



## ***Special Education Needs Policy***

*International Baccalaureate at Bartow High School*

The ***International Baccalaureate School at Bartow High School*** believes it is important to provide for the needs of students in four areas: academic, emotional, social, and physical. The diversity of our IB programme is inclusive of learners in need of a variety of accommodations. Such special needs are discovered, provided and closely monitored to ensure our students receive the best academic experience. This internal personalization of the pedagogical and curricular structures enhance our students' academic experience and chances for success in the continuum of international education.

### ***Goals of Special Education Needs Policy***

- Compliance with all national, state, and local laws as related to The Exceptional Student Education policies and procedures for meeting the needs of students in our school.
- Provide services required to accommodate the individual needs of students.
- Document and communicate the roles and responsibilities of all stakeholders.

### ***The identification of Student Needs***

- Student needs are identified primarily in the 9<sup>th</sup> grade through notification to the school counselor by the parent referrals, previous school or teacher observations.
- When special needs are identified, the counselor meets with an advisory team consisting of, but not limited to, school counselor, student, parents, teachers and selected professionals appropriate to the student needs addressed.
- The team's recommendations are implemented in the appropriate classrooms, during assessments, and monitored for success, with adjustments being made where necessary.

### ***Individual Educational Plans (IEP), 504 Rehabilitation Plans and English as a Second Language Learner (ELL)***

- All IB staff participate in the following of all documented accommodations for identified students as required by law.
- Students who enter the program previously identified as "English as a Second Language Learner" (ELL) will receive additional services to adapt to the English language as required by law.

### ***The Gifted Education Program***

- Students identified as "Gifted" upon arrival as 9<sup>th</sup> graders are provided with Gifted Consultation.
- The students not identified as gifted upon entry into 9<sup>th</sup> grade are evaluated through teacher recommendation to participate in a Gifted screening. All freshman not previously identified as Gifted, receive screening from the Gifted Resource Teacher.

### ***Assessments***

- Teachers will utilize a variety of formative assessments to monitor the individual student learning needs and differentiate instruction.
- Teachers will develop and utilize summative assessments which are differentiated to provide the necessary modifications to accurately gauge student learning.
- Documented accommodations will be provided for students on all formative and summative assessments.
- During registration for IB examinations, form D-2 is submitted to the IB Assessment Center for evaluation and recommendation of appropriate testing modifications. If approved, such modifications are then implemented for the appropriate exam and examination site.

### ***Responsibilities for Students with Special Education Needs: The School Counselor***

- The counseling needs for the students evolve over the four years the student is with the IB program.
  - Initially, the freshman and sophomore students' needs involve assistance adjusting to the program and its rigorous curriculum, learning organizational study skills, and college and career planning such as college admissions and scholarship procedures.
  - The counselor conducts classroom guidance lessons with all freshmen as an orientation to help the students adapt to the IB program.
  - The counselor and freshman teachers meet quarterly to assess students' needs and may facilitate student and parent conferences for problem solving purposes.
  - During the sophomore year, classroom guidance is centered on taking a preliminary college entrance exam.
  - Junior year classroom guidance visits encourage the students to take the ACT and SAT in a timely manner and the junior conferences, to which parents are invited, is a time to explore post-secondary institutions, careers and upcoming requirements for the IB program.
  - By senior year, the counselor visits classrooms to update students on scholarship opportunities and the college application process.
  - The counselor sends group emails regularly to keep both the students and parents informed of all upcoming school events, service timelines and other pertinent information that is necessary to the success of the students.

### ***Responsibilities for Students with Special Education Needs: The IB Teacher***

- It is the responsibility of the teacher of IB students to adhere to all school, district, state and national laws regarding the education of exceptional students.
- The teacher of IB students will remain in constant communication with the IB Coordinator regarding the needs of students with accommodations.
- The IB teacher will implement the accommodations precisely as written in the Individual Education Plans.
- The IB teacher is part of the committee formed to analyze and determine the needs of the student. It is expected that the IB teacher participate in these committee meetings.
- The confidentiality of the student and their family is expected from all stakeholders.
- The teacher will follow the prescribed system of record keeping.

### ***Responsibilities for Students with Special Education Needs: The IB Parent***

- Parents will participate actively in the education of their child.
- Parents will know and adhere to the school district policy regarding student exceptional education services.
- Any changes in the students accommodations will be communicated to the school by the parent.
- Parents will provide the documentation needed for accommodation requests through IB.

### ***Responsibilities for Students with Special Education Needs: The IB Student***

- Students will accurately and actively communicate with their teachers and reach out for assistance when needed.
- Students will actively participate in their classes and follow the instructions of their teachers.

### ***Annual Review of the Policy***

The Special Education Needs/Inclusive Education Policy undergoes an annual review to ensure it is meeting the needs and expectations of all stakeholders. The committee reviewing the policy will include: IB teachers, IB Coordinator and the IB School Counselor. The review commences in the Spring Semester for the upcoming school year.

### ***Communication of the Policy***

The final version is communicated through the following resources:

- The Special Education Needs/Inclusive Education Policy is placed on the IB at Bartow High School Website in July.
- A link to the Special Education Needs/Inclusive Education Policy is delivered electronically through our weekly IB Constant Contact for one month when school starts.
- Incoming 9<sup>th</sup> graders are given a clearly worded presentation during their Spring Orientation which occurs in April or May of their 8<sup>th</sup> grade year. The policy is part of the resources provided to the parents during this orientation.
- Copies of the policy are available for review in the IB Office.