

DIPLOMA PROGRAMME (GRADES 11-12) INCLUSION POLICY

We Believe Inclusion is “A school-wide belief system in which diversity is viewed as a rich resource for everyone rather than a problem to overcome...Inclusion means that we help all children learn and participate in meaningful ways.”

Our Guiding Principles for Inclusion:

1. All students attend the school to which they would go if they had no disability.
2. A natural proportion of students at our school and in our classrooms is representative of both our school population and the population of our community.
3. A zero-rejection philosophy – meaning no student is excluded based on disability.
4. Placements are age and grade-appropriate with no permanent, self-contained special education classes.
5. Special education supports are provided in integrated environments.

Our Inclusion Goals Are:

- To create a welcoming environment for all students and their families regardless of learning needs
- To guide all students towards academic and social independence
- To develop faculty, staff and the school community’s mindsets and skills for creating inclusive learning environments

To meet those goals, we must model and embrace the IB Learner Profile Attributes of

- Communicator
- Risk-Taker
- Open-Minded

We are All Responsible for Inclusion:

All MJHS faculty, staff, students, and students’ families are responsible for modeling and exhibiting IB Learner Profile Attributes and supporting the inclusion of all MJCS students.

The Head of School, Director of Student Supports and Services, and Director of Finances and Operations are responsible for raising funds, budgeting, and allocating school resources to support all students developing their talents fully.

The 504 Coordinator, Curriculum Coordinators, English Language Learner (ELL) Teacher, Response to Intervention (RTI) Team, and DP Coordinator are responsible for developing staff skills at delivering instruction and ensuring resources are efficiently and effectively used to support all students developing their talents fully.

The Subject Area Teachers, Special Education Teachers, and Teaching Assistants are responsible for collaborating with each other and delivering instruction effectively using the principles of Universal Design for Learning (UDL) that supports all students developing their talents fully.

The Dean of Students, Counselor, Nurse, and Related Service Providers are responsible for supporting students and teachers in developing students' talents fully.

Common additional learning supports include but are not limited to:

- Differentiation of classwork
- Extra instruction or attention within a subject area class
- Additional language or math small group classes
- Functional Behavior Assessments and Behavior Intervention Plans
- Referral to outside community programs and supports
- Health plans

Our Process for Identifying Students with Disabilities

At Morris Jeff High School, we follow both the Federal Individuals with Disabilities Education Act (IDEA) and guidelines along with Louisiana's Bulletin 1508 for identifying students with disabilities. Upon determination of a student's disability, the IEP team will determine what special instruction is needed for a student to develop their talents fully. The Louisiana Department of Education explains an Individualized Education Program as the following:

Schools provide a personal written plan, called an Individualized Education Program (IEP), for every student with disabilities. The plan includes:

- Present levels of academic achievement and functional performance,
- Measurable annual goals,
- Reports of progress on the annual goals,
- Special education and related services and supplementary aids and services,
- Degree of nonparticipation in regular class and extracurricular activities,
- Accommodations and modifications on state and district assessments,
- Frequency, location, beginning and duration of services and modifications, and
- Measurable postsecondary goals, transition services and transfer of rights statement.

Students with disabilities are supported by a team that includes:

- One or both parents/guardians
- One or more of the student's teachers including special education case manager
- An official designated representative from the school

Common special instruction includes but is not limited to:

- Accommodated supports and materials
- Modification of materials and standards
- Individualized scheduling
- Assistive technology
- Special instruction (within the general education classroom and in a resource setting)
- Special education consultation with subject area teachers
- Teaching assistant support or instruction
- Related services such as occupational, speech or physical therapy

- Adapted Physical Education instruction

Regarding inclusion, the Diploma Programme accommodates DP students who have special education needs, by providing access and opportunities for successful navigation of the program. Morris Jeff Student Support Services oversees accommodations and plans for all students with specific learning needs including those in the Diploma Programme. In accordance with state and federal guidelines, individual students may be entitled to receive specific accommodations in the classroom and during assessments.

Services for DP students include, but are not limited to:

- Individual Education Plans (IEPs)
- 504 plans
- English as a Second Language
- Counseling support
- Behavior Modification Support
- Gifted and talented learners (also through IEPs)

Our Inclusion Policy was developed by a team of Morris Jeff administrators and teachers. This Policy will be reviewed/revised yearly by the DP administration team and Director of Student Supports and Services.

Citations for Documents Used to Create the Morris Jeff Community School Inclusion Policy

1. "Morris Jeff Community School - Vision." Morris Jeff Community School. N.p., n.d. Web. 02 June 2016
2. Valle, Jan W., and David J. Connor. "Chapter 4 - Practicing Educational Equity in a Democracy." *Rethinking Disability: A Disability Studies Approach to Inclusive Practices*. New York, NY: McGraw-Hill, 2011. N. pag. Print
3. Sailor, Wayne. "Special Education in the Restructured School." *Remedial and Special Education* 12.6 (1991): 8-22. Web. (Guiding principles were adapted from this article)
4. "Mission." *International Baccalaureate®*. International Baccalaureate Organization, n.d. Web. 02 June 2016.
5. "IDEA - Building the Legacy of IDEA 2004." *IDEA - Building the Legacy of IDEA 2004*. N.p., n.d. Web. 06 June 2016
6. Louisiana. Department of Education. *Pupil Appraisal Handbook*. By Cecil J. Picard. Baton Rouge: Louisiana Dept. of Education, 2004. Print.
7. "Hot Topics." *Students with Disabilities*. Louisiana Department of Education, n.d. Web. 06 June 2016.