**MVHS IB Access and 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.

**Statement of Philosophy**

The IB Diploma Program and IB courses at MVHS are open access to all students. There are no assessment pre-requisites to enter the DP, as our approach is to remove barriers and increase equity in access of all our programs for all students. Some of the courses do require that students meet the pre-requisite of completion of the prior course. Students shall be given access to assessment conditions to meet their learning needs as indicated in their IEP or 504 plan to ensure assessment conditions are as fair as possible. This is consistent with IB expectations for the DP, as stated in the *Access and Inclusion Policy* (2018).

**Definitions**

An **Individualized Educational Plan (IEP)** is a plan or program developed to provide supports 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 supports 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** is a federal law that requires specific supports and structures to be in place to ensure physical access to buildings and fields on campus.

**Qualified teaching staff and supports**

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, seven specialized academic instruction teachers, one adaptive PE teacher available one period per day, and a variety of special education 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 supports, interventions, and mental health services. At this time, we do not feel that any additional expertise is required. However, training of staff on the IB’s philosophy and guidelines for implementing accommodations/modifications for assessments continues to be emphasized.

With a highly qualified staff, we have access to numerous testing and screening tools depending on the need and perceived disability of the student. 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, is responsible for notifying parents, students and teachers of testing results at an officially documented meeting. The inclusive supports for IB DP will be discussed at the annual meetings for the students and incorporated into either their IEP or 504 plan. The case carrier/counselor is responsible for communicating the needs of the students to the teachers using tools such as the “IEP at a Glance”, for coordination and monitoring of the program. It is their responsibility to inform the IB coordinator if special arrangements are necessary for official IB assessments. The IB coordinator ensures all special education personnel and counselors are aware of the full continuum of inclusive assessment arrangements available through IB for all IB assessments. All confidential information is held by the case carriers or counselors in the cumulative files. All staff members involved in the instruction of the student are allowed access to these files.

MVHS has a history of providing all students with special needs the supports and services to access all areas of the high school experience, ranging from academic courses to social activities. 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. The 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 on individual students. 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. The case carriers and counselors are responsible for that communication and updating of the student’s progress in the yearly meetings. MVHS is well known for the high regard and inclusion of special needs’ students with varying disabilities within the daily school culture and classroom. For example, general education students are teaching assistants within the severely handicapped classrooms and help provide a social connection for this population of students that would otherwise not exist. Special needs’ students are incorporated into athletic activities as support personnel or a participating team member and are equally engaged in activities. Students with special needs are involved in all levels of academic classes on our campus with implementation of accommodations/modifications as needed per the student’s IEP/504 plan. Our counselors are trained in the student study team procedures as the first level of intervention for students. This begins the entry procedure for any potentially unidentified student with special needs, otherwise known as Child Find. Once PBIS 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.

Although our DP is already an open access program, we have endeavored in the past few years to emphasize our equity and access to the program and remove the myth of the IB being an elitist program, in addition to providing our IB staff with training on inclusive access arrangements available. As such, we have seen an increase in students with IEPs and 504s accessing IB courses. Approximately ten percent of our student body is an identified special needs student, which is commensurate with the national average. Our IB Diploma Program has seven percent with IEPs and 504s.

**Inclusive access guidelines and procedures**

MVHS will follow the specific guidelines as outlined in the variety of published IB documents and specifically outlined in the *Assessment procedures* and the *Access and Inclusion Policy*. Each inclusive access arrangement for each student will be examined individually by the IEP or 504 team and documented as such. All special education teachers and 504 counselors will be provided with the IB guidelines for available inclusive access arrangements for all types of assessments (formal and informal) to make informed decisions at their meetings. The IB teacher and/or coordinator are often members of these meetings to help inform the decision-making process. Once decisions are made, official documentation outlining inclusive access arrangements are sent to the IB Coordinator and IB teachers on behalf of each student. These arrangements are immediately implemented in the classroom. The IB Coordinator is then responsible for completing the official inclusive access request for a student requiring accommodations in the formal assessments in the IB DP, including the upload of necessary supporting documentation.

The IB DP teacher is responsible for following all policies for assessments within the classroom both formal and informal. The IB DP coordinator is responsible for making all arrangements during examinations and training all invigilators of such examination arrangements.

**Connections to other policies**

All special needs students will be held to the same standards for the assessment policy, the academic honesty 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 honesty.

**Review Process**

There will be a yearly review of the policy to include any revisions/updates from IBO 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 Coordinator, the Assistant Principal, and the special education department were involved in the creation of this policy. This policy was then presented to the leadership team for approval and feedback. This document was then shared with the whole staff and made available to staff and community through Canvas and school website.