

# El Sereno Middle School and Wilson High School Inclusion Policy

## **Philosophy**

As IB World Schools, El Sereno Middle School and Wilson High School strive to meet the unique needs of all students so that each learner will meet or exceed high standards of achievement in academic and non-academic skills necessary for success in a global community.

Every child can learn, and all students have the right and opportunity to participate in all programs available at El Sereno Middle School and Wilson High School. We use a variety of techniques to meet the individual needs and varied learning styles of all students.

Therefore all students with Individual Education Plans (IEPs) or 504 plans should receive the necessary resources, guidance, accommodations, and differentiation needed to attain their highest level of personal success.

## **Purpose**

Our policy for students who have special educational needs (SEN) guides our practices. We strive to:

- Meet the diverse educational needs of all students.
- Define the practices needed to support all students.
- Provide all students with the opportunity to participate in all educational programs.
- Regularly hold IEP meetings to monitor individual educational goals.

## **Background**

### **Federal Requirements**

Three existing federal statutes address the rights of students with disabilities to receive a free and appropriate public education (FAPE); Section 504 of the 1973 Rehabilitation Act, Individuals with Disabilities Education Act (IDEA), and Americans with Disabilities Act (ADA). FAPE is a civil right rooted in the Fourteenth Amendment of the US Constitution, which includes equal protection and due process clauses.

State and federal laws must be followed and the appropriate accommodations must be made. The federal government guarantees each preschool and school-aged child an education in the least restrictive environment (LRE), which aligns with IB philosophies. We must provide this education to all students with special needs between the ages of 3 and 21 years. This was written into federal law as PL 94-142, passed in 1975. Since then the law has been modified and refined by the Individuals with Disabilities in Education Act (IDEA 2004).

IDEA requires that public schools create an Individualized Education Program (IEP) for each student who is found to be eligible under both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. The IEP specifies the services to be provided and how often, describes the student's present levels of performance and how the student's disabilities affect academic performance, and specifies accommodations and modifications to be provided for the student. (Public Law 108-466-108<sup>th</sup> Congress).

## **Inclusion**

Inclusion at El Sereno Middle School and Wilson High School is an ongoing process of increasing access and engagement in learning for all students. The school, community, and other authorized bodies actively seek to remove barriers to learning and participation. All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential. The majority of students

with special education needs will be successfully included in general education with the right skills, training, strategies and support. If mainstream education is not appropriate at a particular stage, it will not prevent the student from being included successfully at any other stage.

### Identifying Students with Special Needs

The majority of students with IEPs who enroll at El Sereno MS or Wilson HS have been identified during elementary school. However when students enroll from outside LAUSD and do not already have an IEP from another district, teachers can refer students for a Student Support and Progress Team (SSPT) meeting through which teachers, counselors, students and families can explore potential special needs and accommodations and interventions that might help. After teachers have attempted interventions and have documented that students are still not making progress, the student can be referred for testing to see if they qualify for an IEP. If the student does not qualify for an IEP, in some cases they may be eligible for a 504 plan.

### Accommodations/Modifications

We provide accommodations and modifications to all students who have special educational needs as specified in each student's IEP and/or 504 plan. These accommodations may include the use of specialized seating, use of graphic organizers and/or extended time. Teachers also use AVID WICOR strategies across the curriculum as a way of supporting all students' access to MYP.

### Best Practices

We follow four basic principles of good instructional practice that promote equal access to the curriculum for all learners across the continuum. These practices are particularly relevant to those with special needs.

- **Affirming identity and building self-esteem**  
Affirming identity and building self-esteem are crucial elements of instructional practices. Social and emotional conditions for learning that value all languages and cultures and affirm the identity of each learner promote self-esteem.
- **Prior Knowledge**  
When planning the range of new learning that can take place in any individual, previous learning experiences or prior knowledge are taken into consideration.
- **Scaffolding**  
Scaffolding is a dynamic practice in the learning process. It is a temporary strategy that enables learners to accomplish a task that would otherwise be too difficult to accomplish.
- **Differentiation**  
Differentiation is the process of identifying, with each learner, the most effective strategies for achieving agreed goals. Differentiation can help learners access the content at an appropriate level through a variety of resources.

### Staff Responsible for Inclusion

While teachers are responsible for daily instruction that promote inclusion, several staff collaborate with teachers, students and families to ensure full access to MYP. Counselors collaborate with families on Individual Graduation Planning. Both El Sereno MS and Wilson HS have full time Resource Support Provider Coordinators who collaborate with Counseling Staff and Resource teachers to ensure implementation of IEPs and identify additional support services. Our School Psychologists also conduct psycho-educational assessments to assist in determining eligibility for special education services and the development of educational programs. Additionally, they focus exclusively on providing social emotional support, and referrals when necessary, for students' with IEPs.

## **Diploma Programme**

### **Participation**

Students with SEN are encouraged to participate in the Diploma Programme if they meet the entrance requirements set forth in the DP Admissions Policy. If it has been written into the students IEP they shall be allowed to access single courses.

### **Assessment**

Detailed guidelines of the Diploma Programme Assessment for candidates with special assessment needs is set forth in the policy guide "[Access and Inclusion Policy, 2018](#)". Accommodations must be authorized by the IEP and formal request to IBO for Inclusive Access Arrangements for Diploma Programme exams.

1. Principles (Section 1)
2. Guidelines & Procedures (Sections 2.1 – 2.5)
3. Arrangements not requiring authorization (Section 3)
4. Arrangements requiring authorization (Sections 4.1 – 4.12 For example, additional time, rest periods as needed, assistive technology, scribe)