

# IB Inclusion Policy



## **BEARDEN MIDDLE SCHOOL & WEST HIGH SCHOOL**

International Baccalaureate  
Middle Years Program Partnership  
Career-Related Program (WHS)  
Diploma Program (WHS)

Revised: 12/2022

## **Bearden Middle School and West High School share a combined mission: IB for All**

### **Inclusion: IB for ALL**

Knox County Schools believe that each child should be supported and encouraged to grow, based on individual needs. Our IB schools provide high-quality, individualized and differentiated support for the whole child by identifying needs, fostering positive relationships with all stakeholders, and teaching real-world skills, so each student can grow to be an impactful global citizen.

### **Legal Requirements and Obligations; Rights and Responsibilities**

The Special Education Needs Policy is district-driven and in accordance with applicable state and federal law. The district's Special Education Department outlines policies for the qualification to receive special education services. Please review [District policies](#) as well as [State](#) and [Federal](#) laws. Teachers must act in accordance with these policies and laws.

Our schools' inclusion policy focuses on implementing the district's mission by nurturing, educating, and graduating students with disabilities. The district has high expectations for all children, and in accordance with the Individuals with Disabilities Education Act (IDEA), ensures access to the general education curriculum in regular education classrooms, to the maximum extent possible to meet each child's needs.

### **District Structures and Processes: Compliance to Legal Requirements and Obligations**

We value the team decision-making process regarding intervention, SPED identification and the provision of support services. Some students require more specific interventions as outlined by the state with the Response to Intervention (RTI) process. In accordance with law, appropriate policies and procedures are followed to a) garner parent(s)/guardian(s) consent, b) determine student needs and c) provide the required individualized student support services. Each student with identified special needs is provided with an Individualized Education Plan (IEP) developed by the Special education team which includes staff and parent(s)/guardian(s). 504 Plans are developed by the student support team together with parent(s)/guardian(s). Each IEP includes a vision statement and intended areas of academic and social growth. Each 504 Plan contains accommodations, which ensure student access to the curriculum.

### **District Statement Regarding Confidentiality**

As per IDEA, "All information gathered or referenced in any part of these processes is confidential and will not be shared in any context to any person unless relevant to the development or implementation of a student's learning plan." IDEA and other federal laws protect the confidentiality of student education records. These safeguards address the following three aspects:

- the use of personally identifiable information;
- who may have access to student records; and
- the rights of parents to inspect their child's education records and request that these be amended to correct information that is misleading or inaccurate, or that violates the child's privacy or other rights."

### **Local, National, and International Legal Requirements**

This policy will be used with State and Federal laws to provide appropriate services to students with disabilities within the least restrictive environment (LRE) with accommodations and modifications, as required. Teachers assess and analyze data to determine where each student is along the continuum of learning. The District has myriad tools and procedures for data procurement and analysis. The District continually grows and develops

specialized learning environments and units to meet the needs of all 13 categories of disabilities as outlined in IDEA.

### **What constitutes good practice**

Students are supported in general education classes by members of the special education team (including special education teachers, paraprofessionals, and other related service providers) who collaborate with general education teachers to plan and differentiate instruction. Through collaboration, the special education team and classroom teachers address student needs, ensuring that each lesson is designed with access for all students.

A list of possible supports includes, but is not limited to:

- individualized scaffolding,
- preferred seating,
- additional time on assignments
- and/or other support.

Each of these supports ensures that all students are successful in meeting the learning objectives. Data is used to add or release levels of student support.

### **Professional Development and Community Involvement to Support Good Practice**

As outlined in Section I462 of IDEA, the district will provide "professional learning to improve services and results for children with disabilities. This includes professional learning for all personnel so that each will have the necessary skills and knowledge, derived from practices that have been determined, through scientifically based research, to be successful in serving those children. This personnel continuing education includes activities for the preparation of personnel who will serve children with high-incidence and low-incidence disabilities, to prepare special education and general education teachers, principals, administrators, and related services personnel (and school board members, when appropriate) to meet the diverse and individualized instructional needs of children with disabilities and improve intervention, educational, and transitional services and results for children with disabilities."

This personnel is, but not limited to central office administrators, building principals/assistant principals, school psychologists, classroom teachers, special education intervention specialists and tutors, related services personnel, paraprofessionals, single-subject teachers, and support staff. This professional development will be through an accredited/approved agency and implemented as needed. The Director of Pupil Services will monitor and implement a professional learning plan that best serves this District to ensure that all relevant personnel have a concurrent understanding of laws and their implications.

### **West High School**

At West High School, direct and consultative special education support is provided for students with a documented need for additional services, and ELL-specific math classes exist for our English Language Learners with significant instructional gaps. Additionally, students with documented need are enrolled in Pre-Vocational Skills and Study Skills classes to build academic soft skills. These courses help students to increase self-advocacy and agency across core classes. Additional language and academic intervention support is built into West's Advisory time for students who have documented needs. Community Work-Based-Learning opportunities are encouraged for our special education students, enabling community experiences and connections for all students.

Additionally, our Positive Behavior Interventions and Supports (PBIS) Rewards System is designed to recognize and reward all students for their efforts in exemplifying the IB Learner Profile Attributes. For those who require behavioral interventions, our Restorative Learning Center (RLC) is a place for additional support. In RLC, students are provided individualized support and instruction toward an individually intentional reflection on their actions, and to foster positive personal growth both inside and outside the classroom. Our school-wide behavior programs support our school's commitment to continuously model and reinforce positive global citizenship for every individual.

### **Bearden Middle School**

At Bearden Middle School, there are special education services for students with documented learning needs and English Language Learning classes. Similar to West, rewards are given to students who exemplify the traits of the Learner Profile and there is an RLC system.