Pensacola High School
International Baccalaureate Diploma Program
Special Education Needs Policy

Introduction and Purpose

The purpose of this document is to:

- Communicate to all stakeholders (administrators, teachers, students, and parents) the expectations for creating and maintaining an inclusive educational environment for all learners as required by State and Federal regulations and the IBO.
- Provide clear guidelines as evidenced by our mission, goals, and practice in the context of the IB Diploma Program at Pensacola High School.
- Establish clear responsibilities of all stakeholders.
- Present the various accommodations and support opportunities that are available to students and teachers.

The IB program at Pensacola High School supports all students who are accepted into the IB program including those who have special needs. These students will be welcomed, valued, given access to rigorous teaching and appropriately supported.

Philosophy

The mission of the International Baccalaureate Program at Pensacola High School is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. It is the vision that every student shall be supported in the learning process to attain the necessary skills to become successful adults. Goals include making them self-sufficient, caring and reflective members of society, and productive citizens in the global marketplace. It is our vision therefore, to provide all learners with the necessary resources, guidance, accommodations, and differentiated instruction needed for personal success.

The IB Program at Pensacola High School meets all state and federal requirements:

- IDEA – Individuals with Disabilities Act
- Section 504 of the Rehabilitation Act
- ADA – Americans with Disabilities Act
- Assistive Technology Act

Special Education Needs Policy Goals

The goals of the SEN Policy are:

- Adhere to national, state, and local laws regarding Exceptional Student Education.
- Ensure the needs of our identified special education students are accommodated.
- Identify roles, expectations, and responsibilities of all stakeholders.

The administration, faculty, and staff at Pensacola High School acknowledge that:

- Our students have different educational learning needs, abilities, and goals.
- Students gain knowledge and skills at different rates and through different means.
- All students are unique and capable of learning.

International Baccalaureate Principles

All special arrangements that may be authorized by the IB are based on the following principles. These principles are from *Candidates with Special Needs*.

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs.

1.2 Special arrangements are intended to reduce the adverse effects of a candidate's special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

1.3 The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma.

1.4 The school, not the IB, is responsible for establishing whether the Diploma Program can be taught and assessed. Advice may be sought from IB Cardiff (sen@ibo.org) before a school accepts a student with special needs; however, this advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources.

1.5 If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) (English, French or Spanish) arises from a diagnosed need, special arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.6 The IB aims to authorize special arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on both the candidate's usual method of working in the classroom and under assessment conditions.

1.7 The IB is committed to an educational philosophy based on international mindedness. Therefore, the special assessment needs policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with special assessment needs, the policy represents the result of a consideration of accepted practice in different countries.

1.8 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of need are the same. Given that cultural differences occur in the recognition of learning issues and the accommodations allowed, some compromise may be necessary to help ensure comparability between candidates in different countries.

1.9 If special assessment arrangements are necessary for a candidate, consultation with the IB is mandatory. Similarly, if a Diploma Program candidate has difficulties meeting the requirements for creativity, action, service (CAS), the appropriate IB regional office must be consulted. Any exceptions are stated in this document. However, a school may provide any kind of special arrangement for a candidate during his or her Diploma Program or trial (practice) examinations.

1.10 A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are considered.

1.11 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.

1.12 If special arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to IB Cardiff for scrutiny.

1.13 The list of special arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all other similarly affected candidates.

Roles and Responsibilities

Responsibilities of the School

- The school will work with the Exceptional Student Education Program of Escambia County Public Schools to make sure the program is in compliance with federal and local laws regarding students with special educational needs.
- The school, along with the Exceptional Student Education Program of Escambia County Public School, will raise staff awareness of the needs of our exceptional students.
- The school will provide resources for the implementation and continuation of the Special Education Needs Policy.
- School counselors in conjunction with the Exceptional Student Education Program of Escambia County Public Schools will provide access to IEP's and 504 plans for all teachers.
- Exceptional Student Education personnel, school guidance counselors, and support facilitators will provide updates and host meetings for IEP and 504 reviews.
- The school will facilitate the provision of appropriate accommodations as outlined by Exceptional Student Education Program of Escambia County Public Schools.
- The Exceptional Education facilitator will work collaboratively with faculty to support students with special education needs.

Responsibilities of the Faculty

- The classroom teacher will comply with all federal and local laws regarding special education needs.
- The classroom teacher will participate in all required training when available.
- The classroom teacher will maintain accurate records of students' progress.
- The classroom teacher with the assistance of the exceptional student services facilitator and counselor will become familiar with the special needs of the exception student by accessing the PEER Portal through the Escambia County School District staff webpage.
- The classroom teacher will provide accommodations as outlined by the students' IEP or 504 Plan.
- The teacher will maintain discretion and confidentiality in providing special education services.

Responsibilities of the Parent

- Parents will communicate to the school all information and documentation regarding their child's special education needs.
- Parents will have knowledge of their child's rights and accommodations within the school district policy.
- Parents will communicate with the school regarding any changes in their child's special education needs.
- If a student needs additional assistance for IB assessments, the parent will notify the IB Coordinator and provide documentation needed for IBO accommodation requests. (IBO will review the information and make the final decision).

Responsibilities of the Student

- Students will be proactive in asking for assistance from the school administrators, faculty, and staff.
- Students will be an active participant in classes and meetings.
- Students will follow all Escambia County Public School and Pensacola High School IB policies and procedures.

Responsibilities of the IB Coordinator

- The IB Coordinator will apply to the IBO for student accommodations for IB assessments if notified by the student and parent of a specific need. Documentation will need to be provided by the student or parent in order to proceed with the request.
- The IB Coordinator will provide examination accommodations as needed when approved by the IBO.

Special Arrangements

As stated in policy of the International Baccalaureate for diploma candidates with special needs, "The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where IB assessment conditions could put a candidate with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of attainment, special arrangements may be authorized (by the IBO). This policy applies to candidates affected by temporary, long-term or permanent disability or illness, including candidates with a learning difficulty."

Students that have either an IEP or 504 plan are eligible to apply for special arrangements with the IBO to assist the candidate during their preparation of work for assessments and in their written examinations. After the IB exam registration period in November, the IB Coordinator files a D1 form with the IBO for any student with special needs that has requested accommodations on IB assessments. Once the IB Coordinator learns the decision of the IB, the student, parents, and teachers involved will be informed.

Pensacola High School IB encourages students to come forward if they experience extreme adverse circumstances that negatively have impacted them and their performance. The IB coordinator will file a D2 form with the IBO as necessary.

Professional Development for Diploma Program Instructional Staff

Pensacola High School is committed to the support of ongoing professional development for all instructional staff. Diploma Program teachers are encouraged to attend a wide ranges of workshops including 20 professional development hours in strategies and methods of educating students with disabilities.

Resources for Parents, Students, and Instructional Staff

The Pensacola High School Exceptional Student Education Department has a full time coordinator who can provide support and assistance to staff and parents. Additionally the school designates a counselor as a 504 coordinator to assist parents in the process of applying for accommodations as well as a full time ESOL counselor. The IB Program at Pensacola High School employees a full time IB Counselor to support IB students as well and an IB Coordinator.

References and Resources

Candidates with special assessment needs, IBO, 2011

Handbook of Procedures for the Diploma Program, IBO, 2015

Meeting student learning diversity in the classroom, IBO, 2013

Exceptional Student Education, Escambia County Schools:

ese.escambia.k12.fl.us/programs.asp Program Standards and Practices, IBO, 2011

Special Needs Policy of Washington-Lee High School in Arlington,

Virginia Special Needs Policy of Vanguard High School in Marion County,

Florida Special Needs Policy of South Fork High School in Martin County,

Florida The Diploma Program: From Principles to Practice, IBO, 2009

Special Needs Policy Review Statement

This policy will be reviewed every three (3) years to ensure it remains current, effective, and aligned with the school's mission and both school district and International Baccalaureate standards. The review process will be conducted by a committee comprised of the IB Coordinator, the Head of School or an Administrator designated by the Head of School, the IB Counselor and Faculty representatives from each of the IB subject area groups, as well as a representative from the ESE department.This collaborative review ensures that multiple perspectives are considered, including academic standards, student support services, and subject-specific requirements. The review committee will assess the policy's effectiveness, identify areas for improvement, and recommend revisions as necessary to maintain best practices for our students.The next scheduled review will take place in 2028-2029, with subsequent reviews occurring every three years thereafter. Additional reviews may be conducted as needed in response to significant changes in school operations, IB requirements, or educational standards.