

# <sup>1</sup>Académie Lafayette

## MYP and DP Inclusion Policy

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Académie Lafayette

### Philosophy of Inclusion

It is the philosophy of Académie Lafayette Middle School and Académie Lafayette International High School that every child can learn. We believe that promoting inclusivity and valuing diversity is essential for helping all individuals contribute to a common good and world peace based on universal values. To value diversity means to understand, accept, and respect the fact that every individual is unique. Inclusive teaching and learning is designed to be inclusive of, and accessible to all students. We offer full access to the IB MYP and DP for every child. By incorporating the IB Learner Profile into all instruction, students will develop a globally-minded perspective. Every child should be provided with an inclusive model for thinking and learning. Inclusion is providing opportunities for the student to participate in general education to the fullest extent possible determined through the collaboration and partnership of the individualized education plan (IEP) and the 504 plan. All students will receive the necessary resources, guidance, accommodations, and differentiation needed to attain the highest level of personal success.

### How do all students participate in the MYP?

All grade 6-8 students will engage in the IB MYP through the Learner Profile, service-learning opportunities, the Global Contexts, and the Approaches to Learning (ATL) skills. All grade 9-10 students will engage in the IB MYP through the Learner Profile, service-learning opportunities, the Global Contexts, the Approaches to Learning (ATL) skills, and the Personal Project.

All general education and special education students may participate in the following ways:

- The IB Learner Profile
  - Recognize all students for exemplifying the Learner Profile attributes
  - Matching the taught character traits to the Learner Profile and incorporating them into the character assemblies
  - Incorporate the language of the 10 Learner Profile attributes into daily activities and classroom lessons
  - Selection of literature and content that represents the Learner Profile attributes
- Service Learning/Grade 10 Personal Project
  - Advisory activities through
  - Service learning opportunities
  - Teaching of the ATL skills in all course offerings
- Global Contexts- connections to the world around them

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<sup>1</sup>This policy is reviewed by the Building Leadership Team at the beginning of each school year in August. Any changes to the policy will be highlighted and shared with the Académie Lafayette School Board for Board approval.

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- Interdisciplinary units of study
- Through the development of IB Unit Plans, students will be exposed to Global Contexts
- Approaches to Learning (ATL) skills are used in unit planning to identify goals and allow students access to know what is expected of them.
  - Throughout the development of IB Unit Plans, students will be exposed to Approaches to Learning skills (see unit planning guide) within their 3 or 5 years of MYP.
  - Teams will focus on five ATL skills to introduce and to teach explicitly to students each semester.

### **How does the inclusion student participate in the DP?**

All grade 11-12 students have access to the full IB DP curriculum and Core elements. All students will be encouraged to complete at least one IB DP course and its exams. The guidance counselor, IB coordinator, and advisor will meet with students and families to select which IB DP courses best fit with the student's goals.

All grade 11-12 students will complete CAS hours as part of meeting the ALIHS graduation requirements. All students will receive support for meeting the CAS hour requirements through the IB advisory program. All students will engage in the IB DP through the Learner Profile, CAS opportunities, and IB DP curriculum.

### **Inclusion Plan**

#### Program Structure

- Head of Special Education (Kathy Morkert)
  - Oversee legal issues/meetings
  - Oversee policies in Académie Lafayette Middle School
  - Collaborate with staff to implement curriculum
  - Organize periodic staff professional development
  - Facilitate placement of students into homerooms and appropriate 3rd language programs
  - Support all special education students, related services providers, parents, and administrators
  - Develops Individualized Education Plans (IEP) and determining eligibility for special education services
- Related Services Professionals
  - One social worker /counselor
  - One speech-language pathologist
  - One nurse
  - Other ancillary staff (vision itinerant and hearing itinerant) contracted through a cooperative

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- Peers
  - Provide social and academic support through peer collaboration and mentoring
  - Participate in anti-bullying awareness groups sponsored by our school counselor
  - Advisory/homeroom activities
  - Student Council
- Faculty and staff
  - Ongoing professional development for supporting student with IEP and 504 plans
  - Grade-level meetings to implement accommodations and support for all students
  - Ongoing district-level diversity and inclusion training

## Definition of Special Educational Needs

Some of our students have special academic, physical, social or emotional needs that are addressed so each student can be successful. These special needs include:

- Specific learning disabilities
- Emotional impairments
- Speech and language impairments
- Visual impairments
- Hearing impairments
- Physical impairments
- Autism spectrum disorders
- Cognitive impairments

Students with special needs are provided access to the curriculum in the least restrictive environment. At Academie Lafayette, we do not provide self-contained classrooms. All students are involved in an inclusive approach. In severe cases, a paraprofessional may be assigned to support students in identified subjects. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students and parents. 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.

Interventions or accommodations that are frequently used include:

- Assistive technology
- Small group instruction
- Extended time
- Prompting and cueing
- ELL support
- Simplified directions
- Behavioral modifications
- Organizational support
- Alternative testing environment

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- Accommodated materials
- Homework support
- Para-educational support
- Speech and language support

All students have the opportunity to participate in all aspects of the school community including the Middle Years Program, Diploma Program, and extracurricular activities. The extent to which students with special needs participate in the IB program is defined in the following documents:

- 504 plans
- Individual Education Plans

If determined by our school's special education department and the student's parent, a child may opt out of taking Mandarin or Spanish as it is the third language offered by Académie Lafayette in grades 6-10. Students who join ALIHS in grade 9 are not required to study a third language, but in lieu will be provided an academic extension to meet their needs. All students are required to take French and English throughout their enrollment at Académie Lafayette.

We document our compliance to federal guidelines in working with students with special needs through our counseling and special education departments which are overseen by building administration. Special education staff members are responsible for the annual writing and updating of Individualized Education Plans (IEPs), and 504 plans. All information regarding the progress and performance of these students is contained in the student's personal cumulative folder that can be found in a secure location in the main office.