



WICHITA HIGH SCHOOL EAST IB SPECIAL EDUCATION NEEDS POLICY

Definition: Wichita High School East IB Program follows the definitions and identification procedures specified by the Kansas State Department of Education Special Education Services Process Handbook and the Section 504 Rehabilitation Act of 1973 to determine who/what qualifies as specialized educational needs. All special education needs are coordinated by the East High Child Study Team (CST), comprised of: psychologist, social worker, nurse, speech specialist, and an administrator. The CST meets weekly to address all special education needs of students who attend the school; this would include any students associated with the IB program. For students who have needs that do not meet the criteria associated with “special education”, they may qualify for a 504 plan. The similar “team” of experts facilitates the 504 program at Wichita High School East.

In order to qualify for special education a student must meet a two-pronged eligibility criteria indicating that the student has a disability or exceptionality and has a need for specialized instruction (<http://www.ksde.org/Portals/0/SES/misc/iep/Eligibility%20Indicators.pdf>). The exceptionality categories used in Kansas for special education include: autism, developmental delay, emotional disturbance, gifted, intellectual disability, learning disability, multiple disabilities, orthopedic impairment, other health impairment, sensory impairments (hearing impairment and deafness, blindness/visual loss, deaf-blindness), speech or language impairment, and traumatic brain injury. Students are evaluated by a multi-disciplinary team including the parents and student after going through general education interventions/MTSS procedures in order to determine if they meet eligibility criteria.

Under the Section 504 Rehabilitation Act of 1973 a student is identified as having special educational needs when he or she has a mental or physical impairment that substantially limits one or more major life activities. Students are evaluated by a multi-disciplinary team including the parents and student in order to determine if they qualify for a 504 Accommodation Plan.

Responsibilities: Students are identified as having special educational needs as mandated by the Kansas State Department of Education Special Education Services Process Handbook (<http://www.ksde.org/Portals/0/SES/PH/PH-complete.pdf>) and the Section 504 Rehabilitation Act of 1973. Kansas screening laws require that schools utilize observations, instruments, measures, and techniques that disclose any potential exceptionality and indicate a need for evaluation, including hearing and vision screening, and age-appropriate assessments for school-aged children designed to identify possible physical, intellectual, social or emotional, language, or perceptual differences. In Kansas, this screening is conducted, in part, through the required implementation of general education intervention (GEI). The purpose of GEI is to intervene early for any child who is presenting academic or behavioral concerns. This early intervention leads to a better understanding of the supports children need in order to be successful in the general education curriculum and school setting. Additionally, the data collected during GEI assists

school personnel in determining which children may be children with potential exceptionalities who need to move into initial evaluation for special education. Collaboration between special education and general education staff is an important part of the general education intervention process. Both special education and general education personnel must be involved in this building-level, school-wide activity. The GEI process continues until a successful intervention is determined. However, when it is evident that the child's needs requires resources beyond those available in general education, and the team suspects the child is a child with an exceptionality (disability or giftedness) the child must be referred for an initial special education or 504 Accommodation Plan Evaluation. Students may be referred to the general education intervention process by parents, teachers, support staff, or administration. Students may also self-refer themselves to the general education intervention process.

Differentiated Support: Teaching approaches and supports are differentiated based on each student's individual needs. A team of the student, the parents, the student's teachers, an administrator and necessary support staff develop the approaches, supports, and accommodations needed in each student's IEP or 504 Plan. If the student is in the general education intervention process the approaches, supports, and accommodations needed are sent out to classroom teachers using intervention documentation forms. If the general education intervention documentation indicates a need for an evaluation for special education or a 504 Plan, these accommodations are considered during the evaluation process. Teacher, student, and parent feedback is gathered on each student's supports at least once per school year.

Accommodations for assessment: Accommodations for assessment are made through the special education or 504 Evaluation process. After a student completes the general education intervention process, the team uses the interventions that data shows were successful as a basis for developing the accommodations listed on the student's IEP or 504 Accommodation Plan (pending results of the evaluation). Accommodations are only provided during assessment if they are routinely used in the classroom setting. For students in the IB program, the IB administrator is involved in developing the accommodations listed on the IEP or 504 Plan to insure harmony with IB policies. For students already identified as having an exceptionality with an IEP or 504 Plan upon entering the IB Program the accommodations for assessment are reviewed with teacher and IB administrator input each school year to ensure they meet the student's needs and are in compliance with IB policy.