

Fallbrook Union High School

International Baccalaureate Diploma Programme



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IB / FALLBROOK SPECIAL NEEDS POLICY

Purpose

The purpose of this policy is

- To ensure that all students are provided equal access to the IB curriculum and opportunities for academic rigor
- To emphasize that all students and staff are encouraged to embody the IB Learner Profile including supporting them as risk-takers, fostering compassion and communicating effectively
- To foster a curriculum that is creative and differentiated to support all our students in reaching their unique potential
- To communicate the responsibilities of all stakeholders in the success of students with special needs

Definitions

Special Education Needs (SEN) refers to any student who shows a need for extra support or for challenge beyond the general curriculum. We recognize the wide spectrum of needs and abilities along a continuum, including students with learning disabilities as well as the gifted and talented

Inclusion refers to providing access to both IB programs for all students (CP and DP)

Differentiation refers to any modification to instruction or assessment in order to meet individual

needs

Stakeholder refers to anyone with a vested interest in the success of that student such as a parent, guardian, teacher, counselor, administrator, IB coordinator, and, of course, the student themselves.

Common Practices in the CP and DP

- We promote International-Mindedness in all students and encourage personal reflection using the Learner Profile.
- We are committed to teaching through inquiry in all classes
- We provide pathways to second language acquisition for all students in addition to supporting mother tongue languages
- We provide support for all students to participate and complete the culminating project for the IB programs (Personal Project, Reflective Project, Extended Essay)
- We encourage all students to take action and extend their learning in ways that help their community

Assessment

- All teachers will utilize a variety of formative assessments to determine the individual student needs and abilities and to tailor subsequent instruction
- Whenever possible, teachers will develop summative assessments that are differentiated to provide necessary modification, challenges and student choice.
- Students who appear to have special education needs and abilities and who have then been identified as requiring IEPs or 504's will have all their modifications addressed not only in the classroom but also will meet with the IB coordinator to ensure that their accommodations can also be provided on any IB internal or external assessments.

Support

- Classroom support for all students with special education need and abilities may include curriculum modification, enrichment activities, classroom accommodations, small group instruction, special testing accommodations, or one-on-one support, depending on what all stakeholders agree upon

- When it is determined that a student would benefit from additional support outside of the classroom, pull out services are provided to meet academic, social or behavioral needs. Additionally, paraprofessionals may provide further support to some students.
- When possible, collaborative teaching will be used as a strategy to meet special education needs and teachers will be encouraged to take advantage of district collaborative teaching training

Documentation

- Data relating to the academic achievement of all students is confidential outside of the student's IEP or 504 team
- Progress of students receiving accommodations will be monitored and documentation of all services provided will also be used to revise IEP's and 504's on an annual basis
- When students change schools or move from one IB program to another, all cumulative folders will also be transferred.

Staff Development & Collaboration

- All teachers connected to the CP, DP, or Global Village receive IB training to promote understanding of the IB philosophy and components of the IB programs
- All teachers in the building will be trained in the school's IB policies
- All teachers connected to the CP, DP, or Global Village will have monthly interdisciplinary plan time to address collaboration on curriculum, assessment balancing, student learning interventions, and plans for differentiation
- Department Chairs will be given at least two opportunities on a monthly basis for staff development, which include time for CP, DP, and Global Village teachers to plan for horizontal and vertical collaboration on curriculum, assessment, student learning, and plans for differentiation

SEN in the CP and DP

- Any student with a need for special arrangements must be identified prior to starting the program.

- Special arrangements may include modifications to exam papers, extensions to deadlines, assistance to practical work, additional time, information and communication technology, scribe and transcription, or readers.
- IB Diploma Program and Career-related Programme: special arrangement requests must be submitted to the IB Coordinator by May 1st of the year prior to entering the class and must be authorized by the IBO team in Cardiff.
- Support mechanisms for students needing special arrangements are outlined in the IB publication Candidates with special assessment needs. (occ.ibo.org)

Communication and Review of Policy

This policy is made available to all stakeholders. It is regularly revised and involves feedback from teachers, students, and parents on an annual basis.