

Lakes International Language Academy - Upper School Inclusion/Special Educational Needs Policy

Lakes International Language Academy Mission Statement

Our mission is to prepare tomorrow's critical thinkers and global citizens through language acquisition and inquiry-driven study.

Lakes International Language Academy Action Statements

Think for yourself
Think about others
Think beyond today

I. Philosophy

We have a responsibility to provide equal access to the curriculum and academic rigor for all students, including those with unique needs and abilities.

At Lakes International Language Academy, we address students with unique needs by considering individual differences and individual situations. This process may involve establishing individually planned and systematically monitored accommodations, adapting equipment and materials, providing accessible settings, and offering interventions designed to help learners with unique needs increase their level of personal self-sufficiency and success in school and community.

II. Identification of Students with Unique Needs

Our students with unique needs include students who need accommodations or adaptations in order to meet their learning needs and facilitate continued academic, behavioral, and social growth.

Students who require accommodations or adaptations may include, but are not limited to:

- Special Education students who have an active Individualized Education Program (IEP) in place
- English Learners who have a barrier in the language of instruction
- Students who may need interventions with academic, social or emotional needs
- Students with medical or health issues who qualify for accommodations through a 504 plan
- High-achieving or gifted students who are driven to pursue advanced inquiry

Students requiring accommodations are identified by parents, medical and mental health professionals, and school staff. To qualify for special education services, students are evaluated and determined eligible for those services according to state and federal laws and statutes. Once students are determined to be eligible for special education services, an Individualized Education Program (IEP) is developed and implemented after parents or guardians provide informed consent.

III. Common Practices of the IB Continuum

All programmes in the IB continuum are intended to be inclusive and are designed to address the unique needs of all students.

A. Program Components

- We promote the development of international mindedness in all of our students through the development of the IB Learner Profile.
- We are committed to teaching through inquiry in all subject areas.
- We provide pathways to second language acquisition for students in addition to supporting mother tongue languages.
- We promote the development of skills that apply to all subject areas, including thinking skills, communication skills, social skills, research skills, and self-management skills.
- Students are encouraged to take action to extend their learning and to help their community.

B. Support Levels

In-Classroom Support: Support for students with unique educational needs and abilities may include curriculum modification, enrichment activities, classroom accommodations, small group instruction, or one-on-one support. Collaborative classes in a co-teaching model are also available for some students. Differentiated teaching practices build opportunities in which each student can develop, pursue, and achieve appropriate individual learning goals.

Individualized Support: Some students with disabilities may require instruction almost entirely in the special education environment. In those cases, the IEP Team may determine that the best way to address the student's special education needs is to embed the Learner Profile traits into the student's special education instruction. Most students with disabilities will receive their instruction, including the Learner Profile traits, in the general education environment. Teachers, especially those working in Special Education Federal Setting III programs, may determine that the best way to deliver instruction is to solely address the Learner Profile traits in their instruction.

C. Assessments

Summative Unit Assessments: Teachers will work with case managers and 504 coordinator to ensure that the student's IEP and 504 accommodations are met.

Standardized Assessments: The District Assessment Coordinator, Special Education Director, and the 504 coordinator will confer to ensure that IEP and 504 accommodations are met.

IB Assessments: The Diploma Programme Coordinator, the Special Education Director, and the 504 coordinator will confer to ensure that accurate and necessary requests for inclusive DP assessment arrangements must be submitted no later than Nov. 15th prior to the May examination session in which a student intends to take DP assessments.

D. Staff Development and Collaboration

There is an ongoing commitment for teachers to receive IB training to promote an understanding of the components of their respective programs.

Teachers receive staff development training to meet the needs of students with unique needs. All teachers regularly meet to collaborate on curriculum and assessment, to reflect on student learning, and to plan for differentiation.

V. Inclusion/Special Needs Policy Review

Annually, a committee comprised of teacher representatives from both general education and special education, the director or assistant director of special education, and members of the leadership team will review and update this policy. When revising the policy, the committee will refer to the guidelines established by IB for this area. The updated policy will be reviewed annually with staff during our pre-service professional development days and updated on the website for all stakeholders to access.

VI. Related Policy

http://www.mylila.org/images/Policies/2017_Policy_Updates/306_Student_Disability_Nondiscrimination_Section_504_Policy_-_Approved_91217.pdf

References

(2014). *MYP- From principles into practice*. www.ibo.org

(2015). *DP: From principles into practice*

Acknowledgments: Portions of Osseo, Fridley, White Bear Lake and Minneapolis school districts' Special Needs policies were examined to aid in the development of this policy.