

## **Germantown High School International Baccalaureate Program Special Education Needs Policy**

The purpose of this document is to communicate to all stakeholders in our IB community – administrators, teachers, students, and parents – the programmatic expectations for creating and maintaining the least restrictive educational environment for all learners as required by IBO. The special arrangements described in this document apply to students admitted to the IB program who have special needs that are addressed either by an IEP or 504 Plan.

### **I. Goals and definitions**

#### **The goals of this policy are**

- To comply with the local, state and federal laws regarding educating students with disabilities
- To create a welcoming environment for all students
- To ensure that special needs of students are identified early, assessed and provided for
- To clarify expectations of families, faculty, administration, and students
- To identify faculty role and responsibilities
- To enable all students to have equal access to the school's curriculum and assessment policies

#### **School Philosophy:**

The mission of Germantown High School is to educate all students in a supportive, challenging, and disciplined environment to become lifelong learners who are a credit to themselves and society.

#### **Germantown High School Beliefs:**

- All students can learn, achieve, and succeed.
- Students learn in different ways.
- A safe and physically comfortable environment fosters student learning.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Students learn best when they are actively engaged in the learning process.
- Students, teachers, parents, school staff, and the community share responsibility of supporting the school's mission.
- Exceptional students require special services and resources designed to meet their unique needs.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Embracing cultural diversity can increase students' understanding of different peoples and cultures.

**Shelby County Schools Exceptional Children mission:**

The mission of the Shelby County Schools Department of Exceptional Children is to enhance educational opportunities through comprehensive services that address academic, social, health, emotional, psychological, and behavioral needs of students, families, schools, and the community.

To ensure that Germantown High School follows the philosophy and missions it ascribes, it follows federal laws that pertain to special education. Some of those laws are as follows:

**IDEA (Individuals with Disabilities Education Act)** guides how the schools and public agencies provide special education services and related services to students.

**Section 504 of the Rehabilitation Act** plays an important role in education for students with disabilities that significantly impact a major life activity.

The **Americans with Disabilities Act (ADA)** protects the civil rights of people with disabilities in all aspects of accessing public accommodations.

**The Assistive Technology Act** makes sure people with disabilities have access to the assistive technology devices and services that can improve their access and function in the community.

**Definition of special education according to IDEA:**

- Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including--
  - Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
  - Instruction in physical education.
  - Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards;
- Individual special education terms defined. The terms in this definition are defined as follows:
  - At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
  - Includes special physical education, adapted physical education, movement education, and motor development.
  - Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction

Special education in Tennessee also includes students who are **gifted and talented**. The mission of the gifted and academically talented program is to provide a nurturing, accepting environment where the unique intellectual, creative, social and emotional needs of gifted and talented students are fulfilled. Meeting these needs can best be accomplished through an individualized differentiated curriculum and an environment specifically with intellectual peers, both of which will enable gifted and talented students to develop their potential and participate effectively in society as citizens and leaders.

An **IEP** is the legal document that defines a child's special education program. An IEP indicates the student's disability, services the IEP team has determined the school will provide, annual goals and objectives and accommodations in the general education program needed to assist the student's learning.

The school will adhere to the IB exam accommodations policy for all IB Assessments.

Any student who has an IEP or a 504 plan is automatically eligible to apply for special arrangements with the IBO. Special arrangements are designed to assist the candidates during their preparation for IB assessments and during written examinations. In November of each year, after the IB exam registration period has ended, the IB Coordinator requests a list of all students with IEPs and 504 plans from the Special Education Department. The IB Coordinator automatically files a D1 form with the IBO for all students with special needs who are enrolled in an IB course. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed. Special arrangements may include:

- Additional Time
- Word Processor
- Scribe
- Readers
- Prompters
- Modifications to examination papers or assignments
- Extensions to deadlines
- Assistance with practical work
- Exemption from one or more assessment components
- Other arrangements as recommend by committee recommendation and approved by IB

Germantown High School encourages all students to come forward if they experience any adverse circumstances. The IB Coordinator will file the necessary forms with the IBO as necessary.

## **II. Responsibilities and support**

### **Responsibilities of the school**

- Provide training for staff and faculty to successfully implement and support the needs of students
- Raise staff awareness of the needs of students
- Ensure staff compliance with federal and local laws regarding students with disabilities
- Provide resources for the implementation of the policy
- Provide the IEP to the teachers and host meetings to update these annually
- Consult with IB if any accommodation is necessary for an examination or for completion of CAS hours.
- Provide guidance and information to students and parents so that students with special needs can make informed decisions
- Communicate with other schools as transitions occur
- Oversee classroom accommodations

### **Responsibilities of each faculty member**

- Follow federal and local laws regarding students with special needs
- Attend IEP meetings as required by the case managers
- Review and sign the files of all students with special needs he/she teaches
- Receive and review an IEP at a glance for each student with special needs in his/her class
- Accommodate for each child's special needs as indicated by the IEP or 504 plan
- Communicate with the parents and case managers to ensure the best educational experience possible.
- Recognize cultural differences and find compromise to help ensure that candidates from different countries are comparable.
- Provide only those special arrangements granted students with special needs by the IBO on IB exams
- Recognize that assignment and testing accommodations are available to "level the playing field," for students with special needs, not to give them an advantage.
- Submit work to the school principal for review should a candidate's special arrangements be questioned.
- Maintain confidentiality when providing special arrangements and IEP/504 accommodations..

### **Responsibilities of parents**

- Request evaluation for services if applicable
- Play an active role in their child's education
- Communicate with the teachers and case managers
- Communicate when changes are needed
- Attend IEP/504 meetings to discuss updates and changes in their child's plan

### **Responsibilities of students**

- Express his or her feelings and needs
- Participate in discussions and IEP meetings as desired
- Ask for information and support

### **III. Process**

#### **Screening process for IDEA/504 eligibility**

- Teacher and/or parents can request that a student be evaluated for IDEA or 504 eligibility
- Hearing and vision screening takes place
- Initial paperwork including teacher observations and parent observations is completed
- Paperwork is compiled by the case manager, who is the liaison between the school and the parent and student
- Student support team is held to review gathered information and determine whether an evaluation is required
- A consent for initial assessment is signed by the parent
- Evaluations are conducted
- Other needed tests and assessments are given by school personnel
- If the student is being evaluated for IDEA eligibility, once initial consent is signed, the District has 60 calendar days to complete evaluations and determine eligibility

#### **List of accommodations that could be listed in the IEP**

<b>Assignments</b>	
	Abbreviated assignments (fewer items/questions).
	Additional Time
	Allow alternate assignment/strategy when class demands conflict with IEP goals.
	Allow student to type or tape assignment.
	Assignment book.
	Audio/Video tape directions for student.
	Compacting
	Give directions in alternative format (written/picture/verbal, etc.).
	Give directions in small, distinct steps.
	Give extra cues/prompts on assignments.
	Increase frequency of assignments formatted for learning style strength areas.
	Modify difficulty level of content.
	Modify grading scale (pass/fail or points).
	Modify worksheet/packet format (essay, short answer, fill in blank, multiple choice, etc.).
	No penalty for spelling/handwriting/sloppy.
	Provide extra grade opportunities (re-do items missed, extra credit, etc.).
	Provide grading rubrics with assignment.
	Provide photocopies of pages/items vs. student copying from text/board.
	Read/audio tape ALL text on assignments.
	Study guide.
	Use of calculator.

<b>Environmental Arrangements</b>	
	AAC device.
	Audio tape recorder.
	Behavior/Performance Contracting
	Computer.
	Modify room arrangement.
	Peer Tutoring
	Planned/preferential seating.
	Reduce/minimize distractions (visual, auditory, tactile, movement, and/or social).
	See OT/PT report.
	Study carrel.
	Video recorder.
	Word processor.

<b>Materials</b>	
	Audio taped textbooks/materials.
	Carbonless or photo copy of peer's class notes.
	Highlighted textbook(student)/study guides.
	Home set of texts/materials for preview/review.
	Large print/magnified photocopies.
	Modify arrangement of material on page.
	Provide copies of material to be copied from book to board
	Provide supplementary materials.
	Tapes of teacher lectures/discussions.
	Typed copies of teacher lectures/notes.

<b>Pacing</b>	
	Allow breaks.
	Compacting.
	Flexible time limits.
	Omit tasks requiring copying in timed situations.
	Vary assessment/assignment activity frequently.

<b>Presentation of Subject Matter</b>	
	Check often for understanding/review.
	Emphasize critical information
	Instruction focuses on IEP goals only.
	Manipulatives
	Plan for generalization/teach skills in several settings/situations.
	Pre-teach vocabulary.
	Present demonstrations (models).
	Prompting upon request.

	Provide copies of notes (from another student).
	Provide cross-age or same-age peer tutoring.
	Provide low vocabulary/language materials on topic/theme/concept.
	Request parent reinforcement of instruction.
	School text sent home for summer preview
	Use bodily kinesthetic or hands-on strategies.
	Use cooperative learning strategies.
	Use errorless learning strategies.
	Use experiential learning/examples.
	Use functional/authentic instruction.
	Use multiple/rotating peers for groups/tutoring.
	Use musical/rhythmic strategies.
	Use self-management strategies.
	Use spatial/graphic/visual strategies.

<b>Testing</b>	
	Abbreviated concepts tested.
	Additional Time
	Consider learning styles & change assessment mode to Authentic applications of content/concept.
	Consider learning styles & change assessment mode to exhibitions.
	Consider learning styles & change assessment mode to journals.
	Consider learning styles & change assessment mode to performances.
	Consider learning styles & change assessment mode to products.
	Consider learning styles & change assessment mode to reflections.
	Consider learning styles & change assessment mode to visuals.
	Extended Time
	Extended Time ( ___ Minutes of Extended Time)
	Modify content being tested.
	Modify grading scale
	Modify test format (word bank, multiple choice, short answer)
	Oral Testing (Read Aloud Test Items)
	Oral testing for directions and/or test items,
	Prompting upon request.
	Repeating Directions Verbatim
	Shorten test length.
	Use of calculator.
	Use of manipulatives.
	Use of math tables.

**Special education files include the following: (\* indicates if applicable)**

- An access log that shows who has accessed the file and when
- Signed procedural safeguards form

- State Monitoring Forms/ Student records reviews from previous years
- \*Administrative complains
- \*Official Correspondence/court orders
- \*Release of information forms
- Achievement Test Records
- Referral for Individual Screening
- Response to individual screening
- \*Transportation forms
- IEP/Addendum (current on top)
- Progress reports
- Pre-vocational/vocational assessments
- Meeting Minutes
- Meeting documents
- Invitations/Notices of meetings
- Prior Written Notice
- Initial permission to evaluate
- Assessment instrument selection form
- \*Support Team reports
- \*Behavior Intervention Plans
- \*Manifestation Determination Documents and Minutes
- Eligibility Reports
- Assessment documentation
- Psychological reports
- Evaluations reports
- \*Medical information
- Parent observations
- Teacher observations

All of these documents are put into a file, which is kept under lock and key in a file room in the guidance office. The assigned case manager manages and updates the files. Any current teacher, administrator, or counselor of the concerned student has access to the file while it stays in the file room. Each teacher will be given an IEP-at-a-glance (a shortened document that explains accommodations) for a student he or she teaches. That document will be kept on file in the teacher's classroom.

If a student transfers, the parents will submit a records request for special education files through guidance. The records clerical sends the special education files to the appropriate and requested place.

#### **IV. Expertise**

##### **Professional Staff**



Germantown High school has a professional staff including a physical therapist, speech pathologist, nurse, occupational therapist, and psychologist. These professionals come to the school each week, and can meet with the students according to the service needs on their IEPs.

### **Special Education Teacher Training**

Special education teachers receive professional development within the district at the beginning of the school year, walking them through their responsibilities to the students and the teachers. They receive strategies and support from the district. They can also attend special called meetings to review legal policy and changes.

### **General Education Teacher Training**

Special education teachers support the general education teachers. When a special education student is in the classroom, the special education teacher works with the general education teacher to answer any questions about strategies for the students. In some cases, classes are co-taught by a general education teacher and a special education teacher so that the student can receive the best possible service.