

2021-22

# Nodland & Sunnyside Elementary Schools Inclusion Policy



Nodland & Sunnyside  
ELEMENTARY SCHOOLS

This document is meant to be read in conjunction with Nodland & Sunnyside Elementary School's Language Policy, Assessment Policy, and Academic Integrity Policy.

### Philosophy

The Nodland & Sunnyside Elementary community believes that all students can learn in the IB Primary Years Program (PYP). The school strives to accommodate the needs of all students in order to help them reach their individual educational goals. Regardless of where a student is on the educational continuum, Nodland & Sunnyside Elementary School teachers and staff are committed to work together to support individual needs.

### Definitions

- **Special educational needs (SEN)**—Any student who requires specialized instruction or differentiation to reach his/her academic and/or behavior goals.
- **Least-restrictive Environment (LRE)**—A placement decision based on each student's IEP, which could include self-contained, collaborative, full-inclusion, or a mixture of all placements.
- **Inclusion**—Students with disabilities are supported in grade-level, general education classes. Specializing the curriculum to meet their academic needs allows the students to progress academically with their peers.
- **Self-Contained Classroom**—Students with disabilities are removed from the general education setting and placed in a smaller special education classroom environment to allow the students to receive individualized instruction.
- **Differentiation**—An instructional model where teachers modify instruction to meet the needs of individual students.
- **Co-taught Classroom**—A classroom where curriculum is delivered by both a general education and special education teacher. This model allows for immediate modifications and accommodations to be made by the special education teacher.
- **Individual Education Plan (IEP)**—A legal document that guides the delivery of special educational supports and services for students with disabilities.
- **Gifted and Talented (TAG) Students**—GT Students are students who are identified as possessing outstanding abilities and who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program.
- **English Language Learners (ELL)**—An ELL student is any student whose home language is not English and whose English language proficiency is considered limited.

### Common Practices and Services in Special Education

- Nodland & Sunnyside Elementary Schools adhere to all federal, state, and district policies.
- Nodland & Sunnyside Elementary Schools offer a full continuum of special education services, with a team that includes Area Education Agency staff consisting of, but not limited to:
  - Director of Learning Supports
  - Special education instructional coordinators
  - Special education coaches
  - Social workers
  - School therapists i.e. physical, occupational, emotional, speech
  - Psychologists
  - Teachers for the visually/hearing impaired
  - Autism specialists
  - Assistive technology specialists
  - Behavior interventionist and behavior coach
  - Special education teachers
  - Special education associates
  - Academic support teachers
  - Counselors
- The goal of Nodland & Sunnyside Elementary schools is to place students in the least restrictive environment, while still allowing students to find academic success.
- Levels of service:
  - **General education with consultation:** The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider, such as a speech-language pathologist, occupational therapist, or physical therapist, is responsible for consulting with general education teacher and monitoring the student's progress according to the IEP.
  - **General education with consultation/accommodations:** The student is served in the general education classroom with consultation and support from the special education teachers. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations, and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.
  - **General education with direct special education support in the general education classroom:** The student receives special education support for the general education curriculum in the general education classroom. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

- **General education with direct special education support outside the general education classroom.** The student receives specially designed instruction and support for the general education curriculum outside the general education classroom. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate education setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and residential facilities/institutions, 4+ programming). The special education teacher/service provider is responsible for monitoring the student' progress on IEP goals. Depending on the level of student need, this service may not be available in every building, but is available in the district.
- Regardless of the level of service, students with special educational needs receive PYP at their ability level. The program is designed to support students as they complete units of inquiry in the PYP. Every effort is made to fully integrate PYP into the special education program.
- Parents of special education students are provided progress monitoring notification four times a year. IEP meetings are held annually and as needed.
- Special education teachers are responsible to write, review, and update the IEPs.
- Special education students are continuously monitored to ensure proper placement.
- Staff may refer students to the Student Assistance Team (SAT) to ensure students' needs are being met.
- Special education teachers meet regularly with general-education teachers to plan and prepare for students' progress and participation in the general-education classroom. Special education teachers provide each student's IEP to teachers and assist in making accommodations and/or modifications.
- Special education teachers modify culminating tasks according to students' IEPs; special education students use the same IB criterion rubrics as general education students.

#### **Common Practices and Services for 504s**

- Nodland & Sunnyside Elementary School's 504 teams are comprised of an administrator, the school counselor, and other school faculty members, as needed.
- Students with 504 plans are supported through differentiated instruction, and accommodations including, but not limited to, extended time on testing, materials read aloud and built-in break times to relieve test anxiety. Supports may also meet temporary physical needs of students such as extended passing time, assistance with carrying books, and/or moving classrooms.
- The 504 in-building committee reviews each 504 annually.
- Administration and team leaders notify 504 parents as to yearly plan reviews.
- All teachers of 504 students receive a copy of the 504 plan.

#### **Common Practices and Services for SAT TEAM (Tier 2 & 3)**

- Nodland & Sunnyside Elementary School's Student Assistance Team (SAT) is comprised of administrators, the school counselor, school psychologist, social worker, special education consultant, classroom teachers, and special education teachers.
- This team works to develop interventions and individual student plans, refers students to community agencies as necessary, and works to effectively implement special education supports when appropriate.

- The SAT Team meetings are held weekly to monitor student progress and concerns.
- Academic, behavioral, social/emotional data are all analyzed to determine students to be served by the team.
- The SAT team looks at classroom interventions, attendance concerns, recommendations to child guidance therapists, and reevaluation of 504s or IEPs.

#### **Common Practices and Services in Talented and Gifted Education**

- Nodland & Sunnyside Elementary School's staff members (classroom teachers, administrators, gifted education consultants, etc.) use differentiated strategies and instructional models to provide opportunities to extend learning.
- Gifted services are integrated into the regular curriculum by the classroom teacher whenever possible. Small group opportunities are also offered to students throughout the year beyond regular curriculum.
- The Sioux City School District Talented and Gifted Department screens students each year in the spring for possible identification and subsequent talented and gifted programming and services.
- The Talented and Gifted (TAG) program is led at the building level by the TAG enrichment specialist.

#### **Common Practices and Services in ELL Education**

- The ELL program at Nodland & Sunnyside provides English instruction for students whose mother tongue is not English.
- Students are served in large and small group environments. Primary instruction occurs in general education classrooms with teacher collaboration, however, pull-out groups occur as needed.
- To transition out of the program, students must meet proficiency on the most recent ELPA. Parents are notified when students have met the exit criteria.

#### **Working Document**

The following process will be followed to ensure Nodland & Sunnyside Elementary's inclusion policy remains a working document:

- Every year, through collaborative reflective practices, the Building Leadership Team (BLT) will review the inclusion policy, as well as all documents referred to in policy, to ensure accuracy and sustainability.
- Policy will be updated by the IB Coordinator, based upon the feedback of the BLT Team.
- Each member of the BLT Team will be responsible for relaying the policy changes to their own grade level or subject level team members.
- Grade level and subject level teams will work together throughout the school year to ensure policy is implemented with fidelity.

**Sources:**

"English Language Learners." *Des Moines Public Schools*. Des Moines Public Schools, 2014.

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"Meeting Student Learning Diversity in the Classroom." Cardiff: International Baccalaureate Organization, 2013. Print.

*PYP: From Principles into Practice*. Cardiff: International Baccalaureate Organization, 2014. Print.