

# **Crete-Monee Middle School Inclusion Policy**

## **Mission Statement:**

The mission of Crete-Monee Middle School is to develop principled, knowledgeable, and caring students who positively impact their global community. To meet this mission, we have developed an inclusive environment where inquiry, intercultural understanding, and open-mindedness are valued, and where student efforts impact their global community.

## **Identification:**

In order to ensure the success of all students at CMMS, students with social, emotional, and/or academic difficulties are referred to and reviewed by the Responses to Intervention (RtI) Team. Possible members may include School Psychologist, Case Manager, Social Worker, Principal, Assistant Principal, Teacher, Parent/Guardian or any other relevant staff member.

Students who qualify for special education services will be assigned a case manager and an Individual Education Plan (IEP) will be created to support the student in the classroom. Additionally, students who are identified as advanced learners will also be appropriately placed in available honors classes.

## **The special educational needs inclusion model**

Inclusion provides all students equal access to an appropriate curriculum. In order to remove barriers to learning, the inclusion model places students who are eligible for special education services in tiered support systems - instructional, co-taught, and aide assisted classrooms - based on multiple measures and input from the IEP team. Special education teachers collaborate and problem-solve with general education teachers utilizing co-teaching and consultation strategies to provide the highest quality of differentiated instruction possible.

In the inclusion model, all special education students are included in general education classes. General education and special education teachers collaborate on lesson planning and co-teach in the same classroom to instruct in a heterogeneous classroom. Special education teachers collaborate and consult with general education teachers on an ongoing basis to guide students with special needs towards successful achievement of curriculum standards. They also modify activities and assignments to provide accommodations according to students' IEPs. IEPs are updated by the team annually.

Although the inclusion model is advantageous for the vast majority of students, there are instances where students' academic needs are best met through an alternative setting, such as a part-time or full-time pullout program. Student placement is reviewed by the case manager on a regular basis to ensure appropriate placement.

### **Monitoring student success**

CMMS provides direct services to special education students by assigning a case manager to each student. School psychologists, speech therapists, occupational and physical therapists provide additional services if they are required.

Special education case managers provide general education teachers with IEP reports to ensure they are aware of specific student learning needs, accommodations, and strategies for success. General education teachers and classroom aides meet with special education case managers regularly to monitor student success and make recommendations.

State and federal mandates for special education supersede some requirements of the Middle Years Programme (MYP), however, CMMS exercises flexibility in scheduling, and through the inclusion model, all courses are taught using MYP pedagogy and assessed by MYP criteria. CMMS offers specialized small-group instruction in multiple content areas when students exhibit developmental needs that require modified learning environments.

### **Differentiation**

At CMMS, we aim to address the academic and social-emotional needs of each learner. Differentiated instructional strategies are determined through data analysis and are implemented in all MYP unit plans. Assignments and assessments are modified so that all students can access learning. Modifications may include elimination or extension of learning materials.

### **Assessment**

Assessment is vital for evaluating teaching and learning. Assessment allows for self-reflection and peer review, which supports all learners in gaining independence and becoming advocates for their own learning.

Throughout the MYP unit plans, teachers monitor student understanding with formative assessment tasks. Each task guides the teacher to effectively assess mastery of each individual skill. In Professional Learning Communities, teachers analyse student progress and reflect on best practices to move towards mastery. All students are assessed with MYP criteria, however, accommodations are made for students with special academic needs.

### **Conclusion**

At CMMS, we aim to meet the academic, social, physical, and emotional needs of all students through a variety of resources.