

MYP Special Needs Policy Harrison High School

Special Education Overview for Harrison School District 2

The mission of the HSD2 Special Education Department is to collaborate with district, school, staff, and families for improvement of instruction and classroom behavior for the benefit of students with special needs and improved outcomes for quality of life and productive citizenship.



Harrison District 2 serves its special education population through the use of Individual Education Plans. Individualized plans are implemented in accordance with Colorado State Education Laws as well as Federal Laws, and are reviewed annually. https://www.cde.state.co.us/cdesped/iep_forms

All HSD2 students with special needs are placed in the least restrictive learning environment, in accordance with the Individuals with Disabilities Education Improvement Act. <http://idea.ed.gov/>

Philosophy of Inclusion within the IB Middle Years Program at Harrison High School

Consistent in both the IB MYP Standards and Practices and the Harrison High School mission statement is the belief in the value of diversity of learners in the classroom. We believe that students who are identified as having unique learning needs, represents a greater reflection of diversity within our community. According to the IB Conference of the Americas, the "IB programme principles and practices call for school to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes." At HHS, this philosophy is completely aligned to the learning environment we strive to achieve. When all students have access to diversity, our learning community is enhanced.

In accordance with state and federal guidelines, the Harrison High School multidisciplinary special education team identifies students who may have disabilities, evaluates them for eligibility, develops individual education plans (IEPs), provides specially designed instruction, and triennially reevaluates students for special education eligibility.

At Harrison High School, we tailor our supports to the needs of each student. When individual education plans are developed, a multidisciplinary team considers a spectrum of ways to meet individual student needs from complete inclusion in general education to participation in mostly special education and determines the least restrictive way to balance educational need and appropriate provision of specially designed instruction for that student. Therefore, a wide spectrum of programming options exist for students with disabilities. Programs include general education classes that are co-taught by a special and general educator, small classes that provide specially designed curriculum, and programs for students with unique disability-specific barriers to learning (such as Autism, behavior disorders, intellectual disability, or multiple disabilities).

No matter the need or placement within general education, Harrison High School is committed to giving all students access to the development of learner profile traits. Students who are fully included and those who participate in the Moderate needs program will have access to the IB curriculum in their perspective classes. Moderate needs teachers work alongside general education teachers to provide IB curriculum and assessments. Our Significant Support needs teachers work within the IB system, as well as, implementing IB learner profile trait development and IB philosophies within their classroom practice.

School Descriptions

Harrison High School currently serves 115 students who have identified disabilities under the Colorado Department of Education's guidelines. Presently, 27% of students participate in general education at least 80% of the time. Of those 115 students, 27% of them participate in general education 40-79% of the time, and 40% of those students participate in general education less than 40% of the time.

Definition of Inclusion

According to the Learning diversity in the International Baccalaureate programmes (2010), "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities."

Definition of Differentiation

Differentiation according to Carol Ann Tomlinson is "an approach to teaching that includes various approaches to content, process, and product in order to meet the needs of student differences in readiness, interests, and learning needs."

Works Cited

International Baccalaureate Organization. *Learning diversity in the International Baccalaureate:*

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Adapted from: Tomlinson, C. A., (2001). *How to differentiate instruction in mixed-ability classrooms.* (2nd Ed.) Alexandria, VA: ASCD.