



# Patrick Henry High School

## IB Inclusion Policy

### **Patrick Henry's Mission Statement**

Patrick Henry High School is a diverse community that values and supports the experiences of inquiry and learning through meaningful opportunities that bring intercultural understanding to our scholars, our educators, our neighbors and our world.

### **Patrick Henry's Vision Statement**

Patrick Henry is a community where all stakeholders will work systematically to close educational and opportunity gaps to become a stronger, higher performing IB World School ensuring that all scholars are college, career and life ready.

### **Patrick Henry's Core Belief: Equity**

We meet scholars and families where they are and strategically allocate our limited resources to meet their academic and social/emotional needs to ensure that all students are college, career and life ready.

## Statement of Philosophy

Patrick Henry High School strives to provide a challenging, supportive educational experience for all students. We are committed to ensuring that all students have the knowledge, skills and confidence they need to succeed, and that they are provided with the learning opportunities and supports required. As such, we abide by the state guidelines of inclusion of students qualifying for special education services for all academic programs. All students are given the opportunity to participate in the IB Middle Years, Diploma, and Career Programmes to the fullest extent allowed by their abilities.

Tailoring our curriculum and teaching to meet the individual needs of our students is essential. An Individualized Education Plan (IEP) is developed for each student who qualifies for special education services.

Students and staff also use tools to assist in their efforts. Such tools include:

- We believe all students can learn and have a right to a holistic and inclusive education in a caring and stimulating environment.
- We place great emphasis on the responsibilities of our entire school community to be aware of and provide for students with special educational needs.
- We believe all students will participate in their learning to the best of their ability.
- We view a student's education as a partnership between the student, the parent(s)/guardian(s), and the school.



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### Definitions

#### ***Resource***

Students in the Resource program spend up to 60% of their day in a Special Education setting or in general education classes co-taught by Special Education Resource Teachers.

#### ***Setting III***

Students in Setting III Programs spend 61-100% of their day in a Special Education classroom. These programs have program-specific teachers and courses to support students the majority of their day. Students are placed in a Setting III program specific to their disability. Setting III also take mainstream courses that are co-taught by Special Education teachers.

### Documentation

#### ***Special Education Students***

Students with Special Education Needs will have an Individual Education Plan (IEP) that is developed by their IEP team and is reviewed each year. Each student will be assigned a Case Manager who is responsible for maintaining and updating the IEP. Each of the student's teachers is responsible for ensuring the accommodations and modifications on the student's IEP are followed.

#### ***Section 504 Accommodations***

A student may be eligible for a Section 504 Accommodation Plan if they have a diagnosed condition that limits their ability to be successful in school without accommodations. The 504 Plan is managed by a licensed school counselor and the plan is developed and reviewed by an interdisciplinary team each year. Each of the student's teachers is responsible for ensuring the accommodations on the student's 504 Plan are followed.

When students who have an IEP or 504 Plan register for IB exams, the IB Diploma Programme Coordinator will work with the student's Special Education Case Manager or 504 Coordinator and family to determine if accommodations should occur for internal or external assessments. When appropriate, the IB Diploma Programme Coordinator will submit the required paperwork requesting accommodations for assessments according to the protocols established by the IB.



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### Common Practices

#### ***Teachers***

General Education and Special Education teachers adapt their instruction to suit individual educational needs. Federal and state laws dictate that goals and objectives of an individual's IEP supersede the requirements of the IB. All teachers are committed to including all students in general education classrooms as determined by annual meetings. Special education teachers collaborate with general education teachers to address individual students' needs for success in the classroom.

General education teachers work with their Special Education students' case managers/support staff to structure supports and accommodations as identified in students' IEPs. Examples of modifications and accommodations may include, but are not limited to:

- Provide a student with extra time to complete a test or to use technology to assist them in a task
- Reduce the length of a task
- Allow a student to demonstrate their knowledge and understanding in an alternative way
- Participate in an alternative environment such as a small group
- Differentiate instruction to meet the needs of all students in the classroom.

General education teachers will consult with case managers when they are unsure of the best way to modify a task to support a student's success without changing the core essence of the task.

#### ***Students***

Patrick Henry students should:

- Work in conjunction with teachers to meet the goals of their IEP.
- Strive to participate in MYP units and IB curriculum to the best of their ability with help from general and special education teachers
- Use the IB Learner Profile attributes to achieve success in school

#### ***Parents/Guardians***

Patrick Henry parent(s)/guardian(s) should:

- Work with mainstream and special education teachers to reinforce learning at home.
- Attend parent/teacher conferences
- Attend IEP meetings



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## Implementation of the MYP

Due to the wide range of abilities for students in Resource and Setting III classrooms throughout Patrick Henry High School, Special Education teachers must determine which elements of the Middle Years Programme will best serve their students needs. All Special Education students in Year 4 and Year 5 (9th and 10th grade) and MYP students, but teachers may not fully implement all elements of the programme in all courses. Their programs may include, but are not limited to, the following elements of MYP:

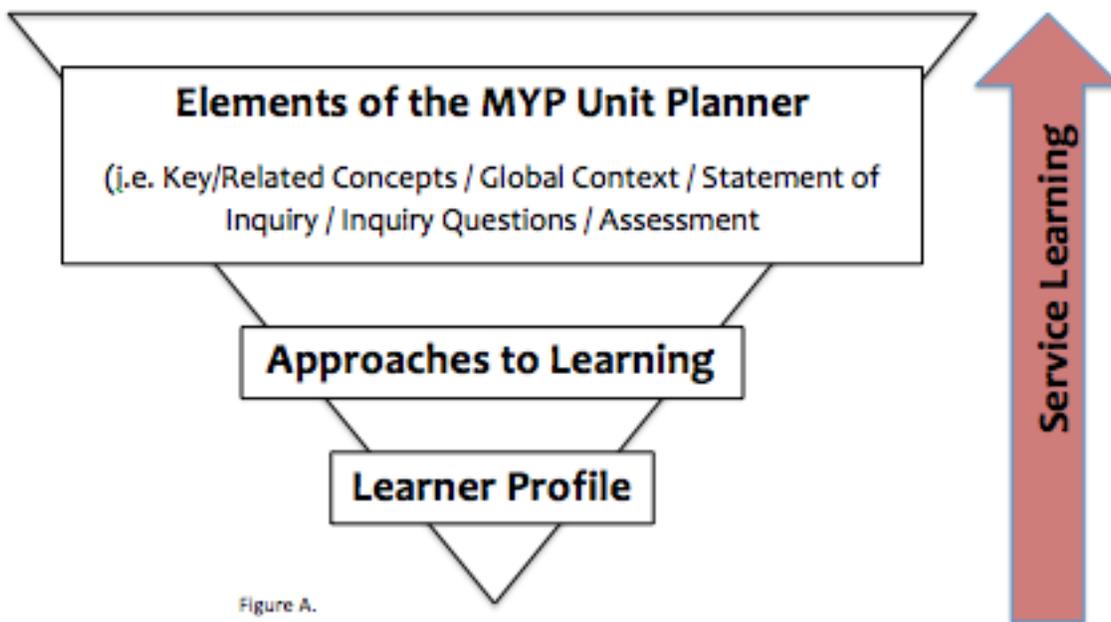


Figure A.

Teachers, especially those working in Federal Setting III Programs, may determine that the best way to deliver MYP instruction is to solely address the Learner Profile characteristics and development of Approaches to Learning Skills. Other teachers might determine that to best meet their students needs, they would ALSO incorporate develop full or modified unit plans for some or all of their units of instruction. Some teachers may also use the MYP Subject Area rubrics or modifications of them. The diagram above (figure A.) describes the range of implementation levels that will likely be found across the school. MYP implementation will vary due to the wide range of unique needs of individuals within special education programs.



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### Assessment

Students with an IEP will be assessed according to the modifications and accommodations identified on their plan. When general education teachers are unsure how to modify their approach to assessment, they should consult the student's case manager. If no modifications to assessment are identified in the IEP, the student will be assessed with the same expectations as the rest of the class. Modifications to assessment may include, but is not limited to:

- Determining the student's grade based on participation, work completion, effort, or progress towards goals
- Use of a modified rubric (MYP subject area rubrics or other rubrics in DP or CP courses)
- In the MYP, use of a Year 1 or Year 3 rubric

### Professional Development

Professional Development related to IB Standards and Practices, differentiation, and meeting the needs of students with special needs is available to all teachers at Patrick Henry High School.

- Special education teachers will be included in school, District-wide, and IB professional development.
- All teachers will continue to develop their skills with strategies for supporting the needs of all students.
- IB Programme Coordinators will support collaboration between Special Education and General Education teachers
- IB Programme Coordinators will maintain a record of Patrick Henry educators who have participated in IB trainings and IB-related professional development and make training and professional development available to all teachers.

### On-going review

The special needs policy will be reviewed regularly to ensure the document that reflects the needs and desires of our school and district. Patrick Henry has a regular schedule to review IB policies on a rotating basis.



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### **Communicating the policy**

The policy will be placed on the Patrick Henry website and can be made available on paper to families at Parent/Teacher Conferences. The policy will also be sent home each year to families of all students with an IEP along with a copy of procedural safeguards.



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