Palmer High School
Inclusion Policy

At Palmer High School, we believe that all students are entitled to access to the IB courses for which they have met the prerequisites. This policy outlines the school's vision for a more inclusive IB program, the structure and processes Palmer High uses to ensure student access to the IB program, and the rights and responsibilities of different members of the Palmer High School community regarding access and inclusion.

This document includes:

- International Baccalaureate and Palmer High School Mission and Vision Statements
- Inclusion Policy and Vision
- The Rights and Responsibilities of Students, the School, and Families
- Connections to other IB Policies

Updated March 2022
Updated January 2020
Updated 2018
Updated Fall, 2011

Mission and Vision Statements

IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Palmer High School Vision

To create a culture of caring and a culture where we believe in every student and their ability to learn.

Palmer High School Mission

To prepare life-long learners, community assets, and citizens of integrity.

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Inclusion Policy & Vision

At Palmer High School, we believe that the makeup of the school as a whole should be reflected in the makeup of the students participating in Diploma Program courses. To that end, students who have completed the prerequisites for each IB course are entitled to enroll in IB courses and be supported by the school and instructors, their families, and the supports outlined in Individualized Education Plan (IEP) or 504 plans.

As of the 2021-2022 school year, about 20% of Palmer High School students have an IEP or 504 plan. Our programmatic goal is to eventually see the same percentage of students in our IB courses.

One of the biggest gains Palmer High School has made over the last three years is increasing enrollment of all students within the IB program. With the adoption of the new IB mathematics curriculum (Palmer High offers Approaches and Interpretations) students who have completed Geometry (or higher) by the end of their sophomore year are automatically enrolled in Mathematics A&I, either the SL track or the HL track. In this school year, all juniors who were capable of doing so were enrolled in IB History of the Americas or in a regular US History class with the option of completing the course work to get credit for having taken IB History of the Americas. These two changes alone have resulted in 43% of all juniors and seniors being enrolled in an IB course for the 2021-2022 school year.

Additional changes that have been made this year to increase student participation in IB courses includes the addition of Language and Literature to our course offerings and the coverage of all IB exam-related fees by the school district.

Lastly, all three of our counselors--two of whom are new within the last two years--have received IB Counselor training, increasing access for students to adults in the building who can counsel them regarding the best IB course options for them.

Palmer High School's vision for inclusion the upcoming review cycle includes the following goals: increasing the number of teachers offering IB Literature or Language and Literature courses; continuing to increase the number of students taking IB Mathematics and History of the Americas; and working more closely with case managers for students on IEPs and 504 plans to ensure that supports and accommodations are being provided consistently and effectively within IB classrooms.

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Rights and Responsibilities

Palmer High School supports and encourages the enrollment of all students in International Baccalaureate courses.

Students have the right to:

- Enroll in IB courses for which they have me the prerequisites
- Have accommodations which are outlined in their 504 and IEPs provided both in the IB course and for IB assessments.

Students and their families are responsible for:

- Notifying the IB coordinator of requests for accommodation for the student at the time of IB exam registration.

Teachers and the school are responsible for:

- Notifying teachers of accommodations granted by students 504 plans and IEPs
- Ensuring that accommodations are offered in IB courses
- Notifying the IBO of requests for accommodations for IB exams
- Conducting 504 plan renewal meetings and IEP meetings as required by district policy and state and federal law.
- Ensuring that school counselors have received IB training so that they can advise students on the best options for participation in the IB program.

Listed below is the local legislation and school board policy used to create the policy listed above.

<u>BOARD POLICY</u>

BP 5111 BP ADMISSION
The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.

BP 5121 GRADES/EVALUATION OF STUDENT ACHIEVEMENT
The School Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards, which apply to all students at his/her grade level.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom

participation, homework and tests. The student's behavior and effort shall be reported in separate evaluations, not in his/her academic grade.

The Chief School Administrator or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system.
If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement, which he/she missed, the teacher may lower the student's grade for nonperformance. Teachers shall inform students about the class grading system at the beginning of the semester. It shall be the student's responsibility to make arrangements for all missed school work.

BP 6172 SPECIAL EDUCATION
Whenever possible, the School Board desires both non-handicapped and handicapped children to share an interactive environment which nurtures understanding, cooperation, and mutual respect.

Upon the identification of a student’s exceptional need(s), the Superintendent or designee shall appoint child study team to consider those needs, determine the content of the student’s individualized education program (IEP) and make placement decisions in accordance with Federal mandates.

The Superintendent or designee shall adopt the Alaska State Special Education Handbook as its administrative procedures. Additionally, local procedures will be established to supplement the state handbook and ensure compliance with federal law.

Services will be provided in accordance with the student’s IEP once parental consent or administrative or judicial proceedings authorize the provision of special education and related services.

Connections to other IB Policies

Inclusion and Access

Palmer High School encourages students to participate in all courses for which they have met the prerequisites and for which they have the skills and support to be successful. PHS depends on the sharing of information from families and students to ensure that inclusive access arrangements can be made both in the classroom and in testing environments.

Assessment and Inclusion

The Inclusion Policy outlines the means by which all students are given an opportunity to participate in the IB Diploma Program. Assessment, and especially assessment with appropriate accommodations, is essential to measuring students' progress and ensuring all students have the opportunity to be successful.

Inclusion and Language

All students are entitled to support while learning, and the language and inclusion policies line out the ways in which students can ask for and receive support for their learning, with and without 504 and Individualized Education (IEP) plans.

Inclusion and Academic Integrity

At Palmer High School, teachers and students should act with integrity and academic honesty. Teachers are responsible for teaching, assessing, and requiring the use of evidence of academic integrity in their classrooms. Students are provided with the lessons they need to complete work with integrity and are provided resources if they need additional support.

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