



Red Bank Regional High School

IB Special Educational Needs Policy

The philosophy of Red Bank Regional High School is that all students shall have access to a rigorous academic program of studies. Therefore, RBR follows an open access policy with the IB Diploma Programme. RBR has various support systems in place to identify special educational needs and also to support the participation of students with special educational needs in the IB program.

Prior to enrollment in the IB Diploma Programme, the IB guidance counselor, IB coordinator, and/or teachers discuss with the student and his/her parents the demands of the program and the potential supports and/or accommodations that the student may need. This pre-conferencing assists in establishing a plan that will best prepare the student and teachers for success within the program.

If concerns arise after enrollment in the IB program, the student may be referred through Intervention and Referral Services (I&RS) in order to determine if there are special educational needs. After meetings between the student's teachers, the student's parents, the IB coordinator, and the Child Study Team, a plan is developed that may include an Individual Education Program (IEP) or 504. An IEP is a document that outlines an educational program for a student with a disability. A 504 is a document that outlines specific accommodations and/or supports that a student may need, either long-term or short-term.

Students may also be referred to RBR's School Based Youth Services Program (the Source). The Source provides students with access to counselors and mental health clinicians. Students are able to meet with these professionals within the building and receive assistance in dealing with a wide range of difficulties.

Students with IEPs are assigned a Child Study Team case manager who works closely with the student, his/her parents and teachers, and the IB coordinator to ensure the student has the necessary tools for success. A constant loop of communication among all parties is essential throughout the entire program.

As needed, the IB coordinator shall request inclusive assessment arrangements after consultation with the case manager, teachers, and parents. Inclusive assessment arrangements may include:

- modifications to exam papers—size of font, coloured paper
- extensions to deadlines
- assistance with practical work
- additional time
- rest periods
- information and communication technology
- amanuenses/scribe and transcription
- readers

(Towards a continuum of international education, IBO)

These arrangements may be applied to the internal and/or external assessment components. Each request for inclusive assessment arrangements is made individually and the IB makes the final determination to grant or deny the request on an individual basis.

