



Inclusion Policy

1. Rationale
 - a. Channing Hall shall recognize that our students come from diverse backgrounds and have individual academic, social, and physical needs, as well as varying abilities that require differentiated instructional strategies.
 - b. Some of these special needs include the following:
 - i. Specific learning difficulties (such as dyslexia)
 - ii. Language and communication disorders
 - iii. Emotional and behavioral difficulties
 - iv. Physical disabilities affecting mobility
 - v. Sensory impairments (such as visual or hearing difficulties)
 - vi. Medical conditions
 - vii. Mental health conditions (such as ADHD or anxiety)
 - viii. Gifted and talented students
2. Special Education Services
 - a. Students who qualify for Special Education services under federal IDEA guidelines shall receive services from qualified Special Education teachers and paraprofessionals.
 - b. Special Education Services are provided in addition to general education instruction and practice
 - c. Channing Hall offers a fully funded and staffed special education department and related services to students who meet eligibility criteria under the Individuals with Disabilities Education Act (IDEA). This specialized instruction can encompass Language Arts (basic reading and writing skills), Math, behavior, social skills, occupational therapy, physical therapy, speech-language therapy, and individual counseling depending on student need as determined by the student's individual Education Program (IEP) team.
 - d. Eligibility Screening tools
 - i. Because of the varying backgrounds and abilities of each of our students, we use a variety of testing and screening tools to evaluate and determine eligibility and students who are in need of specialized instruction. The following are the most commonly used evaluation materials, tests, and assessment tools our Special Education Department utilizes:
 1. Academic Achievement: Math, Reading, Written Language
 - a. Brigance Diagnostic Comprehensive Inventory of Basic Skills-R (1999)

- b. Gray Oral Reading Test-4 (GSRT) (2000)
 - c. Wechsler Individual Achievement Test – 2nd Edition (WIAT-2) (2001)
 - d. Woodcock Johnson-III-Achievement (WJIII-A) (2000)
 - e. Adaptive – Self Help
 - f. Vineland (1984) Survey/Expanded Form (3-13)
 - g. Vineland (1984) Classroom Edition
2. Autism Checklists
 - a. Autism Diagnostic Observation Schedule (ADOS)
 - b. Asperger Syndrome Diagnostic Scale (ASDS)
 - c. Childhood Autism Rating Scale (CARS) (1988)
 - d. ASRS
 3. Cognitive – General Intelligence
 - a. Learning Accomplishment Profile – Diagnostic Edition (LAP-D)
 - b. Universal Nonverbal Intelligence Test (UNIT) (1998)
 - c. Wechsler Scales of Intelligence for Children – IV (WISC-IV) (2003)
 4. Woodcock Johnson – III – Cognitive (WJIII-Cognitive) (2001)
- e. Individual Education Evaluations (IEE) — Guidelines
- i. Independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the school responsible for the education of the student. The parent(s)/guardian of a student with a disability or student who is an adult has the right to obtain an IEE of the student at public expense if they disagree with an evaluation obtained by the school. 34 CFR § 300.502 and Rules IV.B. Parent(s)/guardian must provide in writing, the specific areas of testing they disagree with and why. If agreed upon, Channing Hall will provide parents with a Prior Written Notice stating which tests and costs will be covered at public expense.
 - ii. Who Can Do the Evaluation?
 1. An evaluation must be completed by one of the following licensed professionals:
 - a. Licensed Psychologist – Holds a doctoral degree (Ph.D. or Psy.D.) in psychology, has completed supervised training, and is licensed by the state of Utah.
 - b. School Psychologist – Holds at least a specialist degree (Ed.S. or Ph.D.) in school psychology and is licensed in Utah.
 - c. School Psychological Practitioner – Holds a master’s degree in school psychology, has completed a supervised school internship, and is licensed in Utah.
 2. All providers must also:

- a. Be in good standing with the state licensing board (no disciplinary actions).
 - b. Have no personal or financial conflict of interest with the family.
 - c. Have completed special graduate-level training in administering, scoring, and interpreting standardized cognitive and achievement tests.
 - iii. Cost and Reimbursement Guidelines
 1. On-Campus, Approved Providers: If parent/guardian chooses a provider that has been approved by Channing Hall, from the list of alternate assessment providers, testing will be completed on campus and all associated costs will be covered by the school.
 2. Off-Campus, Outside Evaluator: Parents have the right to select an outside evaluator, including those not on Channing Hall's alternate assessment providers list, for an Independent Educational Evaluation (IEE). Channing Hall will reimburse up to \$300 per approved test if the evaluator meets licensing and qualification criteria and the IEP team approves the specific tests in advance. Parents will be provided with a Prior Written Notice documenting the specific tests that will be eligible for reimbursement from Channing Hall. Any costs beyond this amount are the responsibility of the parent/guardian. The evaluation must be conducted by a licensed provider who meets all state and federal requirements.
 - a. The assessment must be a commensurate and appropriate test aligned with the area of concern. Tests cannot, for validity reasons, be the same test originally administered by school.
 - b. The evaluator must meet Channing Hall's approved criteria for qualifications.
 - c. Transportation and associated costs to an off campus testing facility are the responsibility of the parent/guardian.
 - d. Costs beyond \$300 per test are the responsibility of the parent/guardian.
 - iv. What the Evaluation Must Include
 1. Academic testing in the areas of concern (such as reading, writing, or math). Assessment options include:
 - a. Wechsler Individual Achievement Test, Fourth Edition (WIAT-4)
 - b. Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
 2. Cognitive testing must be standardized, reliable, current, comprehensive, culturally fair, and appropriate for the student's age

and abilities and administered by a qualified examiner (see Who Can Do the Evaluation). Assessment options include:

- a. Kaufman Assessment Battery for Children, Second Edition (KABC-II NU)
 - b. Woodcock-Johnson Tests of Cognitive Abilities, Fourth Edition (WJ-IV COG)
3. A discrepancy analysis report, as required:
 - a. This compares a child's learning ability (IQ test) to their actual academic achievement (reading, math, etc.).
 - b. Utah requires a state-approved, non-biased program that uses the raw test scores to calculate whether there is a "severe discrepancy."
 - c. If the outside evaluator does not include this analysis, the school's assessment provider, Excel Psychology, will run the analysis using the independent evaluator's data.
 4. A clear summary of findings.
 5. Recommendations written in parent-friendly language.
 6. A final report provided to both the school and family within 30 days of testing.
 7. Collaboration
 - a. If needed, parents must sign a release of information so the evaluator and school can share information.
 - b. Evaluators may be asked to join school meetings (in person or virtually).
- v. School Responsibilities
1. Channing Hall will consider all valid outside evaluations when deciding eligibility and services, including those not paid for by the school.
 2. The school decides which recommendations can be put into practice, based on best practices, IDEA requirements, and available resources.
 3. Channing Hall List of Qualified IEE Providers
 - a. SpedCo Solutions: <https://spedcosolutions.com>
 - b. Connected2Therapy: <https://www.connected2therapy.com/>
 - c. Calcut Consulting: Jennifer Calcut Ph.D, LCMHC: <https://www.suttoncs.com/>
- vi. Communication – Speech & Language
1. Comprehensive Assessment of Spoken Language (2001)
 2. Goldman-Fristoe Test of Articulation-II (2000)
 3. Peabody Picture Vocabulary Test-III (PPVT-III) (1993) & IV (2007)
- vii. Emotional – Behavioral-Social
1. Behavior Assessment System for Children-Revised (BASC) (1998)

2. Conners' Rating Scales-R (1997)
 3. SSIS
 - viii. Health & Physical Development
 1. Medical histories & reports from physicians & other health care professionals
 2. O.T. & P.T. evaluations
 - ix. Motor Abilities
 1. Muscle strength and joint mobility evaluation
 2. Test of Visual-Motor Integration (VMI) (1996)
 3. Beery-Buktenia Developmental Test of Visual-Motor Integration 5th Edition
 - x. Sensory – Hearing & Vision
 1. Snellen Vision Charts
 2. Speech Audiometry
3. Section 504
 - a. In accordance with Section 504 of the Rehabilitation Act of 1973, students with an impairment that substantially affects one or more major life activities are eligible for accommodations written in a 504 plan.
 - b. 504 Plans are reviewed yearly by the student's 504 team, led by the school's 504 Coordinator (The Assistant Head of School).
 4. Multi-tiered Systems of Support (MTSS)
 - a. All students at Channing Hall are supported by and enriched by MTSS in academics and behavior
 - b. Tier 1 includes standard services received by all Channing Hall students
 - c. Tier 2 includes small-group and other programmed intervention led by the classroom teacher and often supported by aides or paraprofessionals. Students are to be screened regularly for Tier 2 services.
 - d. Tier 3 includes targeted, often 1-1 intervention for students not responding to Tier 2 interventions.
 5. Enrichment
 - a. Students identified as gifted or talented with the COGAT screening tool will also be offered differentiated, tiered opportunities.
 - b. At administrator discretion, school shall offer Honors-level courses at the MYP level.
 6. Statement of Inclusion

Channing Hall does not discriminate in its special education or other needs-based programs based on race, color, national origin, sex, sexual orientation, gender expression, or disability.
 7. Responsibilities of All Community Members

Channing Hall believes that fostering an inclusive and supportive environment requires active participation from all members of the school community. Every individual plays a

role in promoting equity, understanding, and respect for diverse learning needs. The following outlines the responsibilities of each group:

a. Students

1. Treat peers with respect and kindness, recognizing and valuing individual differences and abilities.
2. Participate actively in inclusive classroom environments.
3. Seek help when needed and offer support to others when appropriate.
4. Follow classroom and school rules that promote a safe and respectful learning atmosphere.

b. Parents/Guardians

1. Communicate openly and regularly with teachers and staff about their child's needs.
2. Participate in meetings related to Individualized Education Programs (IEPs), 504 Plans, and MTSS interventions.
3. Encourage a positive attitude toward diversity and inclusion at home.
4. Support the school's efforts to provide appropriate services and accommodations.

C. Teachers and Staff

1. Deliver differentiated instruction to meet the diverse needs of learners.
2. Participate in training and professional development related to inclusive practices, special education, and MTSS.
3. Collaborate with colleagues, families, and support staff to implement and monitor intervention plans and accommodations.
4. Maintain confidentiality and uphold students' rights to equitable access and support.

D. Administrators

1. Ensure that policies, practices, and resources support inclusive education and comply with legal mandates such as IDEA and Section 504.
2. Promote a school culture that embraces diversity, equity, and inclusion.
3. Provide staff with adequate resources, support, and time for collaboration.
4. Monitor implementation of services and interventions to ensure effectiveness and equity.

Channing Hall believes that by sharing responsibility, we can create an environment where all students are empowered to achieve their fullest potential.