

Capistrano Valley High School-Special Needs/ Inclusion Policy

Philosophy

It is the goal of Capistrano Valley High School to ensure a student-centered education where ALL are supported and engaged in meaningful experiences to shape their future. We want to maintain a respectful, safe learning environment in which students are challenged and successful. We believe this goal is best achieved by a rigorous curriculum that emphasizes active learning, academic proficiency, and offers comprehensive opportunities to help all students reach their educational and personal potential. In order to facilitate this process, quality instruction will be delivered by highly qualified teaching professionals within a positive learning environment. The overall school climate will focus on standards, values, and high expectations for all students.

The school leadership, faculty, and staff ensure that the support services and related activities have a direct relationship to student involvement in learning. This will occur within and outside the classroom, for all students, including those students with special needs.

As a result, CVHS is committed to ensuring that all students will succeed in reaching their potential by demonstrating proficiency in meeting grade level and course standards. The school concurs with the IB Learning diversity and inclusion principle “all learners belong and experience equal opportunities to participate and engage in quality learning” (*Learning diversity and inclusion in IB programmes*). Support and/or access is required to enable some candidates who have special needs. CVHS also supports the IBO’s belief that “all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible” (*Access and inclusion policy*).

Special Needs Policy Committee

Consisting of the IB Coordinator, School Counselor and IB faculty representatives. The committee will meet and review the Special needs policy on a yearly basis or when changes to IBO requirements, Federal or State requirements change.

School wide practices for all students with special needs

The CVHS school counselors and school psychologists hold weekly Student Study Team meetings in order to discuss students who are at-risk or may need to be assessed to determine if they have special needs. Various assessments, using multiple measures, may be used to evaluate whether or not a student has special needs that would require assistance, accommodations, services, or modifications through special education or section 504 of the Americans with Disabilities Act in order to access educational benefit. An actual team meeting that would determine and then implement individualized support based on a student’s special and specific needs would usually include but not be limited to the school counselors, school psychologists, administrator, academic advisor, teachers, parents and student.

The following are examples of possible accommodations or services put in place in the classroom setting or in a testing environment based upon a student's special needs:

- One- on- one aide
- Instructional aide helping several students in a collaborative class
- Assistive technology
- Extended time to complete assignments
- Preferential seating
- Hand-scheduling of classes
- Extended time for testing
- Breaks during testing
- Testing in a separate room
- Enlarged tests
- Reading test to student (unless it is a test assessing reading or comprehension)
- Testing over more than one day or test period

An Intervention Specialist (counselor) provides counseling services specifically to our special education students either in crisis or as part of their designated services. Education specialists work closely with general education teachers to ensure that the students' needs are being addressed. Additionally, aides are available to provide assistance to the students and the classroom teachers.

Other on-site personnel that help facilitate and/or provide services include reading specialists, speech/language pathologist, English-Language Development coordinator and the bilingual liaison. Off-site specialists such as the Deaf and Hard of Hearing Specialist, Assistive Technology, Adaptive Physical Education, Department of Rehabilitation, and Regional Center are also available.

If a student has special needs then the teacher uses collaboration skills to work with students, parents, special education teachers, administrators and other individuals to create informed instruction that complies with the individual student's IEP (Individualized Education Plan) or 504 plan. When necessary teachers use technological resources, adaptations and modifications to instruction to support a particular student's learning needs. Capistrano Valley High School stands as a learning community dedicated to supporting all students in the classroom with equitable instructional practices that provide the best educational support to every individual student.

English Language Development Program (ELD Program)

English learners are a prominent aspect of our school community. Their needs, involvement, achievements, and contributions remain a top priority for our school structure and services. To accommodate access to the core curriculum, our school offers a wide variety of courses to meet the diverse language, social and academic needs of our English Learners (ELs). Available core curriculum offerings range from

designated Structured English Immersion Language Development (ELD) classes to mainstream “English Only” courses with integrated ELD support.

The most effective instructional placement of each individual EL student is determined not only by his/her English language proficiency results on the CELDT but also by his/her overall academic performance, years in the program, previous education, parent input and teacher recommendation. After careful consideration and analysis of this annual data, the most appropriate instructional settings are recommended and, with parental approval, student placement is then made.

The district provides training for teachers on pedagogical strategies and structures to improve the academic and linguistic achievement and performance of ALL students and in particular at-risk populations such as ELs, special needs populations, and low socioeconomic status pupils.

School practices for IB students with special needs

Students enrolled in IB courses are covered by the “Candidates with special assessment needs” requirements as set forth by the IBO. CVHS follows the Principles, Guidelines, and Special arrangements set forth in the 2022 IBO [Access and inclusion policy](#).

Principles

The principles outlined in Section 1 include but are not limited to:

1.2 The arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

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

1.10 The IB aims to authorize inclusive access 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.

1.14 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.

Guidelines

The guidelines outlined in Section 2 include but are not limited to:

- 2.1.1 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.
- 2.2.5 Before submitting appropriate documentation to the IB Global Centre, Cardiff, the school must obtain consent from the candidate, provided he or she is at the age of consent in his or her 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 Guidelines Candidates with assessment access requirements 7 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 he or she wished to withdraw the request for inclusive assessment arrangements before a transfer, he or she must inform the school of this at the time of transfer. Then, the school IB coordinator must immediately inform the IB Global Centre, Cardiff of this request in writing.
- 2.3.1 The school is responsible for making all arrangements for approving and appointing individuals required to support an access arrangement (such as a prompter or reader). The person providing support must not be another candidate, a relative of the candidate, the subject teacher 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..
- 2.3.2 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.
- 2.3.3 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).

Accommodations for IB Assessment

Applications must be submitted online 6 months prior to the exam and must include the following:

A description of the temporary or long-term medical condition or permanent disability, such as standard scores in psychological reports or other compelling educational evidence. (2.4.1-2.4.5).

2.5.1 To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application “Request for inclusive access arrangements”.

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
- Educational evidence from the school.

Special arrangements

The following arrangements require authorization from the IBO

4.1 Modified Papers

Modifications to examination papers can be made for candidates with visual challenges or specific learning difficulties. These modifications can include enlarged print on papers, papers in Braille, papers on colored paper, or electronic papers (4.1.13-4.1.18)

4.2 Additional Time

Additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate’s assessed needs. The amount of additional time is dependent on the severity of the challenge. (4.2.1-4.2.6). Typically, at CVHS, 25% additional time has been awarded for students qualifying for extra time.

4.3 Writing Access

The IBO recognizes that for many candidates with special assessment needs a graphic organizer, word processor, a scribe, or speech recognition software may be used if a candidate is unable to provide a handwritten response (4.3.1-4.3.51).

4.4 Readers

Candidates may require support to read the text in the examinations. Difficulties in reading text may arise due to learning challenges, visual processing challenges, attention challenges, visual challenges or any other medical issue that may affect vision. (4.4.1-4.4.173).

4.5 Communicators

A communicator is someone who is able to convey information to a person with a hearing impairment through the use of lip-speaking, finger-spelling or sign language. A communicator may be used during examinations (4.5.1-4.5.3).

4.6-4.7 Practical assistance and calculators

A candidate with a physical, sensory or medical challenge may require access to a practical assistant for tasks that require physical manipulation or movement. (4.6.1-4.6.6)

Some candidates might be eligible to use a four-function calculator.

Extensions to deadlines are only available if there is evidence of a medical or psychological challenge that has genuinely prevented a candidate from completing work in time.(4.8.1-4.8.3)

Deferrals of external assessment may be possible if the candidate's study has been greatly affected during the program or deferral gives better access to the IB program (4.9.1-4.9.4).

Access for additional language learners

The guidelines for candidates for whom English is not at a proficient level is outlined in section 5. Accommodations may include

- Extra-time on written examinations and on orals
- Reader/reading software
- Word processor with spellchecker

Roles and Responsibilities of the School

The school will provide guidance and information so that students with special needs can make informed decisions.

Special Education specialists will provide the coordinator and teachers with all IEP's and 504 plan documentation as needed.

IB coordinators will apply to IB in a timely manner for student's accommodations.

The school will facilitate the provision of appropriate accommodations as required and allowed by IBO.

Roles and Responsibilities of the Teacher

The teacher in conjunction with special education case managers will familiarize themselves with the nature and needs of the students' utilizing the 504 Plan, IEP and resources of the IB.

The classroom teacher will provide differentiation and accommodation as needed for student success as outline in the students' 504 plan or IEP.

Roles and Responsibilities of the student and parent

Families will make request for services from the school as needed in a proactive manner.

Families will provide documentation to school officials for IEP's and/or 504 plans so that documentation can be provided to IBO for assessment accommodation requests.

Students will be proactive in seeking assistance from their teachers and the IB coordinator to meet their learning needs.

Revised 09//2022

Review annually

References

International Baccalaureate Organization (February 2022), *Access and inclusion policy*, Geneva, Switzerland: IBO

International Baccalaureate Organization (2016), *Learning and diversity inclusion in IB programmes*, Geneva, Switzerland: IBO