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## **IB-MYP INCLUSION/SPECIAL EDUCATION PHILOSOPHY**

At SFA, students are formed for a life of scholarship, spirituality, and service. Scholarship is developed through inquiry, rigorous assessment, and dedication to lifelong learning. Students create a better and more peaceful world by embracing cultural, ethnic, and personal differences as they serve others. It is our expectation that all middle school students will be fully involved in the IB program. Teaching and learning enables students to become actively responsible for their own educational development. We offer accommodations to students with learning differences to enable them to fully participate in instructional activities. This policy will be reviewed annually by the IB Planning Committee in June. Suggested revisions will be submitted for approval by the principal. New faculty members will be updated on the policy in August.

**IB-MYP STUDENT SUPPORT** - As teachers develop units of instruction, attention is given to strategies to differentiate instruction to meet the needs of learners. Examples include scaffolding instruction, rephrasing directions, chunking material, varying the reading level of instructional material, the use of cooperative learning, the use of technology for note taking, and the provision of copies of notes. Test accommodations include the use of extended time, chunking or decreasing the amount of material, and varying the requirements for written responses.

Students with special needs are provided services through multiple means. A Learning Specialist is on staff to support Reading and Math instruction in the classroom, and Title I for educational support in small groups. In addition, when a child has been evaluated by a professional diagnostician, a Student Accommodation Plan (SAP) is developed to spell out accommodations and/or modifications based on the needs of the student. Support is also offered for students for whom English is not the mother tongue. (See ***IB-MYP Language Policy***.) This may include the use of a pocket translator, modeling language, the provision of coach classes, and assessment accommodations and/or modifications.

**IB-MYP STUDENT ACCOMMODATIONS** - When a potential learning difference is identified, the student may be referred for an evaluation through the zoned public school or a private diagnostician. Results are shared with the student's teachers, recommendations are discussed, and instructional accommodations and/or modifications are agreed upon in a Student Accommodation Plan (SAP). Assessments are stored in a secure location in the Principal's office. The school's Student Advocacy Team (SAT) meets monthly for ongoing review of all SAPs and provides regular updates to teachers on the needs of their students.

**COORDINATION OF SERVICES** - After a SAP is developed, team meetings are held to discuss the student's progress and learning expectations. Parents and staff both take part in the process of analyzing the student's strengths and needs. The Learning Specialist leads in

developing documents summarizing the recommendations of the team. Title I also prepares a report regarding the student's progress to accompany the school report card sent home each trimester.

STAFF DEVELOPMENT - Professional development is available through Title II funding. In addition to weekly IB planning, staff meetings are held several times a month, and information regarding such topics as inclusion, executive function, and ways to scaffold instruction is shared.