THS IB Inclusion Policy

> *Nearly all students with disabilities in TTSD are educated at their neighborhood schools. They receive a full range of appropriate special education and related services there, both in the general education setting and in pull-out small groups or individual instruction. A very small number of students are educated in specialized programs, mostly outside the district. This system of inclusive education is dependent upon strong working relationships between general and special education and full support from building administrators.*
>
> - TTSD Student Services, https://www.ttsdschools.org/Page/8876

Introduction

Tigard High School is committed to the idea of inclusive education in the least restrictive environment for students with disabilities. Tigard High School also recognizes that the IB curriculum is not intended to be exclusively for honors students, but that all students can benefit from an IB education. Therefore, the THS IB Department welcomes all students who wish to take up the challenge of IB classes, and will endeavor to support those students to the best of our ability.

Forecasting for IB classes: Students with Disabilities

Starting in 9th grade for all students on IEPs, meetings are held every year with the student, parent, and Special Education Case Manager. One of the topics discussed is what classes the student wishes to take and what classes the Case Manager recommends. Case Managers are therefore in a good position to advise students about the possibility of taking IB classes in 11th and 12th grade.

Forecasting for the following year's classes takes place each April. All students receive a copy of the Academic Planning Guide which provides information about each class, including a summary of course content, a description of the academic rigor, and a list of any prerequisites. Along with the Guide, 10th grade teachers shall discuss the various course options available next year to their students and shall provide guidance and recommendations upon request of the student, parent, or Case Manager. In addition, IB teachers may visit pre-IB classes to promote the IB program and provide additional information to students about the classes they teach. Finally, the IB Coordinator holds informational meetings in the spring for all 10th grade students interested in taking IB classes and/or pursuing a full IB Diploma.

Students then fill out their forecasting sheets at home with their parents and must get a parent signature. Next, students meet with the counselors who review and input their course selections.

At this time, counselors shall note all students on 504 plans and review their course selections for potential problems. In addition, students on IEPs also review their course selections with their Case Managers, who can give advice and input on the best courses for each student.

If the counselor or case manager determines there may be a potential problem with a student on an IEP or 504 plan taking an IB course, the Counselor shall arrange a meeting with, or otherwise contact, the student, parents, 10th grade subject teacher, and IB subject teacher to discuss whether it is in the student's best interests to take the course. However, provided they meet the prerequisites, no student shall be prohibited from enrolling in an IB course if they and their parents wish to do so.

The Teacher's Role

During the first week of school, the Special Education Case Managers shall provide information to all teachers about any students with IEPs in their classes, including the nature of disability and a list of modifications and accommodations required by law. Likewise, the Counselors shall provide information to teachers about any students on a 504 plan. Teachers shall review the information and return signed notice that they have read and understand the information.

In addition to implementing the specified modifications and accommodations, teachers shall use best practices for instruction, including scaffolding and differentiation, to meet the needs of all learners.

The teacher shall communicate on a regular basis with Case Managers and/or counselors regarding the progress of students with disabilities in their classes.

Differentiated and Scaffolded Teaching Practices

Tigard High School recognizes the importance of removing barriers and making high-level learning possible for all students through teaching practices that are accessible to all. This involves recognizing the individual strengths and needs of students and differentiating instruction, materials, and opportunities to learn based on those characteristics. Similarly, we acknowledge that rigorous instructional practices cannot happen in an equitable and meaningful way without scaffolded instruction that builds skills over time to more complex content. Teachers will use all instructional models and tools at their disposal as a means of making learning accessible, meaningful, and inclusive for all.

Co-taught IB English Language and Literature

In the interest of equity and maximum inclusion, Tigard High School has implemented "IB English for All" in 11th and 12th grade. To make the class accessible to students with learning disabilities, several co-taught sections are offered. The co-taught classes follow the same scope and sequence as the other IB SL classes. The only difference is that there are two teachers, one

English teacher and one Special Education teacher. The rubrics are the same for all students UNLESS they are modified for receiving services on a 504, TAG, or IEP. The work is modified and students are accommodated according to the paperwork for each specific student.

IB Exam Procedure

In the fall of each school year, IB teachers and the IB Coordinator shall present information to all IB students about testing requirements, procedures, and options for each subject. Exam registration shall take place in October. The exam registration form shall include a question asking whether the student has a diagnosed medical condition or learning disability that requires them to receive special accommodations on standardized tests, and a followup question asking them to briefly explain the accommodations and indicate if they have a 504 plan or IEP. In addition, once exam registrations are completed, the coordinator shall email the registration subject report to the Special Education Department Coordinator, and to the counselors for review, to make sure all students receiving services and accommodations are known to the IB Coordinator. Upon review of the candidate list, the Special Education Department Coordinator and/or counselors shall inform the IB Coordinator if any student requires special accommodations for IB testing. If so, the IB Coordinator shall initiate a "Request for Inclusive Assessment Arrangements" and shall inform all interested parties of the results in a timely manner. In particular, the IB Coordinator will inform IB subject teachers if the Inclusive Arrangements allow for any accommodations on Internal Assessments or other IB assessments conducted by those teachers, and if so, what those approved accommodations are.

TTSD Anti-Racist/Anti-Bias Policy

TTSD recognizes the diversity of the school district's students, staff members, and its community, and sees it as one of the district's greatest strengths. All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin...The Board is committed to combating racism in all of its forms and being anti-racist. The Board recognizes that it cannot be silent when instances of racism occur within the school environment or its activities. Additionally, the board recognizes that it cannot be silent when incidents of prejudice against other protected classes and identities occur within the school environment or its activities.

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