**MVHS IB Inclusion Policy**

**MVHS Mission Statement:** The mission of Murrieta Valley High School is to inspire academic excellence, to create a caring and respectful community and to foster integrity and character in our students.

**MVHS Vision Statement:** Service and Commitment to Every Student Every Day without predictions.

**Statement of Philosophy for an Inclusive IB Diploma Program**

The IB Diploma Program and IB courses at MVHS are open access to all students and are dedicated to implementing best practices to remove the barriers/disadvantages students may face in teaching, learning and assessment so every student can fully participate in an IB course and Diploma Program. Students shall be given access to assessment conditions and learning environments to meet their learning needs as English Learners or as individuals with disabilities as indicated in their IEP or 504 plan to allow students to demonstrate their ability without giving an advantage. We will take a whole-school approach to inclusion, where IB teachers are involved in access and inclusion. Access arrangements will be applied in classroom instruction, classroom work, formative assessments, and formal summative IB assessments. Access to inclusive assessment arrangements will maintain the integrity of IB standards and IB assessment criteria. This vision is consistent with IB expectations for the DP, as stated in the *Access and inclusion policy* (2022).

**Definitions**

An **Individualized Educational Plan (IEP)** is a plan or program developed to provide support to allow students with a disability identified under the law access to all curriculum provided on campus.

A **504 Plan** is a plan developed to provide support to a child who has a disability identified under the law to receive appropriate accommodations and modifications that will allow them access to all curriculum provided on campus.

The **Americans with Disabilities Act (ADA)** is a federal law that requires specific supports and structures to be in place to ensure physical access to buildings and fields on campus.

An **English language learner** **(ELL)** is a student whose primary language is not English, and whose English proficiency or lack thereof provides a barrier to successful learning.

**Qualified teaching staff and support**

At MVHS, we have extensive expertise available to support the philosophy that all students can and should access the IB coursework and diploma program. Our IB Coordinator holds a special education credential and taught nine years of special education direct instruction at the secondary level. Multiple administrators hold special education credentials and have experience both in direct instruction and in administrative support for special education programs on our campus. We currently have a full time School Psychologist, a full time Speech/Language Pathologist, one Behavioral Program instructor, two high school age severely handicapped teachers, thirteen specialized academic instruction teachers (case managers), one adaptive PE teacher available one period per day, and a variety of special education teacher aides. The following special education itinerants service students on our campus: visually impaired, orientation and mobility, deaf and hard of hearing, assistive technology, physical therapist, occupational therapist, and a full time Registered Nurse. We also have a full-time social worker/mental health therapist and additional internship counseling staff three days a week to assist with positive behavioral support, interventions, and mental health services. Currently, we do not feel that any additional expertise is required.

**Structure and Process to Comply with Legal Requirements**

Our school implements Section 504, IDEA, and ADA federal and state requirements for meeting the needs of all students. All teaching staff have been educated in inclusion strategies as part of the California Credential program requirements.

Our counselors are trained to implement the student study team and intervention processes established throughout the Murrieta Valley Unified School District. Once PBIS, Tier 1 interventions in the classroom, and parent/teacher meetings have been explored, if the basic accommodations are not successful, then the team will examine the need for special education assessment or a 504 plan to be implemented. All federal guidelines are then followed for the identification, implementation and exit process.

If a formal request for special education assessment is made, then numerous testing and screening tools depending on the need and perceived disability of the student will be utilized to assess the student’s needs. These can include intelligence tests, achievement tests, language development tests, processing tests, assistive technology, sensory input, etc. Each staff member is qualified to administer the set of tests within their area of expertise. The multidisciplinary team, which will include any member who was a part of the assessment process, including the school psychologist, is responsible for notifying parents, students and teachers of testing results at an officially documented IEP/504 meeting. That team will discuss and determine the appropriate and optimal access arrangements (per eligibility criteria) for the individual IB DP student that are in line with IB policy and will be reviewed periodically (at least annually or at any point new challenges are observed) to ensure the arrangements continue to be supportive and optimal for the student. Requests for access arrangements for IB Summative assessment will be submitted in line with IB policy.

The Special Education case carriers and counselors are in constant communication with the general education teachers who have students with special needs in their classes. Staff are invited to yearly meetings of individual students. IB Teachers provide feedback on the current access arrangements. If attendance is not possible at these meetings, then information on the updated IEPs and/or 504’s are provided to the teachers to implement the proper accommodations and modifications in the classroom.

IB staff, Special Education staff, and counselors are continually updated on the guidelines and procedures for inclusive access arrangements as stated in the *Access and Inclusion Policy* (2022).

**Guidance for additional language learners**

The IB states “Additional language learners are students whose current course of study and assessment is delivered in a language that is not their first language and whose language ability is below the level that is deemed linguistically competent.” (*Access and inclusion policy*, 2022, p.24)

Our district follows federal law - Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, where public schools must ensure that EL students can participate meaningfully and equally in educational programs. Every teacher in our district is “highly qualified”, which means each is capable of and responsible for providing Integrated and Designated English language development to every English learner. California state law requires Local Education Agencies (LEA) to continue to provide additional and appropriate educational services to ELs until they have demonstrated English language skills comparable to that of the LEA’s average native English speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum while learning English.

All secondary teachers are CLAD (Cross-cultural, Language, and Academic Development) certified as part of their credentialing process in California. In MVUSD students are identified through Initial ELPAC testing. Students will be labeled as one of the following in our school database: IFEP, EL or RFEP. If students are EL, then they may need more supports in all content area classrooms with providing Integrated ELD and/or ELD support class which will provide Designated ELD.  Students are served in the general education courses, and the general education teacher is responsible for implementing necessary language instruction and accommodations to meet the student’s needs.

Additional language learners can receive inclusive access arrangements in their IB courses and assessments if they meet the eligibility criteria and supportive documentation. However, this will not apply to oral or written examinations in language and literature and language acquisition but can apply to all other subject areas. “Eligibility is based on standardized scores on a standardized language test [that measure speaking, listening, writing and reading] – conducted not earlier than one year before the intended examination that the request relates to – and the educational evidence submitted.” (*Access and inclusion policy,* 2022, p.24) The test scores of language assessments will need to be submitted to IB as supporting documentation during the request for access arrangements.

**School Responsibilities**

Per *Access and inclusion policy* (2022) all requests for access arrangements for IB assessments must be:

* Based on the usual way of learning and teaching in the classroom
* In line with the eligibility criteria stated in the policy
* Submitted along with supporting documents as evidence
* Submitted by the deadline stated in the *Assessment procedures* for the diploma program.

Counselor/Case carrier/Language Learner Personnel responsibilities:

* Communicate with the 504/IEP team to annually review the student’s progress, gather assessment data to make reflective decisions on the student’s barriers and current needs in the learning and assessment process.
* Counselor and case carrier should maintain understanding of the most up to date IB requirements and protocols to request inclusive access arrangements for IB assessment. All IEPs and 504s must be aligned with the IB *Access and inclusion policy* (2022) and meet the eligibility criteria for receiving the stated access arrangements.
* They must provide the IB DP Coordinator with the proper supporting documentation that shows evidence for the access arrangement request(s) being made.
	1. An official report – (this is not the IEP or the 504)
		+ this includes a psychological/medical report (within three years of IB assessment), which documents standardized psychological tests
		+ or evidence from a language test (no earlier than one year before IB assessment) for additional language learners.
	2. Educational evidence from the school - this can be a copy of the IEP/504 or a teacher summary about the arrangements provided to the student to access learning and assessment throughout the course of study.
* They must gain consent from parents (or students if they are of the age of consent) that the required supporting documentation will need to be submitted to the IB, and all information about a student will remain confidential.

IB teacher responsibilities:

* IB teachers must provide input to the 504/IEP/Language Learner team during annual review meetings to highlight the student’s strengths and barriers and what practices are currently being used in the classroom to support the student and remove barriers to their learning (accommodations being used in the classroom). This includes whether the student is or is not utilizing the current accommodation as stated in the 504/IEP, as this impacts the arrangements allowed for the summative IB assessments.
* Teachers will implement the access arrangements as stated in the student’s 504 or IEP throughout the course of study (classwork, daily instruction, formative assessments), not only in the summative IB assessment.
* Formative assessments in the course must remove barriers and minimize assessment biases by employing a variety of assessment types and formats. Teachers should recognize that learning is a dynamic process and barriers to learning may change over time, and they should report to the counselor/case carrier if new challenges are occurring.
* IB teachers must uphold the standards and assessment criteria for IB assessments, which includes the Internal Assessment. Access arrangements help remove barriers to learning and assessment, but they do not change the assessment criteria or standard the student is supposed to meet.

IB Diploma Coordinator responsibilities:

* Train and provide updates to access and inclusion policy changes to ensure all staff (IB teachers, counselors, Special Education case carriers, language learner personnel) are aware of the eligibility and supporting document requirements for access arrangements in the classroom.
* Submit the request through IBIS for inclusive access arrangements on behalf of the student, which includes all required supporting documentation and evidence from teachers that these arrangements are used in the classroom.
* Communicate with the student and parents the deadlines, requirements and decisions from IB throughout the process.
* Make all arrangements for appointing individuals, providing assistive technology, and ensuring equipment functions properly to support an access arrangement and meets the restrictions as stated in the *Access and inclusion policy* (2022).
* Ensure the integrity of the assessment is maintained – all examinations are invigilated according to the regulations set forth in the *Assessment procedures* and in the rules stated in the *Access and inclusion policy* (2022).

**List of inclusive access arrangements**

Members of IEP, 504 and Language Learner teams must refer to the list of inclusive access arrangements in the *Access and inclusion policy* (2022) for reference of eligibility criteria for any access arrangement request. If the evidence provided to IB does not sufficiently meet the eligibility criteria, then the access arrangement request can be denied.

* Flexibility in duration (p.27-33) provides all the rules and eligibility criteria when requesting additional time for assignments and assessments. This can include an additional time of 10%, 25%, 50%, 25% for oral examinations, 25% for mathematics only, 25% for listening comprehension, rest breaks, deferral of exams, extension to IB submission deadlines, additional retakes, extensions to homework and assignment deadlines (not applicable for IB assessments).
	+ 4.18: for students with attention challenges, where there are no standard scores in psychological reports and where there is substantial educational evidence to justify the need for the requested arrangement, the standard 25% additional time may be authorized.
	+ 4.19: extended time for oral examinations can be divided between preparation time and the oral delivery but cannot exceed the total additional time that has been granted. (4.19)
* Flexibility in presentation of material and resources/reception of content (p.34-38) provides all the rules and eligibility criteria when requesting modifications to physical exams, text to audio, sign-language interpreters, visual aids, hearing aids, reading software, script readers, adaptation due to blindness or color blindness, etc.
	+ IB lists “memory devices, organizers, written list of instructions and other visual aids” (p.34) may be used during learning and teaching, but these are not applicable for use on IB assessments.
		- At MVHS a memory device is being interpreted as a “cue sheet” used to support students who have documented challenges with memory. It is a tool used to trigger information that a student has studied but may have difficulty recalling due to cognitive processing deficits associated with memory and recall. The cue sheet allows the student to demonstrate knowledge of course material by helping prompt the student’s memory, not by providing the answer. A cue sheet gives students an equal opportunity to demonstrate their knowledge of course material on a test/exam without taxing an already compromised memory function. This accommodation is not intended to reduce academic requirements or alter the standards by which academic performance is assessed.
		- Content must not fundamentally alter essential expectation for information recall or the writing of answers. At the discretion of the teacher, a cue sheet may or may not include the use of acronyms, short phrases, pictures, schematic diagrams, formulas, names, short definitions, tables, sample questions, key terms/word charts, flow charts and organizers.
			* Providing a formula on a test that is testing application of formulas may be allowed. But a formula would not be provided on an exam that the student is assessed on their ability to identify a specific formula to use to complete a calculation.
		- A cue sheet is not meant to record all the facts, concepts, or processes being tested. This means a cue sheet should NOT: exceed one page, include specific examples of how formulas are used, include “answer sheets” or complete terms and definitions, include full course notes or all information from the course which is being evaluated, include open textbooks, or serve as a substitute for studying.
		- Cue sheets will be created by the IB subject teacher for the student to use on class assessments. Students will not be permitted to use any memory devices or organizers on the official IB assessments nor on mock assessments (or in-class summative assessments) that are designed to replicate the actual experience a student will have when sitting for the IB exam. Teacher created cue sheets will be provided with the class assessment. No other memory devices, organizers, notes, etc. are allowed to be used on an in-class assessment.
		- This interpretation is intentionally consistent with the protocols of several high-ranking collegiate institutions.
* Flexibility in response (p.39-42) provides all the rules and eligibility criteria when requesting access arrangements that change the way in which the student completes his/her responses on the assessment. This can include the use of a word processor, scribe, speech recognition software, graphic organizer, four-function calculator, text to speech, transcriptions, verbatim transcript, talking calculator, and audio recording of responses. \*Note that audio recordings of responses are not allowed on IB assessments.
* Use of human assistance (p.43-44) provides all the rules and eligibility criteria when requesting access arrangements that require another person to help the student. This can include a care assistant, practical assistant, spelling assistant, prompter, communicator to clarify instructions or directions, person to read aloud or oral language modifications (not applicable for IB assessments), sign language interpreter (not applicable for IB assessments), etc.
* Flexibility in equipment, setting or location (p.45-46) provides all the rules and eligibility criteria when requesting access arrangements that require a change to the environment. This can include a separate room within the school, specific seating location, special lighting, alternative venue, noise-cancelling headphones, adapted desk or seat, medical aids and equipment, and small-group settings (not applicable for IB assessments).

**Connections to other policies**

All students will be held to the same standards for the Access and Admission policy, assessment policy, the academic integrity policy, and the language policy, which are all found on our school website and Canvas page. All students will be supported in making choices that promote academic integrity.

**Review Process**

There is a yearly review of the policy to include any revisions/updates from IB to address omissions or additions as experience dictates. The initial team will be involved in the annual review and taken to the leadership team for approval.

**Members creating this policy and Communication**

IB DP Coordinator, the Assistant Principal, counselors, Special Education teachers and IB educators were involved in the creation of this policy. This document was then shared with the whole staff and made available to staff and the community through Canvas and the school website.