

Inclusion Policy

A guiding principle of the International Baccalaureate Organization is that “education for all is considered a human right,” and that “education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student” (IBO: Learning Diversity and Inclusion in IB Programmes).

Special Education State of Delaware & Brandywine School District

The State of Delaware follows the guidelines set forth in the federal Individuals with Disabilities Act (IDEA) of 2004, which outlines education requirements for all students with disabilities. IDEA states that public school districts and charter schools have an obligation to ensure that all students with disabilities have available to them a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Districts and charter schools are required to design special education and related services to meet each student's unique needs. Districts and charters must also prepare students with disabilities for further education, employment, and independent living after high school.

504 Accommodations State of Delaware & Brandywine School District

A 504 Plan offers support for students who have a medical disability but do not need special education services. It allows for accommodations in the classroom that level the playing field so the student can do his or her best work. Teachers are bound by law to provide the accommodations through the Rehabilitation Act, an updated version of the ADA.

Special education is a broad term that describes the education of students who have intellectual, physical behavioral or emotional disabilities. Special education involves specially designed instruction that is provided at no cost to the parents to meet the unique needs of children with a disability. The Special Education Department at Mt. Pleasant High School services students who have Individualized Education Programs (IEP) or 504 Plans along with classroom teachers, administrators, case managers, parents, and students by forming a team with the common goal of helping all students succeed. Each student's IEP/504 is designed to meet the child's unique need, provide access to the general curriculum, as well as meet grade-level standards established by the state. Direct and indirect services are provided through special education teachers, par-educators, a speech therapist and school psychologist. Mt. Pleasant High School has embraced a co-teaching model of instruction which allows general and special educators the opportunity to use one another's expertise to include special education students in the general education classroom. In addition, the Special Education Department works closely with the Schools Counseling Department and School Health Services.

Some of the ways in which services are provided are: direct instruction, small group pull out, consultation and collaboration with regular education teachers, speech therapy (direct and indirect) and collaboration with the school psychologist and school counselors. Each student has a case manager who is tasked with the role of creating and implementing the students IEP/504 plan. In addition, case managers work closely with staff, assisting with strategies and accommodations to help students access the general education curriculum in

the least restrictive environment. The IEP/504 plans are reviewed annually by the special education coordinator, school psychologist, case manager, administrator, teachers, parents and others as identified to monitor and support students through their education career. The accommodation plans are kept in the offices of the school counselors or the special education coordinators. Additionally, they are maintained electronically on our districts secure Data Service Center which allows educators access to the plans as needed.

Special education students at Mt. Pleasant High School are provided equal access to the Middle Years and Diploma Programs as any other student. Opportunities to engage in all subject areas are extended to all students. The IB Coordinators, student case managers and classroom teachers will work together to ensure the appropriate accommodations to support special education students are in place in all IB classes. Additional guidance in supporting students with special needs through the IB exam process is available in the IBO document "Candidates with Assessment Access Requirements." IBO is committed to fairness and equity in student assessment. The IBDP Coordinator will work with students, teachers and families to ensure that application for any assessment accommodation is made to the IBO according to the IBO's guidelines.

Opportunities for IB Policy Review:

The IB Coordinators, Head of School and teachers review the IB policies annually. Actions taken by the school to implement the inclusion/special education policy are: review of policy during IB collaboration time in fall, access to policy via website, and inclusion/special education professional development opportunities for teachers. Actions taken by the school to communicate the inclusion / special needs policy to all members of the school community: access to policy via public website