



# INCLUSION POLICY

## Mirabeau B. Lamar Senior High School

Lamar High School is an International Baccalaureate World School whose goal is to provide the best opportunity for a diverse group of students to receive a rigorous, internationally accredited education, with a broad range of extracurricular activities, in a safe and nurturing environment. The goal of the IB is for students to be challenged academically, while also finding creative and physical fitness outlets, getting involved in the community around them, and developing a global view that takes the student beyond their immediate environment.

## Philosophy

M. B. Lamar High School seeks to include all students in a rigorous education. We provide support and intervention with the goal of allowing all students to maximize their abilities and achieve academic success. Students supported by Special Education, Section 504 and the English Learner programs have access to all programs and are given placement in courses that are in the most academically appropriate setting based on the student's individual learning needs.

## Categories of Services

### Special Education

We work to provide every student with a free appropriate public education that meets each student's unique educational needs in the least restrictive and most inclusive environment possible. Students within the special education program are provided with accommodations and support that address the student's disability and academic needs.

Lamar high school provides the full continuum of services to support students with academic and emotional needs. Limitations are present in that not all advanced academic courses are appropriate for all students with disabilities. Participation and supports required are determined for each student by their IEP committee with a focus on providing the most appropriate courses. Post-graduation plans for each student are considered in the decision making process. Our school utilizes the following instructional services to meet the needs of our special education students:

**In-Class Support Services-** Students receive additional academic support in the general education setting. Support may be provided by a certified special education teacher or by a qualified teaching assistant under the supervision of a certified special education teacher. In-class support providers support students with content reinforcement, organization, behavior support, accommodation implementation and task completion.

**UPDATED FALL 2024**

**Support Facilitation Services-** Special education teachers consult with general education teachers on a predetermined schedule or on an as needed basis. The special education teacher consults with the general education teacher on the implementation of instructional accommodations and the delivery of instructional techniques for students with disabilities.

**Self-Contained Class Services** The student is assigned to special education classes for part or most of the school day and attends general education classes that the Admission, Review, and Dismissal (ARD) Committee has determined to be appropriate to addressing the student's needs. General education courses options include Career and Technology, Fine Arts, Physical Education and Athletics. Students are also provided with the opportunity to audit academic courses of interest. Inclusion supports for students with more significant disabilities are available. Supports include but are not limited to; teachers assistants and modifications to the curriculum.

## Section 504

Students with disabilities who are not served by the special education department and meet the eligibility requirements for section 504 are provided with accommodations and services through section 504 of the Rehabilitation Act of 1973. Revised in 2008, all schools that receive federal funds are required to provide a "free appropriate public education" to each student with a disability regardless of the nature of the disability. These students are allowed accommodations and services that support them in their pursuit of academic achievement. Students that suffer a temporary medical condition that limits their ability to perform at the previous level of study will be given accommodations as needed on a temporary basis.

Section 504 students have access to all programs and are placed in the most rigorous classes possible based on their individual learning needs in accordance with the determination of the 504 committee.

## English Learners

Language development services are available for those students with Limited English Proficiency (LEP). We offer academic support to LEP students as needed on an individual basis. Educators with specialized training provide instruction to English Learners (EL) through specific EL courses. Students who are classified at the beginning and intermediate levels of language acquisition receive regular direct instruction from an ESL certified teacher in an English Speakers of Other Languages (ESOL) class.

**UPDATED FALL 2024**

Students classified at the high or advanced high levels of language acquisition receive intervention and in-class support in the regular classroom implemented by the regular classroom teacher and an ESL certified teacher in a co-teach model.

As is the case with other programs, the goal is to ensure students are placed in the most rigorous and inclusive environment as their level of proficiency with the English language will allow. Assessment of English language proficiency occurs through the Texas English Language Proficiency Assessment System (TELPAS), classroom performance, and teacher evaluation. Ongoing professional development opportunities are available to both ESOL teachers and regular classroom teachers who work with ELL students. EL students are allowed the use of designated supports based on individual needs and as determined by their LPAC committee.

## Gifted and Talented

The Gifted and Talented programs designed to meet the needs of G/T students Lamar provides a differentiated curriculum by modifying the depth, complexity, and pacing of the general school program. This continuum of learning experiences establishes program services that are comprehensive, structured, and sequenced, providing opportunities for students to pursue areas of interest in selected disciplines through guided and independent research that leads to the development of advanced level products and/or performances. All Lamar teachers are trained according to state standards in providing appropriately challenging learning experiences in each of the four (4) foundation curricular areas (English Language Arts/Reading, Math, Science and Social Studies) emphasizing advanced level products.

## Principles of Practice

We have incorporated within our inclusive practices the four principles of good practice identified by the International Baccalaureate that promote equal access for all learners across the curriculum. We recognize that these principles are based on elements of good practice that are essential to the development of the whole student.

### 1. Affirming Identity and Building Self Esteem

Lamar High School promotes the attributes of the IB Learner Profile in all instructional settings, inclusive of our entire student population. Students are encouraged to explore

**UPDATED FALL 2024**

the various attributes, strive to identify with one or more of them, as well as make plans to develop others further.

## 2. Valuing Prior Knowledge

We recognize that it cannot be assumed that those learners who have diverse learning needs will necessarily all share the same previous learning and background knowledge. If new information is to be understood, it must be linked to prior knowledge. All teachers on our campus activate prior knowledge through formal pre-assessment or questioning strategies. In addition, our teachers engage in a process of regular collaborative planning to consider and develop the strategies necessary for activating and building background knowledge when planning units of study.

## 3. Scaffolding

Scaffolding provides a concrete context for understanding. Our teachers use the following strategies to foster learners' increasing independence:

- Visual aids
- Supplemental aids
- Demonstrations
- Cooperative groups
- Hands-on activities

## 4. Extended Learning

Students receive multisensory instruction that is explicitly focused on the structure of language. Multisensory learning involves the simultaneous use of visual, auditory, and kinesthetic-tactile pathways to enhance memory and learning of written language.

Ultimately, it is our goal to foster learners' increasing independence in taking responsibility for developing strategies for their own learning.

## Learning Support Requirements for IB Assessments

For students who have assessment access requirements, the IB Diploma Program (DP) Coordinator formally requests inclusive access arrangements from IB and provides the necessary documentation of the learning support requirements. Consent of the parent is required before the documentation can be submitted. The DP Coordinator informs

**UPDATED FALL 2024**

the student, parent, and teacher(s) of the result once the request has been processed by the IB.

## Documentation and Monitoring

During the first two weeks of school, the Special Education Department, Section 504, and EL Coordinators provide specific accommodations, modifications, behavior support plans, individual health plans, goals, objectives and testing information for students currently enrolled in classes. This information must always be kept on file and easily accessible to teachers. Case managers and/or coordinators will update the accommodation files as needed. Teachers are expected to provide the support required as specified in the IEP, 504 plan or LPAC plan. Teachers are expected to document the supports and accommodations provided and submit those to the appropriate department coordinator for review. All accommodations are to be documented for assignments in GradeSpeed. A printed report of accommodations must be submitted to the appropriate coordinator each semester.

Meeting the needs of learning support requirements necessitates a collaborative team approach. Students, teachers, administrators and parents share the responsibility to monitor the delivery support. Case managers assigned to all Special Education students track and monitor student progress. Students who receive supports through Special Education, Section 504 and the EL program will have annual meetings to review progress and the effectiveness of their individual supports and accommodations.

### Commonly Used Acronyms

ARD- Admissions, Review and Dismissal

BSIP- Behavior Support and Intervention Plan

EL- English Learner

ESL- English as a Second Language

ESOL- English to Speakers of Other Languages

IEP- Individual Education Plan

IHP- Individual Health Plan

**UPDATED FALL 2024**

LPAC- Language Proficiency Assessment Committee

TELPAS- Texas English Language Proficiency Assessment System

SLC ALT- Structured Learning Class with an Alternate Curriculum

SLC Standard (Formerly TREK)- Structured Learning Class with Standard Curriculum

SLL- Skills for Living and Learning

STAAR- State of Texas Assessment of Academic Readiness

STAAR ALT- State of Texas Assessment of Academic Readiness- Alternate

IAT- Intervention Assistance Team

**UPDATED FALL 2024**