



Loveland High School Diploma Programme Special Education Needs (SEN) Policy



Purpose

The Loveland High School IB Diploma Programme faculty has created this policy in order to:

- Communicate clear guidelines to all school stakeholders regarding the inclusion of students with learning support requirements* in the Loveland High School Diploma Programme by defining our practice in the context of the guidelines outlined by the Thompson School District, State of Colorado, and the International Baccalaureate Organization.
- Support Loveland High School's mission and vision, as well as Thompson School District Board Policy regarding the education of students with learning support requirements.
- Establish clear expectations and responsibilities for all stakeholders in the education of students with learning support requirements pursuing course work through the Loveland High School IB Diploma Programme.
- Establish clear expectations and responsibilities for all stakeholders in the assessment of students with learning support requirements pursuing course work through the Loveland High School IB Diploma Programme.

*The use of the phrase "learning support requirements" reflects a change in the IB's terminology, reflecting the IB's inclusive approach to education. The term this phrase replaces is "special educational needs" as is outlined in the 2014 Handbook of procedures for the Diploma Programme.

Philosophy

The faculty at Loveland High School believes teachers must establish a safe, inclusive, and respectful learning environment for a diverse population of students, including those with learning support requirements. We believe all staff members have a stake in the learning of all of our students. For students with learning support requirements, the classroom teacher, exceptional student services teachers, and other service providers work together to meet the needs of students and to ensure that students are able to actively engage in their learning.

The Loveland High School International Baccalaureate (IB) Diploma Programme (DP) Special Education Needs Policy places great emphasis on the responsibilities of the classroom teacher to be aware of and make provision for students with learning support requirements and the rights of students and parents to be fully informed of that provision. The local/national requirements of teachers in meeting the needs of all students with disabilities are based on the provision of Individuals with Disabilities Educational Improvement Act of 2004 and Americans with Disabilities Act of 1990, amended in 2008.

Furthermore, the Loveland High School International Baccalaureate (IB) Diploma Programme (DP) faculty supports the premises outlined by the 2014 *IB Handbook for Procedures for the Diploma Programme*:

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- multiple disabilities and/or physical, sensory, medical or mental health issues.

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered.

Therefore, whenever possible and appropriate, based upon the principles* outlined by the IB, the student's individual needs, the recommendation of district special services providers, and in consultation with the student's family, students with learning support requirements will have access to DP courses. DP faculty will work with Exceptional Student Services teachers and other service providers to support student accommodations based upon the principles outlined by the IB.

Support Services Offered

Loveland High School offers the following services to students:

School Counseling

Loveland High School has school counselors to support all students. All counselors work with students to provide academic guidance, as well as emotional and social support for students who are struggling.

One of the counselors has been granted to role of IB Counselor and works with all of our IB DP students. The IB Counselor has an important role in helping support and educate DP students at Loveland High School. The IB Counselor works with students individually, in small groups, and in their classes. The IB Counselor is responsible for providing academic guidance, as well as emotional and social support for students who are struggling. The IB Counselor also works with students to mediate disputes and support student growth in attributes outlined through the IB Learner Profile.

The school counseling office is also home to the GT (Gifted and Talented) Counselor. This counselor works with all of our students who have been identified as GT by state guidelines. This counselor works to ensure our GT students are provided with an Advanced Learning Plan (ALP) and that this plan provides the guidelines for instructional extensions for the GT student. The GT Counselor is also responsible for providing academic guidance, as well as emotional and social support for students who are struggling.

School Social Worker and School Psychologist

A licensed social worker and a licensed psychologist are both available to support students' academic, social, emotional and behavioral needs. Both the social worker and psychologist can assist students and families to build connections with community agencies when needed. The school social worker and psychologist assist students in individual, group and classroom settings. Many individual or group settings focus on self-

esteem, healthy relationships, conflict resolution, skill building, and other support for students as needed.

PROPEL Lab

The PROPEL lab is the academic support center on campus where any student can come to receive additional support with his or her work. Staff members are assigned to assist students during each period of the day. It is also the designated after-school math and English tutoring center. The PROPEL lab also houses the internal credit recovery system, which is designed to help students recover lost credit due to previous failure in a course.

The Speech-Language Pathologist (SLP)

The SLP works with students with a variety of speech-language abilities including, but not limited to: receptive language deficits; expressive language deficits; articulation delays; auditory processing deficits; swallowing difficulties, pragmatic (social) language; and augmentative communication needs. The SLP provides services on a push-in or pull-out basis, in small groups, or one on one.

The Occupational Therapist (OT)

The OT works with students with a variety of physical and sensory needs including, but not limited to: difficulties with activities of daily living; difficulties with handwriting; visual-perceptual difficulties; and sensory integration difficulties. An itinerant OT provides these services on a push-in or pull-out basis in a small group or one-on-one.

The Physical Therapist (PT)

The PT services students with significant physical needs including, but not limited to: mobility difficulties, seating positioning needs, and access to any equipment necessary for their physical limitations. An itinerant PT provides these services on a push-in or pull-out basis, in a small group, or one-on-one.

Vision and Hearing

A Vision Specialist is available to our building to assist and/or consult with students with significantly limited vision.

Loveland High School also provides support to students who have hearing deficits through the LHS center-based program for students who are deaf/hard of hearing. The specialists in the Hearing Center provide in-class and/or pull out services to meet each student's individual needs. Sign language interpreters and a teacher of the deaf/hard of hearing provide services through the LHS center-based program. Additionally, an audiologist provides hearing screenings to all students in our building. The audiologist is also available to provide complete audiological and/or auditory processing evaluations, when needed, at a separate site in our district.

The Learning Center (LC)

LC teachers support students with mild to moderate learning needs in required/core academic classes. The LC teachers also assist students with social skills and provide behavioral/emotional support. For students to qualify for LC assistance, there must be a significant gap shown between the students' academic performance as compared to that

of typically developing peers. The LC also supports students whose educational performance is effected by a significant emotional disability. The LC teachers provide in-class and/or pull out services to meet each student's individual needs.

The Intensive Learning Center (ILC)

ILC teachers instruct our students with moderate to severe needs. These students receive intensive support to meet their individualized academic, social, behavioral and physical needs. These students qualify for a modified curriculum and/or an alternative assessment system. They receive push-in support for elective classes, when appropriate, to meet their individual needs and to ensure a least restrictive environment with appropriate and meaningful inclusion. Our ILC students can have a variety of disabilities to make them eligible for this program. Some of these disabilities include but are not limited to: Autism; Down's Syndrome, Rhett's Syndrome, a variety of physical disabilities, and developmental delays. A student's disability must impede his or her ability to access general education, academically and/or adaptively, in order to qualify for our ILC program.

Adaptive Physical Education (APE)

The adaptive physical education teacher works with students from our ILC program in a small group setting to meet their individual needs as related to their ability to access physical education. These needs include, but are not limited to: hand-eye coordination; gross motor skills; ability to follow directions; and ability to participate in an organized physical activity. This teacher provides these services on a push-in or pull-out basis in a small group or one-on-one. Services vary to meet the individual needs of the student.

Support Strategies

Loveland High School utilizes the following strategies to support students:

Response to Intervention (RtI)

Loveland High School uses the Response to Instruction and Intervention (RtI) model to meet the needs of our diverse learners. Instruction in the classroom includes differentiation and flexible grouping to support all students in their learning. These instructional strategies provide students with additional instruction in literacy, math, gifted and talented (G/T), intensive learning, behavioral/social growth, and English Language Acquisition (ELA). Teachers use specialized and appropriately leveled materials to target student needs. Progress and benchmark testing is used to monitor student progress.

The Problem Solving Team (PST)

The PST process is used to monitor and give support to students who have academic and/or social/behavioral needs. If students are not demonstrating adequate progress, teachers can refer students to the PST. Teachers fill out paperwork to describe and document the student's strengths and needs. The teacher meets with the parent(s), and the PST (counselor, teachers, principal, and intensive learning teachers, and/or interventionists). Parents/guardians are critical partners in the process, giving important background information about their child. The initial session is used to clarify the student's area of need, what interventions are currently in place, and brainstorm

additional methods to support the student. Some students are referred on for special education and/or gifted and talented testing as per state and federal guidelines. Such testing is determined on an individual basis. Results are shared with parents and utilized in making educational decisions.

Personalized Learning Plans

Loveland High School offers the following personalized learning plans to those students who qualify.

The Individualized Education Plan (IEP)

An IEP is a federally mandated plan for students with disabilities and meets the eligibility criteria for special education services. The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) ensures that students with disabilities who require specialized instruction receive such instruction in the public school in the least restrictive environment. Under Colorado law, the Colorado Rules for the Exceptional Children's Education Act (ECEA), students attending Colorado public schools are also entitled to a free and appropriate public education. Students 3-21 may be eligible for an IEP under the following categories: Specific Learning Disability (SLD), other health impairment, Autism, Multiple Disabilities, Traumatic Brain Injury (TBI), Speech Language Impairment, Significant Limited Intellectual Capacity, Serious Emotional Disability (SED), and developmental delay.

An IEP is a legally binding agreement that outlines the following: student's current level of academic performance, areas of need, parent concerns, impact of disability, specific goals, accommodations and/or modifications in the classroom, or on district and state assessments, eligibility for extended school year services, types and degree of services to be provided, and placement to ensure the least restrictive environment for students.

504 Plan

Each 504 plan identifies accommodations and/or modifications for a student so that he or she has the opportunity to access the educational programming available at a public school. Students with a disability who do not qualify for an IEP may potentially have a 504. A 504 plan may be put into place when a student is "substantially limited" in an area such as, but not limited to, learning, speaking listening, reading, writing, concentrating, or caring for oneself. School faculty and staff, as well as parents, may recommend a student be considered for a 504 plan.

Advanced Learning Plans (ALP)

An ALP is a state-mandated individual learning plan developed for each student who is identified Gifted and Talented (GT) by state guidelines. Students may be identified in a specific academic area (Reading, Writing, Math, Science or Social Studies), general intellectual ability (all academic areas), cognitive ability, visual arts, performing arts, creativity and/or leadership. ALPs are developed and revised annually, to provide challenge in the student's given area(s) of strength or talent. These documents include specific goals in the area of affective guidance and counseling, as well as goals for parents. Also included are accommodations teachers are asked to make to help identified students grow academically.

School Responsibilities

In order to support students with special needs, Loveland High School will:

- Provide guidance and information to students with learning support requirements so that they can make informed decisions about enrolling in the Diploma Programme.
- Ensure that the ESS Coordinator provides all IEP and/or 504 plan documentation will be provided to the IB Coordinator and DP teachers of the student.
- Ensure that the IB Coordinator is included in IEP and/or 504 plan meetings for the DP student with learning support requirements.
- Ensure that the IB Coordinator applies for any student assessment accommodations through the IB in a timely manner.
- Ensure that any DP teachers of a student with learning support requirements is aware of and upholds the accommodations afforded to the student through his or her IEP and/or 504 plan.
 - These accommodations may include, but are not limited to, extended time, periodically scheduled breaks, separate testing space, technological aides, reading aids (readers, prompters, Braille), and assessment/assignments in special color or type size, or audio recordings.
- Ensure that any DP teachers of a student with learning support requirements maintains student confidentiality.
- Work collaboratively with Parents/Guardians and students to provide the most effective and appropriate academic and/or behavioral plan to support the success of a student with learning support requirements.

Parent/Guardian and Student Responsibilities

In order to support their student's learning:

- Parents/Guardians will provide all necessary documentation to school officials for IEP and/or 504 plans so that the appropriate accommodation requests can be submitted to the IB in a timely manner.
- Parents/Guardians and/or students will make requests for services in a timely manner.
- Students with learning support requirements will seek assistance, proactively, from their DP teachers, IB Counselor and/or IB Coordinator to have their learning needs met.
- Parents/Guardians, students, and school personnel will work collaboratively to provide the most effective and appropriate academic and/or behavioral plan to support the success of a student with special learning support requirements.

Review

This policy will be reviewed every two years, or as laws governing special education change.

Last updated: 4/2014

*The principles outlined by the IB in the 2103 publication, *Candidates with Assessment Access Requirements*, details all special arrangements that may be authorized by the IB. DP faculty will work with exceptional student services teachers and other service providers to support student accommodations based upon the principles outlined below.

International Baccalaureate (IB) Inclusive Assessment Arrangements Principles

These principles are taken verbatim from *Candidates with Assessment Access Requirements, 2013*:

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements.

1.2 Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

1.3 The inclusive assessment arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the award of the diploma or course results.

1.4 If inclusive assessment arrangements are necessary for a candidate during the course of their study of the Diploma Programme or practice examinations, the school may provide the arrangements. If the arrangements are required for assessment, this document lists the arrangements that do not require prior authorization from the IB. For all other arrangements, prior authorization from the IB Assessment centre is mandatory. Similarly, if a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, service (CAS), IB Answers must be consulted.

1.5 The IB aims to authorize inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on the candidate's usual method of working in the classroom.

1.6 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive assessment arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with assessment access requirements, the policy represents the result of a consideration of accepted practice in different countries.

1.7 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise which may be necessary to help ensure comparability between candidates in different countries.

1.8 Each request for inclusive assessment arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will

not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

1.9 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.

1.10 The IB does not flag or annotate in any way the results of a candidate for whom inclusive assessment arrangements have been authorized.

1.11 If a school does not meet the conditions specified by the IB when administering inclusive assessment arrangements or makes arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.

1.12 If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) arises from an identified learning support requirement, inclusive assessment arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.13 If inclusive assessment arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to the IB Assessment centre for review.

1.14 A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are applied.

1.15 The list of inclusive assessment arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all candidates with similar requirements.

1.16 According to the document General regulations: Diploma Programme, a Diploma Programme candidate may participate in three examination sessions to be awarded the diploma. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.

1.17 If the nature of a candidate's challenge and/or the authorized inclusive assessment arrangement might disturb other candidates during an examination, the candidate must take the examination in a separate room and be supervised according to the regulations governing the conduct of Diploma Programme examinations.

1.18 Written examinations must be invigilated according to the regulations governing the conduct of Diploma Programme examinations. The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

1.19 Any issues that arise from the nature of the inclusive assessment arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to IB Answers as soon as possible.