



Pueblo East High School Inclusive Education Policy



Purpose

The purpose of the East High School Inclusive Education Policy is to provide a plan for student success. This document will outline Federal, State, District, and School expectations along with the International Baccalaureate expectations. The goal of Pueblo East High School's Inclusive Education Policy is to provide support for the individual needs of each student and to develop learners as described in the International Baccalaureate Learner Profile:

Legal Requirements of Government Legislation

According to the sites.ed.gov/idea website, the Individuals with Disabilities Education Act (IDEA) is a federal law in the United States ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

The IDEA is "spending clause" legislation, meaning that it only applies to those States and their local educational agencies that accept federal funding under the IDEA. While States declining such funding are not subject to the IDEA, all States have accepted funding under this statute and are subject to it. In defining the purpose of special education, IDEA 2004 for each child with a disability: students must be provided Free Appropriate Public Education (FAPE) that prepares them for further education, employment and independent living.

Amended through Public Law 115-95 in 2015 through Every Student Succeeds Act:

- Special education and related services should be designed to meet the unique learning needs of eligible children with disabilities, preschool through age 21.
- Students with disabilities should be prepared for further education, employment and independent living.

On December 1, 2008, the U. S. Department of Education issued additional Part B regulations in order to clarify and strengthen current federal regulations regarding parental consent, hearing rights, state monitoring and enforcement, etc. Effective date of the revised regulations was December 31, 2008.

The Individuals with Disabilities Education Act (IDEA) of 2004 established a requirement that all states develop and submit to the U.S. Department of Education, Office of Special Education Programs (OSEP), a performance plan designed to move the state from its current level of compliance with the statutory and regulatory requirements of the law and to improve the educational and functional outcomes for children with disabilities. The state plan must encompass baseline data, projected targets, and activities to achieve those targets. The state is required to submit an annual report in the years following the submission of the performance plan to inform OSEP and the public on the progress toward meeting those goals (*Building the Legacy: IDEA 2004*).

Legal Requirements of State Obligations

The State Performance Plan is the State's plan to the US Department of Education, Office of Special Education Programs (OSEP) that evaluates the State's efforts to implement the requirements and purposes of Part B of the IDEA and how the State will improve the implementation of IDEA Part B. The SPP contains measurable and rigorous targets in 20 indicators that were established by the US Department of Education. These indicators fall into three monitoring priority areas identified by OSEP:

1. Provision of a Free, Appropriate Public Education (FAPE) in the least restrictive environment (LRE)
2. State exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services
3. Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

The SPP was originally submitted in December 2005. It is updated in February of every year.

Annual Performance Report

The Annual Performance Report (APR) is the State's update of the State Performance Plan (SPP). The APR explains the State's efforts over the previous year to reach targets established in the SPP including an explanation of any progress or slippage that might have occurred. Improvement activities conducted in the previous year are examined and future plans for improvement activities are described. The APR is due in February of every year for the previous year's performance (Sawtell).

District and School Obligations

Section 504

Section 504 is the part of the Rehabilitation Act of 1973 that guarantees specific rights in federally funded programs and activities to people who qualify as disabled. Section 504 states: "No otherwise qualified individual with a disability in the United States... shall, solely by reason of her or his 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..." Section 504 is enforced by the Office for Civil Rights (OCR). The School District is responsible for the implementation of Section 504 (*Special Education Rules and Regulations*).

For Pueblo City Schools, a team, including the parents, use the following criteria to determine whether a student is eligible under Section 504

- Is determined to have a **physical or mental impairment**
 - any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems
 - any mental or psychological disorder
- which **substantially limits**
 - this is not defined in the law
 - the student's impairment must have an impact that makes the student's abilities significantly different and outside the range of average students of approximately the same age
- one or more **major life activities**

School Obligations

For students with services through Exceptional Student Services (ESS), early intervening services are extremely important. At the high school level, the majority of students with special education needs have had those needs identified. So the early intervention will take place in the form of assuring that students with special education needs who enter high school are receiving services in the least restrictive environment. One of the most important factors of serving students with special educational needs within a school is to know the demographics of those needs. At Pueblo East High School, we have students with the following ESS determinations: Autism Spectrum Disorders, Intellectual Disability, Multiple Disabilities, Other Health Impairment, Specific Learning Disabilities, Severe Emotional Disabilities, Visual Impairment, Deaf/Hard of Hearing, Physical Disability, Traumatic Brain Injury, Gifted and Talented.

In order to transition students into the next level of school, each year there is a district file exchange day amongst ESS teachers with the school district. The ESS Department Leader reviews the incoming IEPs and assigns an appropriate case manager for each student. Strategic scheduling will be used prior to the start of the school year in order to assure appropriate course placement.

The case manager then oversees the implementation and communication of the IEP to general education teachers. Case managers whose students have a level of inclusion currently send out a spreadsheet to general education teachers with a list of accommodations for the students with IEPs. Inclusion opportunities are defined by the IEP team at levels that are determined appropriate for the ESS student. Quarterly progress monitoring by case managers occurs in alignment with the student's IEP goals and objectives. Additionally, transition planning occurs for all our special education needs students which may include post-secondary education, career education planning, and independent living skills.

East High School follows all HIPPA (Health Insurance Portability and Accountability) and FERPA (The Family Education Rights and Privacy Act) regulations for storing and accessing IEPs and other health/medical information in relation to all students.

Also, the Gifted and Talented (GT) Coordinator oversees the implementation of Advanced Learning Plans. The GT Coordinator works with teachers of the identified Gifted and Talented students in our building to create, document, and review goals and accommodations for the identified students on their rosters.

Differentiation Relating to Teaching and Learning

Definition of differentiation: Historically, differentiation evolved from developing appropriate curriculum for two areas; the gifted and talented, and the slow learner. Later, differentiation was acknowledged as sound practice and principles for all students, particularly when the work of Gardner and Sternberg came to the fore in education. Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed goals (*Learning Diversity in the International Baccalaureate Programmes*, p.4). Tomlinson and Eidson (2003) state: "If, as teachers, we increase our understanding of *who* we teach and *what* we teach, we are more likely to be flexible in *how* we teach."

Scaffold meaning

Teaching methodology has identified a variety of specific ways in which teachers can scaffold new learning in using differentiation strategies to help learners understand text. Scaffolding is a temporary strategy that enables learners to accomplish a task that would otherwise be impossible or much more difficult to accomplish. Other scaffolding strategies may provide a more concrete and less abstract context for understanding. Examples of these are:

- visual aids
- graphic organizers
- demonstrations
- dramatization
- small, structured collaborative groups
- assumed vocabulary or instructional language

Primary Years Programme, Middle Years Programme and Diploma Programme Learning in a language other than mother tongue in IB programme, 2008, p. 7.

How we teach

In order to support student success, Pueblo East High School believes in utilizing best teaching practices. As a result, all teachers are incorporating the AVID WICOR Strategies in all courses. These strategies along with the incorporation of the teaching of Approaches to learning skills provide instruction of necessary learning skills.

WICOR stands for the following:

Writing <ul style="list-style-type: none">• Writing process (pre-write to final draft)• Respond, revise• Edit, final draft• Cornell Notes• Quick-writes• Learning logs, journals	Inquiry <ul style="list-style-type: none">• Skilled questioning• Socratic Seminars• Quick-writes/discussions• Critical-thinking activities• Writing questions• Open-minded activities
Collaboration <ul style="list-style-type: none">• Group projects• Response/edit/revision groups• Collaboration activities• Tutorials• Study groups• Jigsaw activities• Read-arounds	Organization <ul style="list-style-type: none">• Binders• Calendars, planners, agendas• Graphic organizers• Focused note-taking system• Tutorials• Study groups• Project planning• SMART goals

Reading

- SQ5R (Survey, Question, Read, Record, Recite, Review, Reflect)
- KWL (What I Know; What to Learn; Learned)
- Reciprocal teaching
- “Think-alouds”
- Text structure
- Critical Reading

“Scaffolding should foster learners’ increasing independence in taking responsibility for developing strategies for their own learning. (*Learning in a language other than mother tongue in IB programmes*, 2008, p.7).

Pueblo East High School teachers emphasize a focus on academic vocabulary. Some strategies that teachers use include using visual vocabulary resources as well as common practices across grade levels and courses. Common practices that have been established school wide to help with transfer. All teachers are applying the “Every Classroom, Every Day” where they are identifying essential questions, contextual connections, learning objectives, learning targets, evidence outcomes, and learning goals. Teachers are all also teaching with IB unit planners and assessing students using IB Criteria. Additionally, the entire school has agreed upon utilizing the MLA Formatting as a way of documenting sources. As a component of the Cornell Notes, teachers are utilizing Costa’s Level of Questioning. For this strategy, students practice and apply three levels of questioning when taking notes.

- Level 1 questions focus on gathering and recalling information.
- Level 2 questions focus on making sense of gathered information.
- Level 3 questions focus on applying and evaluating information.

Access and Inclusion in the Diploma Program

“The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.

Inclusive access arrangements may be necessary due to:

- long-term learning support requirements
- temporary medical conditions
- additional language learning.”

(Access and inclusion policy 2018, p 1).

At the discretion of the coordinator (or head of school), some assessment arrangements are permitted in examinations without prior authorization from the IB Assessment Centre. Examples may include taking examinations in a separate room in it is in the best interest of a candidate or other candidates in a room, appropriate seating to meet the needs of individual candidates, a possible assistant or nurse, use of a colored overlay or a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, or colored filter lenses. A candidate who is hypersensitive to sound is permitted the use of noise buffers such as headsets, earplugs and

individual workstations with acoustic screens. This list is not exhaustive of assessment arrangements that do not require IB authorization, and candidates will work with their coordinator to determine needs and appropriate assessment arrangements (Access and inclusion policy 2018, p 12).

All requests for inclusive assessment arrangements must now be submitted using the online system on IBIS. The request for inclusive assessment arrangements is made by the school's DP Coordinator and must be submitted to IB on the IBIS System no later than **15 November**. Inclusive assessment arrangements approved for a candidate will automatically apply for all examination sessions for which they are registered.

The following supporting documentation must be submitted (uploaded) with the online *Request for inclusive assessment arrangements*: medical/psychological/psycho-educational documentation or language test report (translated into English, French or Spanish where necessary) and at least one piece of educational evidence. The purpose of the educational evidence is to show that the access requested has been the candidate's usual way of participating in classroom activities and tests. Examples of educational evidence include:

- anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/inclusion coordinator or school counselor
- an individualized educational plan (IEP)
- samples of the candidate's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which needs only be in one subject, must be work that has been written in English, French or Spanish
- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used (Diploma Programme Assessment Procedures 2020, p. 124).

According to the *Diploma Programme Assessment Procedures*, adverse or unforeseen circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her performance, including temporary illness or injury, severe stress, exceptionally difficult family circumstances, bereavement, or events that may threaten the health or safety of a candidate (p 126). In situations where a candidate has experienced adverse circumstances during the two year course of study or written examinations, the school's DP Coordinator is able to submit a completed form *Candidate(s) affected by adverse circumstances (D2)* to the IB Assessment Centre. If appropriate to the circumstances, the form must be supported with medical documentation (translated into English, French or Spanish where necessary). The form can be submitted at any point during the course of study, but must arrive at the IB Assessment Centre within 10 days after the candidate's final examination.

Resources and Professional Development

Professional Development occurs for ESS teachers in a number of ways. Professional development opportunities for ESS teachers occur at the state and district levels. The Colorado Department of Education provides several trainings for ESS teachers and District personnel throughout the school year. Additionally, District Administrative Personnel provides training for ESS teachers in the areas of IEP development, Crisis Prevention Teaching, Differentiation, Definitions of Disabilities, Changes to District Practices, and Entering IEP Information and Running Reports in Infinite Campus. ESS teachers

also meet in district forums to review changes to ESS Laws, to assure compliance with current laws, to discuss testing strategies and proctoring assessments, as well as to receive support with implementation of accommodations.

ESS staff members are provided opportunities for professional development within the building through IB and AVID. ESS teachers meet once a week in a Professional Learning Community to discuss and give input regarding best practices, changes to IEP development, current student issues, new students to the school, instructional, and behavioral strategies. ESS led professional development sessions occur within the building as well.

Communication and Review of the Inclusive Education Policy

Parents, students, and staff can access our IB policies on our school's website. As a staff, we will review our Inclusive Education policy annually prior to the start of each new school year. Policy revisions will be facilitated through the Inclusive Education policy committee. The Inclusive Education Policy is closely related to the Language Policy as both policies reference best teaching and learning strategies.

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