

Luther Burbank High School International Baccalaureate Program Access and Inclusion Policy

Introduction

Students entering Luther Burbank High School have a wide range of abilities, backgrounds, interests and cultures. It is our intention that everyone of these learners will reach his or her full potential. We aim to help students develop appropriate levels of independence, responsibility and skills in their academic, emotional and social lives at the school, so that they may have full and equal access to all parts of the LBHS curricular and extra-curricular programmes.

Specified LBHS faculty and advocates, as well as classroom teachers and administrators, through scaffolding, accommodation, differentiation and even at times modification of the programme, support this inclusion.

Purpose

This policy describes the way we meet the needs of students who experience barriers to their learning. The IB requires authorized schools to have an Inclusion Policy in place; this policy is to be derived from the school's philosophy and outlines aims for meeting students' learning needs. It is also a statement of action, describing practices for achieving and evaluating aims, which takes into consideration our particular context and the resources available.

The specific IB standards and practices that relate to supporting learning diversity are:

- A9 The school supports access for students to the IB programme(s) and philosophy.
- B1:5 The school develops and implements policies and procedures that support the programme(s).
- B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students learning needs and styles.
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

Philosophy

We define inclusion as “an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers”. (Learning diversity and inclusion in IB Programmes, 2016, p.1)

We believe IB is not only for students that are traditionally viewed as “academically successful”, but includes any student who self selects into the IB Programme at LBHS including and not limited to students with: Learning Challenges; English Language Learners; Gender Identity; and/or Underrepresented (African Americans, Southeast Asians, and Latinx students).

We believe that students must have options to the degree they participate in in the IB programme such as IB Diploma track or “IB a la carte” (course track).

We sustain an academically rigorous and inclusive IB program for the school’s immediate community.

We believe diversity in the classroom as an asset that exposes students to a variety of perspectives and experiences and helps students see differences as an asset. Additionally, a diversity contributes to the school community and inspires teachers and students to be caring and open minded.

We encourage our students to become active, compassionate and lifelong learners who embrace the similarities and differences of all members of our community.

Aims

Our aim is to provide students with the opportunity to fulfill their potential through provision which:

- Fosters a diverse learning environment that exposes students to a variety of perspectives and experiences and helps students see differences as an asset.
- Sustains an academically rigorous and inclusive IB program for the school’s immediate community.
- Encourages students to explore their desire to be part of the IB program; honor it and further explore it.
- Promotes individual confidence, positive attitude and self-esteem in all learners.
- Provides options a range of options for students to participate in in the IB programme: IB Diploma track or “IB a la carte” (course track).
- Fosters positive cooperation with parents as well as close and effective partnership between parents and outside agencies.
- Informs all relevant staff of the students’ needs in order to ensure effective provision and continuity of support.
- Adhere to all local, state and federal regulations regarding students with special needs, including the Individuals with Disabilities Education Act (IDEA).

Admissions

LBHS takes pride in sustaining an academically rigorous and inclusive IB program for the school's immediate community, which students opt-in to. The school's small learning community (SLC) models allows for each SLC to have a unique academic or career pathway program. Prior to enrolling at LBHS, presentations are made at feeder middle schools where students pick their SLC, including Global Studies SLC where the IB programme is "housed." Students rank SLC choices 1-3, then placed in one of their choices. If a student wants to change they are able to do so. Additionally, students across the district may enroll at LBHS and the IB Programme through the district's open enrollment for specialty programs, which allocates a number of seats for students out of our attendance area (approximately 10 students per grade level).

Each year students participate in the course selection process with the guidance of a lead teacher, counselor and/or instructors. Given high school graduation requirements are met or will be met, students can select to take any number of IB courses offered at LBHS. Opting in to the IB Diploma programme takes place in the spring before the junior year. The opt-in model provides a range of options for students to participate in the IB programme: IB Diploma track or "IB a la carte" (course track).

Furthermore, to increase recruitment of a diverse student population, all teachers are asked for recommendations of students specifically from underrepresented groups. The underrepresented groups include but are not limited to students with: learning challenges (IEPs/504s); English Language Learners (ELLs); Gender Identity; and/or African Americans, Southeast Asians, and Latinx students. These are students who might not have stellar grades, but have demonstrated intellectual curiosity. They are then invited to have individual meetings with IB teachers and, next, observe IB classes. At these IB classes, IB students then orient them to what is happening in the class and its expectations. Students then decide if they would like to take the class. In short, our recruitment of a diverse student population consists of a four step "opt-in" model - active recruitment, individual teacher orientation, class observation combined with peer orientation.

Finally, presentations about the IB programme are also given at various parent groups such as: ELAC/ DELAC, Black Student Consortium, and Parent Institute for Quality Education (PIQE) among others. These presentations are essentially to inform families about the rigorous and inclusive academic opportunities at LBHS. After the presentations, interested students and families meet with the IB coordinator to discuss best placement.

Accommodations and Modifications

The LBHS IB programme is cognizant and reflective of the best practices to support students from diverse and underrepresented groups. The underrepresented groups included but are not limited to students with: learning challenges (IEPs/504s); English Language Learners (ELLs); Gender Identity; and/or African Americans, Southeast Asians, and Latino students. Below are some of the accommodations and modifications made for such groups of students.

Accommodations

- Preferential seating
- Frequent check-ins or reminders
- Small group instruction
- Leveled texts (NewsELA, F&P Leveled Reader)
- Text-to-speech or speech-to-text
- Oral instruction or presentation
- Extended time or extra breaks
- Alternate testing environment, such as a quiet conference room
- Prior notice of tests or quizzes
- Spelling devices, calculators, 1:1 technology

Modifications:

- Modified curriculum, including shortened assignments or simplified wording on tests
- Modified school schedule
- Modified grade

When Students who have an IEP or 504 Plan register for IB exams, the IB Diploma Programme Coordinator will work with the student's Special Education Case Manager or 504 Coordinator and family to determine if accommodations should occur for internal or external assessments. When appropriate, the IB Diploma Programme Coordinator will submit the required paperwork requesting accommodations for assessments according to the protocols established by the IB.

Professional Development and Collaboration

Professional Development related to IB Standards and Practices, differentiation, and meeting the needs of students diverse and underrepresented groups is available to all teachers at LBHS at the site, district and other professional networks.

Site

- Weekly common planning time (CPT) meetings, alternating between department & small learning communities (SLC).
- Quarterly IB meetings for IB teachers at LBHS that allows for IB lesson planning, norming of IA grading and best practices for supporting diverse and underrepresented groups.
- Equity and Anti-Racism Professional Learning
- ELL Professional Learning

Other

- UDL Professional Learning

- Teacher collaboration on lesson planning, norming IA grading
- Strategies like Think-Pair-Sharing and structured group discussion about open-ended questions help ALL students participate and have a “stake” in learning.

Policy Review

A representative group will review the LBHS Access and Inclusion Policy regularly. The representative group includes but is not limited to: school administration, IB Programme Coordinator, PIB/IB teachers and students and students & families at a minimum of every two years in order to reflect the current needs of the school population and to ensure consistency with IB expectations. All staff will commit to following and reflecting on the policy throughout the school year. This policy will be available on the school website for all stakeholders to view.

References:

- https://henry.mpls.k12.mn.us/uploads/phhs_ib_inclusion_policy_may_2016.pdf
- https://static1.squarespace.com/static/5a78a2c3be42d670670c21b6/t/5e43179025be3151646d327e/1581455253752/PRIDESchools_IB-InclusionPolicy.PDF
- <https://hq.scis-his.net/sites/default/files/u259/Inclusion%20Policy.pdf>
- <https://www.ibo.org/contentassets/60d1e68eafc7437faf033f8d9f5c6d6d/saturday-ib-inclusion-jayne-pletster.pdf>
- http://www.kaiseribcp.org/uploads/8/9/3/3/89338304/access_and_inclusion_policy.pdf

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