

VISION

Sejong Academy students will become scholars of Korean and English, as well as socially responsible global citizens.

MISSION

Sejong Academy is committed to providing an academically rigorous education to Twin Cities students through immersion experience in Korean language and culture by using research-based curricula, high standards for accountability and promoting an appreciation for diversity and international cultures.

Inclusion Philosophy at Sejong Academy

It is the goal of Sejong Academy to develop life-long learners. In order to do so, we realize that we need to remove barriers to learning for all students. The structures of Sejong Academy are organized to embrace student diversity, including learning diversity, which creates the opportunity for enriched learning. Through this emphasis on acceptance of diversity, students will be better equipped to be internationally minded and culturally aware. Intentional awareness of our students' identities and the use of culturally-relevant teaching resources are additional aspects of our inclusion work. The inclusion model for students with special educational needs increases the instructional outcomes for students with disabilities and students with exceptional learning capabilities by providing equitable access to academically rigorous education. This model provides a culture of collaboration, mutual respect, support, and problem solving.

Students with Special Education Need (SEN) at Sejong Academy

Students with SEN are defined as the students who need specific educational support to overcome barriers that prevent them from approaching instruction.

Students with SEN include:

- Students who have individualized education programs (IEP)
- Students who have 504 plan
- Students who are English language learners
- Students who need tiered support
- Students who are talented and gifted.

Sejong Academy Support team

Sejong Academy students' support team consists of:

- General Education Teachers and Education Assistants (EA)
- Special Education (SPED) Teachers and SPED EAs
- School Psychologist
- School Counselor
- Speech and Language Pathologist
- Occupational therapist
- Alternative Delivery of Specialized Instructional Services (ADSIS) teachers

- English Language (EL) teachers
- Office staff

Sejong Academy Inclusion Model

Inclusion provides all students equal access to an appropriate curriculum. In order to remove barriers to learning, the inclusion model places students who are eligible for special education services in tiered classes (Intensive, Strategic, or Benchmark) based on multiple measures and input from the IEP team. Special education teachers collaborate and problem-solve with general education teachers utilizing co-teaching and consultation strategies to provide the highest quality of differentiated instruction possible. All Sejong Academy teachers collaborate to explicitly teach the Approaches to Learning skills to all students as another means to remove barriers to learning. Teachers are invited to consult with the SPED Coordinator or EL Coordinator or IB Coordinator or Instructional Coach to plan differentiation in each unit of inquiry.

In the inclusion model, all special education students are included in general education classes. General education and special education teachers collaborate on lesson planning and co-teach in the same classroom to instruct in a heterogeneous classroom. Special education teachers collaborate and consult with general education teachers on an ongoing basis to guide students with special needs towards successful achievement of curriculum standards.

Although the inclusion model is advantageous for the vast majority of students, there are instances where students' academic needs are best met through an alternative setting, such as a part-time or full-time pullout program. Program flexibility is maintained to meet the ongoing developmental needs of special education students.

Sejong Academy Identification Process

In order to ensure the success of all students at Sejong Academy, students with social, emotional, and/or academic difficulties are referred to and reviewed by the Child Find Team (possible members may include Special Education (SPED) coordinator, English Learners (EL) coordinator, Instructional Coach, School Counselor, International Baccalaureate (IB) Coordinator, or any other relevant staff member). Any school staff member can submit a referral to the school counselor or to the SPED coordinator. During the review process, students are evaluated to assess their individual needs, and a success plan is created. Students who qualify for special education services will be assigned a case manager and an Individual Education Plan (IEP) will be created to support the student in the classroom. Additionally, students who are identified as advanced or gifted learners will also be appropriately placed and supported in the classroom. Our identification process integrates Minnesota SPED processes, and includes recommended ADSIS processes and EL processes.

Differentiation/Modification/Accommodation

Sejong Academy is committed to providing an academically rigorous education to Twin Cities students through immersion experience in Korean language and culture by using research-based curricula, high standards for accountability and promoting an appreciation for diversity and international cultures. In order to achieve our mission, the academic and

social-emotional needs of each Sejong Academy learner are addressed. Differentiated instructional strategies are determined through data analysis and are implemented in all MYP unit plans, with consideration given to the multilingual abilities within our learning community. Assignments and assessments are modified so that all students can access learning. Modifications may include elimination or extension of learning materials. Ongoing professional development (SIOP, AVID, ADSIS, for example) and collaborative planning time will be provided to staff members to ensure that differentiation is a focus during teaching, learning, and assessing.

Examples:

Differentiation (Differentiate instruction according to students abilities, preferences, needs, learning styles, etc..)

Modifications (Reduce the length of task, extra time, alternative lesson delivery methods

Alternative environments such as a small group, adjust level of contents, etc.)

Accommodations (environmental accommodations, educational device use, etc.)

Sejong Academy Inclusion Community Roles and Practices

- Teachers (Collaborate teachers, Provide proper accommodations, Differentiate and modify instruction, professional development, etc..)
- Students (work hard to meet their needs, participate in MYP and IB curriculum actively to be successful, advocate themselves for receiving educational support)
- Parents/Guardians (cooperate with teachers, reinforce learning at home, attend parent/teacher conferences and IEP meetings, communicate regularly, participate in school events)

Ongoing Review for Student Success at Sejong Academy

Sejong Academy provides direct services to special education students by assigning a case manager to each student. School psychologists, speech therapists, adaptive physical education instructors, occupational and physical therapists, and audiologists provide additional services if they are required. We monitor the progress of students regularly.

Special education case managers may provide general education teachers with IEP reports to ensure they are aware of specific student learning needs, accommodations, and strategies for success. General education teachers and classroom aides meet with special education case managers regularly to monitor student success and make recommendations, including the revision of goals.

State and federal mandates for special education supersede some requirements of the Middle Years Programme (MYP), however, Sejong Academy exercises flexibility in scheduling, and through the inclusion model, all courses are taught using MYP pedagogy and assessed by MYP criteria. Sejong Academy offers specialized small-group instruction in several content areas when students exhibit developmental needs that require modified learning environments.

An IEP meeting of the IEP team, including school administrators, special and general education teachers, parents or guardians, and the special education student, is held annually to review individual needs, progress, and appropriate placement as well as evaluation and exit criteria.

Inclusion and Assessment at Sejong Academy

Assessment is vital for evaluating teaching and learning. Assessment allows for self-reflection and peer review, which supports all learners in gaining independence and becoming advocates for their own learning. Throughout the MYP unit plans, teachers monitor student understanding with formative assessment tasks. Each task guides the teacher to effectively assess mastery of each individual skill. In Professional Learning Communities, teachers analyse student progress and reflect on best practices to move towards mastery. All students are assessed with MYP criteria, however, accommodations are made for students with special academic needs.

Conclusion

At Sejong Academy, we aim to meet the academic, social, physical, and emotional needs of all students in collaboration and through a variety of resources.

A note about the creation of this policy:

- *February 2021 draft based on TSM sample from MyIB by Ms. Thompson, IB Coordinator*
- *Revised with additions and corrections by Ms. Shin, SPED Coordinator, on 2/25/21, who thoughtfully reviewed the February 2021 draft*