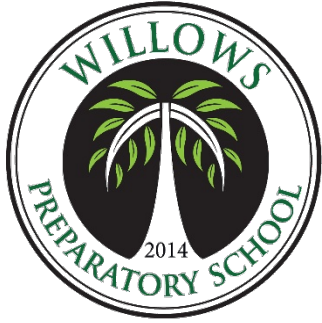


# Willows Preparatory School



IB MYP Diploma Programme Inclusion/Special  
Educational Needs Policy

**Willows Preparatory School**



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International Baccalaureate MYP World School  
Diploma Programme Candidate School

**Inclusion/Special Educational Needs Policy, Edited May, 2020**

## WPS Mission and Purpose Statement

**Willows Preparatory School, in cooperation with families and the greater community, aims to foster an international perspective, innovation, and integrity in all students. Our dynamic, inquiry-based learning environment inspires and empowers our diverse student body in order for all learners to become compassionate, global citizens.**

### Purpose of this Policy:

- To ensure that all students are provided equal access to the IB MYP and DP curriculum and to preserve necessary academic rigor
- To encourage all students and staff to personify the IB Learner Profile, most notably the traits of caring, open-mindedness, and principled, and to promote compassionate communication to all members of our community.
- To foster a differentiated curriculum that supports all types of learners in order for them to reach their highest potential.
- To communicate the responsibilities of all stakeholders in the learning process.

### IB Standards:

The specific IB standards and practices that relate to supporting learning diversity are:

A9	The school supports access for students to the IB programme(s) and philosophy.
B1:5	The school develops and implements policies and procedures that support the programme(s).
B2.8	the school provides support for its students with learning and/or special educational needs and supports their teachers.
C1:6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
C3:10	Teaching and learning differentiates instruction to meet students' learning needs and styles.

### Inclusion

In alignment with the IB, Inclusion is understood as embracing the interests of all students individually and accepting the whole person for who they are while encouraging growth through strengths-based

means. WPS strives to create a supportive, warm and welcoming school environment through mutual respect, cooperative collaboration, and reflective problem solving. All WPS students are students of the MYP/DP and we will always offer this program to all students.

### **Differentiation**

As part of the MYP/DP curriculum, WPS addresses differentiation within the written, taught and assessed curriculum in an effort to continually improve and maintain excellent teaching and learning practices. Differentiation is necessary in order for students to optimize their learning potential, and involves teachers modifying or adapting aspects of the following areas:

Content (what students learn)

Process (how students learn)

Product (result of learning)

WPS also takes into account how the following five aspects impact the learning process:

1. School organization and resources
2. Cultures and policies
3. Approaches to teaching and learning (ATL)
4. Buildings and physical obstacles
5. Relationships among the community

### **School Counselor**

A Washington Certified School Counselor is available to meet with students that have counseling needs related to academic, career and social-emotional issues. The School Counselor works closely with teachers and staff to advocate for supporting the social and emotional health of students.

### **Support and Services**

When applicable, parents are expected to inform the school about their child's needs regarding a supportive learning environment. Parents should meet periodically to collaborate with teachers and administration in order to support their child's learning and academic development. Parents are also expected to follow through with recommendations or decisions determined through regular support meetings, as consistency between home life and school will result in the best possible outcomes for student development.

Based on consultation with parents and other relevant professionals related to student needs, the reasonable accommodations that WPS may arrange include (but are not limited to):

- Extra time to complete tests (before/after school, during lunch, etc.)
- Preferential Seating
- Presenting information in multiple formats (visual, written, etc.)

- Simplifying directions/Paraphrasing
- Organizational aides
- Additional reminders/verbal prompts by teachers
- Alternate testing environment
- Optional private tutoring with a teacher

WPS currently provides to all students a parent-teacher-student communication system regarding assignments and due dates, as well as electronic format for course lecture notes for some subjects. An after school homework tutorial period is also offered to all students free of charge to provide a quiet setting that allows students to ask questions or get supplemental support from a teacher.

For students with additional needs that WPS is unable to offer due to limited resources, WPS encourages parent/family support of the student at home through various strategies discussed in support meetings (examples include supplemental reading, close monitoring of homework assignments, private tutoring or help with organization/work completion, setting limits for screen time, etc.).

#### **Transition from PYP to MYP to DP**

PYP grade 5 classroom teachers meet with MYP grade 6 teachers to consult regarding student support before the start of the new academic year. This contributes to a smoother transition from the elementary campus to the middle school campus. Similarly, teachers who teach Year 4 and 5 of the MYP and DP classes will meet with Year 1-3 teachers to consult best practices for each of our students.

#### **Staff development and collaboration**

- All teachers receive IB training to promote understanding of the IB philosophy, the school's IB policies, and components of the IB programs
- Planning/Collaboration time for horizontal and vertical collaboration on curriculum, assessment, and student learning includes time to discuss student concerns and plans for differentiation
- The school counselor communicates with all teachers about any issues that might call for special academic accommodations in some/all classes. In turn, the teachers turn to the counselor for advice on promoting a positive social-emotional culture for each student. The counselor regularly observes students in the classes in order to provide best practices for each teacher's delivery.

#### **Document Review**

- A committee will be formed to review IB policies at the time of each program evaluation. The committee will consist of IB coordinators, administrators, teachers and parents.
- This policy will be communicated to stakeholders via the Willows Preparatory School websites

#### **References**

- *Candidates with special assessment needs* (occ.ibo.org)

- <https://www.ibo.org/contentassets/019c8bebf2a84f2c8493ae56de3c8c34/62jaynepletserkalaparasuramibandinclusiveeducationupdate.pdf>
- <https://blogs.ibo.org/blog/2016/08/26/what-is-inclusion/>
- <https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>