International Baccalaureate Program at Myers Park High School- Inclusion Policy

Introduction

We believe that all students should participate as fully as possible in the IB Middle Years Program (MYP) and the Diploma Program at Myers Park High School. As a school, we strive to ensure that our students with special education needs are included to the fullest extent possible and that those students experience consistent academic success. We support the learning of all students by appropriately addressing their unique learning needs. It is the school's goal to help each student achieve the attributes of the IB Learner Profile as well as to assist them in being successful in academic and non-academic environments.

Admission requirements

Students with special needs are encouraged to consider the MYP and IB Diploma options. The same entrance and continuation requirements apply to all students at Myers Park High School. Students only need to self select courses for the MYP program and meet the course completion requirements for the DP program.

Federal, State and Local Requirements

In order to effectively meet the learning needs of students with exceptional learning needs, Myers Park educators adhere to the policies and practices set forth by the federal, state and local authorities for the education of exceptional children (EC). This includes:

- Properly implementing the plans(s) stated in Individualized Education Plans (IEPs), 504 Plans and ML Plans.
- Providing modified tests and/or testing environments for students with special needs.
- Scheduling students appropriately in co-taught classes, learning labs, and resource classrooms as prescribed by IEPs, 504 plans.and/or ML plans.
- Regularly reviewing and revisioning of students' IEPs, 504s and ML plans.

Myers Park's inclusive learning support includes an Exceptional Children's Department. The Exception Children's Department has an Exceptional Children's Coordinator Teacher (ECCT)

who is responsible
for coaching teachers in developing strategies and techniques for assessing and increasing achievement of students with disabilities. The inclusive accommodations students receive include co-teaching alongside subject specialist teachers, and some students participate in self-contained classes leading to an alternative high school certificate.
Students in the IB Middle Years Program who require inclusion support learning accommodations are prioritized in IB classes, inclusion classes and standard classrooms. Students with Individual Learning Plans may also have access to a co-teacher for additional one on one, extended time or separate setting accommodations. IB students who require inclusive or differentiated education services may also receive learning services in dedicated learning labs and/or classroom accommodations. The need for a student's learning accommodation is reviewed each year with a team including the student, parent/guardian, an EC case manager, a classroom teacher and a LEA representative. Each of our Inclusion teachers is assigned a caseload of students and is responsible for keeping those students' Individualized Education Plan (IEP) up-to-date and ensuring students receive accommodations in their classes.
Additional Support available to students and to teachers to help meet student needs.
Myers Park has a Student Services Team that consists of 9 school counselors, a graduation coach, 2 504 coordinators, 2 ML Committee Co-Chairs, a Bilingual Family Advocate and 2 social workers who are case managers for students with 504 learning plans. It is this staff member's responsibility to communicate with families and schedule regular review of 504 plans as well as initiate new 504 plans. The 504-case manager works with the student's counselor, teachers, and parent / guardian to provide the support needed for students to have equal access to educational resources.

Instruction

Individualized instruction and student achievement are valued in our school district and Myers Park School. This is evident through the services that are available, including:

• Specially designed instruction to meet the needs of students with disabilities

• Access to the general curriculum and intervention programs designed to provide maximum opportunities for instruction in the general-education setting

• Continuum of services, including consultation, co-teaching, and self-contained settings

• Curriculum-driven instruction: North Carolina Standard Course of Study, North Carolina Extended Content Standards, and MYP and IB Diploma standards

• Related services that include but are not limited to speech, occupational, and physical

therapy

• Specialized instruction for students with hearing, visual, and physical disabilities

• Modified materials, including but not limited to books on tape, large-print materials, and specialized equipment and furniture

• Accessible space to meet the needs of students with physical disabilities using the Differentiated Instruction Model

• Myers Park High School teachers recognize that there is a diversity of learners in every classroom, and students are more successful when they are able to construct meaning based on their own readiness levels, interests, and learning profiles while ensuring that all students come to a similar grasp of a skill or idea. Teachers differentiate instruction with an individual student, within a small group, or with a whole class. In addition to modifications teachers make for all students without official documentation, students with special needs are served under two plans: Section 504 of the Rehabilitation Act of 1973 (504) and Individual Education Plan (IEP), mandated by The Individuals with Disabilities Education Act (IDEA).

Additional Support and Interventions

In addition to following the federal, state and district regulations for the education of exceptional children, the school has put in place additional support and interventions to support diverse learners:

- Teachers offer regular tutoring sessions.
- Students whose needs are not being met by standard classroom instructional practices are referred to the school's Intervention Teams to receive individualized interventions.
- IB students are invited to attend study group sessions hosted by the DP students in a variety of content.
- Parent communication
- Option of retesting
- Mustang minutes to help with organization, time management, goal setting, and student emotional wellbeing

Assessment Considerations

Students in MYP and DP courses receive classroom and testing learning needs/choices for all school-based assessments to meet the requirements of their IEP, 504 or ML plan. Students with testing accommodations are submitted to the IBO for consideration for inclusive access arrangements that meet the accommodations provided by their IEP or 504 plan. In some circumstances, the IBO

modifies the inclusive access arrangements to decrease time allowed for extended time or refuses inclusive access based on lack of recent medical documentation to support the accommodation. Students and parents /guardians are informed of this possibility on application for inclusive access arrangements and are responsible for providing the most recent medical documentation available.

Procedures regarding confidential information

Personally identifiable student information is protected by law. The only people with access to a student's IEP or 504 plan are directly involved stakeholders including parents / guardians, the student, classroom teachers, EC teachers, counselors, and administrators. These plans are kept confidential via password protected software so that only direct stakeholders can access the plan. Confidential information for disposal is placed in a locked cabinet in Student Services and is removed only to be shredded for disposal.

Rights and Responsibilities of All Stakeholders in Student Achievement

Stakeholder	Rights	Responsibilities
Student	Be informed of the inclusion policy Request accommodations on DP assessments prior to IB's deadline to receive accommodations on IB exams Annual review of accommodations through IEP and 504 meetings	To be aware of the inclusion policy To let teachers know in writing if they do not wish to make use of accommodations Accept that IB does not always provide accommodations equivalent to those provided by an existing IEP or 504 plan and requires documentation from within the last 2 years to provide any accommodations
Teacher	Be informed of the inclusion policy Be made aware of students who have learning plans/ services in their classes. Have access to a staff member who can support implementation of accommodations like	Provide students with learning services/plan during formal and informal assessments or activities

	separate setting and extended time.	
EC and ML Teachers	Be informed of the inclusion policy Provide updated documentation of IEPs, 504 and ML plans to all teachers	EC and ML teachers will comply with the legal requirements regarding meeting notifications and annual review meetings and will communicate changes in plans with classroom teachers via ECATS software and through ML plans via Ellevation.
Parent/Guardian	Be informed of the inclusion policy Participate in any 504, IEP or ML meeting related to a child under their legal guardianship Receive communication from the school regarding implementation of learning services	To be aware of the inclusion policy Provide up-to-date medical and educational evaluations to the IB coordinator prior to IB deadline to request accommodations on IB exams (generally Nov 15th) Accept that IB does not always provide accommodations equivalent to those provided by an existing IEP or 504 plan and requires documentation from within the last 2 years to provide any accommodations
Administration	Be informed of the inclusion policy Remain informed by all stakeholders of changes in a student's IEP or 504 plans	Provide support for all stakeholders in the initial or annual review process Provide staffing for campus accommodations and support services like EC teachers and 504 coordinators
Programme Coordinator	Be informed of the inclusion policy	Educate all stakeholders about the Inclusion policy

	Be informed of all current IB students with IEP and 504 plans Receive documentation in a timely fashion from parents or inform parents that their student will not receive accommodations from IB if timely documentation is not produced	Make a good faith effort to submit all documentation to IB before November 15th Provide approved accommodations during IB exams

Utilizing the policies and guidelines available from the IB and Charlotte Mecklenburg Schools, Myers Park High School strives to support a diverse student body of learners. Whether it be through teaching and learning strategies, resources, a 504, an IEP, or collaboration with experts and parents, our students are supported throughout the IB Middle Years and IB Diploma Programs.

Inclusion Policy is reviewed annually by all IB teachers and school administration at the beginning of each year.

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