

PARKSIDE ELEMENTARY SCHOOL INCLUSION POLICY



Statement of Philosophy

At Parkside Elementary, we believe that all learners have unique needs to consider when helping them to meet and exceed their academic and social potential. To provide access to the IB PYP at Parkside Elementary, we apply approaches and support systems that address the individual needs and varied learning styles, including those identified with special learning needs (special education and gifted and talented). By recognizing the diversity of our collective learning community, we support the development of internationally minded people.

Definitions

Resource

Students in the Resource Program spend up to 60% of their day in a Special Education setting or in general education classes co-taught by Special Education Resource Teachers.

Co-taught

A co-teaching relationship may consist of some combination of a special education teacher, general education teacher, and/or a related service provider.

504

A student may be eligible for a Section 504 Accommodation Plan if they have a diagnosed condition that limits their ability to be successful in school without accommodations. The 504 Plan is managed by a licensed school counselor and the plan is developed and reviewed by an interdisciplinary team each year. Each of the student's teachers is responsible for ensuring the accommodations on the student's 504 Plan are followed.

Documentation

Special Education Students

Parkside Elementary offers a broad continuum of services for these students. Following a comprehensive assessment that may include a psychological evaluation, educational testing, speech-language assessment, audiological testing and other assessments, a student may be eligible to receive services in one or more of the following categories:

- Autism
- Emotional/Behavioral Disorders
- Intellectual Disabilities (Mild, Moderate, Severe/Profound)
- Significant Developmental Delay
- Specific Learning Disability
- Speech-Language Impairment

Once a student has qualified to receive services, an Individualized Educational Program is created by a team of stakeholders to plan goals, implement services, and track student progress towards their unique educational goals. To effectively meet the standards of instruction, children with disabilities in Georgia must be exposed to and held accountable for the Georgia Standards of Excellence (GSE). Ultimately, the Individualized Education Program (IEP) Team's goal is for children with disabilities to be educated in regular education settings with supplementary aids and services to the maximum extent possible.

Section 504 Accommodations

504 plans for Parkside students often include accommodations such as:

- Changes to the environment (ex. taking tests in a quiet space).
- Changes to instruction (ex. checking in frequently on key concepts).
- Changes to how curriculum is presented (ex. getting outlines of lessons).

**The parent(s) may provide suggestions for their child's accommodations during the planning phase.*

Gifted and Talented

Gifted and Talented Services Operating in a state-approved charter system, Parkside Elementary School currently one of the three state-approved gifted and talented delivery models.

- The Collaboration Model serves gifted students daily in their homeroom classroom through targeted instructional collaboration between the homeroom content-certified teacher and gifted endorsed teacher.

Common Practices

Teachers

General Education and Special Education teachers adapt their instruction to suit individual educational needs. Federal and state laws dictate that goals and objectives of an individual's IEP supersede the requirements of the IB. All teachers are committed to including all students in general education classrooms as determined by annual meetings. Special education teachers collaborate with general education teachers to address individual students' needs for success in the classroom. General education teachers work with their Special Education students' case managers/support staff to structure supports and accommodations as identified in students' IEPs.

Examples of modifications and accommodations may include, but are not limited to the following:

- Provide a student with extra time to complete a test or to use technology to assist them in a task.
- Reduce the length of a task.
- Allow a student to demonstrate their knowledge and understanding in an alternative way.
- Participate in an alternative environment such as a small group.
- Differentiate instruction to meet the needs of all students in the classroom.

General education teachers will consult with case managers when they are unsure of the best way to modify a task to support a student's success without changing the core essence of the task.

Students

Parkside students should:

- Work in conjunction with teachers to meet the goals of their IEP.
- Strive to participate in the IB curriculum to the best of their ability with help from general and special education teachers. Use the IB Learner Profile attributes to achieve success in school.

Parents/Guardians

Parkside parent(s)/guardian(s) should:

- Work with mainstream and special education teachers to reinforce learning at home.
- Attend parent/teacher conferences
- Attend IEP meetings

Review

This policy will be formally reviewed, as needed, by Parkside Elementary staff and community stakeholders to adapt to changing best practices, changes in the Primary Years Program, and changes in the needs of our community. The effectiveness of this policy will be reflected in our assessment data and feedback from stakeholders. We welcome comments and recommendations on this policy at any time.