

WCHS

IB Inclusion Policy

Rationale

To ensure that all students are successful in the IB program by providing the support each individual student needs to achieve academic success and their fullest potential as they participate in Willow Canyon High School's IB program.

Background

Willow Canyon High School, is one of four high schools in the Dysart Unified School District (DUSD), a public school district in Arizona, that serves the communities of Surprise, El Mirage, Youngtown, and Waddell. The Dysart Unified School District also includes 20 elementary/middle schools and an alternative program. There are 5 elementary/middle schools that automatically feed into Willow Canyon; however, any student in the district may request open enrollment if they are interested in pursuing the IB Diploma. Additionally, due to open enrollment in the State of Arizona, any student not currently in our school district may request open enrollment to attend Willow Canyon if interested in pursuing the IB Diploma.

Mission

Willow Canyon, Winning Culture

We pursue a Winning Culture in everything we do...

- Academics – We have high expectations in all of our programs. We offer International Baccalaureate, Cambridge, and Advanced Placement. We also offer interventions that will challenge students from all academic backgrounds. Our Career and Technical Education programs are nationally recognized.
- Athletics – In pursuit of victory with honor, we are committed to providing our athletes and coaches the facilities, equipment, and training to be successful on the field of play.
- Arts – Our students and directors are given the training, equipment, and expertise to operate at the peak of creativity and professionalism.

Statement of Philosophy

No student will be turned away from the IB Diploma Program (DP) at Willow Canyon due to academic challenges. The DP is an inclusive, holistic program designed to meet the needs of all learners. Students with special needs will be included to the fullest extent possible so that all can experience academic success. The *IB admissions and retention policy* will be applied consistently across all student populations at Willow Canyon High School.

American Special Education Statutes

To provide appropriate services and interventions for student success, the DUSD IB community acknowledges the following United States requirements.

Three existing federal statutes address the rights of children with disabilities to receive a free and appropriate public education (FAPE): Section 504 of the 1973 Rehabilitation Act, Individuals with Disabilities Education Act (IDEA), and American with Disabilities Act (ADA). FAPE is a civil right rooted in the Fourteenth Amendment of the United States Constitution which includes Equal Protection and Due Process clauses.

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: “No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

State and Federal laws must be followed and the appropriate accommodations must be made. The U.S. government guarantees each preschool and school age child an education in the least restrictive environment (aligned with IB Philosophies). Schools must provide this education to all. Handicapped students between the ages of 3 and 21 years. This was written into federal law as PL 94-142, passed in 1975. Since then the law has been modified and refined by the Individuals with Disabilities in Education Act (IDEA 2004).

The IDEA act requires that public schools create an Individualized Education Program (IEP) for each student who is found to be eligible under both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. It specifies the services to be provided and how often; describes the student's present levels of performance and how the student's disabilities affect academic performance and specifies accommodations and modifications to be provided for the student. (Public Law 108-466 – 108th Congress)

Inclusion Policy for IB students in DUSD

The Dysart Unified School District IB Diploma Program embraces the philosophy and ideals of IB. We acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile. All IB teachers are expected to teach their students who are identified as having Special Education Needs. As Willow Canyon High School offers the IB Diploma Program, we will ensure that the support for students with special education needs will follow the student as they progress through the program.

Students are advised upon program entry of the rigorous program requirements to ensure appropriate placement and academic success. In addition to employing teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements, if necessary. The IB publication, *Candidates with Special Assessment Needs*, will be referenced to provide support for program completion. The Diploma Program Coordinator will submit to IB the appropriate accommodations form, along with necessary documentation, requesting assessment modifications when needed.

Learning Support Protocol

If a student is not responding to specific strategies by an instructor, the following support procedures will be implemented:

- A child is identified by the teacher, parent/guardian, or concerned staff member.
- The student's name is then submitted to the Response to Intervention (RtI) team.
- The RtI team listens and provides recommended interventions for the teacher to try over several weeks.
- The teacher then reconvenes with the RtI team to report the student's progress.
- If necessary, further psycho-educational testing will be sought.
- If necessary, design and implement an IEP, 504 plan, or student support contract.
- If a student's needs are greater than what is provided on campus, the appropriate educational setting will be provided.

Other Accommodations

Additional individualized academic support may include IEP, 504, student contract, assistive technology devices or services or both, physical needs accommodated, small group or one-on-one learning, or testing modifications.

Acknowledgements

IB Publication: *Learning diversity and inclusion in IB Programs*. (January 2016)

IB Publication: *Meeting student learning diversity in the classroom*. (December 2019)

IB Publication: *The IB guide to inclusive education: A resource for whole school development*. (November 2015)

Dysart Unified School District Special Education Department

<https://sites.ed.gov/idea/>.

www2.ed.gov/print/about/offices/list/ocr/504faq.html

