

East Nashville Magnet School

Inclusion Policy

East Nashville Magnet School Middle Years Programme philosophy of inclusion

East Nashville Magnet School (ENMS) Middle Years Programme is a whole school programme. All students enrolled in grades 5-8 at the middle school (MYP Years 1-3) and grades 9-10 at the high school (MYP Years 4 and 5) are welcomed regardless of ability as long as they are formally enrolled at East Nashville Magnet School. In keeping with that policy, ENMS views inclusion as an ongoing process to increase access and engagement in learning for all students. ENMS is committed to identifying and removing barriers to learning and participation.

Differentiation in the written, taught, and assessed curriculum

All students will benefit from differentiation in the written, taught, and assessed curriculum. Teachers differentiate in the written curriculum when planning classroom experiences and activities, formative assessments, summative assessments, and Approaches to Learning activities. Though teachers plan using a set of content standards prescribed by the state, they are encouraged to incorporate student choice in content in lesson and unit plans where appropriate and impactful. The primary areas of differentiation occur in the process of learning and the product through which students demonstrate learning. Teachers use formative evidence and data to adjust process expectations in classroom experiences to accommodate student learning needs. In certain circumstances, teachers follow recommendations and requirements for student work and expectations that come from Individual Education Plans (IEPs) and 504 agreements. Additionally, teachers use this evidence (and these IEP or 504 recommendations) to adjust and articulate appropriate expectations for evidence of student learning. The taught and assessed curriculum informs teacher understanding of their students and this is reflected in future adjustments to the written, taught, and assessed curriculum. ENMS supports differentiation in the curriculum by ensuring collaborative planning in grade level teams in the middle school and in content teams in the high school.

Teachers are trained to differentiate in their licensure programs and it is the school and district's responsibility to offer professional development opportunities and efforts to meet the diverse needs of the school's exceptional education students. ENMS has a qualified set of EE teachers who support teachers by offering insight into individual students, giving advice and support in differentiation in planning and lesson execution, and monitoring the success and fulfillment of responsibilities to students and families. Teachers are supported by administrators, licensed EE teachers, licensed district EE support systems, and the schools' counselors and guidance department.

ENMS incorporates a Personal Learning Time (PLT) period into its instructional day that features differentiated instruction. PLT classes are built around student needs as articulated by results of a set of diagnostic reading and mathematics tests. Administered at incremental points during the school year, students can be moved to different classes based on their current results and needs.

What is meant by Exceptional Education (EE)

Special needs of students who are supported through EE vary. These can include, but are not exclusively:

- Specific learning disabilities (including dyslexia, dysgraphia, dyspraxia , information processing difficulties)
- Physical challenges (fine motor challenges, cerebral palsy, muscular dystrophy, other)
- Communication and speech difficulties (specific language impairment - receptive and/or expressive, auditory processing difficulties, fluency disorders - stuttering and/or stammering, verbal dyspraxia/apraxia, other)
- Sensory challenges (visual, hearing, other)
- Social emotional and behavioral difficulties (attention deficit/hyperactivity disorder, personality disturbances, emotional disturbances - eating disorders, depression, excessive stress reaction, other)
- Mental health challenges (depression, anxiety, obsessive compulsive, post traumatic stress, other)
- Autism spectrum
- Medical challenges (diabetes, cancer, accident resulting in injury, asthma, cystic fibrosis, epilepsy, rheumatoid conditions, other)
- Others not specified above

Accommodations

There are a number of ways students can receive accommodations to satisfy their unique academic, physical, emotional or other needs and allow them to be successful in their academic studies:

- Students who are assigned Individual Educational Plans (IEPs) or 504s are granted the accommodations in the classroom that their plans dictate. They may work with or be supported by Exceptional Education teachers in some or all classes.
- Students with temporary physical or emotional difficulties brought on by an accident, personal or family trauma, or other such impacting event, can work with their counselor to seek a temporary academic plan to address their current and temporary needs.
- Students with difficulties that do not qualify for an IEP, a 504 or a temporary accommodation as spelled out above can also petition their counselor, their administrator or their teachers directly to ask for an intervention that creates fair and equitable access to their academic opportunity(ies). In such cases the counselor or administrator will consider the request and, if warranted, petition the teachers with specific suggested short or long term accommodations.
- The procedure by which students are identified for or may exit the use of EE services can be initiated by teachers, the school's counselors, or parents of students. Some of these procedures follow state and federal requirements for public school administration. ENMS will follow standard IEP and 504 procedures to initiate, monitor, and potentially exit students.

Students that receive accommodations from ENMS's Exceptional Education department AND who utilize those accommodations in their Middle Years Programme classrooms must apply for those accommodations to be applied to National or State standardized testing. This process is handled through the guidance office of ENMS. Such accommodations include but are not limited to:

- Extended time
- Separate setting

- Use of laptop for testing

Responsibilities

Responsibilities of MYP Coordinator

- Support MYP teachers in designing differentiated learning experiences that allow students across a range of needs to meet their learning objectives

Responsibilities of Special Needs/Student Services Department

- Supply MYP teachers with names of students with IEPs and 504 plans
- Support MYP teachers with evaluation of individual student needs on a case by case basis

Responsibilities of MYP Teachers

- Inform EE faculty of student in-class use of assigned accommodations
- Implement assigned accommodations as per student request/need
- Inform EE faculty and/or counselor of perception of student need of one or more accommodations

Responsibilities of student

- Advocate for individual accommodations and academic needs

Responsibilities of parent(s)/guardian(s)/caregiver(s)

- Inform EE faculty of need for specific academic accommodations
- Keep students medical and/or psychological documentation updated

This policy was reviewed, discussed, revised, and accepted by East Nashville IB Steering Committee (Meeting agendas 8/14/2019 and 9/11/2019)

Our program policies are published via the school's IB website (<https://enmsib.weebly.com>) and referenced in communications to families. ENMS ensures that this information is presented to students during orientations to MYP and DP programs and discussed both formally and informally in classes and town hall meetings.