



# **ROOSEVELT MIDDLE SCHOOL**

## **International Baccalaureate® Magnet**

### **Inclusion Policy – DRAFT**

#### **I. Purpose**

IB World Schools have a responsibility to provide equal access to the curriculum and academic rigor for all students, regardless of individual abilities and needs.

#### **II. Definitions**

**A. Special Educational Needs (SEN)** –refers to any student who shows a need for extra support or for challenge beyond the general curriculum. We recognize the wide spectrum of needs and abilities along a continuum, including students with learning disabilities as well as the gifted and talented.

**B. Inclusion** – refers to providing access to all components of the three IB programs for all students.

**C. Differentiation** – an instructional design model that modifies the written, taught, and assessed curriculum in order to meet individual needs.

#### **III. Principles**

**A.** All students can learn and have a right to a holistic and inclusive education in a caring and stimulating environment.

**B.** We place great emphasis on the responsibilities of all teachers to be aware of and provide for students with special educational needs.

**C.** We believe all students should be responsible for their own learning by taking an active role in identifying, monitoring, and meeting their own learning needs and abilities.

**D.** We view a student’s education as a partnership between the student, the parent(s)/guardian(s), and the school.

#### **IV. Common Practices of the IB Continuum**

##### **A. Program Components**

i. We promote the development of International Mindedness in all of our students through the IB Learner Profile.

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ii. We are committed to teaching through inquiry in all subject areas.  
iii. We provide pathways to second language acquisition for all students unless otherwise specified in the students Individual Education Plan (IEP) which is based on students individual need.

iv. Middle Years Programme (MYP) students participate in portfolio presentations in which they present their best works from the year.

v. Students are encouraged to take action to extend their learning and to help their community.

### **B. Assessment**

i. All teachers will utilize a variety of formative assessments to determine individual student needs and abilities and to tailor subsequent instruction.

ii. Teachers will develop summative assessments that are differentiated to provide necessary modifications, challenges, and student choice.

iii. Students who appear to have special educational needs and abilities will be given further internal and/or external assessments to identify appropriate modifications.

### **C. Support**

i. Classroom Support: Support for students with special educational needs and abilities may include curriculum modification, enrichment activities, classroom accommodations, small group instruction, or one-on-one support.

ii. Other Services: When it is determined that a student would benefit from additional support outside of the classroom, pull-out services are provided to meet academic, social, or behavioral needs. Additionally, paraprofessionals may provide further support to some students.

### **D. Documentation**

i. Data relating to the academic achievement of all students will be organized in an assessment database. Teachers will have access to this data base and it will be used to track student progress and make educational decisions.

ii. Documentation of services received will be provided for students with SEN.

iii. Progress will be reported three times per year. Copies of progress reports will be kept in student files.

iv. Individualized Education Plans (IEPs) are written for students who are identified for special education services. These plans will be revised annually, are confidential, and are shared with other school staff on an as needed basis.

v. When students change schools or move from one IB program to another, all cumulative folders will be transferred. For students with IEPs, the special education staff from both schools will meet to ensure a smooth transition from one program to another.

#### **E. Staff Development and Collaboration**

i. All teachers receive IB training to promote an understanding of the components of their respective programs.

ii. Teachers receive staff development on co-teaching as a strategy to meet special educational needs.

iii. All teachers (including SEN teachers) regularly meet horizontally and vertically to collaborate on curriculum and assessment, to reflect on student learning, and to plan for differentiation.

#### **V. SEN in the Diploma Programme**

**A.** Any student with a need for special arrangements must be identified prior to starting the program. Special arrangements may include modifications to exam papers, extensions to deadlines, assistance to practical work, additional time, information and communication technology, scribe and transcription, or readers.

**B.** Special arrangements must be authorized by IB Cardiff.

**C.** Support mechanisms for students needing special arrangements are outlined in the IB publication *Candidates with special assessment needs*. ([occ.ibo.org](http://occ.ibo.org))

#### **VI. Document Review**

A committee will be formed annually to review the Inclusion Practices for SEN students. The committee will be made up of the building principals, IB Coordinators, and representatives from each building leadership team. The purpose of the committee will be to review the current document, revise as needed, and plan how to communicate current practices to staff.

#### **VII. Related Policies**

We refer to and follow current legislation and school board policies to guide our decisions regarding appropriate levels of support for students with special educational needs. For more information, see the following related policies:

**599** Student Acceleration Policy

**608** Instructional Services – Special Education