



Inclusion Policy

Eastport Elementary School - Anne Arundel County Public Schools
Annapolis, Maryland, USA
2019-2020

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate Programmes, 2010.)

Eastport Elementary School is an inclusive school that models the International Baccalaureate 's (IB) Standards and practices on inclusive education and diversity in the classroom. The school's mission statement and educational practices not only support IB philosophy but reflects Anne Arundel County Public School System as well as the Division of Special Education's goal of preparing “each child to contribute to their communities in meaningful and positive ways, by providing specialized instruction, allowing for individual differences and learning styles and developing independence.” The School offers appropriate instruction and related services in accordance with federal and state laws.

Initiatives

Within the legal and fiscal policies of Anne Arundel County Public Schools:

- Provide continuous support, interventions and modifications per IEPs and 504s and routine monitoring of progress.
- Provide differentiated curriculum and assignments to accommodate higher level thinking in all students.
- Provide opportunities for staff to attend professional development on initiatives and interventions appropriate for special needs and gifted students.
- Provide instructional materials and technology appropriate to meet the needs of all students within our capabilities.
- Documentation of student progress should be inclusive of most recent data, evaluations and classroom performance for continued provision of special educational needs.
- Provide adequate support and staff to meet the required service hours stated on student's Individualized Education Program/504 to maximize student learning and success.

How do we identify instructional needs?

- Teachers monitor students who demonstrate difficulty or exceed expectations in the classroom. This includes mastering academic concepts, as well as participating actively and independently.
- Classroom teachers use student classroom data, assessment data, teacher observations and anecdotal reports.
- Classroom teachers identify specific concerns and present the student to the Collaborative Decision Making Team (CDM) to determine in-class interventions and strategies.
- Specific data collection and file review is used to determine student progress and additional supports needed.
- Students are referred to the Special Education Team for possible determination of an educational disability due to needs that cannot be met through classroom interventions, Collaborative decision making, multidisciplinary team and pull-out interventions.
- Students are referred to the 504 team if the student has a documented medical diagnosis that is determined to affect their learning and supports are required in order for them to access curriculum.

PYP Aims

Eastport Elementary strives to support a diverse student body of learners with a range of needs. Students in our PYP program are valued for their strengths. Learning opportunities are created to engage students in meaningful tasks to enable them to meet their needs and learning styles. The staff strives to:

- Work collaboratively with the special education team to meet individual needs in order to remove barriers to learning and achievement.
- Create affirmative and responsive environments, encourage the students to grow independently and experience success.
- Promote individual confidence, positive attitudes and self-esteem in all learners.
- Provide effective and authentic assessment and monitoring of student needs.
- Encourage student voice and Involve students in their own learning.
- Develop approaches to learning skills through the development of communication, social, self-management research and thinking skills so that all students can meet curriculum expectations.
- Develop awareness and understanding of the learner profile so learners exhibit traits and behaviors of life-long learners.
- Enable students to grasp conceptual understandings with available resources.
- Make adjustments to assessments through modifications and accommodations when necessary to support students with special needs or ELL learners.
- With appropriate support, engage students meaningfully in units of inquiry.
- Use multiple teaching strategies and open-ended learning engagements to differentiate instruction so all have equal access to the curriculum framework.
- Celebrate diversity so it is not limited to students with special educational needs but is a resource in understanding international mindedness and culture.
- Support students using push-in and pullout model who need additional support.
- Differentiate by content, process, product and environments.
- Provide more consistent approaches and promote common understandings about special education needs across the school.

Services

Special Education at Eastport Elementary means specially designed instruction to meet the unique needs of a child with an educational disability. Homeroom teachers, special educators, teaching assistants, and therapists provide in school support. Student services at Eastport include:

- Specialized Instruction
- Speech/Language Services
- Occupational Therapy
- Physical Therapy
- Assistive Technology
- Counseling
- School psychologist

Resources

<https://www.aacps.org/cms/lib/MD02215556/Centricity/Domain/148/PARENTEHandbook.pdf>

Learning diversity and inclusion in IB programmes(2016)

The IB guide to inclusive education: a resource for whole school development (2015)

Easport follows Anne Arundel policies, procedures and programs outlined in the eHandbook and are consistent with those set for the local education agencies by the Maryland State Department of Education (MSDE). Identification, evaluation and eligibility policies and processes are outlined in AACPS documents

The 2019-20 policy will be reviewed annually by the staff and revised by the pedagogical team as needed.

