

**Hairston Middle School**  
**IB MYP Special Education Needs Policy**

**I. Purpose, Mission and Belief**

❖ **Goal**

*The goal of the State of North Carolina is to provide appropriate educational opportunities to all children with disabilities in North Carolina.*

- *To ensure that all children with disabilities, ages 3 through 21, have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepares them for further education, employment, and independent living.*
- *To ensure that the rights of children with disabilities and their parents are protected.*
- *To assist the local educational agencies, including state operated programs and charter schools, to provide for the education of children with disabilities.*
- *To assess and ensure the effectiveness of efforts to educate children with disabilities.*

❖ **B. Purpose**

*The purpose of the Special Educational Needs Policy at Hairston is to have a working document developed by Hairston Middle consistent with the standards and practices of the International Baccalaureate Middle Years Program (IB MYP). This document provides an overview of Hairston's beliefs and practices as they relate to the special educational needs of our students. This policy outlines the processes implemented at Hairston to ensure that all students have access to the MYP curriculum, so that they can fulfill the mission of both Hairston and IB.*

❖ **C. Mission**

*Our mission is to provide distinct pathways of rigorous academic and social excellence encouraging students to achieve their greatest potential. Graduates will become contributing, influential citizens with a passion for lifelong learning, thereby dispelling myths and defying odds associated with urban schools.*

***Leadership in rigorous education***

*We acknowledge that in order for students to reach their greatest personal potential, both as leaders and learners, they need to be provided with the least restrictive environment possible. This means ensuring that students receive meaningful and equitable access to the curriculum, while safeguarding their interests, and removing barriers so they can find success.*

***Inquiring, knowledgeable, and caring citizens***

*To ensure our students develop their true potential as citizens, we acknowledge that there is a need to enhance their motivation to learn. By providing curriculum that is accessible and challenging to all students, we can nurture inquiries and offer students the opportunity to build upon their knowledge so that they can become caring and active members of our communities.*

***Intercultural understanding and respect***

*When educators understand and respect the needs of ALL LEARNERS, they are nurturing an intercultural understanding and respect with the student. We recognize and understand that each child has unique personal and educational needs. We see the diversity of our learning community as a positive resource that can enrich learning, providing opportunities for students and staff to enhance their awareness and expand their thinking.*

## **II. SPECIAL EDUCATIONAL NEEDS STUDENTS**

*Hairston's Special Educational Needs population includes students who need support/adaptations to curriculum in order to meet their learning needs and facilitate continued academic success. These students may be, but not limited to:*

- *Special Education students who have an active Individualized Education Plan (IEP) in place*
- *Students with Medical or Health issues which may include a 504*
- *Hearing impaired*
- *Speech impaired*

## **III. GOAL OF PROGRAM**

*The goals of Hairston Middle School Special Educational Needs program are:*

- *To provide a positive, nurturing, and friendly environment to all learners with varying needs, while recognizing and capitalizing on differences and diversity.*
- *To provide all students access to curriculum through resource, inclusion and differentiated teaching methods.*
- *To monitor student success as shown through data and communicate with all stakeholders about students, their progress, and their changing needs*
- *To facilitate all students, so that they may reach their intellectual capabilities*

## **IV. Resource/Inclusion**

*At Hairston Middle, every effort is made to provide the least restrictive learning environment, that appropriately matches the needs of each student. Resource and Inclusion can be implemented, based on the needs of the child.*

## **V. Differentiation**

*When differentiating, learners access the content at an appropriate level through a variety of resources. Differentiating is a system of strategies that appropriately structure the curriculum so that each learner can reach his/her true potential. It puts our Exceptional Children first when planning, helping the teacher look at their specific needs. There are various ways we differentiate, including but not limited to:*

- *Content – Modifying resources and learning goals or providing opportunities for the students to select what they want to learn.*
- *Process – Providing a variety or choice in how students will learn.*
- *Product – Capitalizing on students' learning preferences and strengths by permitting them choice when demonstrating their learning.*

*The strategies can be suggested by the teacher, based on the readiness of the learner. Students can also take the lead and to determine interest and choice.*