



Hopkins North Middle School Inclusion Policy

Inclusion Practices for all, including Special Educational Needs Students

Mission Statement

Our mission is to inspire every student to discover what's possible by thinking critically and creatively, living compassionately and practicing global mindedness in every class, every day. In our communities we will do this by...

- taking risks
- accepting challenges
- learning across boundaries
- caring about each other and the world

Purpose

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

Definitions

- **Special Educational Needs (SEN)** refers to students who show documented need of support or challenge beyond the standard curriculum. We recognize the wide spectrum of needs and abilities along a continuum, not limited to the following services: Individualized Education Plans (IEPs), 504 accommodations, Response to Intervention (RTI) services, Advancement via Individual Determination (AVID), Autonomous Learner Model (ALM), acceleration, and Credit by Assessment (CBA).
- **Inclusion** refers to providing access to all components of the IB program for all students.
- **Differentiation** is an instructional design model that modifies the written, taught, and assessed curriculum in order to meet individual needs.

Principles

- All students can learn; all students have a right to a holistic, inclusive education in a caring and stimulating environment.
- We place great emphasis on the responsibilities of all teachers to be aware of and provide for students with special educational needs.

- 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.
- We view a student's education as a partnership between the student, the parent(s)/guardian(s), the school and teachers, and the community.
- We recognize that modifying curriculum and coursework to meet an individual student's needs may be necessary and appropriate.

Assessment

All teachers will utilize a variety of formative assessments to determine individual student needs and abilities and to tailor subsequent instruction. Teachers will develop summative assessments that are differentiated to provide necessary modifications, challenges, and student choice. Students who appear to have special educational needs and abilities will be given further internal and/or external assessments to identify appropriate modifications as needed.

Support

Support for students with special educational needs and abilities include and are not limited to curriculum modification, enrichment activities, classroom accommodations, small group instruction, and one-on-one support. 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 and team-taught classes may provide further support to students.

Documentation

Data relating to the academic achievement of all students will be organized in our LMS assessment database (Canvas). Teachers will have access to this database, and it will be used to track student progress and make educational decisions. Documentation of services received will be provided for students with SEN. Progress will be reported at least two times per year. Electronic progress reports will be maintained in student files.

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. 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 discuss to ensure a smooth transition from one program to another.

Staff Development and Collaboration

All teachers receive IB training to promote an understanding of the components of their respective programs. Teachers and support staff receive staff development on strategies to meet special educational needs in the classroom as well as in the general school environment.

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.

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.

SEN Policy Review Process

This policy is a living document. It has been created using IB support materials, Hopkins School District data and input from stakeholders in the IB learning community. It is an ongoing process that will be systematically reviewed, evaluated and modified as needed by the IB staff, coordinators and administration. The committee will be made up of the building principals, IB coordinators, and representatives from building leadership. The purpose of the committee will be to review the current document, revise as needed, and plan how to communicate current practices to staff.

This policy is adapted from the IB policies of Fridley Public Schools, Robbinsdale Area Schools, and Hopkins West Junior High.