



International Baccalaureate Diploma Program Newport Harbor High School Inclusion Policy

Effective Date: June 2026

Most Recent Review: August 2026

Next Scheduled Review: June 2027

Purpose

This policy ensures equitable access, participation, belonging, and success for all students in the International Baccalaureate Diploma Programme. It establishes structures for identifying and reducing barriers to learning and assessment and aligns with IB Programme Standards and Practices, applicable federal and California requirements, and Newport-Mesa Unified School District (NMUSD) policies and procedures.

Vision for Inclusion

Newport Harbor High School believes inclusion is an ongoing, whole-school process that increases access, engagement, participation, and achievement for all learners. The school is committed to identifying and removing barriers so that students can participate meaningfully in the IB Diploma Programme while maintaining appropriate academic challenge and program requirements.

Definition of Inclusion

Inclusion is an ongoing process that increases access and engagement in learning by identifying and removing barriers, valuing learner variability and diversity, and promoting belonging. Inclusion is a shared responsibility among educators, students, families, and school leaders.

Legal Requirements

Federal: [Section 504](#), [Individuals with Disabilities Education Act \(IDEA\)](#), Americans with Disabilities Act (ADA), and Equal Educational Opportunities Act.

California: [California Education Code](#), Special Education Regulations, [California English Learner Roadmap](#), and NMUSD policies and procedures.

Structures and Processes for Compliance

Newport Harbor High School utilizes a Multi-Tiered System of Supports (MTSS), Student Success Team (SST) process, counseling services, special education services, English Learner supports, and intervention programs. Student needs may be identified through data review, teacher or counselor referrals, parent/guardian requests, student self-advocacy, SST meetings, evaluations, English Learner assessments, and progress monitoring. Appropriate supports and plans are developed, implemented, monitored, and reviewed through applicable school, district, state, and federal processes.

MTSS and SST Framework

Tier 1 includes high-quality instruction, differentiation, and PBIS (Positive Behavioral Interventions and Supports). NHHS uses its PBIS Matrix and PBIS Handbook to communicate schoolwide behavioral expectations and supports.

Link to: [PBIS Matrix](#) Link to: [PBIS Handbook](#)

Tier 2 includes targeted interventions, tutoring, counseling, and academic support.

Tier 3 includes intensive individualized supports through IEPs, 504 Plans, and specialized services. SST teams meet regularly to review student progress and recommend interventions. The NHHS MTSS Framework guides the continuum of student supports.

Link to: [MTSS Framework](#)

Access to IB Diploma Program

Students with IEPs, 504 Plans, English Learner supports, and other identified learning needs are encouraged to participate in individual IB courses and the full Diploma Programme with appropriate supports. Participation is not denied solely because a student requires accommodations, language support, specialized services, or other reasonable supports. The IB Coordinator and counselors collaborate with students, families, and support personnel to plan appropriate pathways and supports.

Assessment Access Arrangements

Newport Harbor High School follows current IB procedures for assessment access arrangements. Access arrangements are intended to reduce or remove barriers without changing what is being assessed or providing an unfair advantage. Requests are coordinated by the IB Coordinator and 504 Coordinator in collaboration with relevant school personnel, students, and families. Required documentation is maintained, and authorization is requested from the IB when applicable. Link to: [NHHS Assessment Policy](#)

Inclusive Teaching Practices

Teachers implement inclusive practices that respond to learner variability while maintaining rigorous learning expectations. Practices include differentiation, scaffolding, formative assessment, flexible grouping, language supports, assistive technology, accessible materials, and multiple means of engagement, representation, and expression. Teachers implement accommodations identified in IEPs and 504 Plans and collaborate with appropriate support staff when additional planning is needed.

Rights and Responsibilities: Students

Students have the right to equitable access, appropriate accommodations and supports, respectful treatment, and participation in the IB Diploma Programme. Students are responsible for active engagement, communication, self-advocacy when appropriate, and academic integrity.

Rights and Responsibilities: Parents and Guardians

Parents and guardians have the right to participate in educational planning and receive understandable information regarding student progress and support. They are responsible for communication, collaboration, sharing relevant information, and supporting student learning.

Rights and Responsibilities: Teachers

Teachers have the right to relevant professional learning, access to necessary student-support information, and time for collaboration. Teachers are responsible for implementing required accommodations, differentiating instruction, monitoring progress, communicating concerns, maintaining inclusive classrooms, and sustaining high expectations for all learners.

Rights and Responsibilities: Counselors

Counselors assist with scheduling, academic planning, monitoring student well-being, identifying barriers to participation, and facilitating access to appropriate support services.

Rights and Responsibilities: Administrators

Administrators ensure compliance with applicable requirements, allocate resources, support professional learning and collaboration, and monitor implementation of inclusive practices across the school.

Rights and Responsibilities: IB Coordinator

The IB Coordinator ensures alignment with current IB policies, coordinates assessment access arrangements, supports teachers and families, monitors participation and access data, collaborates with student-support personnel, and leads the annual review of this policy.

Professional Learning

NMUSD and Newport Harbor High School provide ongoing professional learning related to inclusion, learning diversity, differentiation, accommodations, language acquisition, student well-being, and other identified student needs. IB teachers also use collaborative planning and current IB guidance to strengthen inclusive teaching and assessment practices.

Monitoring and Evaluation

Implementation is monitored through enrollment and participation data, achievement and progress data, subgroup representation and performance, use of support services and assessment access arrangements, stakeholder feedback, and programme evaluation findings. This evidence is used to identify barriers, evaluate the effectiveness of supports, and guide continuous program improvement.

Policy Review Process

The policy is reviewed annually by:

Principal, Dr. Kevin Astor

IB Coordinator, Alma Di Giorgio

504 Coordinator, Michelle Owens

Special Education Chair, Scott Tarnow

IB Counselor, Grace Nguyen

IB Teachers,

FLT (Faculty Leadership Team) members,

Parent representatives when appropriate.

The review considers current IB guidance, applicable legal and district requirements, student participation and achievement data, stakeholder feedback, and identified barriers to access or success.

Alignment with IB Programme Standards and Practices

This policy supports Culture 2.1 (0301-02-0100), Culture 2.2 (0301-02-0200), and Culture 2.3 (0301-02-0300) by establishing an inclusive school culture, identifying structures that support student access and participation, and defining responsibilities for implementing and reviewing inclusive practices.

[IB Programme Standards and Practices 2020](#)

Communication and Family Partnership

The school communicates student-support processes through teachers, counselors, case managers, the 504 Coordinator, student-support personnel, administrators, and the IB Coordinator. Students and families are encouraged to communicate barriers to learning and participate in planning appropriate supports. Translation and interpretation services are used when needed to support meaningful family participation.

Related Policies and Resources

- [IB Inclusive Education](#)
- [IB Access and Inclusion Policy](#)
- [NMUSD Special Education](#)
- [California English Learner Roadmap](#)