Standley Lake High School
Mandalay Middle School
International Baccalaureate Programme
Inclusion/Special Educational Needs Policy
MYP and DP

Philosophy

Student diversity in all of its forms, including varying learning styles, strengths, and needs, contributes to the development of an educational community that is inter-culturally aware and internationally-minded. Therefore, it is essential that all students have equitable access to education and that all students are provided with opportunities to interact with each other and the curriculum in meaningful ways that are as inclusive as possible. It is the responsibility of all staff to work collaboratively to respond to the needs of every student by scaffolding instruction and differentiating curriculum to suit the needs of students in the least restrictive environment, in accordance with the Individuals with Disabilities Education Act (IDEA) and the position of the IB Organization (IBO) with regard to learning diversity/special educational needs. (Learning Diversity and inclusion in IB Programmes, 2019). All staff members are responsible to be informed, aware of, and implement proper differentiation for formalized plans such as: Individualized Education Plans (IEPs), 504s, Multilingual Learners (MLLs, formerly "English as a Second Language/ESL"), Advanced Learning Plans (ALPs), Reading to Ensure Academic Development (READ) plans, and all other educational designations. Furthermore, all staff are responsible for maintaining a professional relationship and welcoming learning environment for staff and students from all economic, language, cultural, ethnic, religious, gender, sexual identity and racial backgrounds.

Purpose

To ensure that students successfully access curriculum in the least restrictive environment; to increase self-advocacy skills for lifelong learning; to promote an integrated and inclusive system, connecting all levels of learners; to subvert negative perceptions regarding what it means to be "special needs;" to safeguard the interests of all students; to collaborate in constructing high quality, differentiated instruction that is matched to students' academic, linguistic, social, and behavioral needs; to improve educational outcomes for all students; to encourage caring, open-minded, life-long learners across the school community.

Practice

- The Individuals with Disabilities Education Act mandates that "to the maximum extent appropriate, children with disabilities…are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular

education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (IDEA 2004).

- In the Jefferson County Conduct Code and Related Policies, it states that "Every student has the right to an education relevant to needs and ability — as provided by state law" (JeffCo Public Schools: Special Education Services).
- Standley Lake High School and Mandalay Middle School currently supports students with Advanced Learning Plans (ALP), Individual Education Plans (IEP), 504's, Autism Spectrum Disorder (ASD), Significant Support Needs (SSN), Multilingual learners (MLL), and READ plans – *see SLHS/MMS Language Policy for specifics on MLL supports*.
- Special Education teachers at Standley Lake High School and Mandalay Middle School are highly qualified and collaborate with mainstream classroom teachers to provide accommodations and/or modifications that might be needed for individual students. A significant number of our Special Education teachers have master's degrees and are additionally highly qualified in a core content area.
- Student confidentiality will be maintained pursuant to local, state and federal guidelines.
- Standley Lake High School and Mandalay Middle School develops equitable curriculum and assessment – *see SLHS/MMS Assessment Policy for specifics*

Placement:

Students are placed on ALP's, IEP's or 504's, and READ plans based on a process that can be initiated by parent, teacher, or staff member referrals. Every student is re-evaluated every three years and undergoes a review process every year in order to make sure that students are having their needs appropriately met. This process may or may not include testing, but does always include a team that consists of teachers, parents, the student, special service providers where appropriate, and possibly administrators.

Class Placement: At Standley Lake High School, differentiated classes are offered based on student need and development, including MLL, co-taught SPED, and reading/math intervention. These classes offer differentiated scaffolding, pacing, and extensions. Mandalay has all students integrated into regular classes. If students need additional support, they may take a learning strategies class in addition to their regular classes or have push-in support in their classes. The only exception to this at Mandalay is that newcomer and beginning English learners will take a class taught by a Culturally and Linguistically Diverse teacher in place of their regular English class. They are integrated into regular classes for all other subjects. Placement in these courses is based on a body of evidence, including but not limited to standardized test scores, language development, classwork, and student and parent interest. When student placement is debatable, all stakeholders engage in discussion to come to a consensus.

Middle Years Programme Inclusion:
According to IB's Learning Diversity and inclusion in IB Programs 2019, education for all is an inclusive right and learning diversity is valued as a rich resource for building inclusive communities.

Standley Lake High School and Mandalay Middle School Middle Years Program includes all classes and students in grades 6-10. All students from all populations are included.

Approaches to assessment: Teachers are required by law to utilize designated accommodations for all assessments, including but not limited to community and personal projects – *see SLHS/MMS Assessment Policy for specifics*.

Diploma Programme and Inclusion:
According to IB's Learning Diversity and inclusion in IB Programmes 2019, education for all is an inclusive right and learning diversity is valued as a rich resource for building inclusive communities.

Standley Lake High School Admissions policy states that "Any student entering grade 11 may be admitted to the Diploma Programme, regardless of any prior mitigating circumstances except for not being on track for graduation." The purpose is to communicate with students and community members, to ensure awareness of all available programmes, to make public the accessibility of our programmes to all students, and to encourage participation from all populations**.**

All students from all populations are presented with information on multiple occasions about the Diploma Programme and our "access for all" policy.

Approaches to assessment: Teachers are required by law to utilize designated accommodations for all assessments, including but not limited to internal and external assessments – *see SLHS/MMS Assessment policy for specifics*.

Principles of Instruction:
Students are challenged by high, realistic expectations in environments where they are valued.

- Students…
  - learn beside their peers
  - achieve at high levels
  - facilitate their own learning
  - access support services
  - have the opportunity to participate in every activity offered by the school
  - demonstrate their learning in response to a variety of instructional methods
  - participate in the transition process by contributing goals and ideas

- Teachers…
  - collaborate to provide rigorous instruction that is appropriate and differentiated
  - monitor and appropriately document student learning
  - ensure that appropriate legal requirements are met (ALP, IEP, 504, MLL)
  - communicate student progress to parents, guardians, and appropriate staff through progress reports, IEP meetings, 504 meetings, parent/teacher conferences, weekly eligibility for sports and activities, and school messenger/grade reports
  - utilize a variety of instructional methods to facilitate student learning (including Approaches to teaching and learning)
  - utilize paraprofessionals as appropriate
  - develop and use a variety of assessment methods (formal, informal, formative, summative, etc.)
  - participate in transition meetings with identified staff

Planning for Instruction:
Teachers in the Middle Years Programme work collaboratively on unit planners to develop curriculum that explicitly addresses students' special education needs. The development of units is facilitated by coordinators and subject group leaders. It is up to teachers who ensure that scaffolding and differentiation are addressed with intention in every unit at Standley Lake High School and Mandalay Middle School.

All teachers support the four principles of good practice, as identified by the guide *Learning Diversity and inclusion in IB Programmes* published by the International Baccalaureate Organization:

- Affirming identity and building self-esteem
- Valuing prior knowledge
- Scaffolding
- Extending learning

The above principles are kept in mind when collaboratively developing units to meet students' needs.

Professional Development (may include, but is not limited to):
- On-site training regarding classroom accommodations and modifications for new and returning staff
- Training on differentiating instruction/assessment
- Vertical articulation throughout the programme(s)
- IBO workshops/IBARMS Roundtables
- District workshops
- Peer observations and instructional rounds

Policy Review Process:

A steering committee will review the Inclusion/Special Needs Policy. It will be revised as needed to reflect current best practices. Once the policy has been reviewed and revised by the steering committee, it will be shared with all stakeholders.

All policies will be published on the school websites where they can be accessed by students and community members.

Programme Standards and Practices for all Programmes

Standard Purpose 1: The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission.

- Purpose 1.2: The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community.

Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s).

- Student support 1.1: The school provides adequate resources and facilities in accordance with programme documentation.
- Student support 1.3: The school provides safe and effective learning spaces and learning environments.

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

- Student support 2.1: The school implements and reviews systems and processes to identify the needs of students.
- Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice.
- Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy.
- Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students.

Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers.

- Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers.
- Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers.
- Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being.

- Student support 3.4: The school promotes open communication based on understanding and respect.

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.

- Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines.
- Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance.
- Culture (03) Culture: Creating positive school cultures 10 Programme standards and practices
- Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy.

- Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies.
- Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community.
- Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies.
- Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies.
- Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies.
- Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies.
- Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development.

Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills.

- Lifelong learners 1.2: The school implements and reviews processes that actively engage students in their own learning.

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities.

- Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities.
- Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching.

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

- 5.1: Teachers consider learner variability when planning students' personal learning goals.
- 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students.
- 5.3: Teachers use IB-mandated policies to support students.
- 5.4: Teachers support language development with consideration for the language profiles of students.
- 5.5: Teachers use multiple technologies to aid and extend learning and teaching.

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently.

- Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation.
    - MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.
    - DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)
    - CP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0141)

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Inclusion/SEN Policy Steering Committee:

Benjamin Thompson: DP Coordinator
Rachel Moores: MYP Coordinator
April Tompkins: MYP Coordinator
Andrea Sabadosh: Head of School
Carrie Ott: Head of School

Relevant Terminology

Inclusion:

Students access all general education classes with their identified accommodations. Several core general education classes are designed using a cooperative teaching model.

Self-Contained:

Students access general education in smaller classroom environments with more one on one support. They experience more repetition of important concepts and have more opportunities to show what they know in varied contexts.

SSN:

Students are exposed to general education through modified curriculum, with the support of paraprofessionals. Students learn various skills through traditional and nontraditional methods (which may include occupational therapy). These students are introduced to academic concepts at various degrees and levels, dependent on their disability.

Works Cited

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