



Aynor High School



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Aynor High School Academy of Advanced Studies

International Baccalaureate Diploma Programme Special Needs Policy

Vision and Beliefs

The Horry County Schools vision maintains that “every student acquires an excellent education” (*Horry County Schools*). Furthermore, the Aynor High School mission statement states that we provide “an innovative education that focuses on the individual development of every student” so that he or she may “become internationally minded and an integral, contributing part of a global society” (*Aynor High School*). And as such and in accordance with state and national guidelines, every school in Horry County will “provide the highest quality educational services to students with disabilities by implementing individualized, research and standards-based interventions, instruction and assessments, as we prepare them to become productive, responsible, members of their communities” (*Horry County Schools*).

Aynor High School and its IB Faculty implement, communicate, and regularly review inclusive assessment arrangements and provide students the opportunities they need to be successful participants of the IB Diploma Programme in alignment with the *Programme Standards and Practices, Culture through Policy Implementation Standard 3*.

Inclusion Identification

The faculty and staff of Aynor High School strive to build a community that is supportive of all students, regardless of their program of study. Prior to the start of school each year, the Aynor High School staff participates in Professional Development, supporting the implementation of accommodations for all students. Then the IB Coordinator, IB Guidance Counselor, and SPED Coordinator compile a list of students receiving special services (504 plans, Individual Education Plans [IEPs], and Individualized Language Plans [ILPs]), so those needs can be included in scheduling, instruction provided, and candidate’s registration for exams. Teachers will also be provided a list of these students along with their accommodations prior to the start of the school year to ensure the success of all students with special learning needs.

Responsibilities

- Administrative Staff
 - Providing Professional Development Opportunities to meet the learning needs of all students
 - Providing collaborative planning opportunities
- IB Coordinator is responsible
 - For confirming with the IB Guidance Counselor and SPED Coordinator any special needs that exist for individual students
 - For submitting the Request for Inclusive Assessment Arrangements by November 15 which is six months before written examinations
 - For informing the students, parents, and teachers of IB's decision for allowing or not allowing inclusive assessment arrangements during the exam period.
- SPED Coordinator is responsible
 - For confirming the existence of a 504 plan with pertinent IB faculty members
- SPED Case Holder is responsible
 - For confirming the existence of an IEP with pertinent IB faculty members
- ESOL Teacher is responsible
 - For confirming the existence of an ILP with pertinent IB faculty members
- IB Faculty Members are responsible
 - For working with the student in the classroom setting to meet their needs according to the 504 plan, IEP, or ILP (teachers have access to Enrich, an online database for student services, all year)
 - For with the student's special needs teacher if applicable
 - For differentiating lessons as necessary to ensure the student's success in the classroom
 - For communicating with the student and his/her parents/guardians the student's progress in the classroom
 - For informing the IB Coordinator if any issues with assessments arise
- Students are responsible
 - For accepting the responsibilities of learning that are part of academic success
 - For communicating their needs to their parents, classroom teacher, the 504, IEP, and/or ILP team, and/or the IB Coordinator
- Parents are responsible
 - For communicating any concerns about their student's learning support needs
 - For communicating with IB faculty members about their child's progress in the classroom

To provide access and equity to all students, "programs for students with disabilities shall be operated according to the Code of Laws of S.C., the regulation specified by the S.C. Department of Education, the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act, and other applicable Federal and State regulations" (*Horry County Schools District Policy Manual 2023*).