

Shore Regional High School International Baccalaureate Special Education Policy

The faculty and staff of Shore Regional High School cultivate an environment that is supportive of *all* students who choose to enroll in the International Baccalaureate program. To that end, we are prepared to accommodate students who have special needs. “The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. 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 accommodation may be authorized.” (Handbook of Procedures for the Diploma Programme 2013 77) Such individual needs may include but are not limited to learning disabilities; autism spectrum disorders; and/or physical, sensory, medical or mental health issues.

At Shore Regional High School, students experiencing educational, emotional, and/or transitional difficulties may be referred to our Child Study Team to determine the possible need for a special education instruction program. Members of the Child Study Team include a school psychologist, learning disability teacher-consultant and a school social worker.

Prior to conducting an initial evaluation, the Child Study Team, IB Coordinator, parents and teachers meet to determine whether or not an evaluation is indicated, and if so, develop an evaluation plan. Evaluations are completed within 90 calendar days and typically include Individual Education Program (IEP) or 504 Plans. An IEP is a written statement of an educational program which is developed, reviewed, revised and implemented for a school-aged child with a disability. The Section 504 Student Accommodation Plan documents the specific accommodations or supports the student needs to ensure that the individual needs of the student with a disability are met as adequately as the needs of non-disabled students. The comparison is to an average student in the general population. The Section 504 plan is designed to provide appropriate supports, not necessarily all of the supports that would “maximize the student’s potential” or “the best supports”.

No matter which educational plan a student requires, the Child Study Team and IB Coordinator meet with the student, parents, and teachers to discuss and implement the necessary accommodations. The teachers work with the student and parents with regard to how the student’s needs will be met in their individual classrooms and to decide on the best routes of communication for monitoring the student’s progress. Teachers are expected to inform the IB Coordinator if problems or concerns arise.

If necessary, the IB Coordinator informs the IBO using the appropriate forms and providing the necessary documentation of the special needs of students requiring accommodations such as extended time on examination papers. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed.

Communication to Stakeholders

Shore Regional High School’s “IB special education policy” is posted on the school’s International Baccalaureate webpage, can be made available if necessary in hard copy form in the main office, and is digitally shared with all Shore Regional IB students and their parents.

Special Education Policy Review

The IB Special Education Policy will be reviewed once during each school year by the entire staff and modified as needed by the Shore Regional High School Leadership Team. Revisions to the policy can be suggested at the time of review and submitted to the school’s Board of Education for approval.