

Inclusion / Special Needs Policy

Millbrook High School Middle Years Programme

Millbrook Middle Years Programme's philosophy of inclusion

Millbrook's Middle Years Programme is a whole school programme. All students enrolled in 9th and 10th grade, Year 4 and Year 5 respectively, are welcome regardless of ability as long as they are formally enrolled in Millbrook High School. In keeping with that policy, Millbrook views inclusion as an ongoing process to increase access and engagement in learning for all students. Millbrook is committed to identifying and removing barriers to learning and participation.

What is meant by Special Needs

Special needs of students vary and include, but are not exclusively:

- Specific learning disabilities (including dyslexia, dysgraphia, dyspraxia , information processing difficulties)
- Physical challenges (fine motor challenges, cerebral palsy, muscular dystrophy, other)
- Communication and speech difficulties (specific language impairment - receptive and/or expressive, auditory processing difficulties, fluency disorders - stuttering and/or stammering, verbal dyspraxia/apraxia, other)
- Sensory challenges (visual, hearing, other)
- Social emotional and behavioral difficulties (attention deficit/hyperactive disorder, personality disturbances, emotional disturbances - eating disorders, depression, excessive stress reaction, other)
- Mental health challenges (depression, anxiety, obsessive compulsive, post traumatic stress, other)
- Autism spectrum (autism, Aspergers syndrome, pervasive development disorders, other)
- Medical challenges (diabetes, cancer, accident resulting in injury, asthma, cystic fibrosis, epilepsy, rheumatoid conditions, other)
- Others not specified above

Accommodations

There are a number of ways students can receive accommodations to satisfy their unique academic, physical, emotional or other needs and allow them to be successful in their academic studies.

- Working with Special Education department, students who are assigned Individual Educational Plans (IEPs) or 504s are granted the accommodations in the classroom that their plans dictate.
- Students with temporary physical or emotional difficulties brought on by an accident, personal or family trauma, or other such impacting event, can work with their counselor to seek a temporary academic plan to address their current and temporary needs.
- Students with difficulties that do not qualify for an IEP, a 504 or an temporary accommodation as spelled out above can also petition their counselor, their administrator or their teachers directly to ask for an intervention that creates fair and equitable access to their academic opportunity(ies). In such cases the counselor or administrator will consider the request and, if warranted, petition the teachers with specific suggested short or long term accommodations.

Students that receive accommodations from Millbrook's Special Education department AND who utilize those accommodations in their Middle Years Programme classrooms must apply for those accommodations to be applied to National or State standardized testing. This process is handled through our Special Education department and Student Services department.

Such accommodations include but are not limited to:

- Extended time
- Separate setting
- Use of laptop for testing

Responsibilities of MYP Coordinator

- Support MYP teachers in designing differentiated learning experiences that allow students across a range of needs to meet their learning objectives

Responsibilities of Special Needs/Student Services Department

- Supply MYP teachers with names of students with IEPs and 504 plans
- Support MYP teachers with evaluation of individual student needs on a case by case basis

Responsibilities of MYP Teachers

- Inform SPED faculty of student in-class use of assigned accommodations
- Implement assigned accommodations as per student request/need
- Inform SPED faculty and/or counselor of perception of student need of one or more accommodations

Responsibilities of student

- Advocate for individual accommodations and academic needs

Responsibilities of parent(s)/guardian(s)/caregiver(s)

- Inform SPED faculty of need for specific academic accommodations
- Keep students medical and/or psychological documentation updated