

Socastee High School IB Inclusion and Learning Diversity Policy

Philosophy

The Socastee High School (SHS) DP IB faculty embrace the philosophy of the IB to provide access to its programs and opportunities for its students to demonstrate their ability to reach a level of attainment within a support structure that maintains the integrity of the criterion-based curriculum. In that vein, the SHS IB faculty recognizes the importance of counseling candidates with their selection of courses that will optimize the candidates' potential to learn and to develop as a student and individual.

Identification of potential candidates

This policy applies to the candidates who are experiencing identifiable long-term situations for which more inclusive teaching, learning, and assessment arrangements are necessary. It is the understanding of the SHS DP, that inclusive access arrangements reflect the access arrangements of the classroom.

Potential candidates for inclusive assessment requirements may be identified by:

- Guidance counselors who have observed behaviors or physical conditions that may warrant consideration for inclusive assessment arrangements. In addition, the guidance counselors coordinate 504 plans of the Americans with Disabilities Act or to Individualized Education Plans (IEP). Furthermore, the DP coordinator will provide the list of registered candidates for the counselors to identify students with either 504 plans, IEP's or observed/identified behaviors or physical conditions.
- Teachers who have observed behaviors or physical conditions that may warrant consideration for inclusive assessment arrangements.
- Parents/Guradians who possess first-hand knowledge of identifiable challenges that may warrant consideration for inclusive assessment arrangements.
- IB coordinator who has observed behaviors or physical conditions that may warrant consideration for inclusive assessment arrangements.
- Horry County School District Special Needs Coordinator and school case workers who supervise the administration of 504 plans of the Americans with Disabilities Act as well as Individualized Education Plans (IEP).

- Horry County School District Gifted and Talented Coordinator who supervises the exceptional needs of students who have been identified as gifted learners.

Requests for inclusive access arrangements

The DP coordinator will receive the initial request for inclusive assessment arrangements, the list of specific accommodations requested, and the appropriate documentation (psychological report and educational evidence).

The DP coordinator will consult the list of arrangements published in the guide Candidates with assessment access requirements to determine if the accommodations requested are already permitted.

The DP coordinator will submit all other requests to the IBO for determination of eligibility. Required documentation will be submitted with the requests as well.

IB authorization for special arrangements

If the IB denies a special arrangement request, the DP coordinator will inform the affected parties (candidate, parent, and person making the request/recommendation).

If the IB requires additional information or documentation for a special arrangement request, the DP coordinator will inform the affected parties (candidate, parent, and person making the request/recommendation). A follow-up request may be submitted.

If the IB approves a special arrangement request, the DP coordinator will inform the affected parties (candidate, parent, and person making the request/recommendation). It will be the responsibility of the DP coordinator to work with the following appropriate professional support staff to ensure that the accommodations are provided:

- SHS IB testing coordinator
- Coordinator of special needs caseworkers
- Special needs caseworkers
- School psychologist
- School athletic trainer
- School nurse

Inclusion, access and accommodations at Socastee High School

- The United States Individuals with Disabilities Act (IDEA) provides for a Free Appropriate Education (FAPE) in the least restrictive environment through the services identified in the Individual Education Plan (IEP). The 504 plan of the IDEA mandates that students may not be denied access to programs or activities that receive special funds. Special education teachers and staff at Socastee High School work collaboratively with DP teachers to ensure compliance of the access and accommodations identified in the IEP and the 504.
- Socastee High School faculty work diligently to meet the learning diversity of its student population. IB teachers will provide students with differentiated instruction that will address identified learning needs.
- Socastee High School DP teachers are determined to provide all appropriate support to a diverse learning population achieve success on the IB assessments. On a case-by-case basis, the Socastee High School DP will consider modifying due dates for formative assessments and IB internal assessments. Furthermore, DP teachers will employ teaching techniques that will prepare the diverse learning population for both the internal and external assessments. These techniques may include a modification of formative assessments.

Links of the Inclusion Policy to the Academic Honesty Policy, the Admissions Policy, the Assessment Policy, and the Language Policy

Academic Honesty Policy and Inclusion

All Socastee High School DP students are expected to adhere to the requirements of the Academic Honesty Policy. Additional clarifications or extrapolations of the Academic Honesty Policy may be provided as a part of a candidate's IEP or 504 Plan.

Admissions Policy and Inclusion

The Socastee High School DP does not require a placement examination or a specific class rank for admission to the program. There are some recommended pre-requisite courses for admission to the program as a Diploma candidate. Counseling with students and their parents will help determine a recommended course of study as either a Course or Diploma candidate.

Assessment Policy and Inclusion

Formative assessments provided by the Socastee High School DP faculty guide teachers to improving instruction for the purpose of enhancing learning. The Socastee High School DP faculty recognizes that differentiated instruction can be a tool for enhancing learning.

Language Policy and Inclusion

Socastee high School has a burgeoning population of second-language learners and welcomes students of all languages to participate in the DP. The coordinator of the English-language learner (EL) population of Socastee High School informs the DP faculty of the interest of identified EL students in studying in the DP as either a Course of Diploma candidate. The EL coordinator works collaboratively with DP teachers to develop plans/accommodations appropriate for these students. Accommodations allowed by the IB are utilized.

Inclusion policy review

The DP coordinator in conjunction with the IB faculty and principal will review the policy on an annual basis. All changes to the policy may occur when a recommendation is approved by a majority of a quorum of the DP faculty, coordinator, and the school principal.

Sources

Candidates with Assessment Access Requirements. Special educational needs/Inclusive education. International Baccalaureate Organization, 2017.

Diploma Program: From Principles to Practice. International Baccalaureate Organization, 2015.

Handbook of Procedures 2017. International Baccalaureate Organization, 2017.s

Learning Diversity and Inclusion in the IB Programmes. International Baccalaureate Organization, 2016.