

Hampton High School: An International Baccalaureate World School Special Education Needs Policy

Introduction and Purpose:

The purpose of this document is to communicate to all stakeholders in the IB community at Hampton High School-administrators, teachers, students, and parents-the program expectations for creating and maintaining an educational environment that is inclusive for all learners as required by IBO. In addition, Hampton High School will provide clear guidelines to all stakeholders by defining appropriate vision, goals, and practices for the IB Diploma Program at Hampton High School. Lastly, clear responsibilities for all stakeholders will be outlined and a discussion of the various accommodations that will be available to students and teachers will be provided.

This document was crafted with information from the IBO *Handbook of Procedures for the Diploma Program, Programme Standards and Practices, Candidates with Special Assessment Needs, The Diploma Program: A Basis for Practice, The Diploma Program: From Principles to Practice* (2009), and the IB Online Curriculum Center online publications and resources. The document was created by the IB Diploma Program Coordinator and is supported by the IB Diploma Program faculty and administration.

Hampton High School's IB Diploma Program Philosophy:

Hampton High School serves the citizens of Hampton, VA. We aim to educate our student population by providing a range of programs to meet student's individual needs. Our school's mission statement focuses on providing a "Collaborative Commitment to Student Success." Inherent in this mission statement is to provide support so that all students become life-long learners and become successful members of the local and global community.

Hampton High School supports the philosophy of the International Baccalaureate Organization that, "all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible." To ensure that is the case, Hampton High School offers an array of accommodations for students found eligible to receive services. These individual needs may include, but are not limited to, specific learning disabilities, communication and speech difficulties, social, emotional and behavioral difficulties, physical challenges, medical challenges or multiple disabilities. Any faculty member can identify a student for evaluation and assessment. The identification of students who are eligible for special education is a carefully managed process, guided by state and federal regulations. Evaluations required to make this determination are completed at the expense of the school system and only with parent permission. Teachers and parents are part of the team that evaluates students in need of services. An individual education plan (IEP) is developed for each student found eligible for services. This plan is reviewed at least annually.

Hampton High School follows the process outlined by the “Policies and Procedures For Managing the Special Education Process for Hampton City Schools.” This document was created by the Hampton City School Curriculum and Instruction Department and was last revised in May 2011. The document can be found at the following URL:

<http://www.hampton.k12.va.us/departments/specialed/SPEDPoliciesProc.pdf>.

Hampton City School’s Special Education Department has an online home at the following URL that provides additional information for parents/guardians and student: <http://www.hampton.k12.va.us/departments/specialed/specialed.html#.U4t5JsYgxvA>.

Identification:

All students experiencing academic and/or behavior difficulties may not have a disability or require special education to meet their individual educational needs. In many cases, modifications to the regular education program will address a student's particular needs without resorting to evaluations or special education services. At Hampton High School, an informal collaborative process is in place to help promote students’ success in the regular education classroom. Intervention strategies such as alternative or modified learning instruction and/or behavior management techniques may be developed to improve student academic performance, student behavior, and assist teachers in improving teaching skills so that the classroom teacher is able to teach students with diverse educational needs.

Special Education Cycle

Before a child can become eligible to receive special education services, the school is required by law to determine a child's specific needs. The school determines these needs through a process consisting of many steps, often termed the “Special Education Cycle.” When viewed as an ongoing cycle with several steps along the way, the special education process is easier to understand. An explanation of each step in the cycle can be found on the Hampton City School’s Special Education Department website.

Special Arrangements for IB Diploma Program Students

Any student that has either an IEP or a 504 plan is automatically eligible to apply for special arrangements with the IBO to assist the candidate during their preparation of work for assessment and in their written examinations. In November of each year, after the IB exam registration period has ended, the IB Coordinator requests a list of all special needs and 504 students from the Hampton City Schools Special Education Department. The IB Coordinator automatically files a D1 form with the IBO for any student with special needs that is enrolled in an IB course. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed. Special arrangements may include, but are limited to,

- Additional Time
- Word Processor
- Scribe
- Readers
- Prompters
- Modifications to examination papers or assignments

- Extensions to deadlines
- Assistance with practical work
- Exemption from one or more assessment components
- Other arrangement as recommend by committee recommendation and approved by IB

Hampton High School encourages all students to come forward if they experience any adverse circumstances. The IB Coordinator will file the necessary forms with the IBO as necessary.

Professional Development for IB Diploma Program Instructional Staff:

Hampton High School believes that inspired and informed teaching is the most important school-related factor influencing student achievement. To that end, Hampton High School is committed to financially supporting ongoing professional development for all instructional staff. Teachers are actively encouraged to attend a wide range of workshops including Learner Profile, Special Needs, and Developing Strategies that Promote and Support Diverse Learners in the Diploma Program. Hampton City School's Office of Organizational Development is committed to funding teacher training at the discretion of the IB Diploma Program Coordinator.

Resources for Parents, Students and Instructional Staff:

The Hampton High School Special Education Department has a full-time special education coordinator who can provide technical assistance to staff and parents. Additionally, there are two Assistant Principals with extensive classroom and administrative expertise in the area of special needs. The counseling department has six counselors with a reasonable caseload and support personnel to help students with special needs.

Special Educational Needs Policy Review

The IB Diploma Program Coordinator created this policy during the 2013-2014 school year. The members of the IB Diploma Program teaching staff approved the policy. Starting with the 2014-2015 school year, this policy will be evaluated every annually by the IB Coordinator, Director of Counseling, Special Education Department Chair, and the Assistant Principal in charge of Special Education. It is the responsibility of the IB Coordinator to ensure the success of the special education needs policy review.