



Mountain View High School IB Inclusive Education/SEN Policy

Last Revised 10/15/2015

IB Inclusive Education/ Special Educational Needs Policy

Principles/Philosophy

MVHS supports the following inclusive education principles as stated in the IB document *Learning Diversity in the International Baccalaureate Programmes: Special Educational Needs within the International Baccalaureate Programmes* (2010):

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The interests of all students must be safeguarded.
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- With the right skills training, strategies and support, the majority of students with special educational needs can be successfully included in mainstream education.
- Mainstream education will not always be appropriate for every student all of the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage.



MVHS recognizes the importance of meeting correlated Standards & Practices for the IB Diploma Programme:

A9 The school supports access for students to the IB programme and philosophy.

B1:5 The school develops and implements policies and procedures that support the programme.

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.

The following policy has been created in light of the above principles and practices, and also in keeping with national, state, and local laws, rules, and requirements regarding special educational needs and assessment (see Resources).

Admissions Policy

In accordance with the principles stated above, MVHS has an open-enrollment policy for IB courses and the IB Diploma Programme. Students with special educational needs are encouraged to participate in IB courses, provided they meet the background recommendations identified for each course as stated in the SCPS *High School Program of Studies*. Accommodations for instruction and assessment are made, as necessary, in accordance with student Individual Education Plans, 504 plans, IB policies, and practices of differentiated instruction.

Stafford County Public Schools Special Education Programs & Services

Information contained in this section of the *IB Inclusive Education/SEN Policy* is provided to all stakeholders by SCPS online at <http://stafford.schoolfusion.us>:

Special education programs, services, and supports, are provided to address the unique needs of our students with disabilities aged 2-21, inclusive. Services are provided in the appropriate, least restrictive environment, as outlined in the student's Individualized Education Program (IEP). A continuum of services for all students with disabilities is offered. Most programs are available at each school, however, some programs which are less frequently required may not be available at every school; thus they have been strategically located in schools throughout our county. In this case, every effort is made to assign the student to a school as near the base school as possible.

Parents, students, teachers, and administrators participate in the evaluation, identification, and eligibility process for special education. Eligibility is determined through a formal assessment process by using ability tests, achievement tests, student work samples, parent feedback, student observation/interview, teacher observations, and other assessment tools as needed. If the student is eligible, we work together as a team to develop an Individual Educational Plan (IEP) that is appropriate for each child. Parents are highly encouraged to participate in the special education process while supporting independence for their children with special needs.

Inclusive practices are at the forefront of our local programs, but we recognize that students with mild to severe disabilities must be offered services at all levels within general education classrooms as well as in separate special education programs when needed.

The majority of students with disabilities spend most of their day in general education classrooms with special assistance, accessing the Virginia Standards of Learning (SOLs) and division-wide curriculum. Accommodations and/or modifications to the curriculum are provided as needed to meet the established goals of the students' IEPs.

Related services such as speech and language therapy, occupational therapy, physical therapy, vision services, psychological services, interpreting services, and transportation are provided to students who require additional support to benefit from their special education program.

All special education programs have the following features: access to the general education curriculum, inclusion in the general education classroom (as determined in the IEP), collaboration and consultation with general education staff, instructional and/or behavioral support from specialists, and assistive technology services and supports are provided as appropriate.

Every student receiving specialized instruction has his or her own uniquely designed program, the IEP. It is the IEP that best describes your child and the types of accommodations, modifications, and specialized instruction needed for success.

PROGRAM DESCRIPTIONS

Students eligible for special education are provided the following as determined by the IEP team:

- Access to the general curriculum
- Case management services to coordinate service delivery
- Inclusion in the general education classroom

- Collaboration and consultation with general education staff and community agencies
- Specialized instructional and behavioral support
- Assistive technology services provided
- Related and support services as deemed appropriate by the IEP team

AUTISM

Our services for students with Autism Spectrum Disorder provide a language based, highly structured learning environment with positive behavioral supports, academic, sensory, and social skills instruction. Continuous assessment of student performance is completed in both special education and general education settings. Assistive technology is often used for students to access the curriculum and improve communication.

EMOTIONAL DISABILITIES

The focus of our services for students with emotional disabilities is to assist students in altering specific behaviors that interfere with their learning. We do this by conducting functional behavioral assessments (FBAs) and implementing behavior intervention plans (BIPs), while receiving instruction in SOL curriculum areas. Classrooms are designed to promote positive behaviors through a structured level system that reinforce desired behaviors. Counseling and support from our school social workers and other trained staff may also be provided.

HEARING IMPAIRMENT/DEAF

We offer services for students with significant hearing loss or deafness in separate specialized classrooms. Students with hearing loss who are able to receive instruction in the general education setting are supported through the services of an itinerant teacher. Interpreters are available to students as determined by the student's IEP team.

LEARNING SUPPORT I

These services are designed for students who demonstrate significant intellectual disability, academic achievement, and adaptive skills below that of their same age peers. Students are supported across a variety of settings. Students are provided educational, community, social, and career and technology supports by special education staff and related service providers. Alternate assessment options are an important aspect of our Learning Support I services.

LEARNING SUPPORT II

These services are for students who have difficulty in acquiring necessary functional life skills due to significant intellectual disabilities. Students receiving Learning Support II services are provided with a high level of direct instruction while learning language, social, and job-related skills. Independence and daily living skills are also fostered through community based experiences. Alternate assessment options are an important aspect of Learning Support II services.

MULTIPLE DISABILITIES

Services for students with multiple disabilities emphasize daily living skills, leisure skills, social skills, academic readiness and career development. Community based instruction includes generalization of skills to a variety of settings. Alternative assessment options are an important aspect of Multiple Disability services.

SPECIFIC LEARNING DISABILITIES

Students with specific learning disabilities receive special education services and are supported through a variety of settings with individualized accommodations and modifications. Research based strategies and interventions are implemented within the general classroom often with a co-teacher addressing student's needs; literacy and mathematics are key instructional areas of support.

RESOURCE SERVICES

Students may receive direct, specialized instruction individually or in a small group in a resource classroom. Specific IEP goals are implemented by a special education teacher with support from a paraprofessional.

CO-TEACHING TEAMS

Students with learning disabilities often receive instruction in the general education classroom. A content general education teacher and a special education teacher collaborate and co-teach throughout the day to meet the needs of the student.

CONSULTATIVE SERVICES

Students with learning disabilities that have made consistent progress toward IEP goals, and who are successfully accessing the general education curriculum often receive consultative services as their special education. Consultative services are provided by a special educator either directly to the student and/or to the student's teacher(s) as determined by the IEP team.

SPEECH/LANGUAGE

Students with oral communication delays or disorders in articulation, receptive or expressive language, fluency or voice may receive Speech/Language services from a speech pathologist within the school division. Services are offered in a variety of settings within each school meeting the unique needs of our students.

VISION

Services for students who are blind or vision impaired may include orientation and mobility, instruction in Braille, and other specialized materials. Use of technology and other specialized instructional materials are an integral part of our vision services.

Stafford County Public Schools Gifted Services

Information contained in this section of the *IB Inclusive Education/SEN Policy* is provided to all stakeholders by SCPS online at <http://stafford.schoolfusion.us>:

Gifted individuals are those who demonstrate outstanding levels of aptitude or competence in one or more domains (NAGC). Students whose abilities and potential for accomplishment are so outstanding that they require additional services to meet their educational needs are served at all levels through the Focus on Excellence Program. The resource teaching staff, as well as gifted service programs, are commonly referred to as "Focus". The Focus teacher at each school provides services and resources to students, families, and general education classrooms teachers to meet the needs of students receiving gifted education services.

Parents, students, and teachers participate in the identification process for the need for gifted educational services and work together to develop students' abilities and talents through appropriate learning experiences and environments. Parents, teachers, and students may refer students for gifted identification by completing the referral forms found in the school offices; identification for gifted services may occur at any time in a student's K-12 education. Identification for the need to deliver gifted services is determined by the use of ability tests, achievement tests, student work samples, parent survey, student observation/interview, and teacher observation. Students may be identified to receive gifted services in the areas of academics or arts.

Focus is Stafford County Public Schools' gifted and accelerated program title. Gifted and talented students are identified as having needs beyond what the regular classroom usually provides; this identification process takes place on a large scale during elementary school.

At the high school, Focus is referenced as Gifted and Accelerated Programs (GAP). It is truly a resource program; students are not pulled out of their regular classes for enrichment or acceleration on a regular basis. However, the Focus resource teacher (GAP Coordinator) is available to identified students for one-on-one work with teachers to accelerate or enrich curriculum as needed, and he or she is also either the facilitator or the contact/ liaison for several programs available for gifted students (see next section for details). Each school's gifted resource teacher / GAP Coordinator is available via email or phone at his or her respective building.

Responsibilities of the School Regarding IB Assessments and Access Requirements

The following is from *Candidates with Assessment Access Requirements* (2014):

- 2.1.1 Students with learning support requirements may need support and arrangements for both teaching and learning. Once a student with learning support requirements is enrolled in the school, it is the responsibility of the school to meet the student's learning needs, including suitable arrangements for teaching and assessment.
- 2.1.2 Although a number of inclusive assessment arrangements are available for students with learning support requirements, some subjects may pose difficulties for certain candidates. Careful consideration should be given to a candidate's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners. Schools may consult with the IB Assessment Centre before confirming a candidate's subjects.
- 2.1.3 In order to plan the access arrangements for a candidate, for both teaching and assessment, it is essential that the coordinator consults all teachers concerned at an early stage in a candidate's study of the Diploma Programme.
- 2.1.4 The inclusive assessment arrangements provided to a candidate must be planned in advance to give a candidate ample time to learn to use them effectively during classroom activities.
- 2.1.5 The inclusive assessment arrangements provided for a candidate must be carefully individualized, planned, evaluated and monitored. They should be based on current, and not past, requirements. The purpose is to take away the disadvantage, to the extent possible, due to the candidate's challenge. Under no circumstances should it give the candidate an advantage. Decisions on the type of inclusive assessment arrangements to be provided for a candidate must be strictly based on individual requirements. They should not be based on administrative convenience or inconvenience or provided as a standard to all students with learning support requirements in the school/classroom.
- 2.1.6 The inclusive assessment arrangements that are requested should be a candidate's usual way of working; the coordinator must ensure that a candidate is, or becomes, familiar with those arrangements. The candidate must be familiar with any assistive equipment, including a computer and any software authorized for use in an examination. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, the candidate must practise with the person acting in this capacity in advance of the examination.
- 2.1.7 All requests for inclusive assessment arrangements submitted by a coordinator must have the support of the head of school. (All correspondence from the IB Assessment centre concerning candidates with assessment access requirements will normally be addressed to the coordinator.)
- 2.1.8 Before submitting appropriate documentation to the IB Assessment centre, the school must obtain consent from the candidate, provided he or she is at the age of consent in their country, or from the candidate's parent(s) or

legal guardian. The school must also inform all individuals, who give consent for a school to submit documents to the IB, that if the candidate transfers to another school for the examination, the online application for the request for inclusive assessment arrangements along with the supporting documents including authorization, if applicable, will be visible to the coordinator of the new school. Further, the school must also inform the candidate, parent(s) or legal guardian that if they wish to withdraw the request for inclusive assessment arrangements before a transfer, they must inform the school of this at the time of transfer. Then, the school IB coordinator must immediately inform the IB Assessment centre of this request in writing.

- 2.1.9 An application for inclusive assessment arrangements must be submitted on behalf of a candidate by the coordinator using the online request form. Although, a teacher who specializes in teaching students with learning support requirements may complete and save the online application, it is ultimately the coordinator's responsibility to submit the completed form.
- 2.1.10 The school is responsible for making all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator. The person providing support must not be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived. The IB does not pay a fee or expenses to a person providing support.
- 2.1.11 The school is responsible for making all arrangements for assistive technology that may be used for a candidate's learning and assessment including speech recognition and reading software. The IB does not pay for the hiring or purchasing of equipment.
- 2.1.12 The school is responsible for ensuring that all equipment authorized for a candidate with assessment access requirements functions correctly and that there is a member of staff who is familiar with its use (for example, a Braille machine, computer software).

Personnel in Support of IB Inclusive Education/SEN at MVHS

Administrators (5), with 1 designated for SEN administration
Counselors (5)
Educational Diagnostician (1)
Gifted & Accelerated Programs Coordinator (1)
IB Diploma Programme Coordinator (1)
School Psychologist (1)
School Social Worker (1)
Special Education Department Chairperson (1)
Special Education Paraprofessionals/Instructional Assistants (13)
Special Education Teachers/Case Managers (13)
Technology Resource Teacher (1)
Testing Coordinator (1)

Role & Responsibilities of MVHS IB DP Coordinator

Pedagogical Leadership/Teacher Support

The IB DP Coordinator is responsible for ensuring that IB teachers are knowledgeable about and practice IB *Approaches to Teaching* in each course, particularly differentiation.

The IB DP Coordinator is responsible for disseminating information about IB SEN and assessment requirements to the IB teaching faculty.

The IB DP Coordinator may be required to work with the SEN teachers or case managers to assist IB teachers with instructional strategies and assessment accommodations for students with special needs.

Assessment

The IB DP Coordinator is responsible for ensuring that practices related to IB assessment of students with specific assessment access requirements is practiced in accordance with the *IB Diploma Programme Handbook* for the current year (Section A7.1), as well as the document entitled *Candidates with Assessment Access Requirements*.

Role & Responsibilities of MVHS IB Teachers

Teachers are required by law to familiarize themselves with and implement any and all instructional and assessment practices mandated in a student's IEP or 504 plan.

Teachers are required to report progress of students with IEP and 504 plans, at predetermined times, to a student's MVHS SEN case manager.

Teachers may be required to attend SEN meetings as the "general educator" for students in their courses who receive special education services or may be eligible to receive special education services at MVHS.

Teachers are expected to communicate any and all assessment access requirements for IB students at the beginning of each academic year to the IB DP Coordinator for students in their courses.

Teachers are expected to practice IB *Approaches to Learning*, particularly relevant to this policy being *differentiation of instruction to meet the needs of all learners* and *teaching informed by assessment*.

Though identification of unique student needs generally occurs prior to the Diploma Programme, IB teachers may be called upon to assist in the identification of gifted or special needs students.

Teachers are expected to differentiate IB course work to accommodate the accelerated needs of gifted learners.

Teachers are required to maintain discretion and confidentiality.

Role of MVHS SEN Teachers & Case Managers

SEN teachers or paraprofessionals may be called upon to assist the general education IB teacher with such accommodations as reading material aloud, administering in small groups/individually, assisting with students who require additional time, adaptive technology, etc.

SEN teachers or paraprofessionals may be called upon to invigilate IB exam papers with the IB DP Coordinator in cases where there are students involved with assessment access requirements.

SEN Case Managers help to identify SEN students placed in IB classrooms so that the IB DP Coordinator can apply to IB for assessment access accommodations in an efficient and timely manner.

SEN Case Managers help general education IB teachers by providing prior level of performance information and accommodation requirements for SEN students and ensuring that IB teachers understand those needs and are equipped to meet them in the classroom.

SEN Case Managers track the progress of SEN students through periodic reports and meetings.

SEN Case Managers may be required to procure documentation from a student's family to support the request of IB assessment accommodations by the IB DP Coordinator.

Resources & Correlated Documents

This policy has been informed by and correlates to the following IB documents and policies:

Approaches to Teaching and Learning in the Diploma Programme
Candidates with Assessment Access Requirements
Diploma Programme Assessment: Principles and Practice
General regulations: Diploma Programme
Handbook of Procedures for the Diploma Programme
IB Learner Profile Booklet
Learning Diversity in the International Baccalaureate Programmes: Special Educational Needs within the International Baccalaureate Programmes
Meeting Student Learning Diversity in the Classroom
Programme Standards and Practices
Rules for IB World Schools – Diploma Programme
The Diploma Programme: From Principles into Practice
The IB Guide to Inclusive Education: A Resource for Whole School Development
Towards a Continuum of International Education

This Policy has been informed by and correlates to the following SCPS or MVHS policy documents:

Academic Honesty Policy
Admission Policy
Assessment Policy
Language Policy
SCPS High School Program of Studies.

This Policy has been informed by and correlates to the following national, state, and local documents:

Guidelines for Instruction Based Assessments (VDOE)
Regulations Governing Special Education Programs for Children with Disabilities in Virginia (VDOE)

This policy has been informed by legal standards as set forth in the:

Code of Virginia
Individuals with Disabilities Education Act
The Rehabilitation Act of 1973, as amended
Americans with Disabilities Act
Virginians with Disabilities Act

Policy Steering Committee (2015-2016)

Ms. Erin Crosswell, MVHS mathematics teacher (Group 5)
Ms. Kim Fraser, MVHS Testing Coordinator
Ms. Theresa Gaddy, MVHS language arts teacher (Group 1)
Ms. Sarah Hodges, MVHS Head of Counseling Department
Ms. Amy Huerta, MVHS Counselor
Mr. Mark Hughes, MVHS Fine Arts Department Chair (Group 6)
Ms. Melony Star Kiesau, MVHS Gifted & Accelerated Program Coordinator
Ms. Melissa McClellan, administrator in charge of IB and SEN
Ms. Lisa Renard-Spicer, MVHS IB Diploma Program Coordinator
Ms. Sarah Roeske, MVHS social studies teacher (Group 3)
Ms. Jessica Sigler, MVHS Special Education Department Chair
Ms. Julie Stemple-Hoover, BPHS IB Diploma Program Coordinator & MVHS parent
Mr. Seth Thompson, MVHS science teacher (Group 4)
Ms. Liesl Yeskey, MVHS world languages Department Chair (Group 2)

Roles and Responsibilities of the Steering Committee

The MVHS IB Diploma Coordinator is responsible for assembling the Steering Committee, informing the committee of regulations regarding the IB Diploma Program as it relates to SEN and inclusive education disseminating relevant IB documents pertaining to the formation and/or revision of an inclusive education Policy, and creating a timeline for review and revision of the MVHS IB Inclusive Education/SEN Policy.

All members of the Steering Committee are responsible for reading relevant IB documents related to the formation and/or revision of an inclusive education/SEN policy and evaluating the current MVHS IB policy document in light of these documents.

Steering Committee members discuss recommendations for improving the MVHS IB inclusive education/SEN document by using the Appendix “Questions for Reflection When Developing An Inclusion/SEN Policy” included in the IB document entitled *Meeting Student Learning Diversity in the Classroom*, as well as recommendations from the school's previous IB 5-Year Self-Study Review. The MVHS IB DP Coordinator drafts a new version of the document based on that discussion, then the Steering Committee reviews the new draft document and approves updates/changes.

The Policy as a Working Document

The MVHS IB Inclusive Education/SEN Policy is to be considered a working document that is reviewed and revised at least every five years in conjunction with the school's IB self-study review cycle or more frequently if changes in the school's student population make-up or IB course offerings dictate review and revision.

Communicating the Inclusive Education/SEN Policy

The MVHS Inclusive Education/SEN Policy is available to all current and prospective students and families as part of the comprehensive MVHS IB web site; this site serves as the MVHS IB “Handbook” for potential and current IB Diploma Program Students [<http://ibatmv.com/ib-at-mv/policies-regulations/>]. These policies are also communicated to students and parents through individual IB course teachers, counselors, and SEN case managers at the start of each academic year.