

Page High School Special Education Needs Policy

Page High School believes in giving all students the possible chance of success in the IB Programme by providing appropriate assistance to those with special needs. The Individuals with Disabilities Act (IDEA) requires public schools to provide a free public education to all children who have been identified in need of learning support. We offer assistance, modifications, and appropriate instructional techniques to help students who have special needs.

In accordance with IDEA, county, and IB policies, Page High School strives to ensure all students receive an equitable, fair, and worthwhile education. We recognize and value learning differences of all kinds, and aim to accommodate all learning differences. Therefore, students who have been identified as having a learning disability or special need will be accommodated and welcomed in all courses and programs at Page.

Procedures for Initial Evaluations of Special Education Needs (IEPs)

1. Referral from the Intervention Support Team (IST) or a formal parent request is given. The referral is given to the Exceptional Children's Department. A meeting is set with parents to determine if further testing is needed to help identify if the student has a disability. Permission must be granted by the parent at this meeting before testing can be initiated.
2. The referral is sent to Psychological Services
3. The school psychologist reviews the referral and completes the evaluation. All required paperwork and information is gathered at the school; this includes teachers' observations of the student, relevant testing data, attendance data, grades, etc.
4. The school psychologist writes a summary report to submit to the Exceptional Children (EC) teacher
5. The EC teacher coordinates a meeting with the Individualized Education Program (IEP) team. There is a 90-day timeline for the IEP team meeting to review the evaluation results and make a decision on eligibility based on North Carolina guidelines.
6. If the student is eligible according to North Carolina guidelines, the IEP team meets with the student and the student's parent(s) to create appropriate goals for the student and discuss what accommodations will be provided. All teachers must adhere to the accommodation guidelines.
7. If the student is an IB Programme Diploma Candidate, the IB Coordinator submits the appropriate forms to the IBO to request accommodations for the IB examination session. Any IB exam accommodations are provided in accordance to the IB published *Candidates with Special Assessment Needs*

Procedures for Initial Evaluations of Special Education Needs (504s)

1. To qualify for a 504 plan, a student must apply for a 504 plan. Usually parents apply for a 504 plan for their child, but on occasion teachers and/or administrators may also put forth the application.
2. The disability must be recognized under Section 504 of the Rehabilitation Act of 1973.
3. If the disability is recognized, the parent is asked to provide us with medical documentation that is no older than 12 months. We can provide the parents with a Guilford County form that can be given to the physician who completes the form and recognizes the disability as still being in effect.
4. The 504 Coordinator releases a survey pertaining to that child. The survey is given to all the student's teachers. These teacher evaluations are then returned to the 504 Coordinator once completed.
5. A 504 Team Meeting is conducted with the 504 Coordinator. At least *one* regular education teacher must be present (as the educational advocate) and the parent (who acts as the legal advocate because the student is oftentimes a minor) must also be present.
6. Teacher evaluations are conducted. The 504 coordinator sends these evaluations to all the student's teachers requesting a response.
7. The 504 team committee determines eligibility based on substantial evidence of a need in the classroom. If found eligible, the team determines which accommodations are needed. All teachers must adhere to the accommodation guidelines
8. If the student is an IB Programme Diploma Candidate, the IB Coordinator submits the appropriate forms to the IBO to request accommodations for the IB examination session. Any IB exam accommodations are provided in accordance to the IB published *Candidates with Special Assessment Needs*