

**Bodine High School for International Affairs**

**International Baccalaureate Program**

**Inclusive Education Policy**

**Philosophy**

This policy serves to ensure that all students are provided the necessary support to allow them to achieve academic success and reach their fullest potential as they progress through International Baccalaureate Program at Bodine High School for International Affairs. Our goal is to nurture students in a safe, inclusive, dynamic learning environment, providing them with the supports and accommodations they need to grow as internationally minded, creative, critical thinkers.

**Aims**

The aims of this policy are to:

* Create an environment that meets the unique learning support requirements of each child;
* Ensure that the learning support requirements of children are identified, assessed and provided for;
* Make clear the expectations of all partners in the school community;
* Identify the roles and responsibilities of staff in providing for children’s learning support requirements;
* Enable all children to have full access to all elements of the school curriculum;
* Enable all children to be successful in pursuit of the program requirements;
* Follow the state and federal mandates that govern special education in the state of Pennsylvania.

**Core Beliefs**

We recognize that all students:

* Have different educational and behavioral needs and aspirations.
* Require different strategies for learning.
* Acquire, assimilate, and communicate information at different rates.
* Need a range of different teaching approaches and learning experiences.
* Are unique and capable individuals.
* Have the ability to become active, compassionate, inquisitive, lifelong learners who understand that other people, with their differences, can also be right.

**Roles and Responsibilities**

The school will:

* Provide training for personnel to successfully implement intervention and support student needs.
* Raise staff awareness of the need to differentiate instruction.
* Ensure staff compliance with state and federal requirements.
* Provide a safe, accessible environment for all students.

The teachers will:

* Comply with state and federal assessment requirements.
* Participate in provided trainings.
* Regularly provide formal and informal assessments.
* Provide differentiation to meet learner needs in their classrooms.
* Implement appropriate interventions designed with the Special Education Liaison and the DP Coordinator.
* Refer students who are not making adequate progress to the Response to Instruction and Intervention (RtII) team.
* Maintain accurate records of student progress.
* Refer students to tutoring as needed.

The DP Coordinator will:

* Communicate with all stakeholders to ensure proper intervention and support of DP students with special needs.
* Maintain an accurate and complete record of all correspondence with IB regarding student accommodations.
* Schedule regular meetings with parents and the Special Education Liaison.
* Ensure that assessment procedures are conducted according IB accommodations and regulations.

The Special Education Liaison (SEL) will:

* Follow state and federal laws governing special education.
* Work collaboratively as a team to support students with special needs.
* Collaborate and share resources with teachers and personnel at Bodine High School in order to provide a more inclusive and accessible learning environment for all students.
* Facilitate parent involvement.
* Develop Individual Education Plans per state and Federal laws.
* Monitor progress toward goals.
* Maintain accurate records of student progress.

**IB Assessments**

The IB Coordinator will submit requests for accommodations for IB assessments using the appropriate forms and procedures and provide the necessary documentation. These accommodations may include extended time or other arrangements on examination papers.  Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed. All IB approved accommodations will be in place for mock exams.

**Resources**

Candidates with assessment access requirements, (published 2009, updated 2011 and 2013)

Meeting student learning diversity in the classroom, (2014)

Learning diversity and inclusion in IB programmes, (2016)

The IB guide to inclusive education: a resource for whole school development, (2015)

What is an IB education? (2013)

*This policy is reviewed and updated annually based on the current IB Guide to Inclusive Education, IB Assessment Access Requirements, and the evolving needs of our students. The members of the Bodine community who contribute to its revisions include: the principal, the DP Coordinator, the Special Education Liaison, IB teachers, and Parent Advisory Committee members.*

Revised September, 2017