

**Phillips Preparatory School International Baccalaureate Middle Years Programme
Inclusion Policy
Adopted March 2017 (REVISED 5-31-18)**

Mission of Phillips Preparatory School

The mission of Phillips Preparatory School is to produce globally-minded individuals who are compassionate, self-directed, goal-oriented, and technologically-literate.

Our mission will be accomplished by providing an innovative college and career-focused curriculum that encourages curiosity, instills responsibility, and cultivates life-long learners who seek to create a better and more peaceful world.

Mission of the International Baccalaureate (18) Middle Years Program

The International Baccalaureate Program 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 programs of international education and rigorous assessment. These programs 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 believe our PPS mission statement echoes these aims, and therefore, we are seeking to become an official 18 school for the middle grades.

The International Baccalaureate Learner Profile

The aim of all IB programs 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 knowledgeable, principled, open-minded, caring, balanced, and reflective in their roles as inquirers, thinkers, communicators, and risk-takers. These are traits we want our PPS students to exhibit on a daily basis.

Admission Policy and Parent Responsibilities (Magnet school compact and intervention strategies are attached)

PPS is a public magnet school of choice. Students are selected randomly by a computer-based lottery system. Students with an Individualized Education Plan (IEP) are allowed to attend PPS if the IEP committee determines that the student can experience success with the attached list of interventions since special education services are not provided. Phillips uses the Review 360 program to monitor the

students who have been identified by the IEP committee.

This program tracks the student's behavior and academics from classroom to classroom. The teacher documents the student's performance for the class period and notes are compared and discussed to find which interventions seem to best accommodate the student. Teachers are trained yearly by the guidance counselors to equip all teachers on interventions. Teachers meet as a grade level to discuss their findings in order to modify interventions. In addition to interventions, students identified with speech/language disorders receive services at Phillips by a certified speech specialist. This service is provided by the school district. After a full evaluation, the speech specialist determines what services the student needs.

Theme

The theme of PPS is a project based academic concept with an advanced curriculum. The desire is to make all students successful using the following elements:

- Voluntary attendance
- A multi-cultural environment
- A well-defined discipline policy
- A strict dress code
- Emphasis on 18 Middle Years Program
- Emphasis on character and citizenship education
- Business-like environment
- Promotion upon mastery of grade level objectives by magnet standards
- Regular homework/projects
- Teacher interdisciplinary teams at middle school level
- Limited interruptions during the normal school day
- Limited activities and special programs that would remove a student from his or her normal class activities
- Parent involvement in the program
- A written parent contract and statement of commitment leading to high expectation of mastery of all skills

Philosophy

It is the goal of PPS to develop life-long learners. In order to do so, we realize that we need to remove barriers to learning for all students. The structures of PPS are organized to embrace student diversity, which creates the opportunity for enriched learning. Through this emphasis on acceptance of diversity, students will be better equipped to be internationally minded and culturally aware. The inclusion model for students with accommodations increases the instructional outcomes of students with disabilities by providing equal access to standards-based, core curriculum. This model

provides a culture of collaboration, mutual respect, support, and problem solving.

Identification

In order to ensure the success of all students at PPS, students with social/behavioral, emotional, and/or academic difficulties are referred to and reviewed by the Problem Solving Team (possible members may include school counselors, classroom teachers, principal and/or assistant principal, or any other relevant staff member). Any school staff member can submit a referral to school counselors or assistant principals. During the review process, students are evaluated to assess their individual needs, and a success plan is created.

Learning Support

Students receive learning support in a wide variety of ways. Within the classroom, instructional support is embedded throughout the lesson in observance with the following principles of best practices:

- Affirming identity and building self-esteem
- Valuing prior knowledge
- Scaffolding instruction

In addition, the following list outlines layers of intervention and monitoring procedures in place outside the classroom to support student learning and success:

- RTI uses a multi-tiered system to provide students support for learning ranging from typical classroom instruction (Tier I) to intense progress monitoring and diagnostic assessment (Tier II).
- Problem-Solving Team (PST) addresses student performance and strategies that support learning.
- Intervention is offered in mathematics and language arts.
- Before and after school academic support and enrichment opportunities are provided.
- Teachers provide opportunities to assist students before and after school and also by appointments to meet student schedules.

Differentiation

At PPS, we share the philosophy that if "we increase our understanding of who we teach and what we teach, we are likely to be flexible in how we teach" (Tomlinson and Edison, 2003). Through this philosophy, the academic and social-emotional needs of each learner are addressed. Differentiated instructional strategies are determined through data analysis and are implemented in all MYP unit plans. Interventions are provided to students on an as needed basis. Ongoing collaborative planning time will be provided to staff members to ensure that differentiation is a focus during teaching, learning, and assessing.

Assessment

Assessment is vital for evaluating teaching and learning. Assessment allows for self-reflection and peer review, which supports all learners in gaining independence and becoming advocates for their own learning. Throughout the MYP unit plans, teachers monitor students' understanding with formative and summative assessment tasks. Each task guides the teacher to effectively assess mastery of each individual skill. In PST, teachers analyze student progress and reflect on best practices to move towards mastery. All students are assessed with local and district criteria. In conclusion, at PPS the academic, social, physical, and emotional needs of all students are met through a variety of resources.

Review Committee

All information within the PPS Inclusion Policy is subject to change and will be reviewed by a committee on an annual basis with the support of the administrators, counselors, teachers, and MYP coordinator.

Works Cited

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International Baccalaureate Organization, Jan. 2016. Web. 07 Mar. 2017.

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