



## Oscar F. Smith High School IB Diploma Program Special Education Needs (SEN) Policy Adopted April 2013

**Rationale:** The Oscar F. Smith High School Special Education Needs Policy has been developed to ensure that all students are provided the necessary support in order to allow them to achieve academic success and reach their fullest potential as they progress through the International Baccalaureate program while attending Oscar Smith High School. “The IB supports the premise that schools should be organized in such a way that student diversity of all kinds can be included as a resource, seeing individual differences not as problems to be fixed, but as opportunities for enriched learning. Diversity is a positive resource with regard to what it means to be internationally minded and interculturally aware.” (Special Educational Needs Within the International Baccalaureate Programmes, August 2010)

**Mission:** The Chesapeake Public Schools Office of Special Education supports educational programming for students, ages two to twenty-one, who are eligible for special education under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04).

**Identification:** The IB Coordinator generates a list of students who have been identified with special needs upon entering the Chesapeake Public Schools Pre-Diploma program in grade 9 and advises the IB faculty accordingly. The Special Education Department Chair coordinates with the Special Education faculty to ensure all 504 plans and IEPs relative to these students are distributed to affected teachers. Upon review of these documents and as a team, the IB Coordinator, and affected teachers work together to assist any students who have special needs.

Upon receiving the 504 plans or IEPs, the IB teacher will work with the student and parent concerning how the student’s needs will be met in their individual classrooms and decide on the best routes of communication for monitoring the student’s progress. Typically this is accomplished via the school’s Edline grading system, e-mails, and phone calls. If any problems arise, the IB teacher will notify the IB Coordinator.

Regarding IB examinations, the IB Coordinator will provide the necessary documentation of the special needs of the students requiring accommodations, such as extended time on examination papers. Once the IB Coordinator learns the decision from IB regarding examinations, the student, parents, and IB teachers involved will be informed.

### **General Instructional Practices to Promote Learning in the IB Classroom**

1. **Affirming identity** and building self-esteem – IB teachers will work to promote diversity in their classrooms recognizing a variety of learning styles is a positive force in the classroom.
2. **Valuing prior knowledge** – IB teachers will support new learning by reinforcing prior knowledge by differentiating tasks to achieve desired instructional goals
3. **Scaffolding** – IB teachers will provide support systems to promote learning in the classrooms such as the use of visual aids such as graphic organizers, discussion techniques such as peer collaboration and the use of technology.
4. **Extending learning** – IB teachers and the IB Coordinator will promote the application of new knowledge in venues of interest to the SEN student. These venues could be centered on the Extended Essay or CAS opportunities. In this way, students are additionally supported by connecting new learning to real-life applications.

### **Roles and Responsibilities of the School**

- The school will provide guidance and information so that students with special needs can make informed decisions concerning application to our IB programs.
- School counseling as well as Special Education specialists and site Special Education coordinators will provide the IB Coordinator and IB teachers with all IEP's and 504 plan documentation.
- Exceptional education case managers and/or school counselors will provide updates and host meetings for updates in IEP's and 504 plans. The IB Coordinator will be invited to these meetings.
- IB coordinator will apply to IB in a timely manner for students' accommodations in assessment type as well as circumstances.
- Site IB coordinators will oversee and supervise classroom accommodations as well as provide examination accommodations as needed.
- Schools will facilitate the provision of appropriate accommodations such as but not limited to additional time, rest periods, separate testing space, technological aides, reading aids (readers, prompters, Braille), and assessment/assignments in special color or type size, audio recordings, assignment modification, extensions, and assistance or exemptions as specified by the student's IEP or 504 plan.

### **Roles and Responsibilities of the IB Teacher**

- The IB teacher, in conjunction with the exceptional education case manager and/or teacher, will familiarize him/herself with the nature and needs of his/her students' special needs by utilizing school and OCC resources and will keep a copy of the student's 504 plan or IEP.
- The IB teacher will provide differentiation and accommodation, in conjunction with the exceptional education case manager and/or teacher, as needed as required for student success and as outlined in the student's IEP or 504 Plan.
- The teacher will maintain discretion and confidentiality in providing these services.

**Roles and Responsibilities of the Parent and Student**

- Families will make requests for child studies team eligibility meetings and/or other services from the school as they are needed and in a proactive manner.
- Families will provide documentation to school officials for IEPs and 504 Plans so that documentation can be provided to IBO for accommodation requests.
- Families will communicate with IB teachers and the IB Coordinator concerning their observations as to their child's needs to facilitate appropriate intervention strategies.
- Students will be proactive in seeking assistance from their teachers and the IB Coordinator to meet their learning needs.