



IB DP/CP Inclusion Policy

Philosophy & Vision

The faculty and staff at Central High School believe that all students should be treated with equity and that all students can be successful. Students learn best in an environment that is supportive and collaborative. The faculty and staff at CHS IB believe that building relationships with students is essential to student success. The students of today's society bring with them to school many social, physical, and mental issues that professional educators need to be aware of and have a plan to handle for the student to be successful. A healthy and supportive environment is just as important as the content that is taught. The IB learning profile is an important aspect of helping the student be successful. Learning is a process that includes reflection and adjustment. Failure is a part of the learning and growing process for both students, faculty, and staff. CHS believes that all students should have equitable access to learning with differentiated instruction, tutoring, and support from both peers, faculty, staff, and community collaborating together and having a voice. Mentors from the community are used to help students see a future career. Central High School believes learning should be accessible to all students. As such, the program is open for any student in the area to apply. As a result, our students come to Central High School with diverse backgrounds. This provides our students with the opportunity to have a diverse classroom experience.

Central High School is sensitive to the needs of our students, and we address their unique needs. Our classrooms have technology available to all students to make sure this gap is filled along with providing a printer to students who need to use one. We believe that the barriers to learning should be removed for all learners. Incorporating principles from the Universal Design for Learning helps us to achieve this goal. We provide students with multiple means of engagement, fostering an environment of collaborating and community, providing options for individual choice and encouraging strategies for coping, self-assessment' and reflection. We provide students with multiple means of representation, giving alternatives to reach all types of learners. We provide multiple means of action and expression. We encourage and facilitate goal setting, graduated levels of support for practice and performance and provide scaffolds to meet students

where they are. We transfer the ownership of learning to students and remove the barriers to learning so that all students can be successful. Our goal is to not only meet the needs of students who have specific disabilities, but to meet the needs of learners who find that traditional curricula may not meet their needs.

Central is a multifaceted high school with PEC students (special education program), Co-taught classrooms with PEC, IEP and 504 students as well as fine arts magnet, IB, and AP. Part of the educational service at Central includes educational programming for special needs students. Our staff delivers support in many ways including offering after school tutoring and providing learning strategy supports to students including ILT (increased learning time) and credit repair and recovery. RTI (response to intervention) is used to help students with issues that go beyond just academics and involves helping students adjust to be successful. RTI students are evaluated twice a year to determine what needs to be removed or added to their services.

Identifying Students who require Learning Support:

Most students will be identified as requiring learning support during elementary and middle school and will enter high school with already established plan in place. Students with an undiagnosed need may be referred for assessment. Parents may request a 504 plan be put in place if they see a diagnosis or experience a life event may impact their child's learning abilities.

IB Students who experience short-term illness, injury or other conditions that may affect performance on internal or external IB assessments should speak with the IB DP/CP Coordinator as soon as possible so that the necessary documentation can be uploaded to IBO in preparation for the upcoming examination session.

US Department of Education Definition of Disability:

According to the U.S. Department of Education, a child with a disability is defined as a person who:

1. Has a physical or mental impairment that substantially limits a major life activity
2. Has a record of such an impairment
3. Is regarded as having such an impairment

Available Learning Supports:

CHS believes that all students should have equitable access to the fullest range of educational opportunities. As possible and appropriate, students with disabilities will receive special education supports under one of the following plans.

- **IEP Plan** – The Individualized Education Plan (IEP) is a written education plan designed to meet a child's educational needs for students who are eligible for services under the Individuals with Disabilities Education Act (IDEA).
- **504 Plan:** According to the American Disabilities Act and the Rehabilitation Act of 1973, a 504 plan is developed for any student with disabilities, including those of physical, mental, or learning differences, who do not qualify for special services under an IEP.

Students coming to CHS from the other schools in the district will likely have a 504 or IEP already in place and will continue to have services for those designations. Students who qualify for special education services receive an IEP developed and monitored by a partnership between the parents and the school-based special education staff. In our attendance and grading system, Infinite Campus, a PEC flag appears at the top of the student's summary page. Teachers are included in the IEP meetings and have access to the IEP through the Sate Longitudinal Data System. CHS has para-professional educators as well as co-teachers in special education classes to offer additional support as well, our certified teachers. Co-teachers plan with the teachers and paraprofessionals are often used to take notes, read to the student, or sit with the student to keep them focused.

504-eligible students have plans developed by school staff in conjunction with families. As a member of the leadership team, the IB DP/CP Coordinator can officiate the process of writing accommodations. The accommodations within these plans are the responsibility of each teacher to oversee and administer. Counselors notify teachers and plan parent conferences when needed. Teachers keep the 504 Plans in their classrooms and are required to accommodate their students in their lesson plans and assessments.

Accommodations:

- Extra Time
 - o Up to 100% on in-class assignments and assessments
 - o *Extra Time on IB Diploma External and Internal Assessments requires external approval from IBO*
- Private Writing Location or "Small Group"
- Restroom Breaks (no external approval needed)
- Enlarged Print or Braille
- Word Processor, Speech Recognition Software

Policy Review

The inclusion policy undergoes review every two years as it pertains to changes in district policies as well as school policies. This policy is evaluated every two years through the IB Professional Learning Committee. The Committee contains the IB DP/CP Coordinator, teachers from the Diploma Program and Career-related Programme, and an academic coach/administrator. It is the responsibility of the IB DP/CP Coordinator to ensure the success of the assessment policy review. The next review period is scheduled for December 2024.

This policy can be downloaded electronically from the CHS IB website at <http://chsibmacon.weebly.com/ib-policies.html>

Policy Last Reviewed: December 2022