



IB MYP Special Education and Inclusion Policy Langford Middle School



Philosophy

At Langford Middle School, all courses provide our student community access to a variety of vocabulary that is designed to mold them into:

- critical thinkers
- college ready citizens
- career ready citizens
- model citizens
- lifelong learners
- students who are empathetic

Langford Middle School believes that it is fundamental for our students to strive to embody the meaning and ideals of the **IB Learner Profiles**. Langford's community will meet our student's needs by embracing language, and using language as a tool to become true **IB learners**.

Langford Middle School strives to provide a challenging, supportive educational experience for all students. The Langford faculty and staff is committed to ensure that all students have the knowledge, skills and confidence they need to succeed, and that they are provided with the learning opportunities and supports required.

Langford Middle School's educational staff abides by federal and state guidelines of inclusion for students qualifying for special education services for all academic programs. All students are given the opportunity to participate in the **IB Middle Years Programme** to the fullest extent allowed by their abilities.

The curriculum and teaching at Langford is tailored as an essential part of helping to meet the individual needs of Langford's students. An Individualized Education Plan (**IEP**) is developed for each student who qualifies for special education services. Students and staff also employ the following belief statements to assist in a successful teaching and learning environment. These belief statements include:

- The Langford community believes all students can learn and have a right to a holistic and inclusive education in a caring and stimulating environment.
- The Langford community places great emphasis on the responsibilities of our entire school community to be aware of and provide for students with special educational needs.
- The Langford community believes all students will participate in their learning to the best of their ability.
- The Langford community believes a student's education is a partnership between the student, the parent(s)/guardian(s), and the school.

- The Langford community believes International-Mindedness in all students and encourages personal reflection using the Learner Profile.
- The Langford community is committed to teaching through inquiry in all classes .
- The Langford community provides a pathway to second language acquisition for all students in addition to supporting mother tongue languages.

Finally, the Langford community fully agrees with the IB in defining “inclusion”. The IB document entitled *Learning diversity and inclusion in IB programmes* (2016) states:

...it is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.

Purpose

The purpose of Langford’s IB MYP Special Education and Inclusion policy is:

- to ensure that all students are provided equal access to the IB MYP curriculum and opportunities for academic rigor.
- to emphasize that all students and staff are encouraged to embody the IB Learner Profile including supporting them as risk-takers, fostering compassion and communicating effectively.
- to foster a curriculum that is creative and differentiated to support all of our students in reaching their unique potential.
- to communicate the responsibilities of all stakeholders in the success of students with special needs.
- to communicate a policy that recognizes that our admissions policy to the Middle Years Programme is based on the philosophy of inclusion.

Definitions

- **General Education:** Students with disabilities are served in the general education classroom with no special education support.
- **Special Education Needs (SEN)** refers to any student who shows a need for extra support or for challenge beyond the general curriculum. This spectrum includes students with learning disabilities to the gifted and talented.
- **Consultation:** Students with disabilities receive one hour/month of direct service.
- **Supportive:** Students with disabilities receive services from paraprofessionals and/or certified teachers in a general education class..
- **Inclusion** refers to providing access to the Middle Years Programme.
- **Differentiation** refers to any modification to instruction or assessment in order to meet individual needs.

- Special Education Self-contained (intellectual disabilities): Students remain with the same teacher for a majority of the day and work on individual academic and life skill goals and objectives. Community based instruction is an important part of this curriculum.
- Special Education Self-contained (emotional/behavior disabilities): Students remain with the same teacher for a majority of the day and follow a highly structured program. The focus is on improving behaviors while making academic progress.

Documentation

- Data relating to the academic achievement of all students is confidential outside of the student's IEP or 504 team.
- Each student will be assigned a Case Manager who is responsible for maintaining and updating the IEP.
- Each of the student's teachers are responsible for ensuring the accommodations and modifications on the student's IEP are followed.
- Documentation of all services provided will be used to revise IEP's and 504's on an annual basis.
- Each of the student's teachers are responsible for ensuring the accommodations on the student's 504 Plan are followed.
- All cumulative folders will also be transferred with a student when they leave Langford Middle School.

Teacher Expectations

General Education and Special Education teachers adapt their instruction to suit individual educational needs. Federal and state laws dictate that goals and objectives of an individual's IEP supersede the requirements of the IB.

Special education teachers collaborate with general education teachers to address individual students' needs for success in the classroom. General education teachers work with their Special Education students' case managers/support staff to structure supports and accommodations as identified in students' IEPs.

Examples of modifications and accommodations may include, but are not limited to:

- Provide a student with extra time to complete a test or to use technology to assist them in a task. Reduce the length of a task.
- Allow a student to demonstrate their knowledge and understanding in an alternative way.
- Participate in an alternative environment such as a small group.
- Differentiate instruction to meet the needs of all students in the classroom.

Student Expectations

Langford Middle School students should:

- Work in conjunction with teachers to meet the goals of their IEP.
- Strive to participate in MYP units and IB curriculum to the best of their ability with help from general and special education teachers.
- Use the IB Learner Profile attributes to achieve success in school.

Parent Expectations

Langford Middle School parents/guardians should:

- Work with mainstream and special education teachers to reinforce learning at home.
- Attend parent/teacher conferences.
- Attend IEP meetings.

Resources

Langford Middle School has access to expertise at the district and state level to answer questions, provide guidance on curriculum delivery, and ensure compliance with all state and federal requirements. Langford's academic community is committed to be fully engaged in the process of supporting special needs students with the support they need to be successful.

Assessment

Langford Middle School follows local, state, and federal guidelines for Individual Education Plans (IEP's). Students with an IEP will be assessed according to the modifications and accommodations identified on their plan. When general education teachers are unsure how to modify their approach to assessment, they should consult the student's case manager. If no modifications to assessment are identified in the IEP, the student will be assessed with the same expectations as the rest of the class. Modifications to assessment may include, but is not limited to:

- Determining the student's grade based on participation, work completion, effort, or progress towards goals.
- Use of a modified rubric (MYP subject area rubrics by year).

On-going Review

The IB Committee, Langford's administration, leadership team, faculty, staff, and community stakeholders' team will revise and review the Special Education and Inclusion policy annually.

Acknowledgments

(2016, January). Learning diversity and inclusion in IB programmes. Retrieved from [https://www.pghschools.org/cms/lib/PA01000449/Centricity/Domain/809/learning diversity and inclusion.pdf](https://www.pghschools.org/cms/lib/PA01000449/Centricity/Domain/809/learning%20diversity%20and%20inclusion.pdf)

(2016, May). Patrick Henry High School IB Inclusion Policy. Retrieved from https://henry.mpls.k12.mn.us/uploads/phhs_ib_inclusion_policy_may_2016.pdf