



Luther Burbank High School Special Education and Inclusion Policy

International Baccalaureate

Middle Years and Diploma Programme School

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/her/their full potential. Burbank staff 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 Burbank High School curricular and extra-curricular programmes.

Luther Burbank High School staff will support students with special educational needs to participate in our learning community. The Burbank staff does this through scaffolding, accommodation, differentiation, and even at times modification of the programme, to support this inclusion. This policy describes the way we meet the needs of students who experience barriers to their learning.

Differentiation

Burbank staff implements differentiated teaching strategies in the classroom to ensure equity and access for all students. The Burbank 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); Multi-Language Learners (MLLs formerly ELLs); Gender Identity; and/or Black, Asian, and Latinx students. Below are some, but not an exhausted list, of the accommodations and modifications made for such groups of students.

Accommodations



- Preferential seating
- Frequent check-ins or reminders
- Small group instruction
- Leveled texts
- 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

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 Burbank.

Available to staff at Burbank

- Weekly common planning time (Both Department, Collaboration, and C
- Norming of IA grading
- Best practices for supporting diverse and underrepresented groups
- ELL Professional Learning
- Strategies like Think-Pair-Sharing and structured group discussion about open-ended questions help ALL students participate and have a “stake” in learning.

San Antonio Independent School District Special Education Policy

Burbank follows the San Antonio Independent School District policies for enrollment of special education students into the district as well as the identification as outlined by Individual Education Programs (IEP) or 504 Plans. Burbank staff will also use Response to



Intervention (RTI) methods including qualitative and quantitative data to support differentiation. As well as working with the Special Education Assistant Principal and Special Education Case Managers to ensure teachers are meeting the accommodations of each student within their classroom.

Special Educational Needs and Accommodations for Assessment

As an authorized MYP and DP school, Burbank will follow the IBO inclusion and access request process. Burbank understands there are accommodations that are available with IB permission including accommodations to exam papers, extension to deadlines. 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 assessment according to the protocols established by the IB.

Policy Review and Communication

This policy will be available to the Burbank community on the school website in the IB section and individual requests for the policy can be sent to the IB Coordinator. The Luther Burbank Inclusion Policy will be reviewed regularly by the Burbank staff, including the ELL teacher(s), Instructional Leadership Team, and other relevant stakeholders in accordance with the MYP and DP Self-study process every five years, to reflect the current needs of the school population, and to ensure consistency with IB expectations. Once reviewed, the policy will be submitted to the Burbank Instructional Leadership Team for approval. It is the responsibility of the IB Coordinator to coordinate the policy review as outlined.

Burbank values inclusion and support for all members of the learning community and will partner with stakeholders when necessary and appropriate including in the inclusion request process.

