

Weber High IB SEN Policy



Weber High Mission Statement

Weber High School will establish a supportive learning community which fosters creativity, encourages curiosity, and promotes critical thinking. Weber will create a challenging learning environment that encourages effective communication, life-long learning, and compassion that prepares students to serve in a global community.

Purpose

In accordance with the International Baccalaureate Organization the purpose of this document is to communicate Weber High School's expectations for creating an inclusive IB Diploma Program that allows for students with Special Education Needs to be provided equal access to the IB curriculum. Our goal in this policy is to outline the support necessary to allow all students to achieve academic success and reach their full potential as students in the IB Diploma program.

Goals

The goals of the SEN Policy are:

- adhere to state and federal requirements
- outline IB inclusion policy requirements
- ensure that the special needs of our students are identified
- identify the roles and responsibilities of our staff, students, and parents
- outline the various accommodations and support opportunities that are available to students within our IBDP program

State and Federal requirements:

The free and appropriate public education act (FAPE) is an education right for children with disabilities within the United States. FAPE is guaranteed by Section 504 of the *Rehabilitation Act of 1973* and by individuals with disabilities act (IDEA). These bills protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance, including federal funds The U.S. Department of Education which includes public school districts.

- The Individual with Disabilities Education Act, is a United States' special education law. The IDEA act requires that public schools create an Individualized Education Program (IEP) for each student who is found to be eligible under both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. It specifies the services and accommodations to be provided and outlines educational goals.
- Section 504 of the Rehabilitation Act of 1973 an important role in education, especially for students with disabilities who may not qualify for special education services under IDEA. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. 504 Plans are reviewed annually.
- The Americans with Disabilities Act (ADA) is the first comprehensive declaration of equality for people with disabilities. The ADA protects the civil rights of people with disabilities in all aspects of employment and guarantees access to all public buildings.

Weber High school follows all state and federal laws and makes all appropriate accommodations. Although the IB program can be very rigorous and intense, it does not exclude students with disabilities in accordance with federal law. Weber high documents our compliance for the needs of students with disabilities each year through 504 and IEP plans. All information is updated yearly. The school principal, school counselor, and teachers have direct access to all accommodations.

IB inclusion policy requirements:

These principles are taken directly from Candidates with Special Assessment Needs (IBO,2009).

- 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 special needs.
- 1.2 Special arrangements are intended to reduce the adverse effects of a candidate's special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
- 1.3 The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or courses results.
- 1.4 The school, not the IB, is responsible for establishing whether the Diploma Programme can be taught and assessed. Advice may be sought from IB Cardiff before a school accepts a student with special needs; however, this advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources.

1.5 If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) (English, French or Spanish) arises from a diagnosed need, special arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.6 The IB aims to authorize special 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 both the candidate's usual method of working in the classroom and under assessment conditions.

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

1.8 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of need are the same. Given that cultural differences occur in the recognition of learning issues and the accommodations allowed, some compromise may be necessary to help ensure comparability between candidates in different countries.

1.9 If special assessment arrangements are necessary for a candidate, consultation with the IB is mandatory. Similarly, if a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, service (CAS), the IB Information Desk must be consulted. Any exceptions are stated in this document. However, a school may provide any kind of special arrangement for a candidate during his or her study of the Diploma Programme or trial (practice) examinations.

1.10 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 considered.

1.11 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.

1.12 If special arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to IB Cardiff for scrutiny.

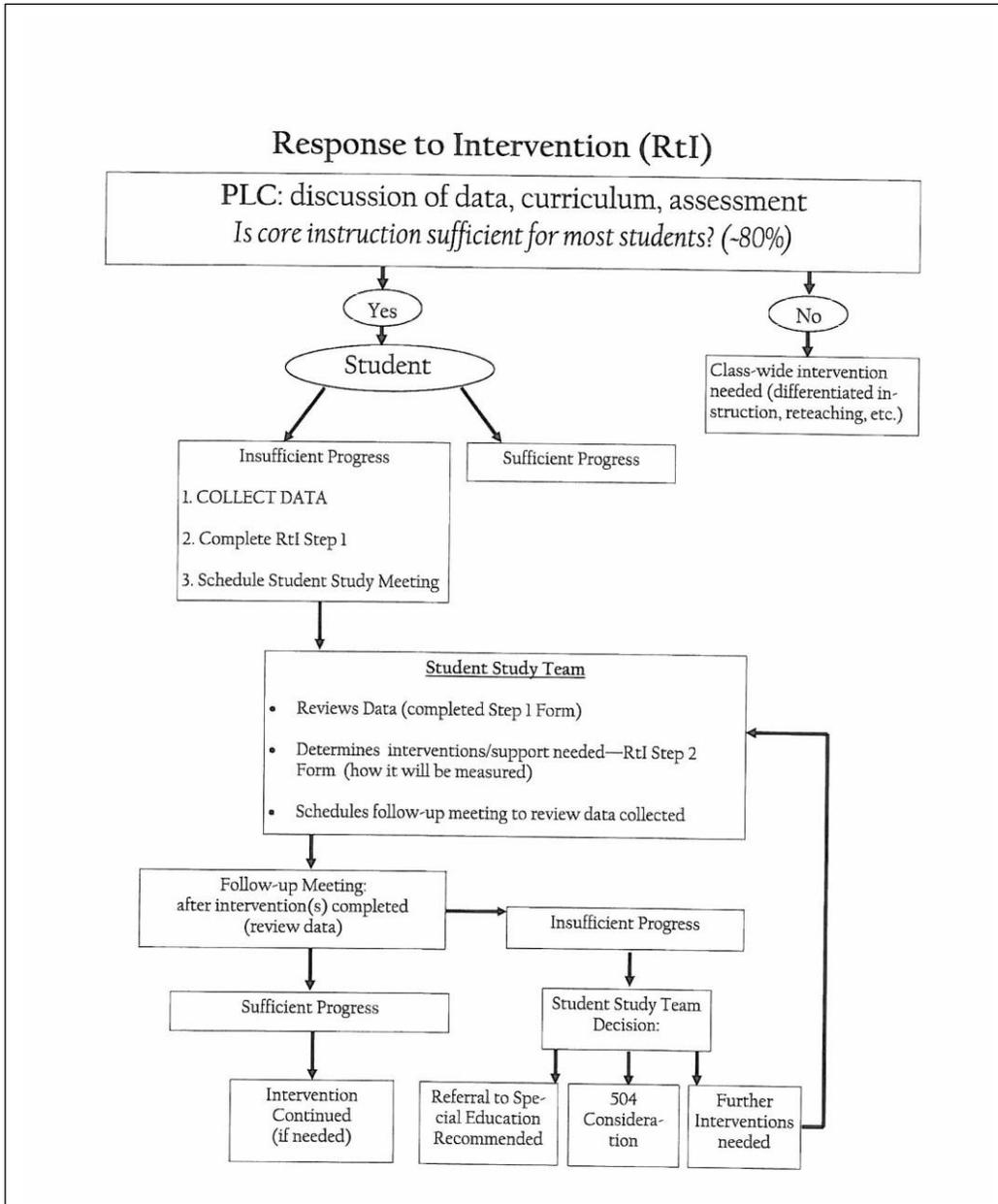
1.17 Each request for special arrangements will be judged on its own merit. Previous authorization of special arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

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

1.19 If the candidate's disability and/or the nature of the special 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.

Identification of Special Needs:

All students experiencing academic and/or behavior difficulties may not have a disability or require special education to meet their individual educational needs. In many cases, modifications to the regular education program will address a student's particular needs without resorting to evaluations or special education services. At Weber High School we have a protocol defined by our school district to identify these students called the Multi-Tier System of Support (MTSS). First students are identified, then data is collected and interventions are attempted as outlined in the Response to Intervention (RtI) graphic below:



After the RtI if students are referred to special education, then the answer to all three of these questions must be yes in order for the student to be placed on an IEP.

1. Does the student have a disability?
2. Does the disability adversely affect the student's progress in the general curriculum?
3. Does the student need specialized instruction: educational or social skills?

Roles and Responsibilities:

Responsibilities of the School

- The school will work with the Weber School District Special Education Department to make sure the program is in compliance with federal and local laws regarding students with special educational needs.
- The school will provide resources for the implementation and continuation of the Special Education Needs Policy.
- School counselors in conjunction with the Weber School District Special Education Department will provide the teachers with all IEP'S and 504 plan documentation.
- The special education department will provide updates and host meetings for IEP reviews.
- The guidance department will provide updates and host meetings for 504 reviews.

Responsibilities of the IB Coordinator

- The IB Coordinator will apply to the IBO for student accommodations.
- The IB Coordinator will work together with the IBDP faculty to support students with special education needs.
- The IB Coordinator will provide examination accommodations as needed and approved by the IB.
- The IB Coordinator will maintain discretion and confidence in providing special education needs services.

Responsibilities of the Faculty

- The classroom teacher will comply with all federal and state laws regarding special education needs.
- The classroom teacher will attend all IEP and 504 review meetings.
- The classroom teacher will provide all accommodations or differentiated instruction as outline in the IEP or 504.
- The classroom teacher will identify struggling students and refer them to the counselor or IB coordinator as needed.
 - The classroom teacher will then implement the appropriate interventions as outlined by the Weber School District Multi-Tier System of Support
 - The teacher will maintain accurate data of the student's progress.
- The classroom teacher will maintain discretion and confidentiality in providing students with SEN services.

Responsibilities of the Parent

- Parents will play an active role in their child's education.
- Parents will have knowledge of their child's 504 or IEP accommodations.
- Parents will communicate to the school all information and documentation regarding their child's special education needs.
- Parents will communicate with the school regarding any changes in their child's special education needs.
- Parents will provide documentation needed for IBO accommodation requests.

Responsibilities of the Student

- Students will be proactive in asking for assistance from the school administrators, faculty, and staff.
- Students will be an active participant in classes and meetings.
- Students will follow all Weber School District and Weber High School IB policies and procedures.

Support Opportunities:

Weber High provides support opportunities for all students, not just those with special education needs. At Weber high school we have a “flex” period built into our schedule where students can take a general study hall or take a subject specific study hall where they can get content support. We we also offer “Extended Opportunity Hour” on Mondays after school where students can get additional support from teachers. In addition to these opportunities, our math department also publishes a list of qualified peer tutors each year.

In addition to the support opportunities that we provide for all students, our students with special education needs and abilities may be given curriculum modification, enrichment activities, time accommodations, or physical classroom accommodations. Modifications may also be made for assessments as outlined in a student’s 504 or IEP. If additional support is still needed, then students may be placed in an academic support class which is built into their schedule.

Works Cited

Candidates with Special Assessment Needs (IBO,2009).

Weber School District Special Education Referral Presentation

Weber High School Academic Honesty Policy was modeled after Vanguard High School Special Education Needs Policy

(<http://www.marionschools.net/cms/lib010/FL01903465/Centricity/Domain/19//IB%20Program/specialneeds.pdf>)