

## **Lincoln College Preparatory Academy – Special Educational Needs/Inclusive Education Policy**

Lincoln College Preparatory Academy's policy governing special educational needs/inclusive education for the International Baccalaureate Diploma Program (DP) is informed by the school's mission statement:

“At Lincoln College Preparatory Academy we create an inclusive learning environment through culturally relevant, rigorous instruction that prepares students to successfully navigate our global society.”

### **Philosophy**

The faculty and staff Lincoln College Preparatory Academy (LCPA) aim to provide a school community that is supportive of all of our students. As such, we provide for students who have special needs. These individual needs may be diagnosed as having (but are not limited to):

- learning disabilities
- communication and speech difficulties
- autism spectrum disorders
- social/emotional/behavior challenges
- physical and sensory needs
- mental health or other medical disorders
- additional language learning

Through this provision, LCPA strives to ensure that the education of all our students is as fair and equitable as possible. We appreciate the academic rigor of the International Baccalaureate Diploma Program and the importance of supporting students studying the full diploma; we commit to minimizing barriers to student participation.

### **Identification**

When a student with special education needs shows interest in the IB Program, the Diploma Coordinator, the student's Special Education Teacher, the student, and the guardians will meet to discuss all aspects of the program to ensure all parties are fully informed and that suitable arrangements can be made. It must be understood by the student and guardian that the IBO may not authorize all special arrangements requested.

### **Meeting Needs**

LCPA is dedicated to meeting the needs of a wide variety of learners and working with the classroom teachers to achieve this aim. The IB Coordinator meets with the student, parents, and special education teacher to discuss necessary accommodations. The teachers work with the student and parents concerning how the student's needs will be met in each classroom environment and with the special education teacher, to provide the best monitoring and communication of the student's progress and to make suitable arrangements for undertaking assessments. At LCPA we continue to strive to differentiate teaching and assessments so that students with different learning styles have the best chance to reach their full potential. Teachers, the special education teacher, and the IB Coordinator will meet and communicate when necessary to ensure the equitable education opportunities are being provided. These accommodations will be aligned with all federal and state requirements outlined below:

- IDEA – Individuals with Disabilities Act
- Section 504 of the Rehabilitation Act

Support for students with special educational needs and abilities include and are not limited to curriculum modification, enrichment activities, classroom accommodations, small group instruction, and one-on-one support. 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. The aforementioned classroom accommodations may include:

- modifications to exam papers
- extensions to deadlines
- additional time
- rest periods

- readers

- scribe

### **Assessment**

The IB Coordinator informs the IBO using the appropriate forms and providing the necessary documentation of the special needs students requiring accommodations such as extended time on examination papers, writing on a computer or sitting in an individual room. Once the IB Coordinator learns of IB's decision regarding accommodations, the student, parents and teachers involved will be informed. LCPA understands and supports the principle that any accommodations provided to students through our special education process is not intended to compensate for lack of ability. LCPA also recognize that IB's responsibility to determine whether accommodations can be made for individual candidate and that all such accommodations must be in agreement with IB's policies. We understand that application for special arrangements have specific requirements and may need appropriate supporting documentation (such as a copy of the students IEP or 504 Plan).

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.

### **Policy Review**

This document will be reviewed annually by the IB coordinator, IB faculty, and LCPA's administration.