

Massena Central High School

International Baccalaureate Diploma Programme

Inclusion Policy



TABLE OF CONTENTS

<u>ACKNOWLEDGEMENT OF RESOURCES</u>	<u>1</u>
<u>PHILOSOPHY</u>	<u>1</u>
MASSENA CENTRAL SCHOOL DISTRICT'S MISSION, VISION AND CORE BELIEFS	1
INTERNATIONAL BACCALAUREATE MISSION	2
IB LEARNER PROFILE	3
<u>INCLUSIVE PRACTICES IN THE DIPLOMA PROGRAMME</u>	<u>4</u>

Acknowledgment of Resources

Content in this document is based on the following publications from the International Baccalaureate®:

- *General regulations: Diploma Programme*, 2016
- *Learning diversity and inclusion in IB Programmes*, 2016
- *Candidates with assessment assess requirements*, 2009 (updated July 2014)
- *The IB guide to inclusive education: a resource for whole school development*, 2015 (updated 2019)
- *Massena High School Language Policy*, 2021-22
- *Massena High School Assessment Policy*, 2021-22

Philosophy

The Massena Central School District is committed to providing eligible students with disabilities a free and appropriate public education consistent with federal and state laws. These laws require the district to identify, locate and assess all students within the district from birth to 21 years of age who may have disabilities, and then provide appropriate support and/or related services to those eligible as determined by an educational evaluation. These services are provided based on the individual needs of the student. After a team, comprised of educational professionals and the guardian(s) determine a student's unique needs and consider a variety of factors, an Individual Education Plan (IEP) is created. An IEP is a legal document that describes how the school district provides services to a student with exceptional needs. Special Education support and services are provided under the Individuals with Disabilities Education Act, Every Student Succeeds Act and the Dignity for All Students Act.

The purpose of this document is to emphasize the inclusive philosophies that apply to IB Diploma Programme students. It is Massena Central High School's (MCHS) belief that 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" 1).

Our philosophy is strongly evidenced in our mission, vision and core beliefs:

Our Mission

Massena Central School District aims to educate, inspire and empower all students to fulfill their potential as learners and citizens.

Our Vision

We aspire to be a leading educational community that values diversity and prepares students to meet today's goals and tomorrow's opportunities.

Our Core Beliefs

1. Students are the first priority.
2. *All students can learn and deserve a quality education that includes a variety of pathways.*
3. We strive for excellence, have high expectations of our educational community and value progress as much as perfection.
4. We act with character and integrity at all times.
5. *Everyone is entitled to a safe, healthy and nurturing learning environment.*
6. Parents and guardians play a pivotal role in students' success.
7. The school is the heartbeat of our community and everyone benefits when we all work together.
8. *All members of our diverse community are treated equally with respect and dignity.*
9. Fiscal responsibility is a key factor in making decisions.

- Our mission is to educate, inspire and empower *all* students. We are teachers of all students.
- Our vision states that we value diversity. We understand and appreciate that students come to school with their own learning styles, strengths and challenges. It is this diversity that is the foundation of an international education.
- Our core beliefs (especially those italicized above) support that we believe *all* students can learn and they deserve to have a variety of pathways to succeed. *All* members of our diverse community are treated equally with respect and dignity.

Other Principles

- Our Language Policy recognizes multilingualism as a fact, a right and a resource.
- Our Assessment Policy outlines the many ways in which students can demonstrate their learning and showcase their talents.
- The IB faculty use the approaches to teaching and learning in their classrooms.
- We build upon students' prior knowledge and extend their learning by creating a safe, nurturing learning environment and by using a variety of technologies and collaborative activities.
- Scaffolding strategies (pre-teaching, examples, templates, demonstrations, visual aids) are used to develop student independence.
- Teachers receive professional development in differentiation and engaging students with special education needs.
- Our special education staff fully supports regular education teachers.

The information in this document is also informed by the International Baccalaureate[®] Mission Statement:

The International Baccalaureate[®] aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes **encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.**

We also believe that all students are capable of striving for and demonstrating all the attributes of the IB learner profile (on the following page).

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Inclusive Practices in the Diploma Programme

- I. It is the philosophy of Massena Central that the DP Programme is open to all students. When a student with special education needs shows interest in the Programme, the Diploma Coordinator, the student's Guidance Counselor, the student and the guardians will meet to discuss all aspects of the program to ensure all parties are fully informed and that suitable arrangements can be made. It must be understood by the student and guardian that the IBO may not authorize all special arrangements requested.
- II. It is the Diploma Coordinator's responsibility to report to the IBO the candidate's usual method of working in the classroom and assessment conditions.
- III. Before submitting appropriate documentation to the IB, the Diploma Coordinator obtains consent from the student's legal guardian(s).
- IV. All requests made by the Coordinator must be supported by the Head of School.
- V. The Diploma Coordinator will consult with all concerned IB and special education faculty early in the candidate's course of study.
- VI. Massena Central School must ensure that a candidate's work and grades are a true reflection of the candidate's ability. Accommodations should not give the candidate an advantage over other students.
- VII. Massena Central may provide any kind of special arrangement for a candidate during his or her study of the Diploma Program or *practice* examinations.
- VIII. The school is responsible for providing all IBO authorized special arrangements and ensuring the student's familiarity with them.
- IX. Massena Central will not inform an examiner of a candidate's condition, and a teacher must not make any compensation when marking internally assessed work.
- X. If the candidate's disability and/or nature of the special arrangement might disturb other candidates during an exam, the candidate will take the exam in a separate room and be supervised according to IB regulations.
- XI. Massena Central School will follow all procedures for applying for and executing special education arrangements as outlined by the IB procedures.