Midland Public Schools International Baccalaureate

Primary Years Program

Inclusion Guidelines

Revised May 1, 2020

**Introduction**

Midland Public Schools acknowledges and honors that students come from a variety of cultures, backgrounds, abilities, interests, and circumstances. This learner variability and diversity is welcomed and valued as it brings a richness and depth to the school community and learning environment. MPS staff are committed to embracing student diversity and employing various strategies to ensure equitable access and full inclusion to the curriculum and to learning.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem solving involving the whole school community.

(Learning diversity and inclusion in IB programmes. January 2016)

This document provides information about the district’s inclusion and access beliefs and philosophy, practices, services and supports, and policies related to all aspects of teaching, learning, and serving students and in support of these standards.

A9 The school supports access for students to the IB programme(s) and philosophy.

B1.5 The school develops and implements policies and procedures that support the

programme.

B2.8 The school provides support for its students with learning and/or special

educational needs and support for their teachers.

C1:6 Collaborative planning and reflection incorporates differentiation for students’

learning needs and styles.

C2:8 The written curriculum provides opportunities for reflection on human

commonality, diversity and multiple perspectives.

C3:6 Teaching and learning addresses human commonality, diversity, and multiple

perspectives.

C3:10 Teaching and learning differentiates instruction to meet students' learning needs

and styles.

C3:14 Teaching and learning foster a stimulating learning environment based on

understanding and respect.

C3:15 Teaching and learning encourages students to demonstrate their learning in a

variety of ways.

**Beliefs and Philosophy**

Midland Public Schools has a Diversity, Equity, & Inclusion Vision Statement.

*Everyone in our school community is valued, safe, treated with kindness and respect, and works together to make our community and world a better place.*

In addition, the following statements reflect the district’s beliefs and philosophy in maintaining an inclusive and equitable culture and approach to teaching, learning, and assessment:

* Students can learn and reach their full potential
* Staff will embrace a whole child and student-centered approach with a strengths-based perspective
* Students have the right to access all learning opportunities and be an active participant in educational decisions
* Student agency, voice, and choice are key components of the learning experience
* Diversity and inclusion provide valuable learning opportunities for all members of the school community
* Families are key partners in providing an inclusive culture and learning experience
* All members of the school community will embody the IB learner profile attributes
* All members of the school community will actively work to identify and eliminate barriers to access and learning and share responsibility for the success of all students
* A variety of learning modes and strategies allow students to maximize growth and learning
* A variety of teaching, learning, and assessment practices allow students to learn and demonstrate what they know in multiple and varied ways
* The work of inclusion must be reflective and ongoing

**Practices**

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| Midland Public Schools’ staff utilize inclusive and equitable practices in all aspects of educating youth, including enrollment, program and course placement, resource allocation, facilities, curriculum planning, teaching, assessment, supplemental support services, and access to academic and non-academic school-related experiences. The district utilizes the IB four principles of good practice in teaching to promote equal access to the curriculum. |  |
| (Learning diversity and inclusion in IB programmes. January 2016) |

Additionally, the following practices are employed in all schools:

* Proactive and appropriate identification and evaluation of students with disabilities or other special needs in accordance with Child Find (IDEA) requirements
* Providing supportive, appropriate, inclusive, and responsive learning environment for students that meet defined needs academically, physically, behaviorally, and social emotionally
* Monitor student status and progress, clearly communicate that status to all involved, and be responsive to needed adjustments including re-evaluation of students
* Utilize differentiated instructional models, evidence-based programs, evaluations and assessments to provide high-quality support to students with special needs
* Intentionally develop plans as a collaborative effort between outside agencies, MPS staff, and families that meet the unique needs of our students with exceptionalities
* All school staff follow all district, state, and federal special education regulations and procedures

Additional information about Midland Public Schools IB inclusion practices can be found in these district documents:

* IB Assessment Guidelines
* Language Guidelines

**District-Provided Services and Supports**

Many students have special physical, academic, social-emotional, and mental health needs. To meet the needs of these students and ensure they are reaching their fullest potential, the district provides a variety of services and supports including those provided through Individual Educational Plans, 504 Plans, and individualized scheduling. Furthermore, the district utilizes a Multi-Tiered Systems of Support approach to meet the needs of all learners at all levels.

Students with special needs are provided with a Free Appropriate Public Education (FAPE) in alignment with the Individuals with Disabilities Education Act (IDEA). Students experience access to and engagement with the curriculum in the least restrictive learning environment to best meet their needs. This is dependent on identified individual student needs and could include a self-contained classroom or mainstreaming for part or all of the school day. Many students participate in a comprehensive classroom environment where the classroom content area teacher and special education service provider collaborate to provide differentiated and specialized instruction and assessment and individualized supports. In all learning environments, teachers collaborate with families to meet the needs of students, set goals, progress monitor, and collect and analyze data. The below list represents some of the programs, services, supports, and accommodations Midland Public Schools provides to students.

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| --- | --- |
| * English Language Learners Program
* Hearing Impaired Supports
* Special Education Resource Room K-12
* Adaptive Technology
* Physical Therapy
* Occupational Therapy
* Social Work
* School Psychologist
* Counselors
* Student Support Specialist
* Transition Coordinators
* Homebound & Home-based Support
* Media Center Specialists
* Multiple Academic & Social Clubs
* Assistive Technology
* Small Group Instruction
* Scribe
 | * Reader
* Extended Time
* Prompting and Cueing
* ESL Support
* Assessments and Classroom Materials Read Aloud
* Simplified Directions
* Paraphrasing
* Behavioral Modifications
* Organizational Support
* Alternate Testing Environment
* Accommodated Materials
* Homework Support
* Paraprofessional Support
* Sign Language Interpreters and Interveners
* Audio version of assessments/materials
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**District Policy Statement**

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth. As such, the Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

The below Midland Public Schools policies provide additional information about the district's inclusion expectations and practices.

2260 - Nondiscrimination and Access to Equal Educational Opportunities.

2260.1 - Section 504/ADA Prohibition Against Discrimination Based on Disability

[https://go.boarddocs.com/mi/midp/Board.nsf/Public?open&id=policies#](https://go.boarddocs.com/mi/midp/Board.nsf/Public?open&id=policies)

Midland Public Schools adheres to all federal guidelines within the Individuals with Disabilities Act (IDEA) and the Michigan Department of Education Procedural Safeguards. The district partners closely with the Midland County Educational Service Agency regarding the provision of special education services.

Inquiries related to the district’s inclusion practices and nondiscrimination policy should be directed to: Associate Superintendent, Midland Public Schools, 600 East Carpenter Street Midland, Michigan 48640. Telephone: 989-923-5026