

IB Inclusion Policy San José High School

San José High School, in accordance with International Baccalaureate guidance, recognizes that students have various backgrounds and academic, physical and emotional needs in the classroom. While keeping this in mind, the IB program at San José High is dedicated to producing global citizens that help to create a better and more peaceful world. The program is designed to build 21st century skills and meet the educational requirements of all students, including students with disabilities, students with 504 plans, English Language Learners and GATE students. This program is guided by the philosophy of rigorous academics that encourages all students to become lifelong learners. The strategy for accomplishing inclusion of students with special education needs or learning diversity needs is achieved by focusing on inclusion through differentiation and access for all.

INCLUSION

The focus of special education has shifted from isolation to inclusion. This is accomplished by practicing differentiation through identifying a student's learning style, scaffolding their learning, and differentiating the curriculum in order to develop the student's true potential. Inclusion is reached attained in the following ways:

GATE Student Needs are met in the mainstream classroom through rigorous assignments that allow the student to reach the highest levels of cognition in Bloom's Taxonomy, as well as the highest level descriptors in the subject area rubrics. While not all students will be able to achieve the highest levels, having lessons that allow for it gives students the chance to perform to their own highest ability.

Students With Identified Learning Disabilities

- All students receiving special education services are included in the general education program to the maximum extent possible and appropriate.
- Students are enrolled in support courses such as Think Lead Create, Transition, and Structured Literacy as specified in the student's IEP.
- Based on data from various district and state assessments, students are identified to receive additional math support in a Math Lab course; this occurs within the general education setting.
- All teachers, both general education teachers and case managers, collaborate to ensure that we create the same vision of inclusion and meet the needs of all our students. Teachers share best practices to ensure successful inclusion.
- Access to therapeutic supports, such as on-site counselors, group counseling and general education counseling services.

English Language Learners are placed in English Language Development (ELD) courses for English. In accordance with state law, ELLs are in mainstream courses for the remainder of the school day.

DIFFERENTIATION

San José High School's teachers have developed coursework to provide a range of learning approaches for achieving common goals for students of varying abilities within the same classroom. Differentiation is used by teachers to ensure that the diverse learning needs of their students are being met.

Whole-school practice goals:

- improving teaching and learning
- developing classroom relationships and expectations
- differentiating assessment practices for increased understanding and learning

Student's individual needs:

- Alternate worksheets or instructional materials aimed at presenting information at a student's individual level.
- Graphic organizers that help a student plan, outline or reflect on an assignment.
- Checklists that enable a student to more-effectively gauge his or her own progress.
- Behavior supports, aimed at helping students make positive choices.
- Allowing choice in assignments when possible.

English Language Learners:

- Designing Appropriate Lessons
- Clarifying Input
- Checking for Understanding
- Literacy Supports
- Student Centered Organization and Support
- Academic Vocabulary
- Classroom Environment

ASSESSMENT

Assessment is a vital tool for self-reflection and peer review by both teachers and students at San Jose High School. Assessments created at our schools are diverse and relevant to all students including special populations. The purposes and outcomes of our assessments are explicit to all. By using differentiated assessments our program provides access to the content for special needs learners.

Assessment Accommodations For Students With Special Needs

Students are given a wide range of supports and accommodations during assessments, including:

- Additional time, including taking tests over multiple days.
- Breaking assessments up into smaller, more-manageable parts, including reducing the number of questions on each page.
- Allowing students to use supports such as calculators or multiplication tables on math assessments.
- Use of a dictionary, thesaurus or translating dictionary.
- Allowing students to retake a test if they initially fail to demonstrate sufficient mastery.

Access Arrangements on IB Internal/External Assessments and Exams:

In accordance with IB policies, students who regularly receive accommodations on assessments may receive inclusive access arrangements on IB assessments.

Site administrators, the IB coordinator, and the special education case manager(s) will collaborate at the beginning of each school year to proactively determine which students may be eligible to receive accommodations on IB assessments, and they will submit requests for inclusive access arrangements and the appropriate documentation through IBIS. The IB coordinator will communicate with students and their families about the status and outcome of these requests.

Scoring Internal Assessments

While students may receive accommodations on internal assessments, teachers should score internal assessments based on the student's performance given the IB assessment criteria. Per IB policy:

In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.

From IB "Access and inclusion policy"

AFFIRMING IDENTITY AND SELF ESTEEM

Affirming the identity of a learner encourages the qualities, attitudes and characteristics identified in the IB learner profile, promoting responsible citizenship and international-mindedness.

Affirming identity is achieved at San Jose High by:

- promoting a class and school environment that welcomes and embraces the diversity of learners
- valuing and using the diversity of cultural perspectives to enhance learning
- communicating with parents to establish understanding of how best to collaborate to achieve shared goals

PRIOR KNOWLEDGE

Previous learning experiences and prior knowledge are taken into consideration by the teachers of San Jose High. Since special populations do not all share the same previous learning and background knowledge, teachers not only tap into relevant background information but also build up necessary information in preparation for further learning.

SCAFFOLDING

Scaffolding is a temporary strategy that enables learners to accomplish a task that would otherwise be too difficult to accomplish. The use of graphic organizers to develop a piece of written research is an example of scaffolding. Other scaffolding strategies provide a more concrete, and less abstract, context for understanding. Examples of scaffolding at San Jose High are:

- Visual aids
- Demonstrations
- Dramatization
- Templates
- Small, structured collaborative groups
- List of key terms and phrases
- Graphic organizers

EXTENDED LEARNING

Teachers at San José High support students in extending their learning by combining high expectations with opportunities for learner-centered practice and interaction with cognitively rich materials and experiences.

In accordance with the International Baccalaureate, our schools believe that learners who read extensively have far greater opportunities to extend their academic language and concepts than those whose reading is limited. We provide a wide range of genres for writing that are crucial to preparing students for college.

Revision History:

This policy was last updated in March 2023 with input from all members of the teaching faculty.