

MIDDLE YEARS PROGRAMME

Bloomfield Hills Schools



Bloomfield Hills High School
Bloomfield Hills Middle School
East Hills Middle School
West Hills Middle School

MYP Inclusion Policy

Standard A9:

- The school supports access for students to the IB programme(s) and philosophy.

Standard A9a:

- The school strongly encourages participation for all students.

Standard B1.5b:

- The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

Standard B2.8:

- The school provides support for its students with learning and/or special educational needs and support for their teachers.

Introduction

As International Baccalaureate Middle Years (IB MYP) schools, we recognize and respect that our students come from a variety of backgrounds, cultures, and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open minded. Multiple teaching strategies are employed to differentiate instruction so that all students have equal access to the curriculum.

District Policy Statement

It is the policy of the Bloomfield Hills Schools not to discriminate on the basis of race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information, or any other reason prohibited by applicable laws, in its programs, services, activities, or employment practices. Inquiries related to discrimination on the basis of disability should be directed to the Section 504 Coordinator: Pam Schoemer, Director of Special Education, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, (248) 341-5415. Direct all other inquiries related to discrimination to: Christine Barnett, Assistant Superintendent for Human Resources and Labor Relations, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, (248) 341-5425.

Definition of Special Educational Needs

Many 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 Impairment
- Hearing Impairments
- Physical Impairments
- Health Impairments (Otherwise Health Impaired)
- Autism Spectrum Disorders
- Cognitive Impairments

Support Given and Services Provided

These special needs are addressed through the following programs and services:

- General Education Resource Program (GERT)
- English as a Second Language (ELL and Newcomers Program)
- Hearing Impaired Program (Deaf and Hard of Hearing--DHH)
- Special Education Resource Room (RR)
- Academic Resource Program (ARP) (Self-contained Special Ed.)
- Functional Resource Program (FRP) (Self-contained Special Ed.)
- Physical Therapy (PT)
- Occupational Therapy (OT)
- Speech and Language Therapy (S/L)
- Social Work (SW)
- School Psychologist
- Counselors
- Transition Coordinators
- Oakland County Consultants
- Extended School Year (ESY)
- Academic Clubs: Math Counts, Robotics, Science Olympiad
- Health Plans
- Homebound academic support
- Outsourced services: Behavioral Support
- Media Center Service supports

Students with special needs are provided access to the curriculum in the least restrictive environment. For some, that means a self-contained classroom or mainstreaming for part of the day. However in many cases, this is a regular, comprehensive classroom where classroom teachers and specialists collaborate following an inclusive approach. Teachers/Specialists assess the children to determine each child's individual needs and provide any special services and/or materials they require. For students demonstrating academic talents in a particular area, teachers address those needs through classroom differentiation. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students and parents.

At our schools, 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. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

Our schools use a Response to Intervention (RTI) model. This three-tiered framework provides intervention and educational support for all students at increasing levels of intensity based on their individual needs. The goal is early intervention to foster success for all students. Our model is as follows:

Interventions/Accommodations that are frequently utilized include:

- Assistive Technology
- Small Group Instruction
- Scribe
- Reader
- Extended Time
- Prompting and Cueing
- ESL Support
- Reading Grade Level appropriate Materials
- Simplified Directions
- Paraphrasing
- Behavioral Modifications
- Organizational Support
- Alternate Testing Environment
- Accommodated Materials
- Homework Support
- Paraeducator Support
- Sign Language Interpreters and Interveners

All students have the opportunity to participate in all aspects of the school community including the Middle Years Programme and extra-curricular activities. When students complete the Personal Project at the culmination of the Years Programme, this is noted on their high school transcript. The extent to which students with special needs participate in the IB Programmes is defined in the following documents:

- Individualized Scheduling
- 504 Plans
- Individual Education Plans

We document our compliance to federal guidelines in working with students with special needs through our counseling, GERT, ESL, DHH and special education departments which are overseen by building administration and the district's Director of Special Education. Individuals in these departments are responsible for the annual writing and updating of Individual Education Plans (IEP) and 504 Plans. All information regarding the progress and performance of these students is contained in the student's personal cumulative folder found in a secured location in the main office.

Resources to Support the Policy

- Individuals With Disabilities Act <http://idea.ed.gov/>
- Bloomfield Hills Schools Section 504 Manual

Review of the Inclusion Policy:

Bloomfield Hills High School, Bloomfield Hills Middle School, East Hills Middle School, and West Hills Middle School staff will review the Inclusion Policy annually.

- Written, November 2014 by Jenelle Williams, Carrie James, Jill Sloan, Pam Schoemer, and Debbie Belavek.
- Reviewed and Updated, December 2014
- Learning Services Reviewed, May 2015