

## Review of the Access and Inclusion Policy

This Policy will be reviewed and updated biennially by the School Improvement Team. This document will be reviewed based on changing student populations, IB requirements, and school policies. The policy will be reviewed by stakeholders including: students, teachers, parents/guardians, administration and the community.