



## **Southridge High School Inclusion Policy**

### **Philosophy**

It is the mission and goal of the Beaverton School District and Southridge High School to help students show continuous progress toward their personal learning goals and prepare them for postsecondary education and career success. The Southridge High School IB program embraces and honors inclusive practices for all students, including students identified as eligible for special education services or 504 plans. By promoting IB's Approaches to Learning (ATLs) schoolwide, Southridge High School is committed to removing barriers to learning by increasing **all** students' access to learning and engagement with the curriculum. Southridge High School will provide the necessary resources, differentiation, accommodations and/or modifications necessary for student success in the IB program, be it IB Diploma or IB Career-Related. Every student deserves creative instructional strategies to achieve success in the least restrictive educational environment. This belief is consistent with IB's policies and Beaverton School District's goal of empowering all students to achieve post-secondary success.

Students with formally identified needs may be supported in many ways, including general education and special education services. Students' individual needs for instructional accommodations or modifications will be articulated in an Individual Education Plan or 504 Plan. Southridge High School embraces inclusive practices, with responsibility for student learning shared between general education teachers and specialist support teachers.

### **Special Education/504 Plan Identification**

Special education services are provided to students with an identified special education eligibility. Students must be found eligible in at least one of eleven federal and state handicapping condition categories and need specially designed instruction as reflected on a current IEP. Students identified as eligible through Section 504 of the Rehabilitation Act of 1973 are also supported through support services and a 504 plan.

### **Roles and Responsibilities of the School**

- Southridge High School provides guidance and information so that students with special needs can make informed decisions concerning class choices.
- Special education case managers and counselors ensure the accommodations or modifications on the IEP or 504 are available in the Student Management System for access by the IB Coordinator and teachers.
- IEP and 504 case managers provide consultation with teachers regarding accommodations and/or student's disability area.
- Southridge High School supports teachers and staff at all organizational levels to engage in culturally relevant practices and to develop skills for eliminating opportunity gaps for all students, including those with disabilities.
- The IB coordinator will apply for accommodations for external assessments in a timely manner. Students may receive accommodations for IB assessments as outlined by IB in their handbook, *Towards a Continuum of International Education*.
- Southridge High School will support students and parents when they apply for accommodations for other standardized tests.

### **Roles and Responsibilities of the Teachers**

- Classroom teachers, in cooperation with the special education case manager, will coordinate the needs of the students on 504 and IEP plans as related to the IB program.
- Classroom teachers provide differentiation, accommodations and/or modifications required for student success as outlined in the student's IEP or 504 plan.
- Classroom teachers maintain discretion and confidentiality in providing these services.
- Classroom teachers will participate in the IEP meeting or provide written feedback on the student's progress.
- Classroom teachers will ensure academic progress is updated in the Student Information System at least monthly.

### **Roles and Responsibilities of the Parent and Student**

- Parents/guardians provide Southridge High School with any documentation relevant to the student's IEP or 504 plan.
- Parents/guardians and student gather the necessary information to make an informed decision about the IB program.
- Parents/guardians comply with requests for release of information to IBO for accommodation purposes.
- Students advocate for their own learning needs by requesting assistance from teachers, counselors, case managers, and IB coordinators immediately when needs arise.
- Parents/guardians engage in open communication with Southridge High School in regards to any information that directly pertains to their student's educational needs in the IB program, including but not limited to: personal observations of student's needs, past intervention strategies, and personal/religious beliefs or cultural perspectives that may come in conflict with the IB curriculum.
- Students and parents/guardians will be proactive and timely in all requests and communications.

### **Resources**

Adapted from the International School of Beaverton Special Education Needs Policy  
Beaverton School District's IGBAE-AR "Special Education - Participation in Regular Education Programs" Revised/Readopted: 2/26/18

Beaverton School District's JBAA, "Section 504 -- Students" Revised/Readopted: 5/14/18

Beaverton School District's JBB "Educational Equity" Readopted: 6/18/18

Beaverton School District Mission Statement

IB Learner Profile

IB policy on Candidates with special assessment needs policy as outlined in *Towards a Continuum of International Education*. "Special Education Needs"

The IB guide to inclusive education: a resource for whole school development  
(<https://ibpublishing.ibo.org>)

### **Members**

School Counselors: Josie Abuan, Bijoli Biswas, Amparo Garcia de Reyes, Chris Martin, Tresci Sork

Teachers: Patrick Buckhalter, Mary Alice Tillis, Mikaela Vanderperren, Ashley Jetton, Stacy Mix

Special Education Providers: Lindsey Bellino Call, Lynda Betts, Dustin Hass, Mark Trout

Administrators: David Nieslanik, Doug Boyer, Jim Healy, Lori Krumm