



GREEN LAKE
SCHOOL DISTRICT
AN ENVIRONMENT OF EXCELLENCE

Green Lake School District IB Inclusion Policy

Philosophy of Inclusion: It is the mission of the Green Lake School District to create an environment of excellence by creating a safe environment that encourages mutual respect, enthusiasm for learning through personal attention, and access to an integrated, challenging curriculum so that students can reach their full potential as positive members of the community and the world beyond the classroom. Inclusion of diverse learners is at the heart of this mission as it is integral to the belief that all students can learn and should have the opportunity to participate in a broad and balanced curriculum. Our inclusion practices aim to identify and remove barriers to learning and participation in the PYP, MYP and DP programs. At all levels, students are provided a broad range of opportunities to demonstrate their ability to meet curricular goals and to demonstrate the characteristics of the Learner Profile that are necessary for personal growth. It is recognized that inclusive education provides services that embrace the individual student's learning style in regard to academic, physical, and socio-emotional needs. Inclusion practices will be aligned to GLSD policies/procedures and the IB document, *Meeting Student Learning Diversity in the Classroom*.

2460 - School Board Exceptional Education Needs Policy- The Board of Education shall provide a free, appropriate public education to all eligible disabled persons ages three (3) through twenty-one (21) which complies with Federal and State laws and guidelines.

The District provides a continuum of special education services. The determination of the need and extent of services provided shall be subject to the Individual Educational Program (IEP) developed for the child. A special education handbook shall meet legal requirements and outline specific policies and procedures relative to the implementation of programming for students with disabilities.

The Board and Administration supports the requirements of State and Federal law that students with disabilities be educated, to the maximum extent appropriate, with children who are nondisabled. The Board further supports the State and Federal requirement

that a continuum of alternative placements be available to meet the needs of students with disabilities eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

The District identifies, locates and evaluates all children with disabilities, regardless of the severity of the disability, who are in need of special education and related services. This includes children attending private schools, who are not yet three (3) years of age, highly mobile children such as migrant children and children and youth in transition, and children who are suspected of being a student with a disability even though they are advancing from grade to grade.

Students with disabilities will take state required tests unless otherwise prescribed in their IEP. Test administration procedures may be modified as indicated in a student's IEP.

Related School Board Policies: 2260- Nondiscrimination and Access to equal Educational Opportunity, 2260.01- Section 504/ADA Prohibition Against Discrimination Based on Disability

In addition, the Green Lake School District fully supports the IB PYP, MYP and DP inclusion principles of an inclusive education as described in the IB document,

“Meeting Student Learning Diversity in the Classroom.”

- Education for all is considered a human right
- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- Every educator is and educator of all students
- Learning is considered from a strength-based perspective
- Learning diversity is valued as a rich resource for building inclusive communities
- All learners belong and experience equal opportunities to participate and engage in quality learning
- Full potential is unlocked through connecting with, and building on, previous knowledge
- Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- Multilingualism is recognized as a fact, a right and a resource
- All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- All students in the school community have a voice and are listened to so that their input and insights are taken into account
- All students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

- Diversity is understood to include all members of a community
- All students experience success as a key component of learning

School Admission Procedures: The Green Lake School District is a public school and there are no admission requirements to attend. This practice ensures that all students have access to the PYP, MYP and DP Programmes.

Special Education and Student Services: All inclusive practices in the Green Lake School District align with the policies set forth by the Green Lake School District Board of Education. Students eligible for program modifications and support services are those with individual needs such as students with disabilities receiving services under Section 504 of the Rehabilitation Act of 1973 or students receiving services under the Individuals with Disabilities Education Act (IDEA). These modifications are outlined in the student's 504 plan or Individual Education Plan (IEP) and currently in practice in the school setting. The Special Education and Student Services Department is comprised of many individuals, including: Special Education Teachers, Teacher Assistants Counselors, School Social Workers, School Psychologists, Speech and Language Pathologists, Occupational and Physical Therapists, ELL (English Language Learner Teacher), Teachers of the Blind, Deaf and Hard of Hearing.

Opportunities for IB Policy Review: The IB Coordinators, Head of School and teachers review the IB policies annually. Actions taken by the school to implement the inclusion/special education policy are: review of policy during IB collaboration time in fall, access to policy via website, and inclusion/special education professional development opportunities for teachers.

Actions taken by the school to communicate the inclusion / special needs policy to all members of the school community: access to policy via public website and copy of policy sent to parents/guardians of identified students,

Students with Special Assessment Needs on IB Assessments: the Green Lake School District believes that all candidates should be allowed to take their examinations under conditions that are as fair as possible. Reasonable modifications and accommodations may be authorized to eliminate assessment bias, which could prevent students with special needs from demonstrating their knowledge and skills. On occasion, it becomes necessary to accommodate student assessment procedures. Candidates eligible for special assessment arrangements/accommodations are those with individual needs such as students with disabilities receiving services under Section 504 of the Rehabilitation Act of 1973 or students receiving services under the Individuals with

Disabilities Education Act (IDEA) who require modifications and adaptations for accurate assessment. These modifications are outlined in the student's 504 plan or Individual Education Plan (IEP) and currently in practice in the school setting. Accommodations may involve allowing extra time to complete assessments, allowing for the use of a word processor, and/or allowing for rest periods during an assessment.

The IB coordinator collaborates with students, parents and Special Education teachers to submit requests for inclusive assessment arrangements on IB assessments. Any reasonable adjustments for a particular candidate pertaining to his/her unique needs will be considered.

The IB Coordinator uses the following procedures to ensure access arrangements for students with inclusive assessment needs.

- Each fall, the IB Coordinator requests a data report that identifies all students enrolled in an IB course who also have an identified special need (504, IEP or Health condition) that may require assessment accommodations.
- The IB coordinator collaborates with parents, Special Education teachers, school psychologists and school health professionals to verify the necessary assessment arrangements and collect supporting documentation.
- The IB coordinator submits a request for inclusive assessment arrangements to the IBO through IBIS.
- After receiving approval for the inclusive assessment arrangements, the IB coordinator adjusts the assessment calendar and invigilator roles as necessary.
- The IB Coordinator meets with each student individually to explain his or her individual assessment access arrangements.

Differentiation: Inclusive educational practices and diversity are integral in the PYP, MYP and DP programmes. All students enrolled in IB programs should receive meaningful and equitable access to the curriculum. Enhancing the motivation to learn from multiple perspectives and using collaborative teaching approaches can lead to positive outcomes for all students. Teaching generic learning strategies separately from teaching academic content tends to result in students' failure to apply these strategies when it really counts, which is in learning academic content as well as in daily living.

Teachers new to IB programmes may require factual and procedural knowledge when teaching students with special needs, such as: information about factors that affect a student's learning, particularly with regard to inquiry-based learning how best to respond to the student's needs how to differentiate and match teaching approaches to the student need, as indicated in the school's policy knowledge of technology that has

assisted in alleviating and removing barriers to learning. If all these aspects are addressed in some way then it is possible for transformational learning to take place, enabling the majority of students to express their deep understanding and critical thinking in a variety of ways.

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. Inclusion is more about responding positively to each individual's unique needs. Inclusion is designed to prevent the marginalization of historically oppressed student groups

The IB supports the following principles of an inclusive education:

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The interests of all students must be safeguarded.
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential. W
- With the right skills training, strategies and support, the majority of students with special educational needs can receive an education within the general education setting