

## Annapolis HS IB MYP/ Diploma and Career-related Programme Special Educational Needs (SEN) Policy

### **Philosophy**

Annapolis High School believes that all children should be placed in an educational environment that gives them the best opportunity to reach their fullest academic and intellectual potential. To support the learning of all students, Annapolis High School implements an inclusion program for students with special education needs that seeks to place students in the best academic environment with the necessary supports to allow for academic growth and success. The school will work with parents and students to make all necessary and reasonable accommodations as allowed under local, state, and federal law to help to ensure the students' academic success. It is our belief that students that are given the opportunity to be in an academically supportive environment and provided reasonable accommodations will be best prepared for college and to be productive members of our society.

### **Identification**

All 9<sup>th</sup> and 10<sup>th</sup> grade students at Annapolis High School are a part of the Middle Years Programme. All students meeting the minimum requirements for the school's Diploma Program are encouraged to apply. The IB Career-related Programme is open to all students. When students are admitted into our IB Diploma or Career-related program the IB Diploma Programme Coordinator provides a list of those students to the guidance department, the Middle Years Programme Coordinator and the Special Education department chair.

The process for identifying strengths, interests and challenges begins with the student's counselor. Every IB student has a plan for the completion of the IB Diploma or Career Programme. Students and parents are apprised of specific IB course requirements prior to and throughout the process of earning the IB Diploma or the IB Career-Related Certificate to increase success in both the courses and exams.

The guidance department and/or Special Education department chair will inform the IB coordinators of any students with documented special educational needs. At that time appropriate documentation (such as 504 Plans or IEPs) will be provided to the IB coordinator by the Special Education department chair. The IB coordinators will work with IB teachers to ensure that all students enrolled in IB classes will have full access to the curriculum and will be given the opportunity to demonstrate mastery of the course content.

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

1. *Affirming student identity:* Teachers at Annapolis High School promote classroom environments that welcome and embrace the diverse backgrounds, experiences, and beliefs of our students. Teachers encourage students to positively express their unique voice in the classroom. Teachers also demonstrate the value of multiple cultural and global perspectives through their teaching of their curricula.
2. *Valuing prior knowledge:* Teachers at Annapolis High School recognize that students come to their courses with a wide range of prior knowledge. Differentiation of instruction is achieved through recognizing the diversity of the students' prior experience and designing instructional tools and practices that activate the student's prior knowledge and understanding and build up further background knowledge necessary for learning to occur.
3. *Scaffolding:* Teachers at Annapolis High School recognize that one of the goals of teachers is to produce independent learners who begin to take responsibility for their own learning. In an effort to assist students on this path, teachers will use various scaffolding techniques (i.e. graphic organizers, visual aids, demonstrations, etc.) that will help develop skills and abilities within the students. As students develop new

skills and abilities, these scaffolding techniques will be gradually reduced to promote the development of independent learning.

4. *Extending learning:* Teachers at Annapolis High School help students to be able to extend their learning by holding them to high expectations and by providing students with a variety of student-centered activities that give students the opportunity to engage with challenging materials and experiences.
5. *Meaningful assessments with timely feedback:* Teachers at Annapolis High School understand that timely feedback on assessments that are highly relevant to the curriculum and/or applicable to real world situations is a powerful teaching tool. We encourage students to embrace feedback as an opportunity for intellectual growth and personal reflection on how to improve as a learner.

### **Students Requiring Homebound Services**

A student who needs long-term homebound instruction will not be able to fulfill all the obligations of the program as the Anne Arundel County Public Schools homebound instructors are not trained IB teachers in the subject areas at the Diploma Program level. If a current IB Diploma or Career -related Programme student becomes homebound, every effort will be made to assess the student by providing work to complete on a short- term basis.

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

- The IEP/504 Facilitator will provide the IB Coordinators and IB teachers will all IEP's, 504 plans, and relevant documentation for students with special education needs in the IB program as a whole (for the IB Coordinators) or in their specific IB class (for IB teachers).
- Assistant Principals and the Special Educational Department Chair will ensure compliance with local, state, and national regulations.
- Assistant Principals and the Special Educational Department Chair will oversee the implementation of services provided by the staff.
- Special education teachers will hold meetings for updates in IEPs and 504 plans per local, state and federal law. The IB Coordinator will be invited to attend these meetings as necessary.
- Special education teachers will collaborate with general education teachers to provide instruction that supports all student learning.
- The IB DP coordinator will provide any arrangement for examination that does not require authorization from the IB Organization based on documented needs approved by the Special Education department (such as separate examination room for visual/auditory impairment, preferential seating, scheduled breaks, etc.) as allowed by the *Candidates with Assessment Access Requirements* published by the IB Organization.
- The IB DP coordinator will apply for student accommodations on assessments in a manner that follows the guidelines and procedures as established by the IB Organization.
- The IB DP coordinator will coordinate an appropriate examination session based on approved accommodations by the IB Organization.
- The IB coordinators will facilitate support and differentiation for students having academic difficulties due to temporary or permanent impairment.
- The IB coordinators will work with the IB guidance counselor provide alternative scheduling based on the student's need for support.
- All members of the school will maintain confidentiality in providing services.

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

- Collaborate with the special education teacher to provide instruction that supports all student learning.
- Follow all guidelines outlined in an IEP or 504 plan to help ensure student success.
- Communicate with parents, students, the IB Coordinator and the Special Education teacher about the

progress of students.

- Communicate with the IB Coordinator, Special Education teacher, and Special Education department chair regarding resources needed for the implementation of an IEP or 504 plan.

### **Roles and Responsibilities of the Parent(s) and Student**

- Parents should make referrals for support to the school guidance counselor to review and discuss the services the school may provide.
- Parents provide documentation of the student's needs and previous services provided upon entrance to Annapolis High School.
- Parents and students attend and participate in scheduled IEP or 504 plan meetings to assist the school in making the best decisions for the student's learning needs.
- Students communicate with parents and appropriate teachers and/or staff and advocates for their own needs.
- Students use the recommendations from any 504 plan or IEP meeting to take a "more active and responsible role in planning, carrying out, and reviewing of what is learned." (*Learning Diversity in the IB Programmes, p. 5*)

### *Resources*

The following documents were used in the creation of this policy:

- *Candidates with Assessment Access Requirements*, IBO 2015
- *Learning Diversity in International Baccalaureate Programmes: Special educational needs in the International Baccalaureate Programmes*, IBO 2015
- *Rules for IB World Schools: Diploma Programme*, IBO 2014
- *Meeting student learning diversity in the classroom*, IBO 2013
- King's Fork High School's IB Diploma Program Special Education Needs (SEN) Policy, Adopted 2016

