

# Inclusion Policy



Harrison Central School District

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

2023

## Harrison Central School District: Inclusion Policy

### **Purpose**

Harrison High School's IB Diploma recognizes the diverse student population that exists within our school. Our students come from different backgrounds and cultures and present with many different learning styles and needs. As such, our program has created and implemented policies to provide access to our IB Diploma curriculum for all students. The policy below outlines the specific steps our teachers, administrators, students and parents have and will continue to follow, to ensure ALL of our students, including those with disabilities, are successful in our IB Diploma program.

### **Definitions**

- Student with a Disability (SWD) refers to any student who has been classified under New York State Part 200 regulations, as a student who has been identified as having a disability and requires special education services and programs.
- Harrison Central School District acknowledges and services a wide range of needs and abilities along a continuum, including students with learning disabilities as well as autism and social/emotional needs.
- Inclusion refers to providing access to our IB Diploma program for all students.
- Differentiation refers to any adaptation of instruction or assessment in order to meet individual needs.
- Individualized Education Program (IEP) refers to a written document, developed, reviewed and revised in accordance with the law, to be provided to meet the unique educational needs of a student with a disability.
- 504 plan refers to a written document, in accordance with Section 504 Rehabilitation Act (under civil rights law) that includes accommodations for students who have a mental or physical impairment, that substantially limits a major life activity.
- Case Manager refers to the special education teacher assigned to each student with an IEP. This teacher is responsible for ensuring all elements of a student's IEP are implemented. The case manager is also responsible for educating general education teachers about the student's IEP, their unique needs, and the modifications and accommodations that must be provided within the classroom.

## **Inclusive Practices and Philosophies for all Students**

Harrison Central School District is committed to providing a full continuum of programs and services which meet the unique learning needs of students with disabilities in accordance with our District's core values of equity, access, rigor, and adaptability and New York State and Federal Regulations. Our IB Diploma program echoes this philosophy, by providing high-quality programs, services, and support to students within the HCSD community. As such:

- The program is open to all students who wish to enroll.
- Through our guide to planning, we provide multiple pathways to IB courses in all five core subjects.
- Learning Centers, a special class with a 12:1 ratio, are provided based on student need and the recommendation by the Committee on Special Education. In the Learning Centers, students are able to review and preview course content.
- Extension Classes in some DP courses are provided to any student who requires additional support to build on skill sets based on teacher recommendations.
- We provide individualized support for all students to participate and complete culminating IB DP projects.
- Teachers throughout the program receive professional development in the areas of inclusion, collaboration, and differentiation to better meet the needs of their students.
- The IB coordinator partners with the special education administrators and teachers to ensure students' accommodations are provided on any IB internal or external assessment.

## **Classroom Support**

In addition to the inclusive practices discussed above, students with disabilities and other learning needs receive extensive classroom support to enable all students to participate in the IB Diploma program.

- All teachers utilize multiple measures to assess their students, in an effort to meet their individual student needs and abilities and to alter future instruction.
- Whenever possible, teachers differentiate and modify summative assessments to avoid testing a student's disability and thus allowing each student to fully display their knowledge.
- Students with IEPs or 504's are provided their modifications and accommodations within the classroom on a continual basis in accordance with their individualized plans.
- Teachers will partner with special education teachers and colleagues to modify curriculum.

- Teachers often provide one-on-one support, before, during and or after school to help students master content and prepare for assessments.
- When a student requires additional support outside of the classroom, pull **related** services are provided to meet academic, social or behavioral needs.
- Co-teaching professional development is provided to content and special education teacher partnerships.
- All teachers are offered opportunities to be trained in best practices to address learner variability through a variety of sources.
- Teachers will provide accommodations based on a student's 504 or IEP plan.
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**Documentation:**

Students' progress is monitored on a continual basis, both informally (within the classroom) and formally (through our grade portal system and through IEP progress monitoring). In addition, all teachers are required to sign 408 logs, indicating they have been provided a paper or electronic copy of their students' IEPs prior to its implementation, and been informed of his or her responsibility to implement the recommendations on the IEP. Students with IEPs and 504 plans will also meet annually, with their educational team, to monitor their academic progress and revise his/her IEP and or 504 accordingly.

**Communication:**

The Harrison Central School District Inclusion Policy for the IB Diploma Program has been distributed and communicated to all stakeholders.