



**Middle Years
Programme**

**Julius West Middle School and
Richard Montgomery High School
Inclusive Education Policy**

Sections of this policy

- I. Philosophy**
- II. Identification and Evaluation**
- III. The Inclusion Model**
- IV. Differentiation**
- V. Progress Monitoring and Support for Students with Special Educational Needs**
- VI. Procedures for the publication and review of this policy**

Philosophy

Julius West Middle School and Richard Montgomery High School, in conjunction with Montgomery County Public Schools, are committed to providing a free appropriate public education to all students. As part of this commitment, students with intellectual, physical, behavioral or emotional disabilities are evaluated to determine eligibility for the development of an Individualized Education Program (IEP) with appropriate services, and re-evaluation. Student needs are also accommodated using Section 504 plans.

Services are provided based upon the individual needs of the student as outlined in the IEP or 504 plan, regardless of a student's educational placement. The following are illustrative examples of services that students may access depending upon their own IEP or 504 plan.

- Adapted instructional materials and/or presentation (large print, audio assistance, etc.)
- Modified assessments and assessment conditions
- Additional support for study skills, social skills, or academic achievement through Resource classes
- Transition goals and related services to ensure that students are equipped for higher education and employment opportunities, as well as other types of community engagement post-high school

Students with identified Learning and Academic Differences are assigned a case manager who ensures that the student's IEP is understood and followed by all classroom teachers. This case manager is also responsible for following all of the necessary steps in creating, implementing, and revising a student's IEP so that the document continues to outline appropriate goals, services, and accommodations for the student. 504 plans are managed by students' counselors.

Identification and Evaluation

The process for identifying students with Learning and Academic Differences and for providing for their academic needs is undertaken in accordance with Maryland law under the terms of the Individuals with Disabilities in Education Improvement Act (IDEIA) of 2004. Information regarding the identification and evaluation process is maintained by the MCPS Department of Special Education Services. Relevant links on this process are below:

- [The Identification and Evaluation Process](#)
- [Parental Rights](#)

- [Terms and Acronyms](#)
- [Who to Contact with Questions](#)

Within the schools, the following personnel work most closely with the identification and evaluation process.

At Julius West Middle School

- Mr. Hasani Isreal, Resource Teacher for Special Education

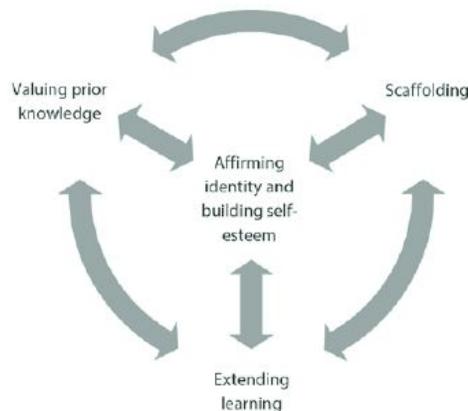
At Richard Montgomery High School

- Ms. Rachel Furr, Learning and Academic Differences Resource Teacher
- Ms. Kristen Heyniger, Cluster (Emotional Disabilities) Resource Teacher

The Inclusion Model

In accordance with IDEIA, both schools are expected to provide for all students' education within the provision of the Least Restrictive Environment (LRE) available. This means that "to the maximum extent appropriate, school districts must educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as 'supplementary aids and services,' along with their nondisabled peers in the school they would attend if not disabled, unless a student's IEP requires some other arrangement." (MCPS DSES, "Terms and Acronyms"). Decisions about students' LRE are made in accordance with the terms of the identification, evaluation and annual review process.

An inclusive model of education in IB World Schools takes into account the following four principles of good practice. This model is supported through our school's implementation of effective differentiation within classrooms and by encouraging students' development through socio-emotional learning (SEL).



Differentiation

Differentiation is a process by which teachers provide for individual learning needs through "a process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals." (*Learning Diversity and Inclusion in IB Programmes*: 2016). Through the MYP unit planning process, teachers anticipate students needs for differentiation in the areas of content, process and work products. In addition, many teachers are trained in the use of Universal Design for Learning (UDL) as a best practice for reaching diverse learners.

Progress Monitoring and Support for Students with Special Educational Needs

All students with an IEP are assigned to a case manager, who is a certified in Special Education. It is the responsibility of the case manager to communicate with classroom teachers regarding the student's goals and accommodations. Throughout the year, case managers monitor student progress and meet periodically to assess progress with students. It is also the responsibility of the case manager to facilitate the student's annual review of the IEP, in accordance with regulations set by the Maryland State Department of Education and MCPS. In most cases, case managers remain with the same students for the duration of their time at the High School. At Julius West Middle School, case managers are designated for each grade level, and students with particularly complex educational needs are managed by the Resource Teacher for Special Education (RTSE). Questions regarding case management should be directed to the RTSE at the appropriate school. The RTSE at Richard Montgomery High School is invited to all annual or periodic reviews for grade 8 students at Julius West in order to provide continuity of services across the partnership.

The progress of students with 504 plans and accommodations is monitored by the counselors at each school. Counselors communicate accommodations for students with 504 plans to classroom teachers and are responsible for maintaining and reviewing these plans. Questions regarding the 504 plan process can be directed to counselors.

Procedures for the publication and review of this policy

This policy was most recently revised in fall 2016.