



# C. Leon King High School

## International Baccalaureate Diploma Programme

### Inclusion Policy

#### Philosophy

Our commitment is to provide academic, social, and behavioral support to ensure all students are given appropriate access to the International Baccalaureate Diploma Programme curriculum in the pursuit of achieving their maximum learning potential. This commitment aligns with King High School's vision statement to support all students' growth as critical thinkers, global citizens, and informed decision makers, as well as the mission statement that states that our community demonstrates the principles of PRIDE (Positivity, Respect, Integrity, Determination, and Excellence) in all we do.

#### King IB Diploma Programme Goals for Inclusion Policy

- School/programme compliance with local, state, and national laws and regulations
  - *Hillsborough County Policy 2460 – Exceptional Student Education* ([Policy Details - Hillsborough County Public Schools \(hillsboroughschools.org\)](#))
  - Florida Statutes and State Board of Education Rules ([1BTOC \(fldoe.org\)](#))
  - *Individuals with Disabilities Education Act* ([Individuals with Disabilities Education Act \(IDEA\)](#))
- Compliance with the International Baccalaureate *Access and inclusion policy* ([Access and inclusion policy \(ibo.org\)](#))
- Teacher compliance with local, state, and national laws and regulations
  - *Florida Statutes and State Board of Education Rules - Section A: Florida Statutes Pertaining to Exceptional Student Education – Chapter 1012, Personnel; Section B: Florida State Board of Education Rules Pertaining to Exceptional Student Education – Chapter 6A-4, Certification* ([1BTOC \(fldoe.org\)](#))
  - Professional development opportunities at the district level will provide teachers with support and resources to be in compliance with instruction of students with special needs
- Ensure special learning needs of students are identified, documented, and addressed throughout the school year in all courses
- Review and modify (as needed) special learning needs of students on scheduled basis
- Ensure stakeholders are aware of special learning needs of students; clarify expectations and responsibilities as needed
- Ensure all students have appropriate access to curriculum and resources available

## Stakeholders

- Students with IEPs, 504s, and/or EPs
- Parents/guardians of ESE students
- Faculty
- ESE support staff
- IB Counselor
- IB Coordinator
- Administration

## Resources

- ESE Specialist (on site)
- VE Teacher(s) (on site)
- IB Counselor
- IB Coordinator (primarily for compliance with IB accommodation requests and implementation)
- Supplemental resources

## Responsibilities of Exceptional Student Education and General Education Teachers

- Establish ESE certification and applicable content certification to ensure delivery of appropriate education to ESE students. Participate in professional development to enhance ESE instructional practices
- Establish Individual Education Plans (IEPs) for exceptional students. Implement all accommodations, modifications, and goals/objectives prescribed in IEPs
- Provide testing accommodations, including appropriate resources and/or testing environments for exceptional students per students' IEPs, 504 Plans, as well as local, state, and federal laws
- Place students in appropriate classrooms/learning environments as prescribed by IEPs, 504s, and/or local, state and federal laws
- Maintain accurate records for all exceptional students
- Maintain discretion and confidentiality when providing for students' special educational needs
- Collect data on exceptional students in order to monitor progress and for reporting purposes
- Adhere to review schedule for IEPs and EPs. Revise IEPs and EPs as needed to maximize student growth and development
- The King IB Diploma Programme will be fully implemented to ESE students who receive consultation for their special educational needs and to inclusion students.
- **Accommodation Services/Classrooms Based on IEP or 504**
  - **Consultation**
    - Students consult with ESE teacher on an ongoing basis for support and progress monitoring. ESE teacher will consult at least monthly with the general education teacher for progress monitoring.
  - **Co-Teach**
    - ESE teacher works with regular education teacher to plan, teach, support, and assess students within the regular classroom setting. Student accommodations are implemented by both teachers. Both teachers need to meet highly qualified teacher requirements for the appropriate core academic subjects.

### **Responsibilities IB Counselor**

- Provide a safe space for all students
- Ensure students meet academic requirements for the IB diploma
- Provide mental health/counseling services for students
- Participate in workshops and professional development
- Collaborate with specialists to implement or update IEPs and 504 Plans

### **Responsibilities IB Coordinator**

- Request inclusive arrangements for students with special needs based on IEPs and 504s, always maintaining discretion and confidentiality
  - 9<sup>th</sup> and 10<sup>th</sup> grades – The IB DP Coordinator should be notified by parents/guardians, student, and teachers of students' IEPs and/or 504 Plans.
  - 11<sup>th</sup> and 12<sup>th</sup> grades (September & October) - The IB Coordinator will work with ESE staff, teachers, and families to collect necessary documentation required for students' requests for inclusive arrangements
  - 11<sup>th</sup> and 12<sup>th</sup> grades (October – November) - The IB DP Coordinator will submit necessary documentation and request inclusive arrangements for students via IBIS
- Work collaboratively with IB faculty, ESE support staff, and parents to support students with special education needs
- Provide IB exam accommodations which are approved by the IB

### **Responsibilities Parent/Family/Guardian**

- Request IB exam accommodations within the October/November window of the student's junior year (DP year 1)
- Provide documentation required for IB exam accommodation requests
- Communicate with the school regarding any changes in their student's special education needs
- Attend and participate in meetings to review, update, or modify their educational plans

### **Responsibilities IB Diploma Programme Student**

- Be active participants in their learning environments
- Work to develop and strengthen learner profile attributes
- Work to develop and strengthen approaches to learning skills (communication, collaboration, self-management, research, and thinking skills)
- Proactively communicate with instructors and other IB staff regarding academic and emotional needs based on their IEP or 504 plan
- Attend and participate (as appropriate) in meetings to review, update, or modify their educational plans
- Comply with all King High School IB and Hillsborough County Public Schools policies and procedures (example: Student Progression Plan and Student Code of Conduct)

### **Responsibilities of Administration and District**

- Provide resources and support for teachers and ESE students in the King IB Diploma Programme

## Communication

- The Inclusion Policy is available on the King IB Information Canvas page and the IB Connection website (parent group website).
- Parents/guardians, students, teachers and community members can also request a copy of the King IB Diploma Programme Inclusion Policy from the King IB Diploma Programme Coordinator.
- Teachers have access to student IEPs, 504s, and EPs via EdConnect or through the ESE Specialist.
- Communication between staff regarding special learning needs of students can be made through school email, using only the student's first name and last initial for confidentiality.
- **Referral Process for ESE Students and Communication Throughout Process**
  - Students who are having difficulty in school may be referred for testing by a school professional, parent/guardian, or by the student. Once a student has been referred and parent consent is given for evaluation, the CST has 60 days within which they are required to evaluate the identified student. The results of this evaluation will be used to determine if the child is eligible for special education or related services. If the parents agree with the results of the evaluation, the process continues. The IEP team must convene to determine eligibility and develop an IEP. It is the responsibility of the school to carry out the IEP as it is written. Each of the student's teachers and service providers will be given access to the IEP so that they are aware of their responsibilities for carrying out the IEP – including accommodations, modification, and supports required. Following initial implementation, parents will be regularly informed of the progress of their student and whether or not yearly goals have been achieved. Each student's IEP is annually reviewed unless a review is requested sooner by parent or school personnel. IEPs will be revised as needed. Parents must be invited to the IEP team's review and revision of student's IEPs. Parents can offer input or disagree with the IEP at any time. Every three years the student must be reevaluated.
- **Referral Process for Gifted Students and Communication Throughout Process**
  - A student can be nominated by a parent/guardian, teacher, school personnel, community member or self. The student is screened individually or as part of a group of potential candidates. If a student meets the screening criteria, he/she is referred for individual evaluation (with parent consent). A psychologist will then administer an intellectual evaluation to the screened candidate. If the score from the evaluation indicated potential ability, a team of educators will review all the information regarding the student to determine eligibility and the team will plan for the EP development meeting.

## Terminology & Special Education Definitions/Classifications

- 504 Plan – refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from federally-funded activities or programs, including educational opportunities
- Accommodations – modifications in instruction, environment, time or assessment that allow for maximum student growth without compromise of learning expectations
- ADD/ADHD – Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
- AGP – Academically Gifted Program
- Alternative Assessments – assessments other than standardized assessments that allow for evaluation of student knowledge and ability
- Annual Goals – measurable goals that are a mandatory component of an IEP. Annual goals are reviewed at least annually during an IEP meeting and revised as needed.

- ASD – Autism Spectrum Disorders, including Autism, Asperger’s Syndrome, and Pervasive Development Disorders
- CST – Child Study Team
- D/HH – Deaf/Hard of Hearing
- EP – Educational Plan (Gifted Students)
- ESE – Exceptional Student Education
- IEP – Individualized Education Plan
- IEP Team- Individualized Education Program Team – comprised of parents, school administrators and all school personnel involved with educating the child. Teachers include both general education and exceptional education teachers, special services providers, a representative of the school district, and a professional who can interpret the evaluation results and their instructional implications
- Inclusion – providing accommodations and support to enable students to have full participation in the general education curriculum in the same setting as their peers
- LI – Language Impairment
- ODD – Oppositional Defiant Disorder
- OHI – Other Health Impairment
- OI – Orthopedically Impaired
- Screening – brief testing or observation (or both) that gives preliminary information about a student and determines whether or not further evaluation is necessary
- SES - Supplemental Education Services OR Special Education Services – Special Education Services must be provided to students with IEPs
- SI – Speech Impairments
- SLD – Specific Learning Disability
- SLP – Speech and Language Pathologist
- VE – Varying Exceptionalities
- VI – Visual Impairment

### **ESE/SEN Instructional/Professional/Support Staff**

- ESE Specialist & ESE Paraprofessionals
- IB DP Counselor
- 1.5 Social Workers
- 0.5 Psychologist

*King IB Inclusion Policy updated March 2023*

### **Resources**

Nease Special Education Needs Policy: [IB – Allen D. Nease High School \(stjohns.k12.fl.us\)](http://stjohns.k12.fl.us)

Williams Middle Magnet School IB MYP Inclusion Policy: [IB Programme / IB Program at Williams Middle Magnet \(hillsboroughschools.org\)](http://hillsboroughschools.org)

Winter Park High School IB Inclusion Policy: [International Baccalaureate - Winter Park Hs \(ocps.net\)](http://ocps.net)