

Brockton High School International Baccalaureate Diploma Programme Special Educational Needs / Inclusive Education Policy (Revised 2020)

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

Brockton High School Mission Statement

Brockton High School's Core Values and Beliefs statement underlies every program and course offered in our school:

“Brockton High School teaches our students in a safe, supportive environment the knowledge, skills, values, and behaviors necessary to become responsible and productive members of a diverse society.” (BHS Core Values and Beliefs, Brockton High School Student/Parent Handbook 2019-2020)

Overview of Special Education at Brockton High School

As of the end of 2019, approximately 12.2% 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, and 12.2% by the end of 2019.

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 settings, 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. Of note also that renewal of Massachusetts

educator licenses requires that educators obtain *at least* 15 Professional Development Points specific to special education. The IB Coordinator may request evidence of proper implementation of accommodations at any time during the student's enrollment in an IB course. Finally, teachers are encouraged to make use of IB's recently published resource, *Meeting Student Learning Diversity in the Classroom (2019)*.

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

- *Inclusive Access Arrangement: Decision Pathway*
- *Access and Inclusion policy (2019)*
- Article 17 of the *General Regulations: Diploma Program (Revised 2019)*

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. This also includes the attainment of approval from parents/guardians. 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.