

Inclusion Policy

All students at Billingsville Cotswold have the curricula available to them at the appropriate level PYP level. This entails core, supplemental and other differentiated resources needed to meet all levels of students' instructional needs. All students with exceptionalities have an individualized education plan (IEP) or a 504 plan, which is to be followed by all educators in the student's written plan, according to federal law. Testing accommodations, assessment provisions and other modifications are created in these plans to meet each student's needs. Modifications affect instructional delivery and testing, rather than content, as teachers follow state curriculum and federal guidelines.. Documentation is kept on students who choose not to use available modifications, and IEP and 504 plans are reviewed yearly by a team of teachers, counselors, parents, administration, etc. to determine whether modifications are still appropriate. Families are well-informed by the Student Services/School Counseling department and Exceptional Children's Department regarding procedures for modifications and academic/social concerns. In addition, CMS Schools provide the following for students with special education needs (adapted from the CMS Special Education/Exceptional Children's Department):

- Access to the general curriculum and intervention programs designed to provide maximum opportunities for instruction in the general-education setting
- Consultation with trained case managers assigned to each student
- Related services that include but are not limited to speech, occupational and physical therapy
- Specialized instructional support for students with hearing, visual and physical disabilities
- Modified materials, including but not limited to books on tape, large-print materials and specialized equipment and furniture
- Accessible space in schools to meet the needs of students with physical disabilities
- Appropriate technology to support students

In addition, the school has in place multi-tiered support systems (MTSS), which is an intervention team to address students' academic and social needs. This system ensures that all students will be provided the instruction they need to make progress towards standards. All students will receive core academic, social-emotional, and behavioral instruction. The intervention team includes school counselors, teachers, psychologists, and social workers, and the team members meet with families whose students have been referred to the team. As stated in our district's MTSS framework, when groups of students or individual students are not making progress, then the school MTSS leadership, or grade/content area teams will review the instruction, the curriculum, and the environment to consider what changes are necessary to meet the needs of the students. Parents are a vital part of this problem-solving process. Some students may need a supplemental layer of support via small group instruction or counseling. Based on a review of multiple data points,

students who are not successful with supplemental support will be directed to the school's individual student problem solving team to be considered for intensive intervention.

Title VI of the Civil Rights Act of 1964, necessitated steps to help English Learners overcome language barriers and to ensure that they can participate meaningfully in the educational programs. Therefore, as directed by the district's Language Education Instruction program, seeks to help English learners attain English proficiency and achieve at high levels in such core academic subjects as math and literacy by providing tailored instruction in English language skills. Students who speak a language at home other than, or in addition to, English will be administered the state English language proficiency test. LIEP services are provided for those students who qualify based on the test. Additionally, students who qualify may be eligible to receive accommodations on state and local assessments.

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