



Andrew P. Hill High School Access and Inclusion Policy

Andrew P. Hill High School: International Baccalaureate Access and Inclusion Policy Statement of purpose:

This document serves to align the International Baccalaureate Middle Years Program (MYP), Diploma Program (DP), and Career Program (CP) special education needs philosophies with California state and federal laws governing special education and special needs students in conjunction with the developed policies and adopted regulations of the East Side Union High School District Board of Trustees, and the administrative procedures followed at Andrew P. Hill High School.

This document also seeks to communicate to all stakeholders the program expectations for creating and maintaining an inclusive educational environment for all learners as required by the International Baccalaureate Organization. This includes defining appropriate goals and practice in the IB programs at Andrew Hill, establishing common terminology for all stakeholders, and clearly delineating the responsibilities of all stakeholders.

This document adheres to the information found in the IBO Access and Inclusion policy (rev. 2022), Handbook of Procedures (2022), Diploma Programme Standards and Practices (2022), Meeting Student Learning Diversity in the Classroom (2014), General Regulations: Diploma Programme (2022), and MYP: From Principles into Practice (2014). Further information regarding support for language learners can be found in the AH IB Language Policy.

This document was developed with input from all stakeholder groups, including students and parents. Final editing was completed by the IB coordinators with input from the Andrew Hill IB Pedagogical Leadership Team. It is reviewed by the IB pedagogical leadership team every five years as part of the school's evaluation process and as needed by IB practices, changes to state or federal law, or ESUHSD policy. All revised copies are shared with parent, student and teacher groups prior to final publication. The policy was first drafted in 2015, revised in 2018 for submission with our school's MYP application, reviewed in 2020 as part of our five year evaluation process, and revised in 2023 as part of our CP application process. The policy will be reviewed and revised every five years when the school conducts its self-study evaluation of its IB programs.

This policy is distributed to all incoming students as part of the enrollment package. A hard copy of the policy is available from any of the three IB program coordinators (MYP, DP and CP). It will be published on the school's website in the fall of 2023.

We would like to acknowledge the following schools for sharing their expertise and best practices with serving students with special needs in their IB programs:

Scotts Valley High School

Mission Viejo High School

John Glenn Middle School of International Studies

San Jose High Academy

Philosophy

Andrew P. Hill High School adheres to the vision of the East Side Union High School District that every student graduates prepared for college and career, empowered to thrive in a global society by experiencing a relevant learning environment that inspires critical thinking, problem solving and innovation. The International Baccalaureate Organization also promotes these values, particularly when it comes to promoting access for all students: *“The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special education needs at a disadvantage by preventing him or her from demonstrating his or her level of attainment, special arrangements may be authorized. This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, including candidates with a learning difficulty.”* (Candidates with Assessment Access Requirements)

Through the use of a variety of teaching and learning strategies, Andrew P. Hill High School’s teachers strive to promote equity and access to IB courses for all students. Teachers allow our diverse student population to acquire knowledge and demonstrate mastery of learning in a relevant, engaging learning environment that supports students as they experience the rigor of the IB programs available on our campus.

Furthermore, as an IB World School, Andrew P. Hill High School has adopted IB approaches to teaching and learning (ATT/ATL) as school-wide practices for all students at all grade levels. AHHS strives to adhere to the principles of effective approaches to teaching, which include:

- Teaching through inquiry
- Teaching through concepts
- Teaching developed in local and global contexts
- Teaching focused on effective teamwork and collaboration
- Teaching differentiated to meet the needs of all learners
- Teaching informed by assessment

AHHS faculty and staff commit to developing these five IB approaches to learning skills as our schoolwide learning outcomes for all Andrew Hill students:

- Thinking
- Communication
- Social
- Self-management
- Research.

Federal Special Education Laws

In order to provide appropriate services and interventions for student success, the IB program at Andrew Hill High School adheres to these federal laws governing special education and the rights of children with special needs to receive a free and appropriate public education:

- Section 504 of the 1973 Rehabilitation Act, which states “No otherwise qualified individual with a disability in the United States [. . .] shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” Qualifying students have a “504 plan” that details accommodation needs for all stakeholders.
- PL 94-142 (1975) guarantees each preschool and school-aged child an education in the least restrictive environment, which schools must provide to all special needs children between the ages of three and

twenty-one years. Originally passed in 1975, this law has been modified and refined by the Individuals with Disabilities in Education Act (IDEA 2004).

- The IDEA act requires that public schools create an Individualized Education Program (IEP) for eligible students under both the federal and state eligibility/disability standards. The IEP is the cornerstone of a qualifying student's educational program. It specifies the services the school must provide and how often, the student's current level of performance and how the student's disabilities affect academic performance, and specifies the modifications that must be provided for the student.

Terminology

504 PLAN

A document that defines the accommodations required for a candidate with a disability identified under California or federal law who attends an elementary or secondary educational institution to ensure the candidate's academic success and access to the learning environment.

ACCOMODATION

A generic term comprising all forms of arrangement, compensation or conditions that may be allowed to support a candidate with an identified need.

ADVERSE CIRCUMSTANCES

Circumstances beyond the control of the candidate(s) that might be detrimental to the candidate's performance in one or more assessment component (for example, bereavement, natural disasters, civil unrest). "Adverse circumstances" do not include medical conditions or disability.

ASSESSMENT ACCESS REQUIREMENTS

A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.

ASSESSMENT COMPONENT

Each subject and level for the IB Diploma Program has two assessment component categories, internal assessments and external assessments. Internal assessments are projects assessed by the instructor and moderated by the IB. External assessments are assessed by the IB. Additional components required to complete the diploma include the "diploma core" consisting of theory of knowledge, the extended essay, and the creativity, activity and service portfolio. The number of external and internal assessments vary depending on the subject. Assessment components for the Middle Years Program specifically refer to the Personal project. The Career Program has assessment components tied to the two required DP courses students must take and the components of the CP core, including the Reflective project, the Service learning portfolio, and the Language portfolio.

DIFFERENTIATION

The process of identifying the most effective strategies for demonstrating knowledge by each learner, depending on the agreed upon goals for that specific learner.

EMOTIONAL DISABILITY/DISTURBANCE (ED)

Candidates with an identified emotional disability that can range from mild to severe. Andrew Hill High School has an ED program that provides direct academic instruction or support for identified students in mainstream courses.

EXCEPTIONAL CIRCUMSTANCES

Circumstances that are not commonly within the experience of other candidates with special assessment needs. The IB reserves the right to determine which circumstances qualify as “exceptional” and therefore justify a particular special arrangement.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized program (IEP) that meets the requirements of 34 CFR 300.320300.324.

INCLUSION

An ongoing process that aims to increase access for all students by identifying and removing barriers to success. Teachers, parents and administrators need to understand that inclusion can only be successful in a culture of collaboration, mutual respect, support and problem solving.

INCLUSIVE ASSESSMENT ARRANGEMENTS

Changed or additional conditions during the assessment process for a candidate needing assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

INDIVIDUALIZED EDUCATION PLAN (IEP)

The Individualized Education Plan (IEP) is the legal document that permits the modification of a student’s program from the regular course of study. It is a tool for planning and coordination of the process intended to respond to the particular adaptations a student with special needs requires. An IEP must be prepared for each student identified with special needs whose requirements cannot be met through the regular school program, following the established procedures required by California and federal law, and the processes established by the East Side Union High School District.

INVIGILATOR

The person or persons responsible for supervising an IB examination and following the IB procedures for examination administration. The invigilator may or may not be the IB coordinator.

LEAST RESTRICTIVE ENVIRONMENT

To the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, shall be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.107, 300.114, 300.117; Education Code 56040.1)

SPECIAL ARRANGEMENTS

Changed or additional conditions during the assessment process for a candidate with special educational needs. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

SPECIAL ASSESSMENT NEEDS

A candidate with special assessment needs is one who requires special arrangements in assessment conditions to demonstrate his or her level of attainment.

SPECIAL EDUCATION

Specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (California Education Code 56300, 56031)

SPECIAL EDUCATIONAL NEEDS

Refers to candidates with individual learning needs who have the intellectual capacity to meet all curriculum and assessment requirements, and who require special arrangements to demonstrate their level of achievement. Candidates who require special assessment arrangements may display one or more of the following special education needs:

LANGUAGE AND COMMUNICATION DISORDERS

- Dyslexia, dyscalculia, or other significant issues related to textual or numerical literacy
- Speech or language issues characterized by communication problems including but not limited to aphasia or dysphasia.

EMOTIONAL AND BEHAVIORAL ISSUES (EBD)

- Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); [Note: HCPS categorizes ADD/ADHD as OHI, Other Health Impaired] withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behavior; and anger, frustration and violence.

PHYSICAL AND SENSORY CONDITIONS

Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.

- Sensory issues: hearing—embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual— includes difficulties with either the structure or function of the eye, affecting vision.

MEDICAL CONDITIONS

- The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, hemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.

MENTAL HEALTH ISSUES

- A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life.

AUTISM SPECTRUM DISORDERS

- A wide range of disorders that can lead to difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors.

STANDARD SCORE

A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Publishers of psychological tests report standard scores with a mean of 100 and standard deviation of 15.

TECHNICAL LANGUAGE

Technical language refers to the terminology utilized to demonstrate knowledge in a particular subject or subject area. This language might be the target of a particular assessment, requiring the candidate to know the language to demonstrate understanding.

East Side Union High School District Policies

The Governing Board is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (BP 0410)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups. (34 CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand and, when required by law, in a language other than English.

Access for Individuals with Disabilities:

District programs and facilities, viewed in their entirety, shall readily accessible to and usable by individuals with disabilities. In addition, new construction and alterations to facilities existing before January 26, 1992, shall be accessible when viewed in their entirety be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

(cf. 6163.2 - Animals at School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

(cf. 6020 - Parent Involvement)

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment.

(Education Code 56301)

The Superintendent or designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301) [BP6164.4]

Individualized Education Plan

When a child is being assessed for possible special education needs, an Individualized Education Program Team (IEPT) shall be convened. Parents are an integral part of that team. If the parent and the school agree that the student has a disability and requires special education services, an Individualized Education Program will be designed to meet the student's needs. This will take place at a meeting attended by parents and school personnel and may include others as appropriate.

An Individualized Education Program (IEP) will be developed during the planning meeting if it is determined that special education is needed. The following is a partial list of what the Education Code calls for in an IEP:

- A summary of the assessment findings, including the student's strengths as well as needs.
- A statement of goals and objectives, which the group suggests for your student.
- A list of specific services that will be used to find out how well the plan is working (evaluation).
- A recommendation for placement.
- The starting date and frequency of services

Parent consent is required before the IEP can be put into effect. If parents are uncertain at the end of the meeting as to whether they want the plan to go into effect, they may decline to sign it. They may take it home and think about it.

Those components of the plan that are approved will be implemented. Parents have other rights if they disagree with the discussion of the group. County or district personnel will answer any questions about those rights. Types of support that may be provided to IB students with IEPs include but are not limited to:

- Learning support in or outside the general curriculum
- Adjustment of assignments to meet that student's level
- Organization of seating arrangements in the classroom to achieve optimum concentration
- Activating student's prior knowledge about a topic before a new unit begins
- Utilization of calming strategies to work through sensory challenges
- Recommendation to attend tutorial and peer tutoring.
- An educational assistant for additional support (as applicable)
- Other accommodations as determined during the IEP meeting

Given the significant number of English Language Learners attending Andrew Hill High School, some instructional accommodations might require language support. See the "Andrew Hill High School IB Language Policy" for further information.

504 Plans

In accordance with section 504 of the federal 1973 Rehabilitation Act, 504 plans are developed for students who do not meet the specific needs for an IEP but who will benefit from having accommodations. Andrew P. Hill's 504 Coordinator ensures that 504 plans are developed in accordance with district procedures, and, in collaboration with counselors and site administration, implemented in classrooms as well as in standardized testing and other formal examinations.

Teachers are given copies of their students' 504 plans at the start of each school year. The 504 Coordinator monitors 504 plans throughout the school year, organizes parent meetings annually and at the parents' request, and ensures students are receiving the appropriate accommodations to ensure academic success. 504 plans can be modified at any time to ensure the student is receiving the appropriate services to ensure academic and social success.

Professional Development

Annual training is provided for personnel for compliance with the district, state, and Federal requirements. Teachers and faculty learn how to identify struggling learners within the classroom and their role in the evaluation process. Teachers learn strategies for successful implementation of accommodations and differentiation of teaching, learning, and assessment. Documenting accurate records of student progress is also reviewed with all teachers annually. This professional development is offered on site, at the district office, and through the Santa Clara County Office of Education as needed.

Differentiated Instruction

Differentiated instruction is the practice of adapting instruction, materials, student projects and products, and assessment to meet the learning needs of individual students in order to ensure both academic growth and success in their community and world. In a differentiated classroom, teachers recognize that all students are different and require varied teaching methods to be successful in school. Teachers strive to create the least restrictive environment for student success in their classrooms.

Differentiation could include resources both inside and outside of the classroom based on the learning and emotional needs of a student. We strive to ensure all students share the same learning experiences that their peers enjoy. Wherever possible, students are not withdrawn from the classroom.

Assessments

The assessment of students with special needs reflects as far as possible their participation in the whole curriculum of the school. Accommodations should be provided so that students can demonstrate their knowledge and mastery of the essential standards of a unit of inquiry. Accommodations allow students to reflect their learning in a way that best meets their needs. Accommodations on district, state, national and IB assessments will be provided per the guidelines of permitted accommodations on standardized assessments set forth by the California Department of Education and the International Baccalaureate. More information regarding assessment can be found in the Andrew P. Hill Assessment policy.

Language Support

Andrew Hill serves a diverse community of language speakers and English learners, with over 80% of our students coming from homes where languages other than English are spoken. Students with specific language support needs can access services through our EL department, who will work alongside our SPED department case managers and counselors to provide appropriate instructional support. More information can be found in the Andrew P. Hill Language policy.

The International Baccalaureate Programs at Andrew P. Hill High School

Students entering the International Baccalaureate Programs at Andrew P. Hill High School (MYP, DP and CP) are given information regarding program requirements to ensure appropriate placement and academic success. In addition to employing teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements if necessary. The IB publication, Access and inclusion, is referenced to provide support for program completion.

A student with an IEP or a 504 plan is not automatically granted special arrangements for IB assessments. The MYP, DP or CP Coordinator will request assessment modifications, when needed, by submitting the appropriate accommodations forms and supporting documentation. Once the appropriate coordinator learns of the decision from IB, the student, parents and teachers will be informed.

SEN Principles (from Candidates With Assessment Access Requirements)

All inclusive assessment arrangements that may be authorized by the IB are based on the following principles:

- 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 Program 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 Program candidate has difficulties meeting the requirements for creativity, activity, 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 Program, a Diploma Program 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 Program examinations.

1.18 Written examinations must be invigilated according to the regulations governing the conduct of Diploma Program 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.

Roles and Responsibilities: ESUHSD Board of Trustees

- The school board is responsible for evaluating the results in its education of students with special needs at all levels within the organization.
- The school board is responsible for providing the resources required to plan and organize evaluations in order to obtain all the information needed to gain an overall view of student progress and mastery.
- The school board is committed to providing appropriate educational services to all students
- The school board undertakes to provide appropriate support and adequate resources to the teacher and to the students.

Roles and Responsibilities: AHHS Administration

- The school administrator shall request of the parents an evaluation/diagnosis prior to a student with identified special needs begins school.
- Administrators may recommend to the parents a referral to the local or outside resource based on a recommendation of school personnel or professionals.
- The school principal, in collaboration with others involved with the student, shall ensure that:
 - An IEP has been developed in accordance with the policies, procedures and regulations of the board.
 - All stakeholders have been provided the opportunity to have input on the plan, and are informed about their various roles and responsibilities
 - An in-service plan has been developed and instituted for the staff that includes appropriate training related to serving students with special needs
 - Support services and other resources from the board are available to address student needs.

Roles and Responsibilities: Andrew P. Hill High School Counseling and Special Education Services

- Provide guidance and information so students with special needs can make informed decisions concerning involvement in the school's IB program.
- The Special Education Department Chair, the school psychologist, and the 504 Coordinator will provide the IB Coordinators and teachers with all IEPs and 504 plan documentation by the deadlines set in the ESUHSD Collective Bargaining Agreement

Collective Bargaining Agreement

- Special Education case managers and the 504 Coordinator will provide updates and host meetings for updates to existing IEP and 504 plans according to the procedures defined in the most recent CBA. When necessary, the IB Coordinators will be invited to those meetings.

The AHHS IB Program Coordinators

- Will apply to the IB in a timely manner for students' accommodations for assessments
- Oversee and supervise classroom accommodations as well as provide examination accommodations as needed.
- Will facilitate the provision of appropriate accommodations such as but not limited to additional time, rest periods, separate testing space, technological aides, reading aids (readers, prompters, Braille), and assessment/assignments in special color or type size, audio recordings, assignment modification, extensions, and assistance or exemptions as specified by the student's IEP or 504 plan.
- Ensure that all stakeholders have access to and are aware of the school's IB Program policies, including the Special Needs Policy, the Assessment Policy, the Academic Honesty policy, and the Language Policy.

AHHS Teachers

- In collaboration with the student's case manager or 504 Coordinator, will become familiar with the nature of the student's special needs by utilizing school and My IB resources and will keep a copy of the student's 504 plan or IEP.
- Provide differentiation and accommodation, in conjunction with the case manager, as required for student success that is outlined in the student's IEP or 504 plan.
- Maintain discretion and confidentiality in providing these services.
- Encourage students to take responsibility for their own learning.
- Ensure that the range of learning experiences and teaching strategies are based on the differing needs of all students.
- Design learning experiences that will allow all students to meet the learning objectives in each subject group.

Students

- Understand that they are also responsible for their own learning.
- Take an active and responsible role in planning, carrying out and reviewing what is learned.

Parents

- Make requests for child studies or services from the school as they are needed and in a proactive manner.
- Provide documentation to school officials for IEP's and 504 plans so that documentation can be provided to IBO for accommodation requests.
- Understand that participation is essential and strongly encouraged.
- Communicate with teachers and coordinators concerning their observations as to their child's needs to facilitate appropriate intervention strategies.
- Consult on the IEP and remain informed about roles and responsibilities.

References

Diploma Program: From principles to practice. IB Publication, Cardiff, UK. 2022

General regulations: Diploma program. IB Publication, Cardiff, UK. 2022

Access and Inclusion Policy. IBO, Cardiff, UK. November 2018, rev. February 2022

East Side Union High School District Board Policies: 0410 Non- Discrimination in District Programs and Activities, 6159 Individualized Education Plan, 6159.1 Procedural Safeguards and Complaints for Special Education, 6164.6 Identification and Education under Section 504

Implementation, Evaluation and Review of the Inclusion and Access Policy

The IB pedagogical leadership team is responsible for ensuring all teachers implement the inclusion and access policy with fidelity to federal and state laws and in accordance with ESUHSD procedures and board policies. The IB coordinator team supports all staff in implementing IB inclusion and access expectations outlined in this policy.

This document was initially generated in 2015 by the DP coordinator with input from IB DP teachers. The document was revised in 2018 for submission with the school's MYP authorization application, again in 2020 as part of the evaluation cycle, and in 2023 as part of the application process for the CP. Revisions from 2018 on include participation from all IB coordinators, the pedagogical leadership team, and department chairs.

Moving forward, this policy will be periodically reviewed and revised when necessary as part of the five year evaluation cycle. The revised policy will be shared with the pedagogical leadership team, the instructional leadership team (ILT) consisting of department chairs and program coordinators, teachers involved in pathway programs including CTE pathways and the IB diploma program, student leadership and parent groups for review and suggestions prior to the submission of evaluation documents.

The final policy will be shared with teachers via email and in staff meetings, and students and families as part of the school enrollment process. Students entering the CP and DP will receive a hard copy of the policy at the start of the junior year. The policy will be published on the school's website in August of 2023.