



OUR INCLUSIVE EDUCATION PHILOSOPHY

The Leona Group embraces the philosophy of full inclusion, believing that all students, including those with disabilities, the gifted and English language learners, can be best educated in the general education classroom.

Leona teachers accept responsibility for all students in their classroom. Collaborative teams provide support with lesson planning, teaching, and implementing accommodations and modifications in teaching techniques and classroom activities to meet the unique interests, learning styles and academic levels of all students.

We embrace the diversity among students. All students are unique with their own set of physical, intellectual and psychological characteristics that influence their instructional needs. Individualized educational programs are designed for each student.

LEONA'S BELIEFS, EXPECTATIONS & EDUCATIONAL PRACTICES

- Inclusion is the underlying philosophy by which all students are educated.
- Inclusive practices maximize individual student growth and build a sense of community.
- All students are educated with age-appropriate peers.
- All students are educated primarily in the general education classroom. Using data to determine specific student needs, instruction becomes focused and may be presented in a variety of settings with the general education classroom as the base.
- The curriculum is modified or adapted so that students can progress at their individual rates. Students are not penalized for inability to progress at grade level.
- General education teachers assume responsibility to teach and meet the cognitive, affective and social needs of all students in collaboration with special education teachers, LRE aides and other professional staff.
- Differentiated instruction and other strategies that facilitate the education of multi-level abilities in the classroom are used by all teachers.
- Teaching strategies may include: Marzano's 9 Essential Strategies, co-teaching, mastery learning, curriculum compacting, independent projects, flexible groupings, learning centers, use of computers and other assistive technology, peer-assisted learning, adapted/recorded books, teaching to learning styles, school-wide positive behavior support.

