



NIWOT HIGH SCHOOL
INTERNATIONAL BACCALAUREATE FOCUS

ST. VRAIN VALLEY SCHOOLS
academic excellence by design



Niwot High School IB DP Inclusive Education and Special Education Needs Policy



Philosophy

According to the International Baccalaureate Programme (IB) inclusion is “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” Niwot High School’s mission is to provide educational experiences that inspire academic excellence, personal growth and social responsibility. This mission is built on the foundation that all students are capable of learning and demonstrating that learning to others. If some aspect of the student’s learning style impedes this process then it is the responsibility of students/parents/school staff to assist the student in identifying the impediment and creating strategies to circumvent them.

Policies and Procedures

St Vrain Valley School District abides by all state and federal guidelines pertaining to individuals with disabilities. Students are identified with learning differences through a variety of means. All processes start with a student or an adult in a student’s life indicating to school staff that a learning difference exists. This might occur through the provision of an outside evaluation or data collected from current school performance (behavior/assignments/ assessment/etc). Teams, made up of students, parents, and appropriate school staff, meet to review data and determine what additional assessment information may be needed and, if sufficient data exists, what interventions and accommodations are required.

Common support plans include:

- Individualized Education Plans through special education backed by the Individuals with Disabilities Act (IDEA)
 - IDEA: www2.ed.gov/about/offices/list/osep/osep-idea.html
- 504 Plans backed by the Americans with Disabilities Act (ADA)
 - 504: www.ada.gov
- Advanced Learning Plans backed by the Exceptional Children’s Educational Act
 - ALP: <http://www.cde.state.co.us/gt/alp-0>
- Multi-tiered System of Support Plans
 - MTSS: www.cde.state.co.us/mtss

If a student has a plan prior to beginning the IB program they are asked to provide a copy of their existing plan to the IB Coordinator. For both pre-existing and newly created plans, copies of student accommodations and needed supports are provided to all of the student’s teachers at the start of each semester. Only staff having a direct role in the student’s education have access to information on students learning needs and expectations around confidentiality are maintained by all staff.

Student plans are updated yearly or more often as needed through meetings occurring with input from students, parents, teachers and additional specialists as appropriate.

These meetings incorporate progress monitoring information to inform on student's identified goals. This is combined with information on students progress in classes, accommodations students and teachers see the student needing and using on a regular basis to access the curriculum and any additional supports or services needed. Following these meetings parents and teachers are provided updated copies of plans.

Staff have been trained in methods of differentiation for a variety of student needs and ability levels through their teaching programs and through continuing professional development. Teachers collaborate with each other when working with students to coordinate and refine accommodations for shared students. In addition, all teachers and staff have access to specialists within the building and the district to support their understanding of how to best provide accommodations and services within the classroom setting. This occurs through regular communication with student's case managers, building and district specialists as well as professional development opportunities offered by both Niwot High School and the St Vrain Valley School District.

Assessment Accommodations

IB believes that "all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible." If some aspect of standard assessment conditions present a disadvantage for students with identified learning differences then certain assessment accommodations may be approved by IB. These accommodations are intended to provide students equal access to demonstrating their understanding and not to provide them an advantage.

Responsibilities of the School:

- Providing the learning needs outlined in the student's plan.
- Communication between the IB Coordinator, staff, student and parents
- To provide identified accommodations to the student throughout their courses so that they may learn to use them effectively and determine if they are appropriate.
- Teachers are responsible for providing documentation on what accommodations students are using and their level of effectiveness.
- Before applying for assessment accommodations the IB Coordinator must obtain parental consent for the release of confidential information.
- When IB makes a determination around assessment accommodations the IB Coordinator will communicate those to students/parents/staff and ensure that those are arranged and provided as outlined by IB.

Student and Parent Responsibility:

- Communicate students learning needs to the IB Coordinator
- Provision to the IB Coordinator of reports with information documenting needs.
 - Psychological reports/Education evaluations/Medical reports
 - Accommodation requests must be based on current access requirements. Therefore, evaluations must be conducted no earlier than the year prior to

beginning the Diploma Programme. (*Candidates with Assessment Access Requirements 2.3.1*)

- Reports provided in a timely manner (assessment accommodation requests must be made 6 months prior to assessment date).
- Students must be using the accommodations regularly in their classes
- Students must report the efficacy of accommodations to staff to determine what is needed for assessments to allow them to demonstrate their understanding in an effective way.

The IB Coordinator will meet with students and parents about Assessment Access Requirements. The Coordinator will then complete the process to officially apply for assessment accommodations through IB. When they receive word from IB they will communicate to the student and parent what accommodations will be provided and will make the needed arrangements for those. If the IB coordinator does not follow the directions on what accommodations may be provided and the specific procedures for their administration then a student may not be awarded a grade for that specific area. *IB does not indicate on student results if accommodations were provided.*

Review of Inclusivity Policy

Review of this policy will occur yearly by the IB teachers and special education representative to monitor for clarity and accuracy. Parent feedback will also be solicited to ensure that the policy is accessible. The IB Coordinator will ensure that all new staff have read this policy and understand the requirements of complying with it.

Relation to Other Policies

Niwot High Language Policy: Additional information related to differentiation for language learners

Niwot High Assessment Policy: Additional information on differentiation policies related to formative, interim and state testing.

Niwot High Admissions Policy: Additional information on non-discrimination of applicants and expectations of differentiation.

References

Candidates with Assessment Access Requirements (2014)

Guide to Programme Evaluation (2016)

Learning Diversity in the International Baccalaureate Programmes/Special Educational Needs Within the International Baccalaureate Programmes (2010)

Programme Standards and Practices (2014)

The IB Guide to Inclusive Education: A Resource for Whole School Development (2015)