

Special Needs Policy
International Baccalaureate Diploma Program
High Point Central High School

Introduction:

The International Baccalaureate Programme at High Point Central High School strives to offer an inclusive school environment for all students, regardless of race, sex, gender or exceptionality. Education for all is a human right. All learners are valued and respected as members of our community. Teachers and students in our IB community celebrate the diversity and differences within our school. A team of educators, learning support professionals, parents and students work to identify and remove barriers to increase access and engagement in learning for the broadest possible range of students. High Point Central recognizes that we live in a diverse and changing community and shall review our inclusion policy each year so that we may continue to support all students as they work to reach their full potential.

Multilingualism is rich and valued resource. For students who require accommodations due to their status as an English as a Second Language student, they will receive support as outlined in our High Point Central High School IB Language Policy.

The Law Protects Students with Disabilities

As a public school in North Carolina, High Point Central must meet many specific conditions in providing educational services to students with disabilities. U.S. Congress prohibited discrimination against persons with disabilities in Section 504 of the Rehabilitation Act of 1973. The Individuals with Disabilities Education Improvement Act (IDEA) also prohibits discrimination based on disability and protects the rights of individuals with special needs.

Policy and Intervention Supports:

North Carolina schools are responsible for providing students with disabilities *appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. An appropriate education for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, education in regular classes with supplementary services, and/or special education and related services.* (U.S. Department of Education). In most cases, when special needs students enter the IB Diploma Programme, they have already gone through an individualized evaluation and planning process that takes their needs into account.

For successful applicants to the HPC IB Diploma Program that do not have existing special needs services, the following steps are in place to set up an accommodation plan:

The school identifies and provides appropriate learning support (IB Standard 0202-02). Individualized Education Plans (IEPs) are completed for students who qualify for special education services as outlined in the IDEA. The Intervention Support Team (IST) addresses academic and/or behavioral concerns by following a process designed to identify essential information and to develop an appropriate intervention plan. Evidence-based supports and

strategies are implemented to facilitate learning and provide an equitable environment for education success based on the student's needs.

A smaller 504 team of professional support staff, in collaboration with teachers, parents and the student will create a plan that modifies the classroom learning environment as well as assessments to have a positive impact on student achievement.

Practice in the Classroom

The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (IB Standard 0202-04)

The IST assists the classroom teacher in selecting an academic skill or behavior to work on, as well as find research-based interventions and supports that will best meet the student's needs. An appropriate curriculum-based measurement will be applied to monitor how much progress is being made. Both teachers and students use feedback to improve learning, teaching and assessment. Furthermore, inclusive communities are built by creating positive learning environments that promote a sense of belonging, safety, self-worth and growth for every student.

Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (IB Standard 0403).

With effective collaboration between the student, the parents, professional support staff, the IB Coordinator, and IB teachers, the most beneficial accommodations and interventions that recognize learning diversity will be implemented. Additionally, students are empowered to exercise their rights and accept their responsibilities as they take ownership of their learning.

Assessments

IB students with special needs will be considered for appropriate special assessment arrangements that are in line with the principles set out in General regulations: *Diploma Programme and Candidates with special assessment needs*. At the beginning of the school year, the student's EC Case Manager or 504 Counselor will communicate the Individual Education Plan or 504, including required assessment modifications to the IB Coordinator. The IB Coordinator will make necessary assessment accommodations requests to IB during the registration period. The IB Coordinator will notify the examinations proctor and all IB teachers working with the student of these accommodations. Assessment accommodations must be given during the entire year for both teacher-made and IB assessments. The IB Coordinator needs to have access to the student's psychological and educational assessments with standard scores.