

CHANDLER HIGH SCHOOL

INCLUSION POLICY



Chandler High School Inclusion Policy

Diploma Program, Career Program, and Middle Years Program



In the Chandler Unified School District (CUSD), we believe all students can learn! Some students may need more support and services than others, but providing students with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens is our mission for ALL students. For students with disabilities eligible to receive specialized instruction and related services, the Individualized Education Program (IEP) Team, which includes the student and parent/guardian, uses data to help determine the level and types of supports and services a student might need. It is always important to remember that special education is a service, not a “place.” The IEP Team considers the unique individual strengths, needs, and post-secondary goals (for students aged 16 and older) when determining the appropriate service needs of each student.

CUSD provides a continuum of services to students, along with a variety of service delivery options. Teams must always begin program planning with the belief and expectation that students receive services in the general education setting. Data is used to identify if a student needs more intensive instruction as teams review options along the continuum of the least restrictive environment. A variety of options are considered as teams review reasonable accommodations and/or modifications, supplementary aids, and services, and/or assistive technology in general education classes. In addition, related services are available, such as physical therapy, occupational therapy, speech and language therapy, transportation, and counseling, if the IEP Team determines any to be appropriate.

Our Vision in the Chandler Unified School District as a safe, disciplined, and productive environment where students and adults are meaningfully engaged in learning applies to all our students, from our youngest learners in preschool to our young adult learners in our high school programs. We value our partnerships with parents, students, and community stakeholders. Our staff serves as advocates to students, families, and other staff. Networks, partnerships, and flexibility ensure the coordination of services necessary to meet the challenges facing students with special needs. Central to this is the involvement, participation, and partnership with parents/guardians of students to further enhance students' school experience.

Our educational goals for special needs students can be accomplished through appropriate and meaningful individual student plans, placement in environments conducive to growth, and with the assistance of well-trained, compassionate instructors, who articulate with all our partners and have opportunities for professional growth and mutual support.

American Special Education Statutes

To provide appropriate services and interventions for student success, the CUSD IB community acknowledges the following United States' requirements:

- Three existing federal statutes address the rights of children with disabilities to receive a free and appropriate public education (FAPE). FAPE is a civil right rooted in the [Fourteenth Amendment of the United States Constitution](#) which includes [Equal Protection](#) and [Due Process](#) clauses.
 - Section 504 of the 1973 Rehabilitation Act
 - [Individuals with Disabilities Education Act](#) (IDEA)
 - [Americans with Disabilities Act](#) (ADA)
- Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. Section 504 requires that school districts provide a free and appropriate public education to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. To be protected under Section 504, a student must be determined to:
 - (1) have a physical or mental impairment that substantially limits one or more major life activities; or
 - (2) have a record of such an impairment; or
 - (3) be regarded as having such an impairment.Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ." (U.S. Department of Education)
- State and Federal laws must be followed, and the appropriate accommodations must be made. The U.S. government guarantees each preschool and school age child an education in the least restrictive environment (aligned with IB Philosophies). Schools must provide this education to all handicapped students between the ages of 3 and 21 years. This was written into federal law as PL 94-142, passed in 1975. Since then, the law has been modified and refined by the Individuals with Disabilities in Education Act (IDEA 2004).
- The IDEA act requires that [public schools](#) create an [Individualized Education Program](#) (IEP) for each student who is found to be eligible under both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. It specifies the services to be provided and how often; describes the student's present levels of performance and how the student's disabilities affect academic performance and specifies accommodations and modifications to be provided for the student. (Public Law 108-466 – 108th Congress) The IDEA includes a child find mandate. This law requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of

early intervention or special education services.

- As required by the Arizona Department of Education all certified and licensed staff are made aware of students’ accommodations and modifications and that the student has a documented IEP or 504. As outlined by the IDEA, all stakeholders will follow these components outlined below:
 - CUSD must implement a student’s IEP with all required components. 20 U.S.C. 1414(d)(2)(A)
 - Pursuant to IDEA, each teacher and provider must provide information regarding his/her specific responsibilities related to the implementation of a student’s IEP. 24 C.F.R. 300.324(d)(2)(i)
 - In addition, the teacher and provider must be given the specific accommodations, modifications, and supports that must be provided for the child in accordance with the student’s IEP. 34 C.F.R. 300.324(d)(2)(ii).
 - All IEP and 504 information are readily available to teachers through our online Infinite Campus program.
 - All teachers must review the accommodations and modifications documented in the IEP or 504 plan to ensure implementation during instruction and assessment.
 - All teachers will have the support of our Exceptional Student Services Department and are encouraged to contact them if additional assistance is needed.

Special Education Needs (SEN) policy for IB students in CUSD

The Chandler Unified School District IB continuum embraces the philosophy and ideals of IB. We acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile. All IB teachers are expected to teach their students who are identified as having Special Education Needs (SEN). As Chandler Unified School District offers an IB continuum, we will ensure that the support for students with special education needs will follow the student as they progress through the programs. Chandler High School will work to “create affirmative and responsive environments that promote a sense of belonging, safety, and self-worth” (IBO 2019). Teachers will ensure that students have a voice, participate in learning decisions, reflect on learning, develop learner profile attributes, succeed, develop as a multilingual citizen, develop skills to self-advocate, and experience high expectations. The whole student will be assessed from the first day of school to determine their learning background, patterns, and any medical or personal issues. (IBO 2019)

SEN IN THE MYP

The “Areas of Interaction”, which are unique to the MYP, provide meaningful connections for students. The “Approaches to Learning” component assists teachers in identifying student learning styles to implement modifications. Teachers respond to diverse learning needs by differentiating their instruction. During the middle years, it is important that procedures and processes are put in place to support students as they pass through the MYP.

SEN IN THE DP

Students are advised upon program entry of the rigorous program requirements to ensure appropriate placement and academic success. In addition to employing teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements if necessary.

Learning Support Protocol

If a student is not responding to specific strategies by an instructor, the following support procedures are as follows:

- A child is identified by the teacher, parent or concerned staff member.
- The student's name is then submitted to the multi-tiered system of support (MTSS)
- The MTSS listens and provides recommended interventions for the teacher to try over several weeks.
- The teacher then reconvenes with the MTSS to report the student's progress
- If necessary, further psycho-educational testing will be sought
- If necessary, design and implement an IEP, 504 plan, or student support contract
- If a student's needs are greater than what is provided on campus, the appropriate educational setting will be provided.

Other Accommodations

Additional individualized academic support may include IEP, 504, student contract, assistive technology devices or services or both, physical needs accommodated, small group or one on one learning, or testing modifications.

The Diploma Program Coordinator will submit to IB the appropriate accommodations form, along with necessary documentation, requesting assessment modifications when needed for all IB programmes (DP, CP, and MYP). The coordinator will work through IBIS under the candidate tab to access the request for inclusive access arrangements. Where necessary all documentation will be uploaded to support the needs of the student as it applies to IB assessments.

Bibliography

Chandler Unified School District Special Education Department

IB Publication: *Meeting Student Learning Diversity in the Classroom* (2020)

IDEA (Individuals with Disabilities Education Act), U.S. Department of Education,

<https://sites.ed.gov/idea/statuteregulations/>

www2.ed.gov/print/about/offices/list/ocr/504faq.html

Last Reviewed: 4/2023