

Vaughn Middle School & Wooster High School IB MYP Inclusion Policy

“Be Balanced”

The purpose of this document is to clarify expectations for inclusion and access for all students in the International Baccalaureate Programmes at Vaughn Middle School and Wooster High School (MYP, CP, DP). These policies are rooted in the philosophy and values inherent and explicit in the IB Learner Profile. We ensure that all students are provided equal access to the IB curriculum and opportunities for academic rigor. We emphasize that all students and staff are encouraged to embody the IB Learner Profile while fostering compassion and effective communication. We promote a curriculum that is creative and differentiated to support all our students in reaching their unique potential. We communicate the responsibilities of all stakeholders in the success of students with special needs.

Wooster and Vaughn promote international mindedness in all students and encourage personal reflection using the Learner Profiles. We are committed to teaching through inquiry. We encourage all students to take action and extend their learning in ways that help their community.

Definitions

Special Education Needs (SEN) refers to any student who shows a need for extra support or for a challenge beyond the general curriculum. We recognize the wide spectrum of needs and abilities along a continuum, including students with learning disabilities as well as the gifted and talented. Inclusion refers to providing access to the IB MYP, CP, and DP programs for all students. Differentiation refers to any modification to instruction or assessment to meet individual needs. Stakeholders refers to anyone with a vested interest in the success of that student such as a parent, guardian, teacher, counselor, administrator, IB coordinator, and of course the student themselves.

Non-Discrimination:

We prohibit bullying, cyber-bullying, harassment, sexual harassment, discrimination and/or retaliation in any of our programs, activities, employment, and employment opportunities. We work to educate our staff, families, and students on how to recognize and report concerns. We build capacity in all our stakeholders to open-mindedly engage with others. (WCSD policies: [9200](#), [5700](#), [9210](#))

Program Planning and Scheduling:

We strive to offer programs and schedules to students based on Least-Restrictive-Environments. Our students in special programs (SE, EL, GT) each work with a case-manager to oversee their programming, curriculum, and assessment. All classes are

based on the IB frameworks. As appropriate, we offer differentiation, co-teaching, and small group classes. We participate in regular training with our staff to increase the supports for varied access. (WCSD policies: [5025](#), [5050](#)). We provide pathways to second language acquisition for all students in addition to supporting mother tongue languages. We provide support for all students to participate and complete the culminating project for the IB programs (Personal Project, Reflective Project, Extended Essay)

Access, Accommodations, and Involvement:

All students have access to the IB Programmes and Curriculum opportunities. At Vaughn & Wooster, all students are involved in all aspects of the MYP (as permitted by individual IEPs). Beyond academics, we invite broad student participation in activities and follow WCSD policies related to extracurricular activities, athletics, and facility use. (WCSD policies: [5161](#), [5300](#), [5325](#), [5340](#), [7120](#)). Classroom support for all students with special education need and abilities may include curriculum modification, enrichment activities, classroom accommodations, small group instruction, or one-on-one support, depending on what all stakeholders agree upon. 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 may provide further support to some students. When possible, co-teaching will be used as a strategy to meet special education needs and teachers will be encouraged to take advantage of district co-teaching training.

Effective Communication:

We use varied forms of communication among our staff, families, and students. All communications from the schools are made available in English and Spanish (our primary languages). We prioritize hiring multi-lingual staff, staff use translation services and devices as needed, and work with students' language needs per their EL plan. Additionally, we make a point of addressing all stakeholders by the name and pronouns they share. (WCSD policies: [1160](#), [5161](#), [5700](#))

Documentation:

Data relating to the academic achievement of all students is confidential outside of the student's IEP or 504 team. The progress of students receiving accommodation will be monitored and documentation of all services provided will also be used to revise IEP's and 504's on an annual basis. When students change schools or move from one IB program to another, all cumulative electronic records will also be transferred.

Staff Development and Collaboration:

All teachers receive training to promote understanding of the IB philosophy, the school's IB policies, and components of the IB programs. Each school site makes annual plans for regular staff development and will include in that plan time for horizontal and vertical collaboration on curriculum, assessment, student learning and plans for

differentiation. Most Wooster MYP teachers are “teamed” with teachers of other subject areas who teach the same group of students to allow for conversations regarding individual student progress and strategies for differentiation. Vaughn staff use their PLC time and other agreed upon meeting times to collaborate regarding individual student progress and strategies for differentiation.

SEN in the Diploma Programme:

Any student with a need for special arrangements must be identified prior to starting the program. Special arrangements may include modifications to exam papers, extensions to deadlines, assistance to practical work, additional time, information and communication technology, scribe and transcription, or readers. IB Diploma Program and IBCP special arrangement requests must be submitted to the IB Coordinator by May 1st of the year prior to entering the class and must be authorized by the IB. Support mechanisms for students needing special arrangements are outlined in the IB publication Candidates with special assessment needs. (ibo.org)

Document Review:

A committee will be formed to review IB policies at the time of each program evaluation (for either MYP, IBCP or DP). The committee will consist of IB coordinators, administrators, teachers and parents. This policy will be communicated to stakeholders via the Wooster and Vaughn school websites.