



# Special Education Needs/Inclusive Education Policy

OMAHA CENTRAL HIGH SCHOOL  
An International Baccalaureate World School

## Omaha Central High School Mission

**The mission of Central High School is to continue a tradition of excellence emphasizing academic achievement, responsible global citizenship, and pride in diversity and enduring scholarship.**

## International Baccalaureate Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

*Original 16-17 policy team:*

*Cathy Andrus*

*Christine Flaherty-Colling*

*Richard Bollerup*

*Jamie Miller*

*IB Oversight Committee*

## Purpose of Special Education Needs/Inclusive Education Policy:

To inform students, families, staff, and other stakeholders of Central's procedures and expectations for educating students with special needs in the International Baccalaureate Programmes. Central High School adheres to national, state and local laws regarding exceptional student education. At the end of this document is a list of current documents/websites that lead to the development of these laws.

This policy was created using resources from the International Baccalaureate Organization and Omaha Public Schools, as well as others listed at the end of this document.

## Central High School Philosophy:

Central High School is committed to the development of all learners and works to make the International Baccalaureate Diploma Programme accessible for all students who are interested in pursuing its rigorous course of study. Students with special needs have enriched the IB community of scholars and have successfully completed their MYP Personal projects and/or earned their IB Diplomas.

The Central High School community embraces the concept that "student diversity of all kinds can be included as a resource, seeing individual differences not as problems to be fixed, but as opportunities for enriched learning. Diversity is a positive resource with regard to what it means to be internationally minded and interculturally aware" (*Learning Diversity in the IB Programmes*). Central High School adheres to the OPS non-discrimination policy which supports inclusion. Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identify, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. (*Omaha Public Schools website* accessed November, 2016).

## Teaching and Learning at Central High School:

All students at Central High School benefit from the best instructional practices that are emphasized in the Omaha Public Schools' Action Plan. This includes:

- Gradual Release of Instruction and Lesson Planning
- Objectives/Learning Goals and Standards
- Procedures/Routines and Positive Learning Environments
- Literacy Strategies Across Content Areas
- Mathematics
- Rigor
- Engagement
- Differentiation
- Assessment/Standardization of Grading Practices
- Technology Integration
- Balanced Literacy
- English Learners

These areas provide the focus for all district and building level professional development and guide teachers' professional practice. This comprehensive approach to continuous school improvement ensures that a quality experience is available in all classrooms of Central High School and the Omaha Public Schools.

A one-size-fits-all approach is not sufficient to address the complexities of life for all learners. Students who struggle with academics, behavior, attendance, or other areas may be referred to their counselors for additional guidance and support. These referrals may come from parents, teachers, administrators, or other school staff.

## Identification

Sometimes, those who are working with the student determine that it would be worthwhile to involve a larger team in the problem-solving process. At this point, a Student Assistance Team (SAT) meeting may be called. A SAT typically involves someone from Central's Department of Student Support, the student and the student's parent(s)/guardian(s), teachers, administrator, and counselor. Other school personnel may be invited to attend the SAT, such as the Programme Coordinator for students involved in an International Baccalaureate Programme, the School Psychologist, School Social Worker, or School Support Liaison.

During a SAT meeting, teachers review the student's current progress in class, and the team discusses the strengths of the student and what is working, as well as the obstacles the student is encountering and how to overcome them. Sometimes, the students' needs can be met with minor behavioral changes or small adjustments in the classroom or home procedures. If initial interventions do not prove to be successful, a second SAT may be called. At this meeting, the team determines what adjustments need to be made to the student's intervention plan. These changes could include more encompassing classroom and home strategies, a referral for academic testing, or other recommendations based on the student's unique situation and needs.

Students with certain types of needs may receive accommodations or additional services through the Special Education Department. Specific information about the student's needs and process for addressing those needs are detailed in the student's Individualized Education Plan (IEP). Students who are not in special education may receive accommodations based on a medical diagnosis or documented disability through a binding document called a 504 Plan. Students have entered Central's International Baccalaureate Programmes with IEPs and 504 Plans in place, and other students have had them developed once they were already working on their IB coursework. Students in all of these circumstances have found success in the International Baccalaureate.

## Accommodations for Central High Students

Central High School supports the philosophy of the International Baccalaureate Organization that, "all candidates [students] should be allowed to demonstrate their ability under assessment conditions that are as fair as possible." (IBO) To this end, Central High School offers an array of accommodations for students found eligible to receive services. A sample of possible accommodations includes but is not limited to:

- Physical arrangement of room and placement of student within that setting
- Adjustment of lesson presentation, such as copy of notes, visual aids, and ensuring comprehension of directions
- Adjustment of assignments, such as additional time, adjustment of required problems, and alternative resources
- Adjustment of assessments, such as open book, oral responses, and chunking exams
- Support with organization, such as providing peer assistance, required use of planner, and progress reports
- Behavior support, such as praise for specific focus behaviors, self-monitoring strategies, short breaks, marking correct answers – not mistakes, and contracts with student
- Adaptive technology

## Accommodations for IB Diploma Programme Students

Students with either an IEP or 504 Plan are 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. The IBDP Coordinator files the required form with the IBO for any student with special needs enrolled in an IB course. The IBO Access and inclusion policy found in the Programme Resource Center outlines IBO's policies in detail. Special arrangements may include but are not limited to:

- Additional time
- Rest periods
- Stop the clock
- Adaptive technology
- Scribes
- Readers
- Communicators
- Prompts
- Adjustments to examination papers or assignments
- Transcriptions
- Extensions to deadlines
- Assistance with practical work
- Exemption from one or more assessment components
- Approved use of phone (monitored by invigilator) for medical alerts
- Other arrangement as recommended by committee recommendation and approved by IB

## Special Education Needs/Inclusive Education Policy Review

This policy was developed by the IBDP Coordinator and Student Support Representatives. It was reviewed by IB Head of School, MYP Coordinator, Special Education Department Chair, Director of Student Support, General Education Teacher and the IB Oversight Committee. It will be reviewed and evaluated every two years. It is the responsibility of the IBDP Coordinator to ensure this happens.

2016-2017 Cathy Andrus, Paul Nielson, Christine Flaherty-Colling, Richard Bollerup, Jamie Miller, DP Oversight Committee

2018-2019 Cathy Andrus

2020-2021 Cathy Andrus

2021-2022 Cathy Andrus, Paul Nielson, Anthony Almeida, Brent Larson, Joseph Mickeliunas, Jamie Miller, Tim Herbert

## Resources

Access and inclusion policy, IBO, 2022

Candidates with assessment access requirements, IBO, 2014

Candidates with assessment access requirements (Middle Years Programme), IBO, 2015

Candidates with special assessment needs, IBO, 2011

Diploma Programme: From Principles into Practice, IBO, 2015

Handbook of Procedures for the Diploma Programme, IBO, 2017

IB guide to inclusive education: A resource for whole-school development, IBO

IB and Inclusion: an update, IB Conference of the Americas 2014, Pletser, Jayne

Individual with Disabilities Education ACT (IDEA)

<https://www.disability.gov/individuals-disabilities-education-act-idea>

Learning Diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, IBO

Learning diversity and inclusion in IB programmes, IBO, 2016

Meeting student learning diversity in the classroom, 2013

MYP: From Principles into Practice, IBO, 2014

Nebraska Department of Education Special Education

<https://www.education.ne.gov/sped/parentinfo.html>

Omaha Public Schools Programs and Services

[District.ops.org/DEPARTMENTS/CurriculumandInstructionSupport/SpecialEducation/ProgramsServices.aspx](http://District.ops.org/DEPARTMENTS/CurriculumandInstructionSupport/SpecialEducation/ProgramsServices.aspx)

Programme standards and practices,

Rules for IB World Schools: Diploma Programme, IBO, 2014

Rules for IB World Schools: Middle Years Programme, IBO, 2014

Section 504 of the Rehabilitation Act

<http://www2.ed.gov/about/offices/list/ocr/504faq.html>