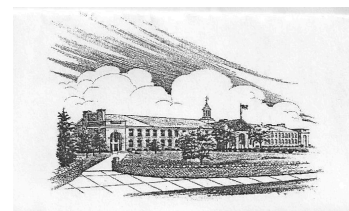




Granby High School IBDP and IBCP Inclusion Policy



This policy is designed to ensure that all Norfolk Public Schools students, regardless of their backgrounds, learning differences, or personal circumstances, have equitable access to and can fully participate in the IBDP and IBCP. This policy aims to remove any barriers to learning and assessment, to ensure appropriate accommodations, support, and resources are provided and to foster an inclusive and supportive learning environment for all students.

NPS Department of Learning Support: <https://www.npsk12.com/Page/1126>

The Norfolk Public Schools Department of Learning Support is dedicated to meeting the unique needs of students with disabilities by providing a continuum of services and programs from early childhood through post-secondary for young adults. The department is responsible for screening, evaluating, identifying, and determining eligibility for students who may require special education and related services under the federal Individuals with Disabilities Education Act (2004), in accordance with state and federal regulations governing those processes. The department also oversees the development and implementation of students' Individualized Education Programs, and determines appropriate placements for students who are eligible for services. Highly effective teaching and home support are the goals of professional development the department offers for staff, administrators and families.

NPS Program Overview:

Norfolk Public Schools serves students with any of the following disabilities:

Autism	Intellectual Disability
Blindness (or Visual Impairment)	Multiple Disabilities
Deafness	Orthopedic Impairment
Deafness & Blindness	Other Health Impairment
Developmental Delays	Specific Learning Disability
Emotional Disability	Speech/Language Impairment
Hearing Impairment	Traumatic Brain Injury

Related therapy services are available to assist in the implementation of an IEP as outlined on the NPS website.

The NPS Department of Learning Support supports the implementation of evidence-based practices to increase academic achievement and the social and emotional competence of students based on individual needs.

In collaboration with the NPS Office of Curriculum and Instruction, the Department of Learning Support provides support to schools and teachers through:

- Training and support for schools implementing a tiered system of support for students.
- Professional development in the areas of behaviors, core instruction in English, math, science, and social studies, collaborative teaching, differentiated instruction, use of formal/informal assessments, and research-based instructional strategies for teaching content, and use of data
- Research-based materials to match curriculum and instructional needs.
- Professional development for Individualized Education Plans (IEP) development, manifestation determination reviews, functional behavioral assessments, behavior intervention plans
- Professional development specific for NPS representatives
- Consultations with school staff to provide school-based professional development and staffing
- Curriculum development in the areas of support for students with disabilities
- Behavioral support and planning

In addition to professional development through the Department of Learning Support, special educators also attend school-based and division-wide professional learning opportunities offered by the Office of Curriculum and Instruction. The Department of Learning Support posts presentations and handouts from professional development activities on its website listed above under “professional development.”

Instructional Program:

The PreK-12 curriculum is guided by the Virginia Standards of Learning and Norfolk Public Schools program of study, which includes identified objectives for each grade level and subject area. The NPS curriculum is a tool for planning, monitoring, and evaluating student progress on a continued basis. The program supplements the general education curriculum and provides students with differentiated approaches to access the curriculum. Teachers provide special education services across a continuum of delivery options ranging from the least to most restrictive learning environments as determined by the IEP team in the following areas:

- Consultation with general education teachers to include co-teaching.
- Individual and small group support within the general education classroom
- Individual and small group pull-out services outside of the general education classroom
- Small-group self-contained classes within a general education school
- Special programs within self-contained settings
- Special education schools co-located within general education sites

Gifted Education and Academic Rigor Services: <https://www.npsk12.com/GEARS>

Norfolk Public Schools defines gifted students as those whose abilities and potential for accomplishment are so outstanding that they require services and programs to meet their educational needs. Gifted students come from many backgrounds, and their special abilities cover a wide spectrum of human potential. Students identified as gifted deserve to be challenged to maximize their educational potential. Norfolk Public Schools recognizes that the social and emotional needs of gifted students should be addressed by

instructional and enrichment experiences that reflect an understanding of the complexities of the development of gifted learners that differs from that of their peers.

Gifted Identification Testing

As part of our mission to ensure that all students maximize their academic potential, Norfolk Public Schools is committed to identifying all students who demonstrate exceptional abilities. Students are tested in first grade using the Cognitive Abilities Test (CogAT).

At the secondary level, students in grades 6-8 are administered the Iowa Test of Basic Skills in four areas: communication skills, mathematics, social studies, and science. Students in grades 9-12 are administered the Iowa Tests of Educational Development (ITED) battery of tests. For more information concerning the ITED battery of tests, please visit <http://riversidepublishing.com/products/ited/index.html>. Students at any grade level may be referred for testing by any adult – parent, guardian, teacher, guidance counselor – who believes the child exhibits exceptional abilities.

Parents/guardians should contact the school and ask to speak to the gifted resource teacher to receive the referral forms for testing.

Gifted Education Advisory Council

The Gifted Education Advisory Council (GEAC) advises the local School Board on the educational needs of all gifted students in Norfolk Public Schools. GEAC membership encompasses parents of gifted students, Norfolk Public Schools alumni, representatives of community organizations, school personnel, and other vital stakeholders in Gifted Education. The functions of the Council include, but are not limited to:

- Reviewing and making recommendations for the implementation of the Local Plan for the Education of Gifted Students on an annual basis;
- Submitting findings and recommendations for the education of gifted students to the division Superintendent and the School Board;
- Reviewing plans for identifying gifted students;
- Determining the unmet educational needs of gifted students within Norfolk Public Schools;
- Participating in the development of long-range plans that will provide educational opportunities for gifted students;
- Developing priorities and strategies for meeting the identified needs of gifted students;
- Developing understanding of and support for gifted programs and services;
- Disseminating information about the gifted program and services.

Meetings are held to provide information, discuss concerns/issues, and provide feedback. Interested individuals are welcome to attend and/or to contact the council chair to request items of concern to the education of gifted students be placed on a meeting agenda.

IB Programmes: Implementation of Access/Inclusion Policy at Granby High School

Any rising ninth-grader who has met the minimum requirements (See Admission Policy) may apply to come to Granby for the IB-DP or IB-CP. Our staff follows student Individualized Education Plans based on documented eligibility criteria and accommodates students with section 504 plans. Although the IB curriculum remains the same for all students, our teachers differentiate instruction to meet the needs of all students. IB students who receive instructional accommodations may also receive testing accommodations on IB exams with approval from IBO. The IB-DP/ IB-CP Coordinator will apply for accommodations on IB examinations when the candidate is registered in the junior year.

All staff at Granby High School have been trained to differentiate instruction for all students through instruction that is inquiry based, focused on conceptual understanding, informed by assessment, centered around local and global contexts, and supportive of effective collaboration and teamwork. “Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed goals.” (IBO) Our differentiated instruction is designed to meet the needs of students identified as gifted as well as those with other learning support needs.

A student who needs long-term homebound instruction may not be able to fulfill all of the obligations of the program as the NPS homebound instructors are not trained IB teachers in the subject areas. If a current IB DP or IB CP student becomes homebound, every effort will be made to assist the student by providing work to complete on a short-term basis.

Roles and Responsibilities:

- Parent/Guardian
 - submits a Student Assistant Team (SAT) referral for support to review and discuss services the school may provide
 - provides current documentation of the students’ needs to the Student Assistant Team and to the IB DP or IB CP Coordinator
 - attends scheduled SAT/section 504 plan/IEP meetings to assist the team in making the best decisions for the students’ learning needs
- Student
 - communicates with all involved in the education process (parent, teacher, etc) and advocates for learning needs
 - takes “a more active and responsible role in planning, carrying out and reviewing of what is learned” (*Learning Diversity... 5*).
 - participates in meetings designed to review/discuss/implement support
 - uses the recommendations from the SAT and from teachers to self-assess and to foster success

- School counselor
 - refers any student with an observed need to the SAT to set up a meeting to review to discuss services the school may provide
 - provides the school record at all meetings
- Assistant Principal in charge of section 504
 - set up a meeting with the Student Assistance Team to review and discuss services the school may provide and to complete all documentation of the recommendations from the team
 - schedule 504 review meetings with the student, parent, counselor, IB Coordinator, and teachers once a year to update any accommodations.
 - coordinates SAT meetings and processes referrals for SAT process
 - ensures compliances with NPS/State/Federal regulations
- IBDP Coordinator or IBCP Coordinator:
 - submits a referral to the Student Assistance Team Coordinator for support to review and discuss services the school may provide
 - attends scheduled SAT/ section 504 plan/IEP meetings to assist the team in making the best decisions for the students' learning needs
 - provide any arrangement for examination that does not require authorization from IBO based on documented needs support approved by SAT, including non-verbal prompting, separate examination room for visual/audio impairment, preferential seating, scheduled breaks, or other
 - assure that any inclusive assessment arrangement does not disturb other candidates or give them an unauthorized advantage
 - apply for any inclusive assessment arrangements on IB examinations that require authorization from IBO and will follow the authorized arrangements, which may include modified papers, additional time based on "the degree of the access requirement" and/or "dependent on the standard scores on psychological reports" (*IBO Access and Inclusion Policy*), access to writing, and access to reading arrangements
 - coordinate appropriate examination session based on approved accommodations from IBO
 - provide support for students having academic difficulties, which may include additional resources, review of effective study skills, or referral for other services through the school counseling office
 - provide alternative scheduling/program based on student's need for support
- Special Education Department Chair
 - coordinates services for students with existing Individualized Education Plans (IEP).
 - conducts meetings to review or update services
 - oversees the implementation of services provided by staff
- Special Education Teachers
 - collaborates with general education teacher to provide instruction that supports all student learning

- utilize classroom strategies to ensure accommodations are met for students according to their IEP
- meet with students/parents/teachers for periodic updates to the IEP
- provides Specially Designed Instruction (SDI) and monitors progress
- General Education teachers including IBDP and IBCP teachers
 - collaborates with special education teachers to provide instruction that supports all student learning
 - follow all guidelines outlined in an IEP or section 504 plan to ensure student success
 - provides Specially Designed Instruction (SDI) and monitors progress
 - communicate with parents, SAT, Assistant Principal or other regarding resources needed to help with implementation of an IEP or section 504 plan
 - record all major assignments on the IB Academic Calendar to prevent students from being overloaded (See Assessment Policy).
- Student Assistance Team
 - consists of the student, parent, school counselor, administrator, school social worker, school psychologist, teachers and IB DP or IB CP Coordinator
 - reviews and discusses the referral for support and the documentation provided
 - makes recommendations for next steps, which may include section 504 qualification meeting, evaluation to determine eligibility, follow-up/monitoring/interventions
 - Attends annual section 504 plan update meetings
- Gifted Resource Teacher (GRT)
 - collaborates with teachers of honors, Advanced Placement (AP) and International Baccalaureate (IB) classes to assist with the design and implementation of appropriately differentiated learning experiences.
 - models exemplar lessons and/or provide differentiated strategies that encourage higher level thinking.
 - promotes and helps recruit students for enrichment programs, including the Governor's School for the Arts, the Summer Residential Governor's School, Virginia Space Grant Consortium, Model United Nations Program, and NORSTAR.
 - addresses the socio-emotional needs of gifted and/or high ability learners by working with counselors and teachers to provide appropriate interventions and resources.
 - provides support to IB and AP students either individually or in small groups to help address proficiency gaps or other areas of concern.
 - maintains communication with parents through phone calls, e-mails, and conferences
 - provides learning opportunities to teachers, administrators, and parents regarding gifted students' academic and socio-emotional traits and needs

Temporary Accommodations/Support:

- Temporary accommodations due to illness or injury may be granted upon the request of the student or parent.
- Parents/Students should contact the school counselor as well as the IB DP or IB CP Coordinator to explain the need for any temporary accommodation and to provide documentation of the need (Concussion, surgery, illness etc).
- Students may be granted extra time to complete work, a reduced workload, additional access to food/drink, and access to needed medication during the temporary accommodation period and any other recommended accommodation suggested by a physician. (See Assessment Policy)
- IB students who fail to sit for an examination paper in May due to a documented illness or life event will need to meet with the IB DP or IB CP Coordinator to discuss options. (See Assessment Policy for more details regarding Adverse Circumstances)
- An IB student who becomes overwhelmed with assignments may seek help from a teacher or the IBDP/IBCP Coordinator who may extend deadlines or alter the assignment to reduce student stress or overload.

This Learning Support Policy was developed in conjunction with NPS policies. The following resources were used. The policy was updated January 31, 2025 and will be reviewed biennially, after feedback from all stakeholders.

1. *Candidates with Assessment Access Requirements*. IBO 2015.
https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_x_senxx_csn_1407_1_e&part=1&chapter=1.
2. *Learning Diversity in the International Baccalaureate Programmes: Special educational needs with the International Baccalaureate Programmes*. IBO 2015,
<http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/senxx.cfm&filename=general%2Fspecific%5Finterest%2Fspecial%5Fneeds%2Fd%5Fx%5Fsenxx%5Fcsn%5F1304%5F1%5Fe%2Epdf>.
3. *FCPS IB Schools Special Needs Policy* as provided by IBMA, 2015.
4. *Office of Learning Support*, NPS 2015, www.nps.k12.va.us.

Policy review and distribution:

- Copies of our current policies may be found on our GHS IB Program page.
- Stakeholders (students and parents) receive digital copies through e-mail and our IB Newsletters in the first month of school each year.
- The IBDP and IBCP Coordinators ask for feedback on policies from all stakeholders in June of each year through our annual survey and adjust the policies in consultation with administration, teachers, students, and parents.