International Baccalaureate Special Educational Needs Policy:

The Lexington and Richland Counties School District 5 Board of Trustees believes "that students with educational needs should be served in regular classrooms whenever possible" and that "special education is an integral part of the general education program offered to all students" (Board Policy Manual IHBA).

We also believe that "every child has a right to an appropriate educational program in which he/she can experience success. If a child has a disabling condition, this success may be contingent upon an adjustment of the techniques and materials of instruction to meet his/her individual needs" (Board Policy Manual IHBA).

In keeping with the IB belief that "where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of assessment arrangements may be authorized" (Handbook of Procedures for the Diploma Programme 2017). School District 5 will work within policy guidelines and with Irmo High School IB staff to ensure that students who are eligible for inclusive assessment arrangements are provided the opportunities they need to be successful participants of the IB Programmes.

Inclusion Identification:

During the initial nine weeks of every school year, the IB Coordinators will prepare a list of IB course, anticipated, career candidates,and diploma candidates to be submitted to the appropriate guidance counselor at Irmo High School. The counselor or appropriate case manager will inform the IB Coordinators of any students with special educational needs (including 504 plans or Individual Education Plans) so those accommodations can be applied for as needed in the candidate's registration for exams. The teachers of those students will have been informed by the Special Needs Coordinators or teacher of the Special Needs students. At the start of the school year, the IB Coordinators will confirm with those teachers the need to accommodate and support any special needs students to enable the student to be successful.

Students identified by medical authorities needing homebound instruction are best served following the South Carolina Department Education Policy (South Carolina Department of Education Medical Homebound Instruction Policy).

Responsibilities of the stakeholders:

Administrators:
    a. Adhere to appropriate laws, guidelines and policies in administering the special education needs programs.
    b. Confirm with the guidance counselor any special needs that exist for individual students.
    c. Confirm the existence of a 504 plan or IEP with the pertinent IB faculty members.
    d. Confirm if a student has been placed on homebound instruction and communicate with faculty members.

IB Coordinators:
    a. Submit the Request for Inclusive Assessment Arrangements by November 15 which is six months before the written examinations.
    b. Inform the student, parents, and teachers of IB's decision for allowing or not allowing inclusive assessment arrangements during the exam period.

IB Teachers:
    a. Work with special needs students in the classroom setting to meet their needs according to the 504 plan or IEP.
    b. Work with IB homebound instructor if needed.
    c. Work with student's special needs teacher, if applicable.
    d. Differentiate lessons as necessary to ensure the student's success in the classroom.
    e. Communicate with the student and his/her parents/guardians the student's progress in the classroom.
    f. Inform the parents and IB Coordinators if any issues with assessment arise.

Students:
    a. Accept the responsibilities of learning that are a part of academic success.
    b. Communicate student needs to their parents, their classroom teacher, the IEP team, IB homebound instructor, and/or the IB Coordinators.

Parents:
    a. Communicate any concerns about their student's learning support needs.
    b. Communicate with IB faculty members about their child's progress in the classroom.
    c. Provide necessary support to the student outside of school for successful completion of IB Programme.

It is a belief of the District 5 School Board that "the education of students is best served through the cooperative efforts of students, parents/legal guardians, district staff and community members" (Board Policy Manual Code KA). It is the belief of Irmo High School that effective communication among all of our stakeholders is the only way we can ensure the success of each student.

Contributors:

Dr. Robin Hardy - Head of School

Mr. Jeff Corley - IHS Administrator

Dr. Diane Padula - IB Diploma Coordinator

Mr. Nicholas Godfrey - IB Career Coordinator

Ms. Ivy Lin - IB Teacher, Grp 2

Mr. Joe Cunningham - IB Teacher, Grp 3

Mr. Peter Lauzon - IB Teacher, Grp 4

Mr. Willie Frierson - IHS Teacher, Grp 5

Mr. Roger Simpson - IB Teacher, Grp 6

Ms. Debra Carlsen - IB Administrative Assistant

Ms. Patricia Powell - IHS Nurse

Irmo High School Education Foundation Board Members

IB Parents (past, present and future)

IB Students (11th and 12th grade)

Works Cited:

"General Regulations: Diploma Programme." International Baccalaureate Organization. 2014. <http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf>.

IB Publication: Candidates with assessment access requirements <https://resources.ibo.org/dp/topic/Examination-information/resource/11162-occ-file-d_x_senxx_csn_1105_2_e/?c=14642b66&lang=en&pdf=d_x_senxx_csn_1105_3_e.pdf>

Latta High School Special Educational Needs Policy <http://www.dillon3.k12.sc.us/LHS/resources/ib/latta%20High%20School_special%20educational%20needs%20policy.pdf>.

District 5 Board Policy Manual <http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=4190408618&depth=2&infobase=lex5.nfo&softpage=PL_frame>.

South Carolina Department of Education Medical Homebound Instruction Policy https://ed.sc.gov/scdoe/assets/File/MedicalHomeboundInstruction2013.pdf

South Carolina Department of Education, Profile of a SC Graduate https://ed.sc.gov/about/profile-of-sc-graduate/