

Citrus Hill High School

IB Inclusion Policy

At Citrus Hill High School we believe that the IB Diploma Program provides an education for all types of learners who possess the motivation and desire to learn. Our inclusive education policy commits to offering a level of support and services to students with diverse academic and health related needs. Students with disabilities may be served through a Section 504 Accommodation Plan, Individualized Education Plan (IEP) under the Individuals with Disabilities Act (IDEA), or through differentiated instruction for the individual student.

What is Special Education?

California Education Code Section 56031 defines special education as:

Specially designed instruction to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met with modification of the general instruction program; and Related Services that help individuals with special needs to benefit from specially designed instruction.

Special education is an integral part of the total public education system. Other features of special education are:

- a) It is provided in a way that promotes maximum interaction between students with and without disabilities in a manner which is appropriate to the needs of both;
- b) Services are provided at no cost to parents;
- c) It provides a full range of program options to meet the educational and service requirements of individuals with exceptional needs in the least restrictive environment (LRE). The LRE is generally the setting that is most similar to those attended by general education students.

Who is eligible for services?

Not all children with special needs require special education services. However, students are eligible to receive special education and related services when the IEP team determines that the student meets the state and federal eligibility criteria and, thus, requires special education services.

There are fourteen categories of eligibility for special education:

Autism (AUT)
Deaf (D)
Deaf/Blindness
Emotional Disturbance (ED)
Established medical disability (Children 0-5 years)
Hard of Hearing (HH)

Date of most recent review: 12/2/22

Policy will be reviewed annually.

Intellectual Disabilities (ID)
Multiple Disabilities (MD)
Orthopedic Impairment (OI)
Other Health Impaired (OHI)
Specific Learning Disabilities (SLD)
Speech and Language Disabilities
Traumatic Brain Injury (TBI)
Vision Impairment (VI)

School Level Support

School level - Inclusive Education; student access to LRE within General Education supports through consultation or direct RSP services and Specialized Programs in separate settings (traditional and hybrid) - SDC Mild/Mod, Mod/Severe & Life Skills. Access to Related Services personnel - Speech, OT, APE, Counseling, Psychological services, Behaviorist, etc. In addition, home hospital services and virtual independent study options are available depending on student need; Access to before and after school activities available to all (tutoring, clubs, school events, think together, summer academics).

Special Education

Special education programs and services are provided to students with identified disabilities which adversely impact the students' educational program. The Individuals with Disabilities Education Act (IDEA) defines "children with disabilities" to mean children with intellectual disabilities, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities, and who by reason thereof, need special education and related services. Eligible students are provided a free and appropriate public education (FAPE) in the "least restrictive environment" (LRE).

Val Verde Unified School District actively seeks out and evaluates District residents from birth through the age of 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. All sites within the district have a response to intervention process that fully supports students who are struggling academically or behaviorally. Parents that have concerns regarding student progress should reach out to their child's teacher and inquire about interventions/supports.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The VVUSD provides FAPE to all students regardless of the nature or severity of their disability. In addition, qualified students with disabilities are provided an equal opportunity to participate in programs and activities that are integral components of the District's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.

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To qualify for Section 504 protections, the student must have a mental or physical impairment which substantially limits one or more major life activities. Some students may be eligible for educational services under both Section 504 and IDEA.

The District has a responsibility to identify, evaluate, and if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. A parent, teacher, other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification as a student with a disability under Section 504.

The IB Coordinator uses the following procedures to ensure access arrangements for students with inclusive assessment needs.

- Each fall, the IB Coordinator requests a data report that identifies all students enrolled in an IB course who also have an identified special need (504, IEP or Health condition) that may require assessment accommodations.
- The IB coordinator collaborates with parents, Special Education teachers, school psychologists and school health professionals to verify the necessary assessment arrangements and collect supporting documentation.
- The IB coordinator submits a request for inclusive assessment arrangements to the IBO through IBIS.
- After receiving approval for the inclusive assessment arrangements, the IB coordinator adjusts the assessment calendar and invigilator roles as necessary.
- The IB Coordinator meets with each student individually to explain his or her individual assessment access arrangements.

Val Verde Special Education Mission

Val Verde Unified School District's Special Education Department believes that ALL students can learn. We are dedicated to working with our school site staff, parents, and the community to provide support that will enable special education students to learn in the least restrictive environment. Therefore, students with disabilities, between the ages of 3 and 21, are provided appropriate educational opportunities, in a variety of settings, within the Val Verde Unified School District.

If you believe your child may have an academic, mental, physical, or speech related disability, please contact the special education department. The Office will assist you in completing the referral process.

District Level Support

District Level - Director, SPED Coordinator, Program Specialist and SPED TOSA Support for all SPED Teachers and Students. Help with class selection, electives, Academic & SEL lesson planning (student-centered); Inclusive practices training for all staff; SPED PLN for planning, IEP writing related towards student goals; Parent engagement meetings; Provide staff for SPED

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programs; Purchase orders for SPED specific needs - AT, reinforcers, curriculum, materials (student and class needs).

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities. Inclusion is more about responding positively to everyone's unique needs.

Inclusion is designed to prevent the marginalization of historically oppressed student groups The IB supports the following principles of an inclusive education:

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The interests of all students must be safeguarded.
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- With the right skills training, strategies and support, the majority of students with special educational needs can receive an education within the general education setting