(I) IB Special Needs Policy

Uplift North Hills Preparatory's teachers and staff work in conjunction with the network's special services staff to meet the needs of scholars with identified special needs (IEPs—Individual Education Programs and 504 plans).

Special services staff work ensure that the classroom teachers are aware of the special needs and accommodations of scholars with IEPs and 504 plans. The AP/DP Dean of Instruction attends the annual ARD meetings and 504 meetings for scholars who are in the IB DP program.

For anticipated, diploma, and certificate candidates, the AP/DP Dean of Instruction completes the appropriate forms and provides the appropriate documentation to IB to arrange any special arrangements for IB examinations.

Policy Revision

This policy was reviewed and revised on May 2019 by the committee of parents and educators as listed: Paige Davidson, Katie Biela, Nicolau Marques Pereira, Graham Bartlett, Kathryn Vernon, Karen Edwards, Cindy Tsimberg, Stephen Patterson, Matthew Kingsley, Pratibha Sinha, Lauren Trebert, Lauren Heavin, Julie Hills, Heather Pereira, Bindhu Mathews, Rachel Follett, Veronica Moore. Additionally, the policy will be reviewed and revised annually in December by a committee of parents and educators. Any changes and/or revisions are determined by the committee and communicated to all interested parties via the following venues: student handbook (also posted on the school website), in the weekly newsletter with a link to the school website, and in person during the curriculum meetings in January.

Philosophy and Principles

Uplift Mission Statement
Uplift Education's mission is to create and sustain public schools of excellence that empower students to reach their highest potential in college and the global marketplace and that inspire in students a life-long love of learning, achievement, and service in order to positively change their world.

IB Mission Statement
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Rationale
We believe that all scholars have the right to a high quality education that is adapted to meet academic and personal challenges, while providing a variety of opportunities for scholars to utilize their strengths

and abilities. All Uplift staff are responsible for creating and maintaining an environment of inclusivity. As a network we believe in "IB for all". We have chosen the IB Program because of its proven ability to prepare scholars for college and post-secondary success (see appendix). Regardless of the completion of the Diploma Programme and/or earning the IB Diploma, we believe having an IB education will help to cultivate in students the confidence and skills to function independently in an ever-changing global marketplace.

What is Inclusive Education?
Part of inclusivity is accepting that all scholars come to us at varying levels of readiness to access this program, and varying backgrounds. We strive to offer a program that is both rigorous and realistic of the supports the scholar needs to access an IB education. Our inclusion beliefs are:

- All scholars have the right to participate in the IB programmes at every level.
- All Uplift staff are responsible for removing barriers that may prevent scholars from accessing an IB education so scholars can participate to their highest potential.
- We leverage that which makes our scholars diverse to develop a curriculum that is richer and more representative of our instructional community while also exposing them to global perspectives outside of their own.
- Inclusion is not limited to a classroom setting. It should be integrated into all aspects of the school experience including but not limited to: extra-curriculars, disciplinary policies, social-emotional learning, intervention block, community partnerships, Summer Institute, etc.

Defining Diversity
Uplift Education is committed to educating on and advocating on all issues related to diversity, equity and inclusion. We recognize the inherent diversity of our scholars as assets in the 21st Century global marketplace, and we believe that each student should feel a sense of belonging value in an inclusive classroom and school environment. We celebrate our scholars' differences across race, gender, sexual orientation, language, religion, identity, ability, and experience.

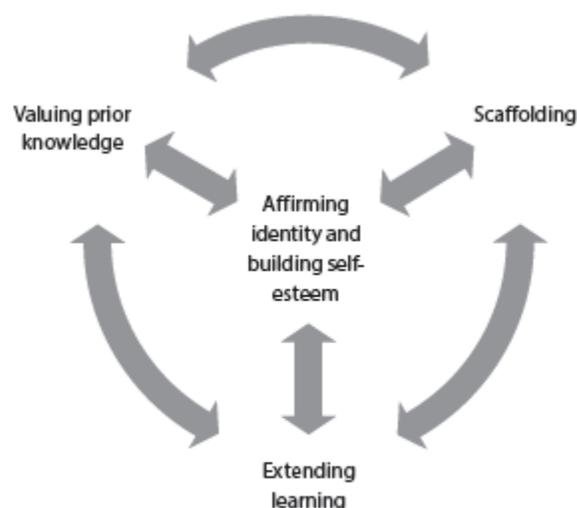**<u>Inclusion Practices</u>**

Figure 1
Visual representation of the four principles of good practice in an IB SEN learning cycle

The IB has identified four principles of good practice that promote equal access to the curriculum for all learners across the IB continuum:

1. **Affirming identify and building self-esteem**
   ● We utilize learning diversity as a resource within each learning situation to build an inclusive community.
   ● We value and celebrate the diversity of cultural perspectives of our scholars to enhance learning.
   ● We collaboratively build authentic relationships with families to ensure the school is representative of the unique communities that we serve
   ● We put these principles into practice through network and campus initiatives such as Diversity, Equity and Inclusion, Social Emotional Learning, Safe Space, the IB Learner Profile, and IB Approaches to Learning. [Campus can add specific expectations or programs]

2. **Valuing prior knowledge**
   ● We honor both scholar and staff background knowledge in the development of our programming and curriculum to ensure robust instructional practices that represent all members of our collective community.
   ● We recognize and value the role of linguistic diversity as central developing critical thinking, intercultural awareness, international-mindedness, and global citizenship.
   ● We create learning experiences that connect with and build on prior knowledge in order to learn through constructing meaning and understanding of the world.
   ● We recognize and respond to gaps and overlaps in learning for each scholar

- We put these principles into practice through network and campus initiatives such as culturally-relevant curriculum, opportunities for scholar choice and agency, and a balanced assessment approach that allows for multiple demonstrations of learning. [Campus can add specific expectations or programs]

3. Scaffolding
- We are committed to meeting all scholars where they are while simultaneously fostering increasing independence in taking responsibility for developing strategies for own learning.
- We empower scholars to achieve highest levels of independence and self-determination as they transition from classroom to higher education to global marketplace.
- We ensure that all learners experience a sense of belonging through access and exposure to maximize participation in the IB experience such as PYP Exhibition, MYP Personal Project, DP core, action and service learning, and international-mindedness.
- We ensure staff skillset to implement curriculum for diverse learner through continuous development in owning the instructional practices in their classroom that are inclusive of the unique needs of their scholars.
- We put these principles into practice through network and campus initiatives such as designing curriculum with diverse learners in mind, early identification of learner needs and supports, and Response to Intervention (RTI). [Campus can add specific expectations or programs]

4. Extending learning
- We believe that learning is a lifelong pursuit and we strive to equip scholars with knowledge and skills to thrive in the ever-changing global marketplace.
- We place a premium on literacy across content areas, including critical analysis of diverse, complex, and sophisticated texts.
- We create optimal environments where mistakes are valued as an integral part of the learning process and assumptions are challenged.
- We prioritize inquiry-based instructional strategies that push scholars to build their conceptual understanding, thereby extending their zone of proximal development (ZPD)
- We develop skills to create self-regulated learners through network and campus initiatives such as Social Emotional Learning, restorative practice, diverse and complex text selection, IB Learner Profile, and IB Approaches to Learning. [Campus can add specific expectations or programs]

Stakeholder Responsibilities

We believe **every** Uplift staff and community member is a stakeholder in ensuring an inclusive IB experience for all scholars:

- **Scholars** will express their feelings and needs as it relates to their learning and education. They will use the Learner Profile attributes to achieve success in school. They will strive to engage in IB curriculum to the best of their ability.
- **Families** will will be active participants and partners with campuses to ensure scholars have access to IB learning experiences. They will hold their scholars and their schools accountable to upholding IB Standards & Practices.
- **Teachers & Teaching Staff** will model lifelong learning through engaging in continuous, collaborative development in content and IB Approaches to Teaching, particularly including differentiating for scholar needs and use of holistic formative and summative assessments. They will adhere to state and national requirements to be active participants in the Child Find process. We believe that all teachers are inclusion teachers.
- **Campus pedagogical leadership** (including but not limited to directors, deans, academic counselor, ESL, Special Education, 504, IB, SEL counselors) will foster a culture of high expectations for scholars and ensure staff and families have the resources, knowledge, and training they need to support scholars academically, socially, and emotionally for the strongest IB experience possible. We believe that all leaders are inclusive leaders.
- **Campus operational staff** will create and foster a safe and inclusive physical learning environment. They facilitate inclusive communications among the school, families, and community in service to IB. They also ensure that families have access to resources and information to support their scholars.
- **Network leadership** will ensure campus operations and academic teams have the resources, knowledge and training they need to support scholars academically, socially, and emotionally for the strongest IB experience possible. We believe that all leaders are inclusive leaders.

Implementation of Policy

Response to Intervention (RtI) Program
- As a part of the Child Find process, Uplift identifies scholars in need of additional supports through a referral and tiered intervention process on each campus. The Response to Intervention Coordinator manages the interventions given to students for both behavioral and academic needs on a campus. Based on the scholar's response to these interventions, the scholar may be referred to the Scholar Success Team (SST) to determine if a referral for formal evaluation for special education services is appropriate.
- Uplift Education believes that the Response to Intervention (RtI) model allows for campuses to effectively identify and monitor ongoing supports for scholars with identified behavioral or academic gaps.
- Tiered Intervention Process
  - Tier 1 - Uplift believes that approximately 80% of scholars can benefit from strong instruction in the general education classroom. All scholars have access to classroom based interventions , as well as centrally designed curriculum.
  - Tier 2- For scholars that fail to make adequate behavioral or academic progress with strong teaching and academic practices, and have received documented teacher based interventions, additional, more specialized interventions may be required. For this group of scholars the Student Support Team (SST) will meet and identify the need for tiered intervention. In conjunction with continued Tier 1 interventions, specific Tier 2 interventions are identified and implemented. Data is taken regularly to determine if the scholar is making adequate growth or not. The SST meets (insert regularity of meetings here) in order to review documentation and determine if scholar should continue on Tier 2 interventions or has made satisfactory progress and can move back to Tier 1 interventions If scholars have received adequate Tier 2 interventions and is not making progress the committee can recommend that a scholar be moved to Tier 3.
  - Tier 3- For a scholar not making adequate behavioral or academic progress the SST can determine if referral for special education testing or consideration of 504 supports is appropriate. While the scholar is in the evaluation process, s/he will continue to receive Tier 1 and 2 interventions.
- Identification and Communication Process
  - Scholars are identified by referral to the SST committee by completion of the Student Support Team documents. These documents are designed to ensure that teachers have used classroom based interventions with fidelity. Documentation should also include information on a scholars home language and current language status, parent information form, classroom observations, teacher information forms, social-emotional counselor input, grades, state and district assessment data, and any other relevant data.
  - Parents receive communication when scholars begin receiving Tier 2 supports. This notification should be done in writing in the parents native language.
  - Exclusionary factors to Tier 3 referrals: To ensure the fidelity of the process, SST committees must ensure that scholars with previous educational gaps or who are

second language learners have received proper supports prior to referral to the Special Education or 504 process. Uplift Education is committed to ensuring there is every effort to rule out other mitigating factors prior to Tier 3 referrals.
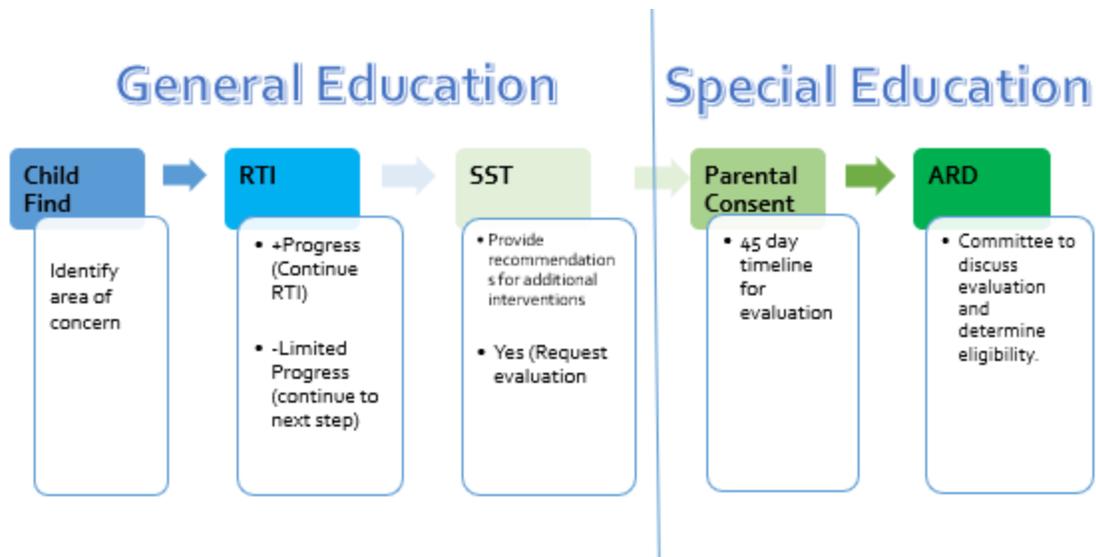
- Campus Stakeholders
  - The deciding campus committee should be made up at a minimum of: RTI Coordinator, general education teacher, campus administrator, additional general education teachers.
  - As needed the following should be present: Parent, LPAC representative, Counselor, Nurse
  - The SST/RTI coordinator is not the sole person responsible for decision making on a campus. This person ensures documentation, communication, and transition between the Tiers as needed.

504 Referral Process
- Under Section 504 of the Rehabilitation Act all educational institutions must ensure that any scholar with a documented disability has access to accommodations that ensure equal access to the general education curriculum.
- After referral the 504 Coordinator will work with the staff and parent to collect consent, complete an evaluation and hold a 504 committee meetings to determine eligibility and necessary accommodations if needed.

Special Education Identification
- After referral from the SST committee the Special Education Coordinator and appropriate assessment personnel will provide an explanation of proposed testing and consent forms to parents. At that time, the parent has the right to provide or deny consent for a formalized evaluation to determine if their child meets eligibility for special education services.
- From the date of consent the campus has 45 school days to complete the evaluation and provide a Full Individual Evaluation to the parent. The school has 30 calendar days from the date of the evaluation report to hold an Admission Review and Dismissal (ARD) meeting to determine whether or not a scholar meets eligibility for special education and develop an Individualized Education Plan (IEP). After the ARD meeting, the parent will again have the option to provide or deny consent for the school to implement the IEP.

General Education → **Special Education**

Child Find
Identify area of concern

RTI
- +Progress (Continue RTI)
- -Limited Progress (continue to next step)

SST
- Provide recommendations for additional interventions
- Yes (Request evaluation

Parental Consent
- 45 day timeline for evaluation

ARD
- Committee to discuss evaluation and determine eligibility.

Additional Support for Scholars with Diverse Learning needs

Scholars possess diverse learning needs, and additional support is provided for scholars with learning differences, scholars who speak English as a second language, and/or possess extraordinary intellectual gifts and talents. [School] provides a variety of accommodations and modifications of instruction and assessment to enable each scholar to reach his or her highest potential. Further, teachers are encouraged to differentiate where appropriate in order to allow all scholars to demonstrate learning in various forms. For more information, please reference [school's] Language Policy and Special Education Policy.

Review Process

The Uplift Education Inclusion Policy is reviewed on an annual basis by a cross-functional team of Director of IB Programming, IB Coordinators, Curriculum Coordinators, Assessment Coordinators, and pedagogical leaders. High-level feedback and recommendations will be communicated to campus pedagogical leadership teams in order to be revised (as necessary) and communicated with teachers.

References

https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=6

https://resources.ibo.org/ib/topic/Inclusive-education/resource/11162-38434/?c=94a1500f&pdf=d_x_senxx_csn_1601_2_e.pdf

Language and learning in IB programs

Learning Diversity in the IB: Special Education Needs within the IB programs

Meeting Student Learning Diversity in the Classroom

Uplift Assessment Philosophy

Uplift Core Components IB Instructional Strategies

What is an IB Education

- Learning Diversity in the International Baccalaureate Programmes: Special Educational needs within the International Baccalaureate Programmes

Appendix

- Research brief: Diploma Programme students' enrollment and outcomes at US post-secondary institutions 2008-2014
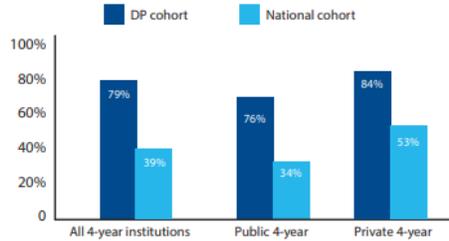

Figure 4. Four-year graduation rates by institution type

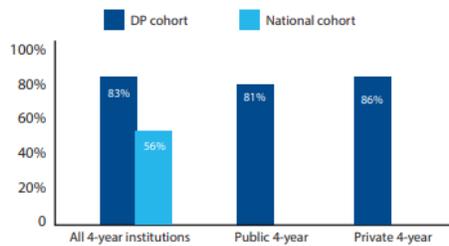Note: National data only available for 2007 (NCES 2014)

Figure 5. Six-year graduation rates by institution type

Note: National data not available by institution type

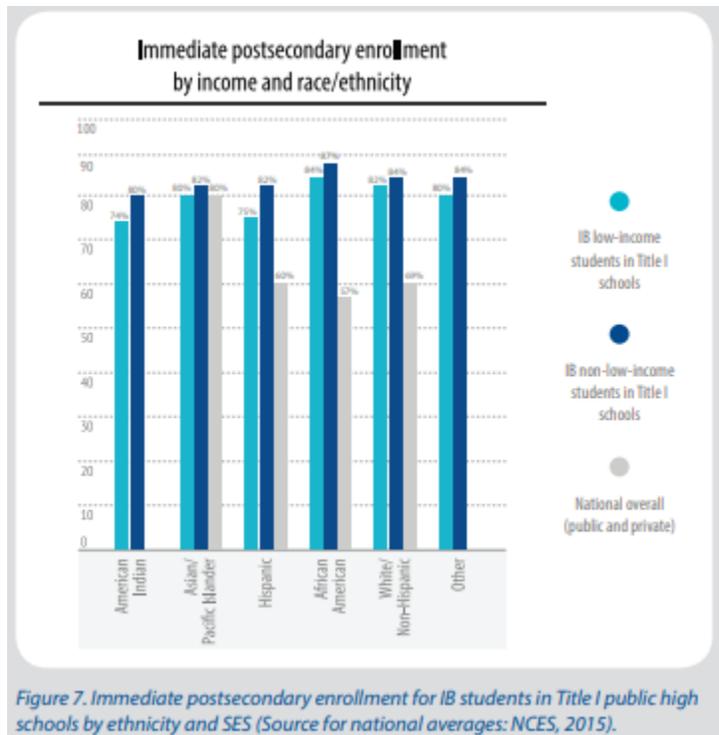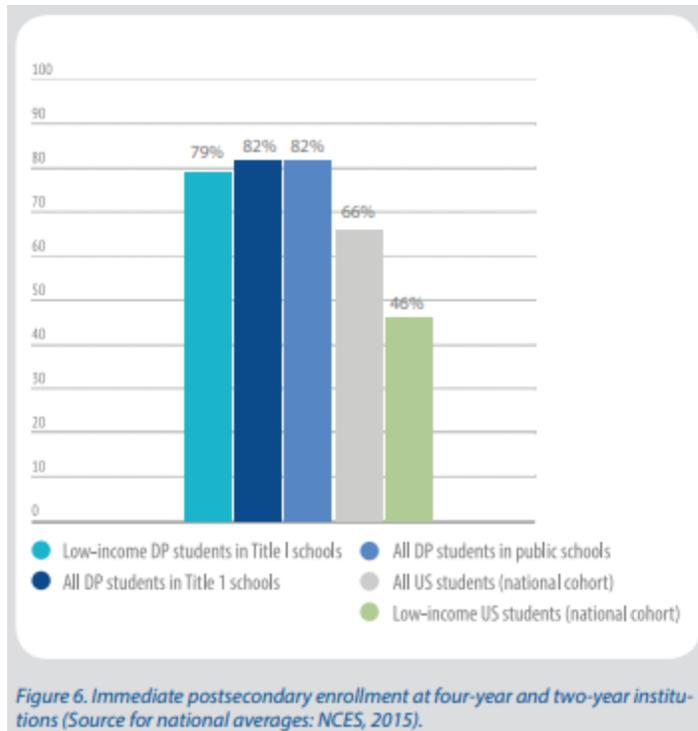- Research brief: IB programmes in Title I schools in the United States

Figure 7. Immediate postsecondary enrollment for IB students in Title I public high schools by ethnicity and SES (Source for national averages: NCES, 2015).

Figure 6. Immediate postsecondary enrollment at four-year and two-year institutions (Source for national averages: NCES, 2015).

Policy:

This policy was crafted throughout the 2018-2019 school by a committee comprised of multiple Uplift schools, including ours. This final draft will be adopted as a policy at the beginning of the 2019-2020 school year.