

# **Endeavor International School IB Middle Years Programme**

## **Inclusion Policy**

### **Philosophy**

The IB MYP is intended to be an inclusive program that caters to all students. The administration, faculty, and staff at Endeavor International School (EIS) acknowledge that:

- Every student is an individual with unique personal and educational needs and is capable of learning;
- Our students have different educational and learning needs, abilities, and goals;
- Students gain knowledge and skills at different rates and through various means;
- As stated in the IBO principles, “the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs” ...
- “The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.” (IBO, *Candidates with special assessment needs*).

### **Purpose**

The goals of the Inclusion Policy are to:

- Assist all students in accessing all elements of the school curriculum and assessment policy by providing differentiated teaching methods, accommodations, and modifications
- Ensure that the special assessment needs of our students are identified early, assessed, and addressed;
- Guide all students to reach their unique intellectual, emotional and social capacities
- Support our students as risk-takers by knowing their unique needs and scaffolding their learning experiences.
- Adhere to national, state, and local laws regarding Exceptional Students Education;
- Clarify the expectations of all stakeholders;
- Identify roles and responsibilities of stakeholders.

### **Identifying Students with Special Educational Needs**

Not all students experiencing academic and/or behavior difficulties may have a disability or require special education to meet their individual educational needs.

At EIS, the identification students with special education needs is an informal collaborative process between class teachers, IB Coordinator, and parents designed to help promote students' success in the regular education classroom. Some of the benefits of this process are: reducing labeling, promoting a strength-based approach, providing support to teachers, prevention over-referrals to special education.

School staff should consider a Learning Support referral for any student who is:

- Experiencing academic or behavioral problems
- At-risk of not being promoted
- At-risk of being referred for an evaluation
- Absent frequently
- Planning to drop-out
- Demonstrating negative changes in behavior after a life event

The Learning Support process carries out the following activities:

- Develop monitoring system
- Develop intervention plan
- Monitor students' progress and effectiveness of intervention
- Involve parents as participants
- Provide parents with clear information and feedback
- Provide feedback to administrators regarding school resources needs
- Refer the students for evaluation when necessary

## **Assessing Students with Special Educational Needs**

The MYP approaches to assessment recognize the importance of assessing the process of learning and the product of learning. When designing MYP units, teachers employ techniques for assessing students work that take into account the diverse ways in which individual students demonstrate what they know, understand, and can do,

Any student that has a diagnosed need and can provide medical/psychological/psycho-educational documentation is eligible for special assessment arrangements with IBO to assist the candidate during their preparation of work for assessments and in their written examinations.

The medical/psychological/psycho-educational documentation may be written by medical, health, or psychological professionals with appropriate qualifications and/or professional licenses. All medical/psychological/psycho-educational must state specifically the nature of the learning support requirement and the tests or techniques used to arrive at the identification.

Special arrangements may include:

- Additional time
- Rest periods
- Word processor
- Scribe
- Readers
- Communicators
- Prompters
- Transcriptions

EIS encourages all students to come forward if they experience any adverse circumstances (temporary medical condition).

## **Responsibilities for Implementing Inclusion Policy**

The school will:

- Ensure that the program and the staff are in compliance with national laws regarding students with special education needs,
- Raise staff awareness of the needs of students with learning differences,
- Provide guidance and resources for the implementation and continuation of the Inclusion Policy

The IB Coordinator will:

- Work collaboratively with faculty to support students with learning differences
- Apply to the IBO for students' accommodation in assessment type of circumstances
- Provide examination accommodations as needed and approved by the IB
- At enrollment, advise parents of the rigorous program requirements to ensure appropriate placement
- Maintain discretion and confidentiality about the students with learning differences

The faculty will:

- Comply with all national laws regarding special education needs
- Participate in training when it is available
- Identify struggling learners and inform the Pedagogical Leadership Team
- Maintain accurate records of students' progress.
- Maintain discretion and confidentiality about the students with learning differences

The parents will:

- Play an active role in their child's education
- Communicate to the school all information and documentation regarding their child's learning differences
- Participate in all meetings concerning the evaluation and services provided by the school or external specialists
- Provide documentation needed for IBO assessment accommodation requests.

The students will:

- Participate in all discussions concerning their education
- Express their feelings, needs, and choices regarding their education
- Taking an active role in asking for information and using the methods recommended to them

## **Inclusion Policy Review Process**

This document is designed to communicate to all of our stakeholders-parents, students, teachers, and administrators- the expectations for creating and maintaining an educational environment for all IB students as required by IBO and supported by EIS.

This policy is reviewed every two years by the staff of EIS and made available to interested families.

## **Resources**

Diploma Programme Assessment Procedures, IBO, 2017  
Handbook of Procedures for the Diploma Programme, IBO, 2017  
Candidates with Assessment Access Requirements, IBO, 2017  
Learning Diversity and Inclusion in IB Programmes, IBO, 2016  
Inclusion Policy, Robbinsdale Middle School/ Cooper High School