**Inclusion**

All students at Lansdowne Elementary School have the IB programs and curricula available to them at the appropriate level. 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. 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. 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. 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. They then develop pre-504 and pre-IEP interventions.

Families are well-informed by the Student Services/School Counseling department and Exceptional Children’s Department regarding procedures for modifications and academic/social concerns.

Teachers follow modifications as set out in IEPs or 504 plans, including differentiation of instruction, preferential seating, and extended time on assignments. Teachers also communicate with families regarding student progress.

It should be noted that teachers and PLCs, in their work with moving to the Enhanced PYP Unit Planner format, have discussed, reflected on, and continued to enact tiered instruction when necessary during teaching of IB units.

**Legal Requirements**

When writing IEPs and 504 plans, Lansdowne’s staff follows all legal requirements including those part of [Statute 33](https://sites.ed.gov/idea/statute-chapter-33), [Section 504](https://www2.ed.gov/about/offices/list/ocr/504faq.html), [Article 9](https://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByArticle/Chapter_115C/Article_9.html), and [FERPA](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). We also follow the [North Carolina guidelines](https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children) outlined by the North Carolina Department of Instruction. These guidelines are always followed in any interactions with families to advocate for students.

**Charlotte Mecklenburg School Exceptional Children Mission Statement**

*Programs for Exceptional Children promote success for students with disabilities, their families, staff and community to achieve positive post-secondary outcomes.*

**Charlotte Mecklenburg School Exceptional Children Vision Statement**

*Programs for Exceptional Children impact academic and social outcomes for students with disabilities so they can be productive citizens.*

**From CMS Website:**

***Handbook on Parents' Rights***

*As stated in the Public Schools of North Carolina, Exceptional Children Division Parent Rights and Responsibilities in Special Education: Notice of Procedural Safeguards, "The IDEA requires schools to provide parents of a child with a disability a notice containing a full explanation of the procedural safeguards (legal rights) available under the IDEA and the federal regulations." Additional information can be found at the US Department of Education's searchable website at*[***http://idea.ed.gov/.***](http://idea.ed.gov/.%20)*In addition, you can view the Rights and Responsibilities in Special Education: Notice of Procedural Safeguards at these links:*

* [**English**](https://www.dpi.nc.gov/media/11182/download?attachment)
* [**Spanish**](https://www.dpi.nc.gov/media/11183/download?attachment)

*This handbook is designed to support families in understanding the rights and responsibilities specific to the special education process. In addition, acronyms and terms often used in special education and resources can be found in the appendices. If you suspect your student may have a disability and requires special education and/or related services, you may request an evaluation, in writing, to your student's school principal, teacher, or the CMS EC Department on our Contact Information page.*

***Advocates and Attorneys***

*Programs for Exceptional Children believe that collaboration between district staff and parents is the best way to make decisions related to developing a student's IEP. Therefore, parents may wish to bring a representative to an IEP meeting from time to time, such as an advocate or attorney. Please notify the school or the Exceptional Children Department in advance if you bring an attorney to the meeting. A school district attorney would also be required to be present at the meeting.*