



Winston Churchill Middle School
An International Baccalaureate School

Inclusion Policy

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Mission statement

Valuing innovation, initiative, and community, the mission of Winston Churchill Middle School is to educate and empower each student to build a foundation for lifelong learning, personal responsibility, and global citizenship by providing a rigorous and safe academic environment that develops critical thinking, collaborative skills and promotes persistence and resilience in our students while meeting their unique needs.

Inclusion

Winston Churchill Middle School promotes an inclusive education system in which students with special education needs are provided with the necessary accommodations and supports that will allow them to achieve at their highest level. Inclusion does not always equate to full integration into mainstreamed classes; students are placed according to their needs.

Identification Process

At Winston Churchill, all practices and procedures for identifying necessary accommodations follow the school's Student Study Team (SST) Process (see *Figure 1*).

The identification process begins when a teacher or parent recognizes a concern with a student's academic, behavioral, emotional, or social need. An SST referral form is completed and submitted to the school counselor. At this time, all teachers and counselor meet to discuss all accommodations and supports that have already been tried. Additional accommodations are outlined to put in place for six weeks. The teachers then return to the SST to discuss the results. If more accommodations are needed, a 504 plan may be created at this time. The 504 plan identifies accommodations that will create access to the curriculum for a student in general education classes.

If the SST deems it necessary, then the individualized education program (IEP) is started. A special education teacher and psychologist have 60 calendar days to complete the required academic and psychological testing. Based on the results of the testing, the student may be eligible for IEP services.

Planning and Instruction

An IEP is developed collaboratively with the case manager, school psychologist, parents, and the student, when appropriate. The IEP identifies the student's individual needs, goals, and priorities for learning. The IEP requires the consent and cooperation of the parents.

The case manager reviews and monitors progress on student goals quarterly and makes adjustments as necessary.

Students with an Individualized Education Plan will be assessed against the same MYP criteria as students who do not have an IEP; however, modification and accommodations are provided as indicated in the IEP. These modifications and accommodations for assessment tasks may include adjustments to time, variations in the format, and scaffolded materials.

Evaluation and Reporting

Prior to the IEP meeting, all general education teachers submit reports to provide feedback regarding the students' progress both behaviorally and academically. The case manager writes up the full IEP. At the IEP meeting the team meets to discuss and develop an appropriate plan for the student.

All students on an IEP receive an IB mark on their student report card. If a student receives modification and accommodations, it is marked on the report card.

Policy Monitoring and Revision

The inclusion policy will be reviewed and updated annually by the Churchill MYP Education team using input from Churchill staff.

Figure 1

