



Terry Parker High School

International Baccalaureate Diploma Programme Inclusion/Special Educational Needs Policy

7301 Parker School Road
Jacksonville, FL 32211
Phone (904) 720-1650

Mrs. Megan Mckinney – Principal/Head of School
Dr. Darcey Gray –Diploma Programme Coordinator

Vision

Students will be competent consumers of information as they seek out and create opportunities to expand their awareness and knowledge of the world. They will empower their own educational path and be leaders in programs on our campus with the aim of making our school, as well as, the world a better place.

Mission

Terry Parker High School aims to provide meaningful daily instruction and multiple pathways to ensure all students, regardless of program, are given the tools necessary to succeed in life. Terry Parker High School provides opportunities for students to apply knowledge in real-world experiences, to gain knowledge in developing interpersonal skills, and to bridge the gap between high school and global citizenship.

Philosophy

The total environment of any institution greatly influences the outcome of the activities conducted in that institution. The cooperation and teamwork of the Terry Parker faculty, staff and administration helps to shape an environment in which students may effectively pursue their post-secondary and beyond goals. We aim to uphold the Vision and Mission of Terry Parker High School and the Duval County School Board on our campus to remain aligned to the district's strategic plan and focus on the education of our future.

Identification of Students with Special Educational Needs

Terry Parker recognizes that many of our students have special academic, physical, social or emotional needs that have a direct impact on their academic success and educational needs. Some special needs are identified as:

- Specific Learning Disabilities
- Emotional Impairments
- Speech and Language Impairments
- Visual Impairment
- Hearing Impairment
- Hearing Impairment
- Physical Impairment
- Health Impairment
- Autism Spectrum Disorders
- Cognitive Impairments

For students experiencing academic and/or behavioral difficulties that may not have a specified disability or require special educational services to meet their individual education needs Terry

Parker is committed to keeping open communication with the student and his/her parent or guardian. Teachers at Terry Parker are well versed in providing varied accommodations to ensure that all students have the opportunity to be successful academically. At any time, a parent/guardian or teacher may request that the student be evaluated for an individualized education plan (IEP) or 504 in accordance with the guidelines set forth by the Duval County Public Schools Exceptional Education and Student Services Department.

To ensure that all students are provided with the appropriate level of support essential to student success Terry Parker adheres to the Federal Statutes listed below.

- The Individuals with Disabilities Education Act (IDEA) -Ensures services to children with disabilities throughout the United States so that they may be provided with a free and appropriate education (FAPE).
- Section 504 of the 1973 Rehabilitation Act – Protects individuals from discrimination based on their disability
- Americans with Disabilities Act (ADA) - prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local govern

Documentation of adherence to these guidelines while working with students with special educational needs are kept through our School Counseling Department, Exceptional Student Education Departments and school district's online student information System, FOCUS.

Special Educational Needs

Individual Education Plan

Students with special educational needs who have an Individual Education Plan (IEP) that is developed by their interdisciplinary team and is reviewed annually. Each student will be assigned varying exceptionality teacher who is responsible for maintaining and updating the IEP. General Education and Exceptional Education teachers adapt their instruction to suit individual educational needs. Each of the student's teachers are responsible for ensuring the accommodations and modifications on the student's IEP are followed.

Section 504 Accommodations

A student may be eligible for a Section 504 Accommodation Plan if they have a diagnosed condition that limits their ability to be successful in school without accommodations. The 504 Plan is updated annually during a 504 update meeting with the student, parent, teacher, school Counselor, and school psychologist. Student's teachers is responsible for ensuring the accommodations on the student's 504 Plan are followed.

Before students who have an IEP or 504 Plan are registered for IB exams, the IB Diploma Programme Coordinator will work with the IB School Counselor and Varying Exceptionality Lead and family to determine if accommodations should occur for internal or external assessments. When appropriate, the IB Diploma Programme Coordinator will submit the required paperwork requesting accommodations for assessments according to the protocols established by the IB.

Responsibilities

Student will:

- Will take responsibility for their learning to meet their educational goals and demands of the IB curriculum while ensuring that their educational needs are met through self-advocacy.
- Will communicate any changes to and/or effectiveness of their educational needs to their parent and teacher.

Teachers will:

- Comply with Federal and state laws that dictate goals and objectives of an individual's IEP that supersede the requirements of the IB.
- Maintain Student confidentiality regarding student's special educational needs.
- Communicate with student and parent regarding student progress and updates to student's special educational needs as needed.
- Differentiate instruction to meet the needs of all students in the classroom without changing the core essence of the task or scoring rubric.

Parents/Guardians will:

- Actively participant in decisions regarding the special educational needs of the student
- Communicate information to the school regarding any changes to the special educational needs of the student.
- Provide and/or submit the required documentation needed to file accommodations/modifications requests for district, state, national, or international assessments by the designated deadline

IB Coordinators will:

- Ensure that the documentation needed to obtain accommodations/modifications for district, state, national and/or international assessments are submitted to the designated testing organization when it is appropriate for school personnel to do so.
- Maintain discretion and confidentiality in the special educational needs that are being met for individual students.
- Attend IEP meetings as needed
- Attend parent/teacher conferences as requested

Administration will:

- Ensure that school personnel comply with all federal and local laws regarding the special educational needs of students.
- Maintain discretion and confidentiality in the special educational needs that are being met for individual students.
- Provide information on professional development opportunities available for assisting students with special educational needs.
- Attend parent/teacher conferences as requested.

Communicating Policy to stakeholders

Terry Parkers International Baccalaureate Programme Inclusion/Special Educational Needs Policy will be communicated to all IB students, parents, community members, teachers and Leadership team members as follows:

- Policy will be posted on Terry Parker's IB website as well as available upon request from IB Coordinator.
- Quarterly Parent/Community Meeting. Updates will be provided as needed.
- Updates to policy will be included in IB Quarterly parent newsletter/email
- During the Leadership team meeting.
- Monthly IB PLC (as needed)

On-going review

The special needs policy will be reviewed annually to ensure the document that reflects the needs and desires of our school and district. Policy will reviewed for:

- Updates to Federal, and State, Local guidelines as it relates to the inclusion/special needs policy
- IB as it relates to the inclusion/special needs policy.
- Continued Effectiveness of the current policy
- Does the policy clearly and effectively communicate the procedures for students who have Special Educational Needs at Terry Parker?
- If the policy is being implemented with fidelity

Composition of the review committee

Darcey Gray, IB Coordinator

Lindsey Cruz, IB Counselor

Yvonne Reed, Varying Exceptionality

Karen Griffin, Varying Exceptionality

Mark Robin-Penniman, IB English Teacher & CAS Coordinator

Megan Mckinney, Head of School

Links to other working documents:

Learning diversity and inclusion in IB Programmes

Candidates with Assessment Access Requirements (2014)

Handbook of Procedures for the Diploma Programme

(2016) IBO Programme Standards and Practices (2014)

Additional Resources

idea.ed.gov

fldoe.org

Terry Parker High School would like to acknowledge the following IB World Schools whose published Special Educational Needs Policies served as a model in the creation of this document:

Bloomfield Hills High School

Paxon School For Advanced Studies

Samuel F. Wolfson School For Advanced International Studies and Leadership
Patrick Henry High School