

Brockton High School International Baccalaureate Diploma Programme Special Educational Needs Policy

This inclusion/special education policy provides guidance for all members of the BHS IB Diploma Programme.

Brockton High School Mission Statement

Brockton High School (BHS) seeks to teach our students in a safe, supportive environment the knowledge, skills, values, and behaviors necessary to become responsible and productive members of a diverse society. Instruction focuses on enabling students to demonstrate the literacy skills of reading, writing, speaking, and reasoning, and preparing them to participate actively as citizens in a technologically advanced society.

BHS remains a comprehensive high school while establishing smaller learning communities. We meet the individual needs of our students by providing opportunities for them to fulfill their potential and by offering choices in accordance with their own aspirations. We are committed to enhancing intellectual and emotional connections among adults and students through a personalized approach in both instruction and interpersonal relationships. Our school encourages and fosters positive, working relationships with students, families, and the community. (BHS Student/Parent Handbook, 2014-2015)

Overview of Special Education at Brockton High School

As of the end of 2014, approximately 11% of our student population receives special education services. The number of students receiving special education services has risen from 10% in 2003, to 10.1% in 2008, to 11% in 2014.

The BHS Special Education department provides testing that determines necessary student services that may be in addition to normal classroom accommodations.

In addition, BHS also hosts a monthly parent advisory council and special education parent advisory council. In these setting, information is shared and communicated to provide for the best possible experience for our students.

A final noteworthy part of the BHS Special Education program is the school's yearlong Boxer Buddies program, which pairs general education students with Life Skills special education students, providing an important social relationship for support, guidance, and friendship.

Special Education in the BHS IB Diploma Program

The faculty and staff of the BHS IB Diploma Programme strive to meet the needs of all students by providing an all-inclusive program. Teachers adhere to student Individualized Educational Plans (IEPs) and 504 plans to ensure the learning needs of all students are met through the accommodations outlined in the student's individual plan.

Specifically for any student with an IEP or 504 plan, upon enrollment in the BHS IB Diploma Programme, the student's Guidance Counselor informs both the IB Coordinator and the student's teachers with the student's IEP or 504 and counsels them as to how to properly implement accommodations. Once teachers have been counseled regarding accommodations, it is the teachers' responsibility to implement accommodations properly. The IB Coordinator may request evidence of proper implementation of accommodations at any time during the student's enrollment in an IB course.

When a student on an IEP or 504 enroll in an IB course, the parent/guardian and student will receive a copy of the following IB guides to ensure the needs of the student are being met:

- *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes*
- *Candidates with assessment access requirements*

The IB Coordinator and teachers will maintain clear communication with parents/guardians and the student to ensure all parties are effectively meeting the needs of the student.

If a student requires inclusive assessment arrangements based on his/her IEP or 504, the IB Coordinator must submit an application to the IB Assessment Centre by November 15, six months prior to the May examination session. In conjunction with the application for inclusive assessment arrangements, the IB Coordinator is required to submit a psychological/psycho-educational/medical report from a psychological or medical service and educational evidence from the school. The IB Assessment Centre will then decide on the most suitable arrangements for the candidate, and these will be enacted for the said student's assessments.

Overall, special education / inclusion practices in the BHS IB Diploma Programme works to provide students with the best possible learning experience for each student, and to provide the services necessary for each student to work towards internalizing the IB Learner profile traits of being:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective

Review of BHS IBDP Inclusion/Special Education Policy

This policy will be reviewed yearly by the Brockton High School IB Diploma Programme faculty and Coordinator, who will use dialogue to review any relevant evidence and then make adjustments in response to any needs or changes in requirements. These changes will then be ratified by the teachers, coordinator, and administration. Finally, the policy will be made public through the school's website.