



ADMS Inclusion Policy

Introduction

Students come to Alice Deal Middle School with a variety of needs, some of which require specialized instruction or support. The inclusive learning environment at Alice Deal Middle School ensures that all students can participate in every academic and extracurricular activity the school offers. In all cases, teachers work with students' unique set of strengths and challenges.

Examples of these special needs include:

- ADD/ADHD
- Autistic Spectrum/Asperger's Syndrome
- Specific Learning Difficulties (dyslexia, dyscalculia, dysgraphia)
- Communication Disorders
- Medical Conditions
- Mental Health Conditions
- Physical Disabilities Affecting Mobility
- English Language Learner

Philosophy

The Alice Deal Middle School community is one in which all students are instructed in a learning environment equipped with the resources necessary for them to succeed. Students with special needs are expected to master the same rigorous standards established by the District of Columbia Public Schools and the International Baccalaureate Middle Years Program (MYP). All Alice Deal students will develop into caring, open-minded individuals who understand that the world community is made up of people from diverse backgrounds with a range of abilities.

Instructional Program

Alice Deal Middle School implements MYP utilizing an inclusive learning environment. Course schedules developed for all special needs students are based on their Individual Education Program (IEP) requirements in compliance with the Individuals with Disabilities Act (IDEA). Special needs students are included in general education classes and are provided resource classes based on their (IEP) goals and requirements. English and Mathematics teachers at all grade levels plan collaboratively and co-teach with special education teachers daily. Lesson plans are constructed using differentiated teaching strategies and include modifications based on student needs. Under the school's assessment policy all students are provided with multiple opportunities to master all subject area content.

Special education teachers serve as case managers for students with IEPs, counselors serve as case managers for 504s, and ELL teachers serve as case managers for students in the EL program to ensure that the school is in compliance as required under IDEA. The case managers and counselors schedule yearly IEP/504 meeting and tri-annual assessment reevaluations with parents/guardians and teachers and are responsible for making all necessary revisions to student programs/plans. ELL teachers review

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student needs based upon language fluency levels as shown on yearly testing to make necessary support revisions. The case managers and/or grade level administrators are available to address parent/guardian questions and concerns.

Resources for Students with Special Needs

Interventions at the school include self-contained or sheltered instruction resource classes as needed, System44, STARI and the Student Support Team (SST). System44 and STARI are individualized programs based on students' performance on the Reading Inventory (RI) assessment that determines Lexile reading levels as well as English proficiency. Students placed in reading support classes include those with special needs and struggling readers in need of extra support.

The MTSS process identifies students with academic or social issues which affect the student's success. The committee (student support and interdisciplinary team) analyzes problems and applies interventions. They monitor results and make recommendations which assist students as needed. In addition to co-taught classrooms in English and Math classes, there are some smaller resourced classrooms for special education students who exhibit skill deficiencies in Math and English.

Rights and Responsibilities

As described above, it is the entire community's responsibility for students' inclusion and success.

At Alice Deal, teachers:

- Differentiate instruction based on student need
- Read, understand, and implement student IEP and 504 plans
- Participate in the MTSS process
- Are available for parents/guardians

At Alice Deal, students:

- Participate in learning activities
- Know, understand, and attempt to communicate their needs

At Alice Deal, parents/guardians:

- Participate in yearly IEP and 504
- Monitor student progress and communicate with teachers

Alice Deal Middle School Inclusion policy as a part of DCPS

As a District of Columbia Public School, Alice Deal follows and prescribes to the District of Columbia inclusion responsibilities and requirements. More information about the District of Columbia approach to Inclusion can be found here: [Special Education | dcps](#)