**Kenwood High School MYP Special Education/ Inclusion Policy**

*Introduction:*

This document outlines the special education policy of Kenwood High School, part of the Baltimore County Public School District (BCPS). The mission of our district special education office is to provide vision, leadership, and expertise to schools and offices regarding the implementation of curricular and instructional initiatives that support the achievement of students with disabilities in compliance with state and federal mandates. We seek to improve the performance of students with disabilities and assist in narrowing the achievement gap by ensuring equal access to the curriculum and differentiated instruction in the least restrictive environment (LRE). This document outlines our school specific accommodations and support systems for students, parents, and staff.

All of the information contained herein can be found on our district’s Office of Special Education Website: <https://www.bcps.org/offices/special_ed/>.

*Program Philosophy:*

Our high school has a variety of programs designed to help meet the needs of individual students, and we are dedicated to helping students or all abilities develop critical thought in order to meet life’s challenges.

Kenwood High School is committed to the principle that all students can learn, and to that end we offer a variety of accommodations to students in order to provide access to the IB curriculum. We believe that all students, regardless of ability status, should be able to demonstrate mastery of content knowledge in a way that reflects the understanding of the student. In order to best furnish those opportunities, the educators in this building are committed to providing a safe environment that supports risk-taking and invites a sharing of ideas.

*Identification of Students:*

*School-Age Students (Grades K-12)**suspected of an educational disability:*

A student who is suspected of having a disability is referred to the IEP team. The IEP team meets to review the referral and existing data, information from the parent, previously implemented instructional interventions and strategies, current classroom-based assessments/curriculum measures and observations. Based on the information, the IEP team shall determine the need for assessment.

If assessments are recommended, the school staff obtains permission and the recommended assessments are conducted by the school-based staff and reviewed by the IEP team at an IEP team meeting. For those children eligible for services, an Individualized Education Program (IEP) is developed. The IEP team reviews the IEP, identifies services needed to implement the IEP, and considers options for the provision of services in the least restrictive environment.

If a parent has an educational concern and/or believes their child may have a disability, the school’s administrator can be contacted.

*Available Services:*  
Baltimore County Public Schools provides a variety of services for students with disabilities. Special education staffing is determined by set ratios applied to student counts within specific program titles. The current Special Education Plan language reflects the philosophy that special education is a service to students, not a place. Input obtained from parents, administrators, and school-based staff was used in developing the new descriptions of service. Below is a description of each service available within the school system. Decisions for how students are to receive the services are made by an Individual Education Plan (IEP) team, in consultation with the parents or guardians, and are based on the services needed to implement the students’ IEP in the least restrictive environment (LRE).

Decisions regarding service delivery models for each student are made on an individual basis through the IEP team process and are based on student needs. Services may include one or a combination of any of the following:

· Inclusive Education (IE) (Pre - school - 12)

· Learning Support for Students who are Deaf & Hard of Hearing (D & HH) (Ages 3 - 21)

Inclusive Education (IE) Preschool - Grade 12

Students requiring these services have varied disabilities and multiple needs that can be met in the general education setting with support and related services. Services offered may include: instruction in home settings, in parentally-placed community preschool, pre-kindergarten, and/or licensed childcare settings; instruction in the general education curriculum with modifications; small group pullout resource support; co-teaching; and consultation with general education teachers.

Learning Support for Students who are Deaf & Hard of Hearing   
(D & HH) Ages 3 - 21

Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies**,** auditory listening devices (ALDs),and related services**.** Services may include: communication development, speech and language therapy, aural rehabilitation**,** instructional support**,** use of auditory listening devices (ALD),and specialized accommodations/modifications**.** Communication modalities used in the instructional setting will include one of the following: 1) total communication with simultaneous sign and speech presentation, or 2) oral communication that may include a cued speech transliterator or oral interpreter.Students with a diagnosed hearing loss may or may have other disabilities that require additional services.

*Ongoing Services:*

In conjunction with the school support team, the Compliance Team provides support and technical assistance to schools in their ongoing implementation of the requirements of the Individuals with Disabilities Education Act (IDEA).

In addition, the compliance team responds to state special education complaints, provides training to school IEP chairs, and implements the Program Review and Support Process (PRASP).

PRASP is Baltimore County Public Schools’ system of internal monitoring for continuous improvements regarding special education outcomes as mandated by state and federal regulations.

*Special Arrangements:* Any student that has either an IEP or a 504 plan is automatically eligible to apply for special arrangements with the IBO to assist the candidate during their preparation of work for assessment and in their written examinations**.** In November of each year, after the IB exam registration period has ended, the IB Coordinator requests a list of all IEP and 504 students from the Kenwood High School’s Learning Resources Department. The IB Coordinator automatically files a request for inclusive arrangements with IBO. 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
* Rest periods
* Word processor
* Scribe
* Readers
* Communicators
* Prompters
* Modifications to examination papers or assignments
* Transcriptions
* Extensions to deadlines
* Assistance with practical work
* Exemption from one or more assessment components
* Other arrangement as recommend by committee recommendation and approved by IB

*Parent and Staff Resources:*

For ParentsBaltimore County Public Schools offers ample support for parents of students with disabilities. Our Special Education Resource Center offers support to parents who need someone to talk to about IEP concerns. They also offer free workshops, a multi-media lending library, and an online collection at [http://destiny.bcps.org](http://destiny.bcps.org/) under “Special Collections.” Our resource center also has contacts available at a wide variety of local organizations dedicated to providing for the needs of differently-abled children.

For StaffIn order to help teachers accommodate their students, each student has a dedicated case manager who is in charge of consulting with teachers and explaining their students’ accommodations. These case managers follow the student throughout high school as the expert on their needs. Our school also provides a resource room as a space to reduce distractions and provide extended time. We also have special educators that work in each content department to help teachers modify or accommodate their materials and paraeducators who are available to accommodate or support in the classroom.

*Policy Distribution & Review*

All Kenwood IB policies will be posted on the Kenwood website in a downloadable, printable format.

All Kenwood IB policies will be reviewed annually over the summer by the IB Coordinator, Assistant Principal, and Principal.

In the creation of this policy, the authors wish to acknowledge the following sources:

* Baltimore County Public Schools Grading Policy
* Washington-Lee High School Assessment Policy
* Vanguard High School Assessment Policy
* IBO policies and procedures