



## Fairview High School Inclusive & SEN Policy

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### Purpose

The purpose of the Fairview High School Inclusive & Special Education Needs (SEN) Policy is to promote a standard where every student has an equal opportunity to excel academically, physically, and emotionally. Fairview is committed to providing all students who require special education needs with a free and appropriate public education (FAPE) consistent with federal and state laws.

### Context / Philosophy / Rationale

Fairview and the IB program (including Supporters of Fairview IB charter) are governed by federal, state, and district policies. Fairview and the Boulder Valley School District (BVSD) have dedicated educators who provide screening, assessment, and education services.

#### *Our Vision and Commitment to You (BVSD) <sup>1</sup>*

*Special education is an individualized set of services and supports. It is not a place. In BVSD, we believe that every student is a general education student first and we provide the necessary accommodations, modifications and services to the student to ensure they can access their right to a Free and Appropriate Education (FAPE). We are determined to see that our students with disabilities become successful adults engaged in the community.*

### Practices

Boulder Valley School District is committed to creating inclusive school settings for all students. It is expected in most instances that a student with disabilities can be educated in the school he/she would attend if not disabled, and in a general education classroom at least part of the day, with appropriate modifications and accommodations. When it is determined that a student's needs cannot be met in his/her home school and a more restrictive environment is necessary, BVSD does have a continuum of services to meet those significant needs. <sup>2</sup>

IB World Schools in BVSD (there are two) abide by U.S. Federal and Colorado state laws pertaining to special education. Legislation at the *federal* level mandates that all students with special education learning needs are supported through The Individuals with Disabilities Education Act (IDEA). At the *state* level, the Colorado Department of Education adheres to IDEA through a variety of documents and policies that can be found at [cde.state.co.edu/spedlaw](http://cde.state.co.edu/spedlaw).

### Resources for Students <sup>3</sup>

Support for students with special educational needs vary greatly and may require differing degrees of classroom support such as: curriculum adaptation/modification, small group

<sup>1</sup> BVSD Special Education Vision and Commitment Statement, <https://www.bvsd.org/specialeducation/Pages/default.aspx> (Accessed 21 May 2018)

<sup>2</sup> BVSD Special Education Continuum of Services Statement, <https://www.bvsd.org/specialeducation/Pages/Continuum%20of%20Services.aspx> (Accessed, 21 May 2018)

<sup>3</sup> Content largely adapted from *Thornton High School, Diploma Programme Special Education Needs (SEN) Policy, 2016*, and incorporated with BVSD Special Education policy.



instruction such as supplanted literacy or math support, direct support, use of audio-visual or communication devices, supportive technology or support from a paraprofessional. Some students may need additional support beyond the classroom which can include pull-out services to meet behavioral, social or academic needs, safety plans, health plans, occupational/physical therapy, and/or speech-language therapy. The special education services provided to a student are based on his/her individual needs. A team, comprised of educational professionals and parents, collaborates to determine a student's unique needs to develop an Individualized Educational Program (IEP).

While most of the support efforts are available directly from the school, district personnel can provide additional resources. The personnel available within the school and district to provide the supports include:

- Grade Level Learning Specialists
- Affective Needs Teacher
- Significant Support Needs (SSN) Teacher
- Educational Assistants (Paraprofessionals)
- Speech Language Pathologist
- Psychologist
- School Counselors
- School Social Worker
- District Support Specialists (Hearing Resource, Vision Specialists, Autism Specialist, Behavior Specialists, Social Workers, District Nurse, and Physical/Occupational Therapists)

#### **504 Students <sup>4</sup>**

A student who has a physical or mental impairment which substantially limits one or more life activities, but does not qualify for an IEP, may be classified as a student with educational needs for purposes of Section 504 of the Rehabilitation Act. This is a regular education initiative and is not technically a part of special education. Students who qualify are put on a 504 plan, which are reviewed annually with a team usually comprised of an administrator, counselor, parent/guardian, teachers, appropriate district personnel (if necessary) and the student. The 504 plan is designed to provide appropriate accommodations and modifications to provide a learning environment that offers the same level of access to the curriculum as their peers.

#### **Inclusive Assessment Arrangements <sup>5</sup>**

The goal of inclusive assessment arrangements is to allow students to demonstrate knowledge and skill free from learning disabilities or challenges. Inclusive assessment arrangements will be done in accordance with a student's IEP or 504 plan, and may include:

- Separate room if it is in the best interest of a candidate(s)
- Preferential seating
- An aid, e.g. hearing aid, braille etc., normally used by a candidate
- Designated reader (non-relative) to clarify directions (not content of questions)

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<sup>4</sup> Content largely adapted from Thornton High School, Diploma Programme Special Education Needs (SEN) Policy, 2016, and incorporated with BVSD Special Education policy.

<sup>5</sup> Ibid.



- Magnifying devices for candidates with vision difficulties
- Coordinator/invigilator clarifies colors in an examination for a color-blind candidate
- Supervised rest breaks for medical, physical and psychological conditions (up to 10 minutes per hour)
- Prompter (non-relative) for candidates with attention issues, psychological or neurological conditions

All accommodations will be requested by the program coordinator via the *IBO Requests for Inclusive Assessment Arrangements* process. This will ensure that students receive appropriate accommodations and that IBO will documentation and accountability associated with alternate delivery of assessments.

Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioral difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

### **Talented and Gifted (TAG) Students**

BVSD schools provide programming for Talented and Gifted (TAG) students based on their identified needs and in accordance with district identification policy, which is based on a body of evidence. Students may be identified as Talented and Gifted in one or more of the following areas: <sup>6</sup>

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities

Fairview students who participate in the Honors Program (both IB and AP) often choose to challenge themselves beyond the basic curriculum. Students identified as talented and gifted have needs that require modifications to the curriculum as well. Each student, identified through a district screening process as TAG, is supported in educational goals through the Counseling office and Honors Program office. Students who are identified as both TAG and are on either an IEP or 504 are considered *twice exceptional* students, and receive added TAG support and specialized educational services.

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<sup>6</sup> BVSD Talented and Gifted Identification Policy Statement, <https://contenthub.bvsd.org/tag/Pages/default.aspx> (Accessed 21 May 2018)



## Works Consulted and Footnoted

*BVSD Special Education Continuum of Services Statement.*

<https://www.bvsd.org/specialeducation/Pages/Continuum%20of%20Services.aspx> (Accessed, 21 May 2018)

*BVSD Special Education Vision and Commitment Statement.*

<https://www.bvsd.org/specialeducation/Pages/default.aspx> (Accessed 21 May 2018)

*BVSD Talented and Gifted Identification Policy Statement.*

<https://contenthub.bvsd.org/tag/Pages/default.aspx> (Accessed 21 May 2018)

*Discovery Canyon Campus, IB Diploma Programme Inclusive & SEN Policy*, Revision: 2014

*IB continuum, Learning diversity and inclusion in IB programmes.* IBO, Published January 2016

*International Baccalaureate Organization. Diploma Programme Assessment procedures (formerly Handbook of procedures)*, 2018. Available at [www.ibo.org](http://www.ibo.org). (Accessed Jan, 2018)

*International Baccalaureate Organization. General regulations. Diploma Programme.* Cardiff, Wales: International Baccalaureate Organization, 2014. Available at [www.ibo.org](http://www.ibo.org). (Accessed Dec, 2017)

*IB Learner Profile.* Cardiff, Wales: International Baccalaureate Organization, 2013.

*IB Mission Statement.* Cardiff, Wales: International Baccalaureate Organization.

<https://www.ibo.org/about-the-ib/mission/> (Accessed, 20 Jan 2018)

*Thornton High School, Diploma Programme Special Education Needs (SEN) Policy.* Revision: 2016

Please see Addendum for BVSD support of this policy.



**Continuum of Services in BVSD**

***“Resource” programming***

Most students in BVSD who require special education support have their needs met through resource programming. Within this model, specialized instruction can be provided in the general education classroom or in small groups, depending on the level of need. Resource teachers are trained in special education and maintain appropriate licensure to work with students with a variety of needs. Schools are staffed between approximately 1:20-1:25 teacher/student ratio. This level of support is available at all neighborhood schools. In addition, there are speech-language, occupational therapy, physical therapy, and psychology/social work services available at all neighborhood schools.

***Intensive Learning Centers***

BVSD consolidates resources at some schools to meet the needs of students who require more service and support than what is available in the neighborhood school. These classes are called Intensive Learning Centers (ILCs). Students are referred for ILCs if the student’s IEP team (including parents) have evidence that his/her needs can no longer be met in his/her neighborhood school because all resources have been exhausted. The purpose of ILCs is to provide intensive services for students so that students can build the skills they need to return to their neighborhood schools. Student success in each program is based on the student’s ability to participate in the general classroom with progressively less support. There are several different ILCs that provide focused expertise and instruction for students. ILCs are staffed with approximately 1:10 teacher/student ratio; paraprofessional support is also allocated to each program.

**Intensive Learning Center for Students w/ Affective Needs (“ICAN”)**

Students whose behavioral or emotional needs interfere with their ability to make reasonable progress in their neighborhood school may be referred to an ICAN program. Students who are referred to ICAN programs require specific positive behavior support planning. Teachers in ICAN programs have particular expertise in supporting students with emotional and/or behavioral needs. Additional psychologist/social work time is allocated to support these students.

**Intensive Learning Center for Students w/ Multiple Needs (“Multi ILC”)**

Students referred to Multi ILCs may have a combination of cognitive, medical or physical, communication, and adaptive behavior needs. Students usually require significant modifications to the general curriculum. Teachers in Multi ILCs have expertise in working with students with significant support needs. Additional speech-language and occupational therapy time is allocated to support these students.

**Intensive Learning Center for Students with Autism (“Autism ILC”)**

Students referred to Autism ILCs have a medical diagnosis or educational identification of Autism and require intensive curricular and/or behavioral modifications that cannot be met by resource support alone. Students may require a variety of instructional approaches and accommodations, including (but not limited to) discrete trial, incidental teaching, use of social stories, and sensory diets. Students may require significant modifications to the general curriculum. Teachers in Autism ILCs have expertise in working with students on the autism spectrum. Additional speech-language and occupational therapy time is allocated to support these students. Each program is supported by a Board Certified Behavior Analyst (BCBA).

**Intensive Learning Center for Students who are Deaf or Hard of Hearing (D/HOH)**

Students referred to the D/HOH program have an identified hearing disability. They require intensive instruction in academics and communication in order to access the curriculum. Students may communicate orally or with sign. Teachers in the D/HOH program are licensed Teachers of the Deaf. Educational interpreters are allocated at these sites for those students who need sign language interpreters to access the curriculum.

**Day Treatment**

Boulder Valley School District (BVSD) maintains day treatment programs that operate as part of a tri-agency agreement between BVSD, Mental Health Centers of Boulder and Broomfield Counties (MHCBBC), and the Boulder County Department of Housing and Human Services (BCDHHS). Students who are referred for the day treatment program have documented mental health concerns that interfere with their ability to be successful in lesser restrictive settings, including district ICAN programs. When students are referred educationally to day treatment programs, they are also referred simultaneously to MHCBBC and BCDHHS. Students in these programs receive therapeutic services (both with an on-site therapist and with a psychiatrist) through MHCBBC as part of their educational program. Teachers in the day treatment classrooms have expertise in supporting students with emotional and behavioral needs.



# 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.