



Jefferson-Houston PreK-8 School

IB MYP Inclusion & Special Education Needs Policy



Jefferson-Houston PreK-8 School has a systemic belief that all children should be included within the general education classroom for the maximum amount of time possible to be exposed to high curriculum standards with same age peers.

Learning experiences are designed with differentiated strategies to allow all students, including those with special needs, to meet the goals of the MYP at the level that they are capable.

- Administrators guide and support inclusive practices, ensuring a safe and welcoming environment
- All educators believe they are accountable for ALL students
- The collaborative structures in place enable staff to be responsive to changes
- Students with disabilities are educated alongside their typical peers
- All students are recognized and celebrated for their unique talents
- All students are actively engaged
- Classes consist of diverse learners
- Educators value each unique learning style and meet the needs of individual's
- Multiple methods of student expression and assessments exist amongst co-teachers

Special Education Needs Guidelines

Students with special needs at Jefferson-Houston are identified through a standardized evaluation process that adheres to Alexandria City Public Schools and Virginia Department of Education guidelines. A team comprised of educators, parents, students, and administrators collaboratively develop a plan for each student that provides access to the general education curriculum, including the MYP Programme, to the maximum extent possible.

Classroom Instruction

Classroom instruction is differentiated to meet the needs of each individual student at his/her personal instructional level in order to move him/her forward academically. To accomplish this, a variety of instructional strategies and teaching tools, including technology, are employed throughout the school.

Jefferson-Houston educators have access to inclusion specialists provided by the district, as well as math and literacy coaches who work with teachers to ensure the delivery of effective inclusion techniques and academic standards to students with special needs.