

Sunny Hills High School International Baccalaureate Programme INCLUSION and SPECIAL NEEDS Policy

Sunny Hills High School Mission Statement: We believe in the potential of all students to pursue knowledge, create and innovate, build community, and act responsibly.. Our programs and practices promote relevant, world-class educational and growth experiences individualized to students' post-high school goals.

International Baccalaureate Mission Statement: The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Inclusion and Special Needs Policy

Philosophy: The faculty and staff of the Sunny Hills High School International Baccalaureate Diploma Program strive to build a community that is supportive of all students who choose to participate in the IB. To that end, we accommodate students who have special needs. These accommodations include what is helpful and appropriate for the learning environment in consultation with parents and district staff in order to promote robust mastery of the material. In addition, "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 2017). These individual needs may include but are not limited to learning disabilities; autism spectrum disorders; and/or physical, sensory, medical or mental health issues. We believe in supporting all of our students, including those with special needs, so that conditions for the program are as fair and equitable as possible.

Legal Requirements: Under the Federal Individuals with Disabilities Education Act (IDEA), teachers and LEA's are required to implement and follow all modifications or accommodations of all students with special needs' Individual Education Plan. Likewise, teachers and LEA's are required to implement and follow all accommodations of Students with disabilities 504 plans, created under the Rehabilitation Act (1973).

Identification of Students with Special Needs:

When students begin their junior year of the IB program, the IB Coordinator generates a roster of students and submits it to the Assistant Principal of Instruction and Pupil Services. The Administrator reviews the list and informs the IB Coordinator of any students who have a 504 plan or IEP in place at the school.

Updated by S. Rosenkranz and S. Murrietta on 09/26/2023

Reviewed and revised by R. Bradburn and V. Lemus on 09/27/2023

Teachers of IB students who have 504 plans or IEP's are given a copy of those plans and are legally required to make the accommodations listed therein. Teachers and the student work together to assist the student with his or her special needs. In addition teachers participate in an annual IEP/504 meeting with Student Services staff to provide feedback and get updates on students needs. IB teachers will communicate with parents concerning a student's special needs and provide necessary professional documentation.

Meeting Needs within the Classroom:

The IB Coordinator meets with the student, parents, and teachers to discuss the necessary accommodations. The teachers work with the student and parents concerning 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.

Meeting Needs with IB Assessments:

The IB Coordinator informs the IBO using the appropriate forms (D1) 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.

Stakeholder Rights and Responsibilities

Students have the rights and responsibilities outlined in their IEP and 504 plans as well as the right to be actively involved in the creation and implementation of these plans.

Teachers have the rights to know the specifics of student IEP and 504 modifications and accommodations and the right to clarify questions concerning the practical application of these modifications and accommodations. Teachers have the responsibility to follow student IEP and 504 plans as they pertain to teaching, learning, and assessment in their classrooms.

Parents have the right to participate in the process of creating and implementing IEP and 504 plans and to give and receive communication about concerns regarding the plans.