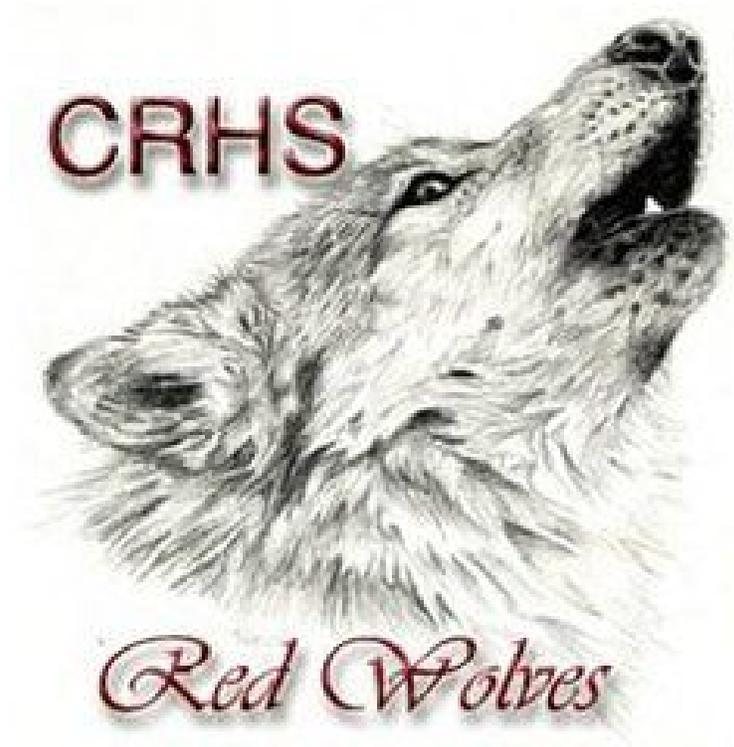


# Cedar Ridge High School IB Diploma Program Special Education Needs Policy



## **IB Policy Committee**

Crystal Medlin - IB Diploma Program Coordinator

Heather Blackmon - Head of School

Tammy Havekost - IB Guidance Counselor

DJ Pappas - IB Guidance Counselor

Robin Lamb - IB Group 5 Teacher

Lynne Gronback - IB Group 4 Teacher

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## **I. SEN Policy Rationale**

*Our Mission: The IB Diploma Program at Cedar Ridge High School strives to provide a challenging and engaging program of study for 11th and 12th grade students who are seeking a supportive, internationally-minded, and rigorous educational opportunity. Through teaching the International Baccalaureate curriculum, our goal is to help students develop into lifelong learners with interpersonal skills, compassion, and inquisitiveness. We do so in a safe and respectful learning environment, and with the help of cooperative relationships between our community, home, and school.*

The International Baccalaureate Diploma Program at Cedar Ridge High School recognizes, supports, and communicates the needs of all students so that they are able to reach their fullest potential as learners and citizens of the global community. Our program and all of its stakeholders have a role in serving students of all backgrounds, cultures, socioeconomic status, and educational needs. In order to achieve our mission, and best serve our students in this engaging program of study, it is necessary to establish a solid set of goals and practices known as our "Special Educational Needs Policy" (SEN). These practices and procedures are aligned to support both the goals of the IBO as well as those of our national, state, and district policies regarding the education of exceptional children. We hold these standards in high regard, with the belief that when students with exceptional needs are treated with equitable practices, they are able to achieve at a greater capacity of learning and critical thinking. We share the same goal of inclusion in the classroom as the IBO states: "increase access

## II. SEN Policy Overview & Alignment

Cedar Ridge IB Philosophy: *The Cedar Ridge High School IB Diploma Program, with the use of inquiry driven instructional practices, provides an excellent educational foundation for fostering knowledgeable and caring young adults who are good stewards and global citizens. It is our belief that the use of the IB Learner Profile helps our students to develop essential character traits and learning strategies that will help them become successful lifelong learners.*

The Cedar Ridge IB SEN policy supports our philosophy by

- using effective, inquiry driven practices in the classroom for all students, with differentiation for those identified with special educational needs
- using differentiated practices to support critical thinking and develop good thinkers, something beneficial to students of all ability levels
- implementing classroom differentiation by our instructors, with the support of our administration and parents
- making use of the IB Learner Profile in the classrooms to personalize the learning experience for each student

IBO Policy from Assessment Access Requirements:

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The Cedar Ridge IB SEN policy supports the IBO policy by

- providing students with a variety of ways to demonstrate mastery of learning
- practicing inclusive assessment arrangements throughout the duration of the courses at the start of the program
- meeting with students and their families to discuss their special education needs and how they fit into the rigorous courses and classroom expectations of the IB Diploma Program

- adhering closely to inclusive assessment arrangements authorized by the IBO during written examinations

The development of this policy, and all of its components, takes into account: the International Baccalaureate Handbook of Procedures (2017), the IBO Program Standards and Practices (2014), the IBO Candidates with Special Assessment Needs (2014), the NC Policies Governing Services for Children with Disabilities (2014), and the Orange County Schools Exceptional Children Department online resources.

This working document is designed to provide stakeholders “with information about the arrangements available for candidates with special needs during their preparation of work for assessment and in their written examinations. There is no intention to provide guidance on teaching methodology or resources. Procedures for requesting special arrangements are explained in the Handbook of Procedures for the Diploma Programme, the procedures manual for coordinators and teachers.” (Candidates with assessment access requirements, IBO, 2014.)

Additionally, teachers and staff can find other helpful information on specific special needs and suggested teaching strategies in the IBO publication “

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### **III. SEN Policy Principles**

These principles are taken directly from Candidates with assessment access requirements (IBO, 2014.)

All inclusive assessment arrangements that may be authorized by the IB are based on the following principles.

- 1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements.
- 1.2 Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
- 1.3 The inclusive assessment arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the award of the diploma or course results.
- 1.4 If inclusive assessment arrangements are necessary for a candidate during the course of their study of the Diploma Programme or practice examinations, the school may provide the arrangements. If the arrangements are required for assessment, this document lists the arrangements that do not require prior authorization from the IB. For all other arrangements, prior authorization from the IB Assessment centre is mandatory. Similarly, if a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, service (CAS), IB Answers must be consulted.
- 1.5 The IB aims to authorize inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on the candidate's usual method of working in the classroom.
- 1.6 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive assessment arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with assessment access requirements, the policy represents the result of a consideration of accepted practice in different countries.
- 1.7 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise which may be necessary to help ensure comparability between candidates in different countries.

- 1.8 Each request for inclusive assessment arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.
- 1.9 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.
- 1.10 The IB does not flag or annotate in any way the results of a candidate for whom inclusive assessment arrangements have been authorized.
- 1.11 If a school does not meet the conditions specified by the IB when administering inclusive assessment arrangements or makes arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.
- 1.12 If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) arises from an identified learning support requirement, inclusive assessment arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)
- 1.13 If inclusive assessment arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to the IB Assessment centre for review.
- 1.14 A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are applied.
- 1.15 The list of inclusive assessment arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all candidates with similar requirements.
- 1.16 According to the document [IB Rules for the Diploma Programme](#), a Diploma Programme candidate may participate in three examination sessions to be awarded the diploma. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.
- 1.17 If the nature of a candidate's challenge and/or the authorized inclusive assessment arrangement might disturb other candidates during an examination, the candidate must take the examination in a separate room and be supervised according to the regulations governing the conduct of Diploma Programme examinations.
- 1.18 Written examinations must be invigilated according to the regulations governing the conduct of Diploma Programme examinations. The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

- 1.19 Any issues that arise from the nature of the inclusive assessment arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to IB Answers as soon as possible.

The SEN Policy for the IB Diploma Program at Cedar Ridge High School includes practices and procedures that are expected to be honored by all students, staff, and other members of the learning community to ensure all students at Cedar Ridge can reach their fullest learning potential.

#### **IV. SEN Policy Roles & Responsibilities**

##### Responsibilities of the School

- The school will work closely with the Exceptional Children Department of Orange County Schools to ensure compliance with federal and local laws regarding students with special educational needs.
- The school will provide services through the EC department as outlined by the student's Individualized Education Plan or 504 Plan.
- The school will provide guidance to families with students with special education needs to help them make informed decisions concerning their enrollment in advanced level courses (including the IB DP).
- The school, along with the district and school level Exceptional Children's Department, will raise staff awareness of the needs of our exceptional students.
- The school will provide resources for the implementation of the SEN policy.
- The school, along with the district and school level Exceptional Children's Department, will provide instructors with the Individual Education Plans and 504 Plans of students with special educational needs.
- The school, along with the district and school level Exceptional Children's Department, will provide updates and host plan review meetings with teachers, counselors, and parents for Individual Education Plans and 504 Plans.
- The school will support facilitation of required academic modifications and accommodations as outlined by the Individual Education Plans and 504 Plans for students with special educational needs.

##### Responsibilities of the IB Coordinator

- The IB DP Coordinator will discuss special education needs with IB students and families to make sure they are aware of the SEN policy and IB expectations as outlined in the
- The IB DP Coordinator will apply to the IB for students' accommodations and special assessment arrangements for students with special educational needs as outlined in the Individual Education Plan and 504 plan.
- The IB DP Coordinator will work collaboratively with faculty to support students with special education needs.
- The IB DP Coordinator will provide examination accommodations as needed and approved by the IB.
- The IB DP Coordinator will inform faculty of any changes or accommodations found in the student's Individual Education Plan and 504 Plan, and will ensure the use of the prescribed accommodations in the classroom environment.
- The IB DP Coordinator will maintain discretion and confidence in providing special education needs services.

##### Responsibilities of the Faculty

- The IB subject teacher will comply with all federal and local laws regarding special education needs.
- The IB subject teacher will participate in required training regarding special educational needs when available.
- The IB subject teacher will identify struggling learners and refer the student to the IB coordinator and/or guidance counselor as needed.
- The IB subject teacher will implement prescribed academic modifications and accommodations as outlined in the Individual Education Plan and 504 Plan.
- The IB subject teacher will maintain accurate records of students' progress.
- The IB subject teacher will become familiar with the special needs of the student with regular review of the Individual Education Plan and 504 Plan, and will offer recommendations when needed.
- The IB subject teacher will provide differentiated instruction as outlined by the Individual Education Plan and 504 Plan.
- The IB subject teacher will maintain discretion and confidentiality in providing special education support services.

#### Responsibilities of the Parent/Guardians

- Parents and/or guardians will play an active role in their child's education.
- Parents and/or guardians will be knowledgeable of their child's Individual Education Plan and 504 Plan.
- Parents and/or guardians will communicate to the school all information and documentation regarding their child's special education needs.
- Parents and/or guardians will communicate any changes to the child's Individual Education Plan and 504 Plan.
- Parents and/or guardians will make requests for needed child services from the school or district in a proactive manner.
- Parents and/or guardians will provide documentation needed for IBO accommodation requests.

#### Responsibilities of the Student

- Students will be proactive in asking for assistance from school administrators, faculty, and staff.
- Students will be an active participant in classes and meetings.
- Students will follow all local and district policies and procedures.

## V. SEN Policy References & Resources

Policies Governing Services for Children with Disabilities, NC Dept. of Public Instruction, 2014.

Programme Standards and Practices, IBO, 2014.

Handbook of Procedures, IBO, 2014.

Candidates with assessment access requirements, IBO, 2014.

Meeting student learning diversity in the classroom, IBO, 2013.

Exceptional Children Department of Orange County Schools,  
<http://www.orangecountyfirst.com/content/exceptional-children>

Special Education Needs Policy, Vanguard High School, Marion County Public Schools, 2014.

Special Education Needs Policy, Hillcrest High School.

