



## Southeast High School – IB Inclusion Policy



### Philosophy

The faculty and staff of the Southeast High School International Baccalaureate Diploma Program work diligently to build a community that is supportive of all students in the IB program. To that end, we accommodate students who have special needs. “The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodation may be authorized” (Handbook of Procedures for the Diploma Programme 2013 77). These individual needs may include but are not limited to learning disabilities; autism spectrum disorders; and/or physical, sensory, medical or mental health issues. We believe in supporting all of our students, including those with special needs, so that conditions for the program are as fair and equitable as possible.

### Identification

When students begin year one of the IB (pre-DP, DP) program, the IB Guidance Counselor uses the school’s student information database (FOCUS) to see if a student has a 504 plan or an IEP in place. Teachers of IB students who have 504 plans are given a copy of those plans and are required to make the accommodations listed therein. If the database indicates that a student has an IEP, then the IB Counselor contacts the ESE department chair to seek information on the accommodations in the student’s IEP. This information is then shared with the teachers of the IB student, and all involved work together to assist the student with his or her special needs.

It is important that parents are forthcoming concerning a student’s special needs and cooperative concerning professional documentation.

### Roles and Responsibilities

#### *Responsibilities of the School*

- The school will work with the Exceptional Student Services of the School District of Manatee County (SDMC) to ensure the program is in compliance with federal and local laws regarding students with special educational needs and is consistent with IB Programme Standards and Practices as outlined.
- The school will provide guidance to students with special education needs to help them make informed decisions concerning application to the IB Program.
- The school, along with the Exceptional Student Services of the SDMC will raise staff awareness of the needs of our exceptional students.
- The school will provide resources for the implementation and continuation of the Special Education Needs Policy.
- School counselors in conjunction with the Exceptional Student Services of the SDMC will provide teachers with Individual Educational Plan (IEP)’s and 504 plan documentation (Section 504 of the Rehabilitation Act of 1973).
- Exceptional Student Services personnel, school guidance counselors, and support facilitators will provide updates and host meetings for Individual Educational Plan and 504 reviews.

- The school will facilitate the provision of appropriate accommodations as outlined by Exceptional Student Services of the SDMC.

#### ***Responsibilities of the IB Coordinator***

- The IB Coordinator will apply to the IB for students' accommodations in assessment type circumstances.
- The IB Coordinator will work collaboratively with faculty to support students with special education needs.
- The IB Coordinator will provide examination accommodations as needed and approved by the IB.
- The IB Coordinator will maintain discretion and confidence in providing special education needs services.

#### ***Responsibilities of the Faculty***

- The classroom teacher will comply with all federal, state, and local laws regarding special education needs.
- The classroom teacher will participate in all required training when available.
- The classroom teacher will identify struggling learners and refer the student to the counselor or IB Coordinator as needed.
- The classroom teacher will implement the appropriate interventions as outlined in the Multi-Tier Support System.
- The classroom teacher will maintain accurate records of student's progress.
- The classroom teacher with the assistance of the exceptional student services facilitator and counselor will become familiar with the special needs of the exceptional student.
- The classroom teacher will provide differentiated instruction as outlined by the students' IEP or 504 plan.
- The teacher will maintain discretion and confidentiality in providing special education needs services.

#### ***Responsibilities of the Parent***

- Parents will play an active role in their child's education.
- Parents will have knowledge of their child's entitlement within the school district policy.
- Parents will communicate to the school all information and documentation regarding their child's special education needs.
- Parents will communicate with the school regarding any changes in their child's special education needs.
- Parents will make request for needed child studies and services from the school or school district in a proactive manner.
- Parents will provide documentation needed for IBO accommodation requests.

#### ***Responsibilities of the Student***

- Students will be proactive in asking for assistance from the school administrators, faculty and staff.
- Students will be an active participant in classes and meetings.
- Students will follow all of the SDMC and Southeast High School IB Policies and Procedures.