



Mountainside Middle School IB MYP Inclusion Policy



Rationale

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Student support 2: The school identifies and provides appropriate learning support (0202-02)

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Approaches to Teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

MMS Mission Statement

Mountainside Middle School strives to develop principled, caring, and inquisitive learners in order to prepare them to be knowledgeable and respectful global citizens.

Introduction

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (*Learning diversity and inclusion in IB programmes, 2016*) Mountainside Middle School recognizes that students come from a variety of backgrounds and that they all have different learning strengths, challenges, styles, and levels of life experiences. It is the responsibility to each staff member to remove barriers that impede students' learning. Multiple teaching strategies are executed to differentiate instruction and make learning accessible to all.

Scottsdale Unified School District Policy

Scottsdale Unified School District offers a special education program based upon a partnership between regular education and special education. Student programming, based upon needs and not eligibility categories, ensures that all children can learn and all educators share the responsibility to make learning happen.

- A. All children identified as qualifying for special education under the Individuals with Disabilities Education Act (IDEA), shall receive special education commensurate with their abilities and needs.
- B. All children identified as qualifying for gifted services shall receive education commensurate with their abilities and needs.
- C. Any student qualified according to conditions described under Section 504 of the Rehabilitation Act of 1973 shall receive accommodations prescribed by the 504 Team at his or her school.

- D. An alternative education program may be available for those students who are unable to profit from the regular school curriculum and environment, or who are in need of discipline greater than short-term suspension, but short of expulsion.

Mountainside Middle School (MMS) staff members work collaboratively to plan engaging, differentiated, inclusive learning experiences. With a focus on conceptual learning, explicit and implicit practice of the Approaches to Learning, and connections to the Learner Profile Attributes, new concepts and skills are more accessible to learners.

All MMS staff members will share responsibility for differentiation and barrier removal. Differentiation support strategies implemented by MMS teachers include (but are not limited to):

- Small group instruction
- Flexible pacing
- Partner and small group collaboration
- Alternative products and processes
- Verbal or written support
- Media resource alternatives

Students who are English Language Learners will have integrated and targeted instruction in language development. We have outlined the details of our processes and resources for ELL Learners in our MMS Language Policy.

At MMS, we follow IDEA (Individuals with Disabilities Act), the federal guidelines set up to protect the education of students with disabilities. IDEA is designed to protect students rights by ensuring that all children receive a free, appropriate, public education regardless of ability level. IDEA in addition, provides additional special education services and procedural safeguards to those with disabilities.

MMS uses a MTSS (Multi-tiered systems of support) model to provide intervention to those students who need additional support in their learning. MTSS is a three tiered model whereas the intensity of the interventions increases based on the needs of the student. The goal is to intervene early and continuously to allow success for all students. The MTSS team meets to consider the impact of intervention on students and to provide additional support and potential special education evaluation.

Examples of Educational Needs (SEN)

- Specific learning disability
- Cognitive impairment
- Emotional and behavioral disabilities
- Speech and language impairment
- Hearing impairment
- Vision impairment
- Physical impairment
- Autism spectrum disorders
- Other health impairment

Accommodations include, but are not limited to

- Assistive technology
- Small group instruction
- One-on-one instruction
- Extended time
- Simplified directions

- Teach without discrimination in the most dignified and respectful manner
 - Meet all requirements set forth in an IEP or 504 plan
 - Provide intervention to those whose data determines a need for additional support
 - Track data on the academic/behavioral growth of the student
 - Collaborate with subject group colleagues and SEN teachers on how to differentiate instruction to meet the needs of all students
 - When unit planning, work with subject-group colleagues to accurately, purposefully plan for differentiation so all students have access to the curriculum
 - Conference with students to set goals, develop steps to reach the goal, and reflect on the outcome as well as the process
 - Provide feedback for and/or attend IEP/504 meetings

Responsibilities of the Parents

- Working partnership with teachers and support staff to ensure a quality education for their student
- Play an active role in their student's education
- Know their child's rights as a student with educational needs
- Communicate all changes to the student's learning support documents
- Attend IEP/504 meetings

Responsibilities of the Student

- Work toward self-advocacy
- Work toward being an active IEP/504 team member by participating in discussions regarding their education
- Progress at self determination skills as a student with specific educational needs

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March 2024 - revised by MYP Coordinator

March 2024 - reviewed and approved by the IB Implementation Team (Policies and Procedures) and School Administrators

April, 2025 - no changes made

March, 2026 - next review

References

IB Coordinator Support Materials, 2020

IB Programme Standards and Practices, 2023

IB Access and Inclusion Policy, 2022

Citation of schools and districts referenced in the writing of this policy:

Language Policy for Kyrene Middle School

Language Policy for Global Academy of Phoenix

Academic Integrity Policy for John F. Kennedy Middle School

SUSD Code of Conduct 2023-24