



## Philosophy and Purpose of the IB Inclusion Policy

In the publication *Learning diversity in the International Baccalaureate programmes* (2010), the IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities."

In keeping with this, the faculties at Palmer High School and North Middle School recognize and appreciate that every student is an individual with unique personal and educational needs. We strive to ensure that all students receive the necessary support to allow them to achieve academic success and reach their full potential as they progress through the IB Middle Years Programme (IB MYP).

The North Middle and Palmer High School's Special Education Needs (SEN)/Inclusion Policy provides that all students enrolled in the IB-MYP program receive meaningful and equitable access to the curriculum and to an appropriate education and/or enrichment that affords them the opportunity to achieve to their fullest personal potential. This rationale is supported by our mission statements. The Palmer High School Mission Statement includes: "*William J. Palmer High School is dedicated to pursuing academic excellence and, in partnership with the community, preparing our diverse student population for responsible and productive lives.*" The North Mission Statement includes: "*North Middle School students will be productive and successful citizens. We hold our students to high standards so that they will set goals, think for themselves, problem-solve and take responsibility for their own learning. We will fulfill our collective responsibility to reach and teach all students by building a collaborative and professional climate.*" as well as the Colorado Springs School District 11 Mission Statement: "*School District 11 is meeting the demands of the 21st century by delivering personalized learning for every student, every day, in every classroom.*" This document will be reviewed every four years and during years in which a self-study is conducted.

## Access to Colorado Springs School District-11's IB Middle Years Programme

North Middle School and Palmer High School offer full access to an IB MYP education to all students. Subject areas offer a range of classes at remedial, grade level and accelerated/honors levels, and students work closely with guidance counselors to develop course schedules designed to fulfill their academic plans. As part of the development of IB MYP classes, the following expectations constitute "best practices" in developing classroom curriculum:

- Active development of the student at the center of learning through the IB learner profile
- Units of inquiry that include concepts, global contexts and questions to guide learning
- Explicit instruction of critical approaches to learning skills
- Advanced planning of differentiation strategies
- Assessment strategies that enhance learning and inform instruction; aligned summative tasks to assist with standardization and formative assessments

## 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 four principles of best practices:

- A. Affirming identity and building self-esteem
- B. Valuing prior knowledge
- C. Scaffolding instruction
- D. Extending learning for students ready for enrichment

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

At North Middle School:

1. Teacher teams meet for "Kid Talk" to discuss students as it relates to academic, attendance, social-emotional and/or behavioral issues. From there teachers develop formal or informal plans to support the student. If increased supports are needed, then the student may move forward to RtI and/or PST
2. 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.
3. Problem-Solving Team (PST) addresses student placement and scheduling.

4. AVID offers the opportunity for students to develop and enhance their learning skills.
5. Tutorials are offered in reading, writing and math.
6. Before and after school clubs offer both academic support and enrichment opportunities.

At Palmer High School:

1. AVID tutorial and AVID-embedded strategies in classroom instruction
  - a. **"AVID's** mission is to close the achievement gap by preparing all students for college readiness and success in a global society."
  - b. During AVID tutorial, students developing academic language, habits of mind and specific study skills that help them navigate any academic environment
2. Response to Intervention strategies
  - a. Learning intervention through personalized instruction in building wide math and writing tutoring centers. Using peer tutors and community volunteers, these student learning centers provide learning support for all levels of instruction on an individual or small-group basis each period of the day and after school.
3. Teacher office hours
  - a. Teachers make time available for student help during planning periods and by appointment to meet student schedules.

For students who qualify for additional learning help, the following support services are available:

- Special Education with accommodations and/or modifications as outlined through the 504 or IEP process
- English Language Learning with classroom instruction, accommodations and/or modifications necessary to support student learning in a language other than mother-tongue
- Gifted and Talented Resources with access to and support for success in accelerated classes and academic enrichment opportunities

### **Federal and state legislation governing inclusion:**

District 11 schools operate in full compliance with the following federal, state and local requirements in delivering special education services to students who qualify:

#### **Individuals with Disabilities Education Act (IDEA)**

- Outline requirements for educating students with disabilities to include identification, evaluation, funding, discipline, monitoring and enforcement related of the Individual Education Program. <http://idea.ed.gov/>

**Family Educational Rights and Privacy Act (FERPA)**

Protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

<http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html>

**Section 504 of the Rehabilitation Act**

Forbids organizations from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

<http://www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf>

**Exceptional Children's Educational Act (ECEA)**

Outlines the rules associated with special education and gifted programming.

<http://www.cde.state.co.us/sites/default/files/documents/spedlaw/download/ecearules-march2013.pdf> (11)

**CSSD 11 Board of Education policies governing inclusion:**

All D11 BOE policies can be found at <http://www.d11.org/BOE/Policies/Pages/default.aspx>

**IHBA: Special Education Programs for Students with Educational Disabilities**

D11 shall provide educational opportunities to all resident students in accordance with the requirements of state and federal law

**IHBAA and IHBAA-R: Response to Intervention (RtI)**

RtI is an instructional framework that promotes a well-integrated system that is matched to students' academic, social-emotional and behavioral needs. RtI uses screening, problem solving, progress monitoring, evaluation based on data and evidence-based instructional and behavioral support strategies

**IHBB: Gifted and Talented Education**

D11 will serve all gifted and talented students with special provision to meet their educational needs from kindergarten through graduation

**IHBEA: English as a Second Language**

D11 shall provide suitable instructional programs for all students whose dominant language is other than English as outlined by the CO Department of Education

**JB: Equal Educational Opportunities**

Every student of this school district shall have equal educational opportunities regardless of race, color, ancestry, creed, sex, sexual orientation, marital status, national origin, disability, or need for special education services.

**JKD-JKE-2: Disciplining of Students with Disabilities**

The D11 Student Conduct, Attendance and Discipline Code applies to all students and can be applied to students with disabilities except in the case where a student is being removed from school. Removal of a student with disabilities must follow requirements outlined in IDEA, ECEA of CO, and/or Section 504 of the Rehabilitation Act of 1973.

### **EEAB and EEAB-R: Special Needs Student Transportation**

D11 shall provide transportation services to students who have transportation specified as part of their Individualized Education Plan (IEP)

## **Resources**

To ensure that all students can access the MYP at North and Palmer, resources must be allocated to enhance teaching and learning for the diverse student population found at both schools including staffing budgetary support. Staffing and budgetary support is determined at the district level and is based on the number of students requiring special services and what type of services are needed. In general, each school receives an annual allocation of full-time employees (FTE) which includes special education staffing coordinators, special education teachers, gifted resource teachers, English Language Learner teachers and educational assistants.

In addition to staffing and budgetary support, the professional team at North and Palmer also access a series of tools which are used to determine eligibility for services and progress monitoring. These tools include

- Attendance, academic and discipline history
- Response to Intervention (RtI) plans
- Formal and informal observations
- Standardized assessment data
  - Measures of Academic Progress (MAP)
  - Partnership for Assessment of Readiness for College and Careers (PARCC)
  - CMAS (Colorado Measure of Academic Success)
  - Target assessments such as Test of Written Language (TOWL) and Comprehensive Math Abilities Test (CMAT)

## **Definition of Key Terms**

The following glossary provides working definitions of critical terms used in this policy:

- **Inclusion and inclusive education:** the concept of inclusion is central to all interactions within the MYP community. Inclusive practices acknowledge a broad understanding of the diversity that exists within our community and moves beyond that acknowledgement to actively embrace that diversity and establish a sense of belonging for all individuals. An

inclusive school community is defined by its culture of collaboration, mutual respect, dynamic systems of support and problem-solving.

- **Dynamic learning communities:** all references to school or learning communities include the voices of all learners, their parents/guardians, certified and support staff as well as community members invested in our schools.
- **Accommodations:** "Accommodations: are changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which **DO NOT fundamentally alter or lower the standard or expectations of the course/standard/test.** (Wright)
  - Examples of accommodations may include extending the time allowed for a test or an assignment, providing a distraction-free environment, providing a paraprofessional or peer assistant,.
- **Modifications** are changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which **DO fundamentally alter or lower the standard or expectations of the course/standard/test.** (Wright)
  - Examples of modifications may include reducing or expanding the number of items a student is expected to complete, changing the format of the products created, for example drawing an illustration of a concept rather than writing an essay.
  - In general, modifications are made when the expectations lie beyond the capabilities of the student

## Transition Services

North Middle School and Palmer High School work in collaboration to ensure that students make a smooth transition from middle school to high school academically and socially. Eight grade students have multiple opportunities to learn about academic options and extra-curricular opportunities through information sessions, evening Open Houses, school visits by guidance counselors and letters home. As the freshmen year begins, Palmer "Link Crew" volunteers host incoming freshmen for an orientation day that includes team-building exercises, tours of the school and help with logistical details such as locating and opening lockers.

For students with specific academic support plans such as Individual Education Plans (I.E.P.s), Advanced Learning Plans (A.L.P.s), 504 plans and English Language Learner plans, the following processes are in place to communicate these needs as efficiently as possible in order to avoid disruption of learning services as students move from middle to high school:

- Describe the processes in place for developing these plans in middle school
- Describe the processes in place for reviewing and revising these plans in high school
- Describe the processes in place for ensuring a smooth transition of special services between 9<sup>th</sup> and 10<sup>th</sup> grade
- Describe needs for future improvements to this process at both North and Palmer

## Bibliography

Colorado Springs School District. "Board Policy Manual." 2015. 1 September 2015.

International Baccalaureate Organization. *Learning diversity in the International Baccalaureate: Special education needs within the International Baccalaureate programmes*. Electronic document. Cardiff, Wales: Peterson House, 2010. May 2015.

Wright, Diana Browning. "Common Definitions: Adaptations, Accommodations, Modifications." *Teaching and Learning* 2003.

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