



Inclusion Policy

Philosophy of Inclusion & Access

All Bancroft students are part of the IB-PYP, and are exposed to the Learner Profile and the essential elements to every extent possible. We believe that every student has unique needs and we strive to provide to support each student socially, emotionally, physically and academically to be a successful learner. The mission of the special education team at Bancroft is to provide students the skills needed to be successful in life. We work to provide students with what they need to maximize their time in the general education classroom during their enrollment at Bancroft. All students at Bancroft, even those with the highest levels of need, have some experience in the general education classroom.

Defining the Components of Our Program

- **Autism Spectrum Disorder Program (ASD):** The Autism program is designed to serve students who have been identified as having Autism Spectrum Disorders. Program components include highly structured, individualized programming; intensive communication and language training; social skills training; experience in real-world situations; positive behavioral programming; educationally based sensory activities as appropriate and inclusion with mainstream peers and activities when appropriate. Related services including speech/language, occupational therapy and adaptive physical education are also provided based on individual need.
- **Special Education Resource Teacher (SERT):** SERTs at Bancroft work in both resource and inclusion models. Students receiving special education services are supported by small group instruction in a resource setting with a modified curriculum. Students receive special education support in their classrooms with a co-teaching model whenever possible. SERTs work with students to help them develop reading, writing, math, social, and self-management skills.
- **Co-Teaching:** This model is used with some students who are being served through an inclusion model in which a SERT and a general education teacher work together to

serve a class of students. The class includes some students receiving special education services from the SERT's, ASD, or speech caseload, but has a majority of general education students.

- **Related Services:**

Speech/Language – Speech/language clinicians work with students to improve communication skills, based on a student's IEP goals. Speech/language inclusion happens in several ways here at Bancroft:

- Helping students achieve their goals quickly so that students graduate from our services and are included in the classroom curriculum 100% of the time,
- Using classroom materials and topics during our therapy sessions and,
- Providing our service within the classroom instead of pulling students out.

Speech teachers also collaborate with and train staff on implementing speech-language strategies to help generalize skills learned with the speech teachers in order to continue working on them in the classroom.

Occupational Therapy (OT): Occupational Therapists work with students that have motor, sensory, and/or cognitive impairments that impact their education. OT's generally focus on fine motor, visual perceptual, functional skills, and sensory processing. The goal of occupational therapy is to help students meet their individual education goals and objectives in the least restrictive environment.

Physical Therapy (PT): Physical Therapists work with students that have mobility issues which impact their ability to access their educational environment. A PT may provide direct service, equipment, or consultation in order to ensure student safety, prevent further disability, and maximize independent mobility in a school setting. Physical Therapists work with students in the least restrictive environment.

Developmental Adapted Physical Education (DAPE): DAPE teachers design and carry out physical education instruction and service for individuals with special needs who have a delay in physical development. Instruction may include physical fitness, motor skills, games, and sports. It is often taught in conjunction with a general education physical education teacher.

Support for Students

Settings served at Bancroft:

1. Federal Setting 1 Services: Most instruction is in the general education classroom (80-100%). These students receive occasional support from a Special Education Resource Teacher and/or a related service professional, as designated in their IEP goal.

2. Federal Setting 2 Services: Students spend some of their instructional time in the general education (40-80%), but receive academic, social skills, and behavior support from the Special Education Resource Teacher in the resource setting. They may receive additional support from related service professionals.

3. Federal Setting 3 Services: Students receive most of their instruction in the special education classroom, taught by special education teachers, and are in general education for up to 40% of the day. Some students in Federal Setting 3 ASD classrooms receive the majority of their academic instruction in a small group setting with functional academics, social self-management, and real world experiences planned throughout their day. These students also receive support from related service professionals.

Differentiation

To accomplish inclusion to the extent possible, Bancroft teachers differentiate for students in several ways:

- **Materials & resources:** Teachers select multiple texts of varying difficulty, present content in different forms so that text is not always required to access new content, and search out resources that will be high-interest for all students.
- **Instructional strategies:** Teachers utilize strategies such as cooperative learning and visual supports to support students of varying needs in the classroom. Multiple opportunities and options are provided for students to show what they know and can do.
- **Co-Teaching:** Having two teachers in the classroom, the general education teacher and the special education teacher, provides an additional layer of support for all students.

- Special Education Assistants (SEA): SEAs support students in the ASD program. They work with individuals or small groups of students to support differentiation in the general education classroom as well as provide any necessary academic or social supports students might need.
- Consultation: Special education teachers consult with general education teachers and related service professionals to support the needs of students receiving special education services as well as the needs of all students.

Support for Staff

- Teachers have access to the curriculum via ManageBac, Google Docs and/or the Bancroft Google Site.
- Teachers can attend a training on collaborative training teaching partner(s). They will learn how to co-plan instruction that provides tier 2, tier 3 and highly specialized instruction to support students academic and social emotional needs. Some of our teachers have participated in this training.
- Teachers can collaboratively consult in implementing and planning inclusive practices by utilizing our site's Special Education Resource Teachers (SERT), Autism Spectrum Disorder (ASD) teachers, related service professionals, IB Coordinator, Math Specialist, Instructional Specialist, and teammates in the grade level teams.
- Teachers can access student information through the district's on-line platforms – Destiny and Classroom For Success (CFS).