



Inclusion Policy

International Baccalaureate Programme
Jurupa Hills High School

Jurupa Hills Vision: Meet the demands of an ever-changing world by developing principles, knowledgeable, and empathetic citizens.

Jurupa Hills Mission Statement: Through a challenging curricula and rigorous assessments, we collectively develop and graduate inquiring, and knowledgeable scholars who can cultivate an indefatigable and peaceable world through intercultural understanding and interconnectedness.

Introduction and Purpose: In accordance with the International Baccalaureate Organization, the purpose of this document is to:

- Communicate the programme expectations for creating and maintaining an inclusive educational environment for all students within Jurupa Hills High School's International Baccalaureate Diploma and Middle Year Programmes.
- Establish clear responsibilities of all stakeholders- administrators, teachers, students, and parents – in regard to inclusive arrangements within Jurupa Hills High School's International Baccalaureate Diploma and Middle Year Programmes.
- Outline the various accommodations and support opportunities that are available to students within Jurupa Hills High School's International Baccalaureate Diploma and Middle Year Programmes.

This document draws its authority from *MYP: From Principles to Practice* (2014), *Handbook of Procedures for the Diploma Programme* (2015), *Meeting Student Learning Diversity in the Classroom* (2013), *Programme Standards and Practices* (2014) and *IB learner Profile Booklet* (2009). It was created in collaboration with IB teachers, the IB counselor, the Diploma Programme and Middle Years Coordinators, and representatives from Jurupa Hills High School's Special Education Department.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Programme Philosophies: The International Baccalaureate Programme, comprised of both the Diploma and Middle Years Programmes, of Jurupa Hills High School supports the definition of *learning support* as outlined by the International Baccalaureate Organization: “Support and/or access required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment” (*Candidates with Assessment Access Requirements*).

Diploma Programme: The International Baccalaureate Diploma Programme of Jurupa Hills High School also supports the policy of the International Baccalaureate Organization regarding students with learning support requirements and assessment access requirements: “The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized” (*Handbook of Procedures for the Diploma Programme*).

Middle Years Programme: The International Baccalaureate Middle Years Programme of Jurupa Hills High School supports the definition of **learning support** as outlined by the International Baccalaureate Organization: “The MYP is intended to be an inclusive programme that can cater to the needs of all students. Thus, the IB strongly encourages schools to offer the MYP inclusively and schools must explain situations in which the programme is not available to all students. The central place of approaches to learning (ATL) helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have learning support requirements. The MYP is designed to include students with learning support requirements” (*MYP: From Principles to Practice* 2014).

Students with learning support requirements, as defined by the IB, may:

- display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education
- display a higher than average aptitude in one or more subjects that requires adaptation and extension of the curriculum.

Students with learning support requirements, as defined by the IB, may:

- have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment
- require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

Any faculty member can identify a student for evaluation and assessment. The identification of students who are eligible for support services is a carefully managed and is guided by state and federal regulations. Evaluations required to make this determination are completed at the expense of the school system and only with parent permission. Teachers and parents are part of the team that evaluates students in need of services. An individual education plan (IEP) is developed for each student found eligible for services. This plan is reviewed at least annually. A section 504 plan is developed for students who do not require specialized services but need the assurance that they will receive equal accessibility. The 504 plan delineates a student's specific accessibility requirements and should be updated annually.

As Jurupa Hills implements the both the DP and MYP, teachers design learning experiences that allow students across a range of needs to meet their learning objectives (see *Meeting student learning diversity in the classroom* (2013)). Differentiated teaching practices can build opportunities in which each student can develop, pursue and achieve appropriate individual learning goals. This may involve utilizing collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students. (MYP: From Principles to Practice 2014).

Jurupa Hills High School offers an array of accommodations for students found eligible to receive services. These individual needs may include but are not limited to specific learning disabilities, communication and speech difficulties, social, emotional, and behavioral difficulties, physical challenges, medical challenges or multiple disabilities. Accommodations are offered in accordance with a student's IEP or 504 plan and thus accommodations vary from student to student. The IB programme at Jurupa Hills High School meets all state and federal requirements:

- IDEA-Individuals with Disabilities Act
- Section 504 of the Rehabilitation Act
- ADA-Americans with Disabilities Act

Inclusion Policy Goals: The goals of the Inclusion policy are:

- Adhere to national, state, and local laws regarding the special needs of students (see *Appendix A*)
- Ensure that the special needs of our IB students are identified early, assessed, and provided for
- Assist IB students in accessing all elements of the IB curriculum

International Baccalaureate Diploma Programme Principles:

The following principles are taken directly from *Candidates with Assessment Access Requirements* (IBO, 2014):

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 Programme 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 Programme candidate has difficulties meeting the requirements for creativity, action, 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 Programme, a Diploma Programme 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 Programme examinations.
- 1.18 Written examinations must be invigilated according to the regulations governing the conduct of Diploma Programme 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.

Accommodations and Inclusive Assessment Arrangements:

Jurupa Hills High School offers an array of accommodations for students found eligible to receive services. These individual needs may include but are not limited to specific learning disabilities, communication and speech difficulties, social, emotional, and behavioral difficulties, physical challenges, medical challenges or multiple disabilities. Accommodations are offered in accordance with a student's IEP or 504 plan and thus accommodations vary from student to student. The IB programme at Jurupa Hills High School meets all state and federal requirements:

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- Ensure that the special needs of our IB students are identified early, assessed, and provided for
- Assist IB students in accessing all elements of the IB curriculum

An individual education plan (IEP) is developed for each student found eligible for services. A section 504 plan is developed for students who do not require specialized services but need the assurance that they will receive equal accessibility. The 504 plan delineates a student's specific accessibility requirements. Accommodations and inclusive arrangements for a student with an IEP or a 504 plan within the JHHS IB Programme may include, but are not limited to:

- Additional time
- Specialized testing environment
- Rest periods
- Word processing
- Assistance with practical work
- Magnifying device
- Noise buffer
- Internal deadline extensions
- Appropriate seating
- Interpreter for hearing impaired

- Colored overlay
- Sound amplification device

Be advised that some inclusive arrangements are permitted at the discretion of the IB coordinator and do not require prior approval from the IBO; however, other inclusive arrangements must have prior authorization from the IBO.

- The JHHS IB DP and MYP coordinators are responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments.
- The DP and MYP coordinators are also responsible for requesting inclusive assessment arrangements. Parent/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence.
- The DP and MYP coordinators will work together with parents/guardians, students, the IB counselor, and IB staff members to gather and submit all pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB student's usual and reasonable accommodations under a valid IEP or 504 plan.

Adverse or unforeseen circumstances do not fall under the tenants of this inclusion policy. An IB student who experiences adverse circumstances must contact the respective JHHS IB DP and MYP coordinators to seek information regarding his or her specific situation

Roles and Responsibilities:

Responsibilities of the JHHS IB Programme

- The programmes will work with the Special Education Department of Jurupa Hills High School to make sure the programme is in compliance with federal and local laws regarding students with access needs.
- The programmes will adhere to the rules and guidelines for inclusive assessment arrangements as set forth by the International Baccalaureate Organization (IBO).
- The programmes will provide guidance to students with access needs to help them make informed decisions concerning participation in the JHHS IB Diploma Programme and Middle Years Programmes.
- JHHS Special Education department will provide programme staff with access to all IEPs and 504 plans digitally. Programme staff may request hard copies of the aforementioned documents if needed.

Responsibilities of the Jurupa Hills IB DP and MYP Coordinators

- The IB coordinators will apply to the IBO for students' accommodations in assessment type and circumstances.
- The IB coordinators will work collaboratively with the IB staff to support students with inclusion needs.
- The IB coordinators will provide examination accommodations as needed and approved by the IB.
- The IB coordinators will maintain discretion and confidence in providing inclusion services.

Responsibilities of the JHHS IB Staff

- Programme staff will comply with all federal and local laws regarding inclusion needs.
- Programme staff will identify struggling learners and refer said learners to the Jurupa Hills High School counseling department and/or the respective JHHS IB DP or MYP coordinator.
- Programme staff will access use Aequitas Solutions, the online student information system, to identify those students who require special education services. Programme staff will communicate with student's case carrier to become familiar with IEP and 504 information.
- Programme staff will attend Student Study Team (SST) meetings, IEP meetings and/or 504 accommodations meetings for IB students if invited to do so.
- Programme staff will provide the appropriate accommodations and differentiated instruction as outlined in IEP and 504 documents.
- Programme staff will maintain accurate records of students' progress using Aequitas Solutions, the online student information system.
- Programme staff will maintain discretion and confidentiality in providing inclusion services.

Responsibilities of JHHS IB Parents/Guardians

- Parents/Guardians will communicate to the school all information and documentation regarding their child's inclusion needs.
- Parents/Guardians will communicate to the school regarding any changes in their child's inclusion needs.
- Parents/Guardians will make a request for needed services from the school and/or the IB Programme in a proactive manner.
- Parents/Guardians will provide documentation for IBO inclusive assessment arrangement requests.

Responsibilities of JHHS IB Students

- Students will be proactive in asking for assistance from the respective IB coordinator and staff members.
- Students will be proactive in requesting inclusive assessment arrangements.
- Students will take an active role in communicating inclusion needs based upon accommodations delineated within IEPs and 504 accommodation plans.

Inclusion Policy Review:

Jurupa Hills's International Baccalaureate Diploma Programme and Middle Years Programme Inclusion Policy will be reviewed by IB staff members, the IB counselor, the IB DP and MYP coordinators, and a representative from the JHHS Special Education Department at the beginning of each academic year.

California Education Code 5600

(a) The Legislature finds and declares that all individuals with exceptional needs have a right to participate in free appropriate public education and special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs.

(b) The Legislature further finds and declares that special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled, in a manner that is appropriate to the needs of both.

(c) The Legislature further finds and declares that special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, and instruction in physical education, to meet the educational and service needs in the least restrictive environment.

(d) It is the intent of the Legislature to unify and improve special education programs in California under the flexible program design of the Master Plan for Special Education. It is the further intent of the Legislature to ensure that all individuals with exceptional needs are provided their rights to appropriate programs and services which are designed to meet their unique needs under the federal Individuals with Disabilities Education Act (20 U.S.C. SEC. 1400 et seq.).

(e) It is the further intent of the Legislature that this part does not abrogate any rights provided to individuals with exceptional needs and their parents or guardians under the federal Individuals with Disabilities Education Act (20 U.S.C. SEC. 1400 et seq.). It is also the intent of the Legislature that this part does not set a higher standard of educating individuals with exceptional needs than that established by Congress under the Individuals with Disabilities Education Act (20 U.S.C. SEC. 1400 et seq.).

(f) It is the further intent of the Legislature that the Master Plan for Special Education provide an educational opportunity for individuals with exceptional needs that is equal to or better than that provided prior to the implementation of programs under this part, including, but not limited to, those provided to individuals previously served in a development center for handicapped pupils.

(g) It is the intent of the Legislature that the restructuring of special education programs as set forth in the Master Plan for Special Education be implemented in accordance with this part by all districts and county offices.

(Amended by Stats. 2007, Ch. 454, Sec. 1.)

Definitions

Free appropriate public education (FAPE) means 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 300.1-300.818; 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 education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104; Education Code 56040)

FAPE applies to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, 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 education means 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. (Education Code 56300, 56031)

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031)

1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards
2. Travel training
3. Career technical education
4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education

Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability

and to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the district. (34 CFR 300.39)

Surrogate parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education)

Elements of the Local Plan

The local plan developed by the special education local plan area (SELPA) shall include, but not be limited to, the following: (Education Code 56205, 56206)

1. Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201
2. An annual budget plan and annual service plan adopted at a public hearing held by the SELPA
3. A description of programs for early childhood special education from birth through five years of age
4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
5. A description of a dispute resolution process
6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205
7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met
9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public. (Education Code 56205)

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Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 3542 - School Bus Drivers)

(cf. 4112.23 - Special Education Staff)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

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

(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)

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

Regulation FONTANA UNIFIED SCHOOL DISTRICT

approved: August 20, 2014 Fontana, California