

Jack Yates HS Preliminary IB Special Education Policy

General Introduction

The goal of HISD's special education department is to support students with disabilities in gaining college and career readiness skills through active engagement in grade level curriculum. The Admissions, Reviews, and Dismissal (ARD)/Individual Education Plan (IEP) Services division of the Houston Independent School District's (HISD) Office of Special Education Services provides a variety of supports and services for parents, students, community, and district personnel. The ARD/IEP Services staff provides related services, instructional services, and individualized educational program (IEP) supports and services in the schools, district, community, and homes. These supports, and services include preparing ARD/IEP committee members to actively participate in the admission, review, dismissal/individualized education program (ARD/IEP) process. Technology development and application, parent and personnel training, product demonstrations, and connecting schools and families to community resources are just a few of the many supports and services provided by the ARD/IEP Services team.

Special Education at Jack Yates High School

There are 163 special education students enrolled at Jack Yates High School. The special education department consists of six co-teachers providing support and facilitation in the general education classroom. Yates also has two life-skills classes and one Autism class that provide skills for learning and living. There is also a behavior support center. Students in that class receive support services to correct their behavior and manage their behavior support plans. Special education teachers serve as case managers for students with disabilities.

Students with Disabilities in the Jack Yates IB Diploma Program

Applicants to the Jack Yates High School IB program will be given information regarding 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 will also be supported through special arrangements if necessary. The IB publication, *Candidates with Special Assessment Needs*, will be referenced to provide support for program completion. The Program Coordinator will submit to the IB the appropriate accommodations form, along with necessary documentation, requesting assessment modifications when needed.

Special Education Models Utilized

Our school utilizes the following instructional services in order to meet the needs of our Special Education students:

Co-Teacher Services Students receive cooperative interactive instruction from both general and Special Education teachers in the general education classroom.

Consulting Teacher Services On the basis of collaboration between general and Special Education teachers, the Special Education teacher consults the general-education teacher on the implementation of instructional modifications and the delivery of instructional techniques for students with disabilities.

Self-Contained Class Services The student is assigned to Special Education classes for most of the school day and attends those general education classes that the Admissions, Reviews, and Dismal (ARD/IEP) Committee has determined to be appropriate to addressing the student's needs.

Follow Up

During the first two weeks of school, the Special Education Department provides folders of special education students currently enrolled in classes. The folder contains modifications, test information and specifics of the child's I.E.P. The case manager of each grade level meets with teachers individually to answer questions regarding specific students.

The Case Manager ensures that students do not "fall through the cracks." Case managers enable Jack Yates High School to have an inclusion model with co-teaching. The special education and regular education teachers may do parallel planning for what best will meet the needs of our students. The special education teacher is NOT a teacher aide for the regular education classroom. The case manager will track students' success and be proactive for any possible failures. Both teachers will collaborate to assign grades for these students.

The Case Manager arranges and presides at ARD meetings for their specific grade level. Prior to the ARD, a teacher from the student's cluster will be designated by the cluster leader or team, to:

- Gather pertinent information from the student's teachers
- Be familiar with information and able to present as relevant
- Attend the ARD as representative of the team

References:

The IB guide to inclusive education: a resource for whole school development

Heights High School Special Education Policy