



DAAPHNE HIGH SCHOOL
North Baldwin IB Program
9300 CHAMPIONS WAY
DAPHNE, ALABAMA 36526



IB Coordinator: Mrs. Deborah Few
IB Counselor: Mrs. Chesley Darby
IB Administrator: Mr. William White
DHS Head of School: Mr. Fletcher Comer

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Inclusion Policy

Daphne High School recognizes and supports the IB philosophy of making the programme accessible to the broadest possible range of students. While acknowledging the academic rigor of the programme, we commit to minimizing barriers to student participation. We recognize that all students are capable of learning and have the ability to become lifelong learners. Students with special educational needs are encouraged to apply for the IB Diploma Programme and are accepted, provided they meet the prerequisite criteria identified. Teachers strive to meet the educational needs of our diverse population by utilizing a variety of teaching and learning strategies allowing students to acquire knowledge and communicate mastery of learning.

Daphne High School aims to:

- create an environment that meets the special education needs of each child
- ensure that the special education needs of children are identified, assessed and provided for according to district, state, and federal mandates
- make clear the expectations to all stakeholders

Legislation

The Individuals with Disabilities Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997. The act is designed to protect the rights of students by ensuring that all children with disabilities are entitled to a Free Appropriate Public Education (FAPE) in the Least-Restrictive Environment (LRE). IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards. Special education services are individualized to meet the unique needs of students with disabilities. Special education may include individual or small group instruction, curriculum or teaching modifications, specialized services such as physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Plan (IEP), which is specifically tailored to the unique needs of each student. Teachers of students who have 504 plans are given a copy of those plans and are required to make the accommodations listed in the document. All stakeholders work together to assist the student with his or her special needs. Partnerships formed amongst all stakeholders play a key role in creating a successful learning experience for all special education students.

Per the IBO documents, candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism/spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioral difficulties
- Specific learning difficulties

- Speech and/or communication difficulties

Individual Education Plan

Special Education services enhance the instructional program of our school by helping students who are encountering roadblocks to successful learning. These students come to us with an Individual Education Plan (IEP) that is a legal document, individualized for each student, mandated by state and federal laws, and representing various exceptionalities. Students are monitored by the special education case managers to ensure their IEPs are being followed and accommodations are being implemented in the classroom. The special education teachers consult with the students on their caseload on a quarterly basis (at minimum) with regards to their progress and to develop interventions when needed. They work with the students to help them develop academic goals and strategies for success. These strategies include assistance and instruction in organization, study skills and agenda checks. Personal responsibility is encouraged as students are held accountable for their goals and overall progress. The special education teachers also help students with self-advocacy so they can take ownership of their school experience. Assistance is provided with assignments and projects as well as implementation of classroom and standardized test accommodations such as extra time, small group/individual setting, preferential seating, and frequent prompting. Acting as a liaison between the school and home is another role of the special education teachers, and IEP meetings with all stakeholders are scheduled regularly to ensure compliance.

504

The school counselor ensures that 504 plans are implemented and accommodations are being followed in the classroom and on standardized tests. Teachers are given copies of their students' 504 plans at the beginning of each academic year. A parent meeting is held yearly to discuss the plan and revise it as appropriate. Parents can request additional meetings at any time throughout the school year. If a student is found to be struggling, additional accommodations will be implemented into the student's 504 plan. It is our goal to make sure that we are meeting the needs of all our students regardless of their disability.

Professional Development

Training is provided for personnel for compliance with the district, state, and federal requirements. Teachers and faculty learn to identify struggling learners within the classroom and understand their role in the evaluation process. Strategies for successful implementation of accommodations and differentiation of teaching, learning, and assessment are provided through professional development. Documenting accurate records of student performance and progress are reviewed with all teachers annually.

Assessments

The assessment of special education students reflects, as far as possible, their participation in the whole curriculum of the school. Accommodations should be provided so that students can demonstrate their knowledge and mastery, inquire, and reflect in a way that best meets their needs. Accommodations on district, state, and national tests will be provided per the guidelines of permitted accommodations on standardized assessments set forth by the Alabama State Department of Education.

Daphne High School, in accordance with IB policy, "believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a student with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of skill and knowledge attainment, special arrangements may be authorized." Such arrangements follow the principles and guidelines of the IB Diploma Programme as set forth in the IB document entitled "Candidates with Special Assessment Needs" (IBO, May 2011).

The IB Coordinator will inform the IBO using the appropriate procedures and providing the necessary documentation of the special needs of students requiring assessment adjustments. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed.

Special arrangements may include, but are not limited to:

- Additional Time
- Rest periods

- Information & Communication Technology
- Scribe
- Readers
- Prompters
- Communicators
- Modifications to examination papers or assignments
- Alternative venues for examinations
- Transcriptions
- Extensions to deadlines
- Assistance with practical work
- Exemption from one or more assessment components
- Other arrangement as recommended by committee recommendation and approved by IB

Daphne High School encourages all students to come forward if they experience any adverse circumstances. The IB coordinator will file the necessary forms with the IBO as necessary. Students that are referred for Special Education services are referred to the Response to Intervention (RTI) cycle.

Exiting Services

Special education students' files are reviewed annually in a meeting with all stakeholders. Revisions to student's accommodations are made to meet the needs of the student. Every three years the district oversees the evaluation. At this time, under the recommendation of any stakeholder, the student may undergo testing to exit special education.

Policy

The inclusion policy committee reviewed multiple special education policies from other IB programmes and paired this with the inclusive access documents from the IBO. Careful attention was given to making sure the policy aligned with the IBO, Alabama State Department of Education, and federal special education legislation. The committee met multiple times to review and revise the policy. A committee will review and discuss possible revisions to this policy each year during the spring semester. The committee should include, at minimum, the IB Coordinator, IB Counselor, the Special Education Chair, and a General Education teacher from the IB curriculum. This policy is available on the school's website and upon request from the IB counselor and/or coordinator.