

# Hammond Eastside Magnet School

International Baccalaureate Middle Years Programme School

## Special Educational Needs/ Inclusion Policy



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# **INTRODUCTION, PURPOSE, MISSION, AND BELIEFS**

## **A. INTRODUCTION**

As an International Baccalaureate Middle Years (IB MYP School), Hammond Eastside Magnet Upper (HEMU) recognizes and respects that our students come from a variety of backgrounds, cultures, and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open minded. Multiple teaching strategies are employed to differentiate instruction so that all students have equal access to the curriculum.

## **B. PURPOSE OF THE SPECIAL EDUCATIONAL NEEDS/ INCLUSION POLICY**

The Special Educational Needs/ Inclusion Policy is consistent with the standards and practices of the International Baccalaureate Middle Years Programme and a working document developed by a team of teachers and administrators from Hammond Eastside Magnet Upper. This policy outlines the processes implemented at HEMU to ensure that all students have access to the MYP curriculum, so that they can fulfill the mission of both IB and Hammond Eastside Magnet Upper.

## **C. MISSION STATEMENT:**

Hammond Eastside Upper encourages students to become thoughtful and compassionate global citizens by emphasizing empathy, kindness, and reflection in the classroom. Through inquiry-based learning, students pursue an understanding of their role in various communities in ways that are engaging, challenging, and meaningful to life-long learning.

## **D. BELIEFS**

We believe all students are unique and valuable. We believe that all students are entitled to equal educational opportunities. We believe that students with special needs are entitled to equitable learning opportunities that include appropriate adaptations, services and academic programs.

## **E. VISION STATEMENT:**

Here at Hammond Eastside Upper, I show integrity, confidence, and curiosity in learning. Change begins with me; my possibilities are endless.

# **SPECIAL EDUCATION NEEDS STUDENTS**

Definition of Special Educational Needs: Many of our students have special academic, physical, social, and/or emotional needs that are addressed so each student can be successful. These special needs can include:

- Specific Learning Disability (SLD) Learning Disability (LD)
- Emotional Disability (ED)
- Speech and/or Language Impairments (SI)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical Impairment (PI)
- Autism Spectrum Disorders (AUT)
- Cognitive Impairments/Intellectual Disability (Mild, Moderate, Severe)
- Other Health Impairment (OHI)
- Traumatic Brain Injury (TBI)

- Orthopedic Impairment (OI)

## **SUPPORT GIVEN AND SERVICES PROVIDED**

- English as a second language (DLL)
- Special Education Resource Room
- Academic Resource Program (self-contained special education)
- Functional Resource Program (self-contained special education)
- Occupational Therapy (OT)
- Speech and Language Therapy (S/L)
- Social Work (SW)
- Counselor
- Transition Coordinators
- Academic- and Interest-Based Social Clubs
- Visual and Performing Arts- The Company of Hammond Eastside Magnet,
- Health Plans
- Homebound academic support
- Gifted and Talented and Regular Education Art, Music, and Theater
- Inclusion: Where the general education and special education teacher work together in the general education setting to meet the needs of special needs children. Special Needs and General Education students work collaboratively in a regular education setting.

**PROGRAM GOALS:** Students with special needs are provided access to the curriculum in the least restrictive environment. For some, this means a self-contained classroom or mainstreaming for part of the day. In many cases, this is a regular, comprehensive classroom where classroom teachers and specialists collaborate following an inclusive approach. Teachers/Specialists assess the students to determine each child's individual needs and provide any special services and/or materials they require. For students demonstrating academic talents in a particular area, teachers collect and analyze data, monitor progress, set and update goals with the students and parents.

At Hammond Eastside Magnet Upper, we adhere to federal guidelines governing the education of students with disabilities, The Individuals with Disabilities Act (IDEA). It is designed to protect the rights of students by ensuring that everyone receives a free, appropriate, public education regardless of ability level. Furthermore, IBEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

We service the special needs students according to their IEP. Which is developed by a team (consisting of educators (gen and sped), parents, administrator, and support service providers). The team constructs a plan to help provide the student the most appropriate services based on the students' individual needs.

We have various classifications at our school. They have to meet the criteria for Children with Exceptionalities under Bulletin 1508 of the Pupil Appraisal Handbook.

Inclusion at HEMU: It is driven by the minutes on a student's IEP (listed under the General Education column of the IEP) Special Education Teacher goes into the general education room for the time listed on the IEP. They may team teach with the regular education teacher to meet all the needs of the students in the room. Or they may be in the room as a reinforcement and pull a small group of mixed population (consisting of both special education and regular education students) to reteach. They also could be in there and one teaches while the other assists various students. The key is to not have the students with exceptionalities singled out and grouped in one location.

The goals of Hammond Eastside Magnet Upper Special Educational Needs programs continue to include:

To provide a positive and friendly environment to all learners with varying needs, recognizing and capitalizing on differences and diversity. To remove barriers in students' social and academic experiences by providing all children inclusive access to curriculum through inclusive differentiated teaching methods. To monitor student success as shown through data, as well as through observations of academic, social, and extra-curricular interactions. To communicate with all stakeholders about all students' progress, and their changing needs. To guide all students to reach their unique intellectual capabilities. Inclusion can be implemented differently for each student, depending on many factors such as, but not limited to: the student's skill level, the student's previous learning experiences, and the unit of study.

### **Leadership in Rigorous Education**

We acknowledge that in order for students to reach their greatest personal potential, both as leaders and learners, they need to be provided with the least restrictive environment possible. This means ensuring that students receive meaningful and equitable access to the curriculum, while safeguarding their interests and removing barriers, so they can find success.

### **Inquiring, Knowledgeable, and Caring Citizens**

To help our students develop their true potential as citizens of our world, we recognize the need to enhance their motivation to learn. By providing a curriculum that is accessible and appropriately challenging to all students, we can foster inquiry and offer students opportunities to build upon their knowledge, so they can become caring and active members of our communities.

### **Intercultural Understanding and Respect**

Nurturing intercultural understanding and respect among students happens when educators understand and respect the needs of all learners. Being cognizant of the unique personal and educational needs of each student, we recognize and appreciate that not every individual can have the same educational experience. We see the diversity of our learning community as a positive resource that can enrich learning, providing opportunities for students and staff to heighten their awareness and expand their thinking.

## **RIGHTS and RESPONSIBILITIES**

### **Teachers:**

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. All teachers are committed to including all students in general education classrooms. 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 teacher/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
- 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.

General education teachers will consult with case teachers when they are unsure of the best way to modify a task to support a student's success without changing the integrity of the task and to ensure students are exposed to on grade level content standards..

## **Students:**

Hammond Eastside Magnet Upper students should:

- Work 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 regular and special education teachers
- Use the IB Learner Profile attributes to achieve success in school

## **Parents/Guardians:**

Hammond Eastside Magnet Upper parent(s)/guardian(s) should:

- Work with regular and special education teachers to reinforce learning at home.
- Review IEP progress reports sent home quarterly with report cards
- Attend parent/teacher conferences
- Attend IEP meetings

## **Communicating the policy**

The policy will be placed on the Hammond Eastside Magnet Upper website and can be made available on paper to families at Parent/Teacher Conferences. The policy will also be sent home each year to families of all students with an IEP.

## **BIBLIOGRAPHY**

Committee Members HEM MYP: Alicia Deffes, Kenosheia Funchess, Endia Geter, Jessica Roberts, Shala Waguespack, Christian Williams, Heather Foster, Stephanie Ciresi  
HEM Special Education Teacher: Shala Waguespack, Endia Geter  
International Baccalaureate Website [www.ibo.org](http://www.ibo.org)  
Prairie Seeds Academy IBMYP Candidate School Policy  
White Bear Lake Area Middle School IB guidelines for Diverse Learning Need Policy  
Howard Middle School Policy  
Marion County Public Schools Special Needs Policy  
Bloomfield Hills Schools. Policy

\*The special needs/inclusion policy will be reviewed regularly to ensure the document reflects the needs and desires of our parents, teachers, school and district.

\*Revised May 15, 2023