

---

# International Baccalaureate Diploma Program CHS Inclusion Policy

---

Updated for the 2023-24 School Year

## Philosophy

The purpose of the CHS Inclusion policy is to demonstrate how our school provides all students -- both in our International Baccalaureate courses and in other coursework -- with quality, rigorous, appropriate learning opportunities. In this context, CHS stays in accordance with the requirements of both the federal and state government for educating those students with varied needs. Carmel Clay Schools ensures that all students have the learning opportunities needed to be prepared for the next grade level and, ultimately, successful in their post-graduation college or career endeavors. We offer varied levels of courses and differentiated instruction to accommodate the needs and interests of our most advanced learners, those who need extra support to be successful, and all learners in between. In line with IB's published philosophy, the IB Diploma Program at CHS identifies and removes barriers with the aim of increasing student access, engagement and achievement.

With an enrollment of over 5,300 students, we serve students with diverse backgrounds, experiences, interests, and needs. Within our student population, we have over 400 students that have an Individual Education Plan (IEPs), approximately 150 students who have 504 plans, and over 100 students that have an Individual Language Plan (ILP). In order to support all our students, Carmel High School emphasizes differentiated instruction and inclusive practices in our classrooms. All stakeholders in our school community -- administrators, teachers, support staff, parents, and students -- work together to this ultimate goal of creating a supportive and inclusive learning environment.

## Inclusion aligned with IB

The International Baccalaureate publication of standards and practices requires all IB World Schools to demonstrate their support for learning diversity among students. These standards and practices align with our mission statement which states that we strive to

ensure that all students' individual learning needs as well as social and emotional needs are met. Our school, as an IB World School, embraces students of varied abilities, needs, and backgrounds, and provides an education in which their learning is connected to real world experiences and expanded opportunities.

## **Accessibility & Admission**

The CHS DP IB Program is available and accessible for all students at CHS starting their junior year, this includes students with special needs or circumstances. Determination of the most appropriate pathway is a collaborative decision made by the student, the parent/guardian, special education teacher, the counselor, the DP Coordinator, and the administration. During this discussion, all parties will ensure adherence to guidelines which allow for both an appropriate education and the least restrictive environment for the student. Any DP students who need additional academic support have access to support study halls, resource classes, SSRT, free tutoring, and additional tiered interventions.

## **Policies**

Students are determined eligible for special education through a multidisciplinary evaluation coordinated by a school psychologist. Working closely with families, teachers and administration, the district is committed to educating the student in the least restrictive environment. Our administration, special education and counseling departments oversee the services and support for our students with special needs and communicate regularly with teachers to ensure all services are provided and accommodations are implemented.

Carmel High School abides by the federal laws for special education. Students that have Individual Education Plans (IEPs) under the Individuals with Disabilities Act also have their needs met. These students have all of the support required under federal and state law including an assigned resource teacher, an administrator and counselors that annually meet with students and parents to review their IEP plan and accommodations.

All families have the opportunity under Section 504 of the Rehabilitation of 1973 to request a conference and ongoing support. Carmel High School has an administrator that is dedicated to writing, maintaining, conferencing and communicating 504 accommodations to all students, teachers, and parents at Carmel High School.

Annual IEP Case Conferences and 504 Conferences have an administrator, a teacher, a counselor, the student, and the student's parents included. Once the plan and/or accommodations are put into place, they are communicated to all of the student's teachers. There is weekly follow up support given by the student's resource teacher for their progress.

Our students also benefit from Title I supports. Title I is the largest federal grant program used to ensure that all children have a fair and equal opportunity to obtain a high quality education. Title I is a part of the Federal Elementary and Secondary Education Act that was passed in 1965. This grant provides extra academic support and learning opportunities for children who are most at-risk of failing state and local standards. Services to children are based on the academic needs of individual children, not on the socioeconomic level of a child or his/her family. These students may be served with Title I supports: migrant children, children with limited English proficiency, children who are homeless, children with disabilities, and any child who is in academic need.

## Resources and Support

Carmel High School provides human resources, building resources, and professional development resources to ensure that we are meeting the needs of all students.

- Assistant Principals oversee attendance, special services, and Section 504 plans
- The Director of Counseling oversees our counseling department
- The Special Services Department Chair oversees our special education teachers.
- Our teachers and instructional assistants are trained to work with students with special needs
- Our Assistant Principals are certified in CPI training
- Our students have a 90-minute student resource period every other day dedicated to providing extra help and support from teachers.
- Our instructional coaches support our staff in developing differentiated instruction, who can co-plan lessons with our staff, and who co-teach with staff members to further enhance differentiation.
- Dedicated classroom spaces are designated for students with IEPs to obtain extra help and support
- Push in and pull out services are provided for students who require more support
- The IB DP Coordinator guides students and consults with staff about DP
- All teachers have been trained in anti-bullying and suicide prevention
- All teachers have been trained in differentiated instruction
- All teachers are required to have an active role in student case conferences
- All teachers are required to make modifications on tests and assignments
- Supported study halls are available to students who have IEPs, ILPs, and 504 accommodations, or other needs
- Support services--including counseling, occupational therapy, speech therapy, and physical therapy--are provided as needed
- Assistive technology and transportation support is provided as needed
- Variety of student-led clubs and programs promoting inclusion are offered at CHS, including Best Buddies, Global Connections, Unified Sports, United Sound, Adaptive PE, and Peer Helpers.

## Collaboration

Ongoing collaboration happens among all stakeholders responsible for ensuring inclusion and meeting special educational needs. These include Assistant Principals, Special

Education Department Chairperson, teachers, instructional assistants, Director of Counseling, guidance counselors, Instructional Coaches, MLL Coordinator, and IB DP Coordinator.

We have ongoing staff development for teachers and instructional assistants that emphasizes Tier 1, Tier 2, and Tier 3 interventions for students. Special Service teachers, counselors and administrators meet weekly to discuss not only academic progress for students, but also social and emotional concerns. Focus on scaffolding, enrichment, and differentiated instruction is emphasized.

All teachers are members of a Professional Learning Community (PLC) through which they analyze common assessment data and discuss specific strategies to meet the needs of all learners.

Inclusion expectations are conveyed to staff through school wide professional development meetings, PLC team work, department meetings, IB meetings, and focused meetings for students that need specific interventions.

## **Differentiation**

CHS teachers provide differentiated instruction to all students based on readiness level, interest, and learning style. Our instructional coaches provide focused professional development for teachers on differentiation strategies to allow them the opportunity to learn and discuss specific tier 1 interventions that they can implement in their classrooms. These strategies and practices include small group lesson delivery, enrichment activities, co-teaching, student choice, modification of assessment, and scaffolding. Teachers work to target these methods where needed and to adjust them based on student feedback and assessment data.

## **Assessment**

Families with students who have an IEP, 504 Plan, or other needs will work with the IB Diploma Programme Coordinator when they register for exams to determine what accommodations should be applied to the required internal and external assessments. In these circumstances, the IB Diploma Program Coordinator will submit the required paperwork requesting accommodations for assessments as outlined by IB. The IB Coordinator will follow protocols established by the IB for securing authorization for special assessment arrangements. The DP Coordinator also has the responsibility to ensure that these approved special arrangements are provided during the examination period.

## **Communication & Confidentiality**

Confidentiality of student information is prioritized at CHS. We have an online software system that is confidential and communicates IEP and 504 plans to staff and administration for implementation.

To ensure communication of this policy to all stakeholders, this policy is available on the school website and within the Canvas courses for IB Diploma students. Through these avenues, parents, students, and teachers can access the policies as needed.

The DP Coordinator will communicate all policies with teachers each year and provide a dedicated on-boarding for any new teacher or counselors unfamiliar with the IB DP. Teachers will acknowledge annually that they have reviewed the policies of the IB DP.

## **Policy Review**

Review of this policy is conducted annually with modifications made as needed based on current building philosophy and practices, as well as any adjustments made by IB or federal or state governments impacting inclusion. Policy input and adjustment is overseen by the DP Coordinator and supported by feedback collected from a focus group of students, parents, teachers, and administration.