

Cholla High School International Baccalaureate Diploma and Career-Related Exceptional Education Policy

The Cholla High School IB Diploma and Career-Related Programme's Exceptional Education (Special Education Needs) Policy is written for teachers, parents, administrators, and other stakeholders of the learning community. This policy is a fluid document that reflects our school's exceptional education needs. This policy applies to both the Diploma Program (DP) and Career-Related Programme (CP) at Cholla High School. It is directly linked to the International Baccalaureate Organization's (IBO) and to our vision and mission statement, as well as our assessment, academic honesty, and language policies.

Vision

Charging Fearlessly Toward Academic and Personal Excellence

Mission

Our Commitment as Cholla *Chargers* is to:

Take risks in learning and respect the learning of others

Practice persistence

Demonstrate responsibility

Embrace international-mindedness

Build leadership in ourselves and others

PHILOSOPHY: What are our beliefs?

We focus on the whole child, regardless of exceptional education status, and as a result, we encourage our teachers to use classroom practices that meet the individual needs of the students. We believe that diversity is a positive resource with regard to what it means to be internationally-minded and interculturally aware. We practice being tolerant, open-minded, and empathetic by focusing on the strengths of our students.

We believe that examining factors that affect student learning play a crucial role in determining how to best respond to meet a student's needs. We, therefore, do our best to match a student's needs to certain teaching strategies (differentiation), and use a variety of technology/resources to assist students with their learning.

We believe that all students should be given an opportunity to participate in the International Baccalaureate Diploma or Career-Related Programme courses. Accommodations are made on a student by student basis.



PURPOSE: What are our goals?

- To provide all students access to the curriculum
- To use creative, differentiated, student-centered teaching methods
- To cultivate a compassionate and caring community
- To create and maintain a safe learning environment
- To guide each student to reach their full potential
- To support our students in the IB learner profiles
- To instill international mindedness
- To clearly communicate with parents/guardians/families about student progress
- To clearly communicate ongoing student needs with all service providers.

Legal Requirements

Per the [Individual with Disabilities Education Act \(IDEA\)](#) Arizona State Board of Education and Special Education Rules, Cholla High School is in compliance. Parents can access their [procedural safeguards](#) which outlines the rights and responsibilities of all community members.

Compliance

The Exceptional Education Department at Cholla High School goes through an annual compliance monitoring through the Tucson Unified School District (TUSD). The State of Arizona monitors the TUSD Exceptional Education Department every three to five years.

INCLUSION: How do we include our Exceptional Education students with varying degrees of disabilities and achievement levels?

Teachers and staff focus on the individual needs of students. They follow the accommodations and/or modifications specified in any of the following: a student's Individual Education Plan (IEP) or 504 plan. Teachers use a variety of student-centered teaching approaches and differentiated teaching styles to modify the curriculum to best meet the student's individual needs.

All students with disabilities are assigned a case manager who communicates with teachers to ensure that students' needs are met. There are regular reviews of how accommodations are allocated and teachers receive support from the case manager in helping students be successful.

The diversity of course offerings with the Cholla IB DP/CP allow for students to enroll in courses by personal interest. The Cholla IB DP/CP can be creative in the accessibility of Group 4 and Group 6 options. Environmental Systems and Societies offers a discussion-based science while our four Group 6 offerings can be tested at the SL level.

In certain situations some students may not be capable of fully participating in the International Baccalaureate Diploma or Career-Related Programme. However, the Cholla Mission applies to all students on campus and



therefore all students will be taught curriculum which embraces international-mindedness, allows for risk and builds leadership.

How will exceptional education student needs be accommodated on IB assessments?

The testing accommodations section of the IEP or 504 for State and District testing are written and provided to parents and students. During the annual IEP or 504 meetings parents acknowledge and agree to the set forth accommodations. The necessary accommodations for a student with a current IEP or 504 on file, will be submitted to IB following the process under the request for inclusive access arrangements for formal approval. Necessary supporting documentation will be submitted to support the request. Per IB response, the accommodations will be used for designated IB assessments for the student.

Student identification, IEP and 504 revision, and available student services are outlined in school wide and district Exceptional Education policies.

This policy will be reviewed every two years.

Reviewed October 16, 2023

