



*Bethesda-Chevy Chase High School,  
Westland Middle School  
And Silver Creek Middle School*  
Inclusive Education Policy

## **I. Philosophy**

Schools in the Bethesda-Chevy Chase (B-CC) IB partnership adhere to the principles and practices of the MCPS strategic planning framework and the *Individuals with Disabilities Education Improvement Act* of 2004 (IDEA). Expectations for schools are that learning opportunities offered in the school should include all students. The B-CC IB Partnership believes that this policy strongly supports the International Baccalaureate's (IB) mission statement to "encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right" (IB mission statement 2004). MCPS strives to create a school system where academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency or disability. MCPS faculty understands the need to be skillful in determining the learning needs and styles of all students.

In MCPS, the shared belief is that a high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

## **II. Identification and Evaluation**

Schools follow district policies when identifying students for special education or other academic programs where accommodations are provided to ensure student access and achievement. Annual reviews are held at the local school level and involve the Educational Management Team. Parents or may initiate the identification process.

## **III. Model of Inclusion**

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), schools provide for all students' education within the provision of the Least Restrictive Environment (LRE) available. Special education teachers work in collaboration with the general educator through the planning of instructional delivery and the individualized education program (IEP) process. To this end, schools specialize instruction in heterogeneously mixed classes, unless a student's Individualized Educational Program (IEP) requires some other arrangement. Special education teachers co-teach with content certified teachers to differentiate process, content, and product for students.

Through the MYP unit planning process, teachers anticipate student needs for differentiation in the areas of content, process and work products. Teachers receive

ongoing, schoolwide professional development for instructional strategies and work with the staff development teacher who designs the professional development to distinguish between accommodation strategies and differentiation strategies. In addition, many teachers are trained in the use of Universal Design for Learning (UDL) as a best practice for reaching diverse learners. MCPS commits support to schools for aids and resources, where appropriate, that may be necessary to provide the students with a least restrictive school environment. The special education resource teachers work with staff to assist with instructional needs during instructional periods and at times of schoolwide high-stakes assessments to meet the testing accommodations for students with individualized educational plans. Monitoring of student progress and the provisioning of feedback to parents regarding their child's development occurs on an annual basis through IEP and 504 meetings.

#### **IV. Procedures for the publication and review of this policy**

This policy was last reviewed and revised in spring 2017 by the Inclusion Policy Committee. The committee consists of the heads of the Special Education and ESOL departments, the IB MYP Coordinator, and the Assistant Principal who supervises IB implementation. The policy is reviewed annually for inclusion in the student handbook.