



Gulf High School International Diploma Programme Inclusion Policy

In keeping with the the *IB Learner Profile* attribute that guides us to be *Reflective*, the Gulf High School International Baccalaureate Diploma Programme institutes this Students with Learning Support and Assessment Access Inclusion Policy.

“We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

Students with Learning Support Inclusion – Philosophical Principles

- ◆ Learning is a biological function of all human beings and all have the right of equal access to an appropriate education.
- ◆ Pasco County Schools’ Vision is, “To provide a world-class education to all students,” and its Mission is that, “All our students achieve success in college, career, and life.”
- ◆ Recognizing that institutions may either facilitate or construct barriers to access, the Gulf High School International Baccalaureate Diploma Programme seeks to understand the individual barriers faced by learners and collaboratively enact solutions to guide learners to reach their highest potential.
- ◆ As reflective members of this community of learners, who understand both our strengths and weaknesses, administrators, counselors, teachers, students and their families shall work together to build scaffolds to support student achievement, and to guide students’ personal development in order to gain greater independence in life and learning.
- ◆ To support teachers’ ability to understand, differentiate, and accommodate for the unique needs of students, Pasco Schools shall provide professional development of no less than 20 hours in-service in addressing the needs of ESE students.

Legal Foundations for Exceptional Student Education and Inclusion

- ◆ This inclusion policy ascribes to the the laws set forth by the Florida Department of Education (FDOE) and the U.S. Department of Education (USDOE) including all relevant acts, laws, and statutes encompassed by the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 (Section 504), the Assistive Technology Acts (AT Act).
- ◆ Free Appropriate Public Education (FAPE) is an educational right of all students with disabilities in U.S. schools wherein their needs are met as adequately as those of non-disabled students. (Source: Rehabilitation Act of 1973)
- ◆ The Pasco County School Board enacts policies under legislative authority that address Exceptional Student Education (ESE) and may be found by going to [Board Documents](#). Of relevance are Policies 2460, 2460.01, and 2260.
- ◆ To protect the guarantees of equal access to educational opportunities, Pasco County Schools has a District Compliance Officer/Equity Manager who may be reached at +1 (813) 794-2679.

Procedures for Addressing Bullying and Harassment

- ◆ The learning environment at Gulf High School shall be a safe, nurturing place where students and staff demonstrate mutual respect for the uniqueness of the individual.
- ◆ The Gulf High School Student Code of Conduct shall expressly protect students from bullying and harassment and have steps in place for reporting alleged bullying and harassment. Upon receiving a credible report, the IB Coordinator or other school administrator shall conduct an investigation, and upon the outcome, determine appropriate consequences. The safety and well-being of students shall be of primary concern. Reports may be made at the [Report Bullying](#) site.
- ◆ Gulf High School provides opportunities to create clubs and organizations that foster an inclusive school community while promoting mutual respect and diversity.

Roles and Responsibilities for Serving Students with Learning Support Requirements

- ◆ District: Pasco County Schools will assign a Compliance Specialist to oversee the legal assurances and processes for the provision of all ESE educational services afforded by law and to advise the school as such. The Compliance Specialist will maintain records, communicate with students, families, teachers,

and school administrators, and be part of the internal or external audit conducted for the ESE program of services.

- ◆ School: Gulf High School will assign an ESE-certified teacher to serve as case manager to all ESE students who will oversee the services and compliance aspects of the student's academic and social development needs while enrolled. Gifted students will have a Gifted Resource Teacher assigned who will meet with the student regularly, update teachers and family, and maintain gifted students' Educational Plan (EP). IB students being considered for or with a current 504 Plan shall be served by the IB School Counselor.
- ◆ Parent/Guardian: The parent/guardian of students with learning support requirements shall maintain open communication with teachers, the Case Manager, the IB School Counselor, and the IB Coordinator. The parent/guardian of students with learning support requirements shall provide all necessary documentation to the school and acknowledge receipt of rights, safeguards, and other information provided to them by the school. The parent/guardian of students with learning support requirements shall keep the school updated as to any changes affecting their student's learning situation, disability, or medical condition, and/or with any requests for revisiting the Individual Education Plan (IEP), EP, or 504 Plan. If the IB Coordinator pursues inclusive assessment arrangements, the parent/guardian of students with learning support requirements must cooperate with all steps surrounding the review of the request by The IB.
- ◆ Teachers: Teachers shall comply with all laws relating to the instruction of students with learning support requirements as contained in the IEP, EP, or 504 Plan and maintain confidential information per the [Principles of Professional Conduct for the Teaching Profession in Florida](#). Teachers shall seek guidance from the Compliance Specialist, Case Manager, ESE administrator, IB School Counselor, and/or IB Coordinator when help is needed. Teachers shall document in lesson plans and/or through the myPGS system their planned use of instructional strategies and accommodations that assist students with learning support requirements to meet their learning goals.
- ◆ Student: Students with learning support requirements shall be self-advocating as leaders and decision-makers in the progress of their education. Students with learning support requirements shall actively participate in all learning opportunities offered and complete work and assessments with accommodations or modifications contained in the IEP, EP, or 504 Plan. Keeping the "transitional" nature of the IEP in mind, students shall reflect upon their personal growth and their continuing, changing or diminishing needs for supports, and shall report on this to their parent/guardian, teachers and/or IB School Counselor.
- ◆ IB Coordinator: The IB Coordinator shall assure that teachers are planning for and meeting the accommodations required by the IEP, EP, or 504 Plan. The IB Coordinator shall assure that equal access to the Gulf High School International Baccalaureate Diploma Programme is afforded to disabled and non-disabled

students alike without regard to disability as an exclusionary factor. The IB Coordinator shall apply for and make provisions for inclusive assessment arrangements when falling within the guidelines determined by The IB.

- ◆ IB School Counselor: The IB School Counselor shall serve as a liaison between the student/family and the classroom teachers. The IB School Counselor shall open periodic communication with teachers regarding students with learning support requirements and their ability to maximize learning in the classroom setting, use of accommodations, and potential next steps towards greater ownership of learning. The IB School Counselor shall consult with the IB Coordinator regarding inclusive assessment arrangements as noted in this policy document, and assist with the gathering of documentation, as needed.

Inclusive Assessment Arrangements for Candidates with Assessment Access Requirements

- ◆ The IB Coordinator and the IB School Counselor shall review records of students with an IEP or Section 504 Plan to determine if assessment accommodations are indicated. Upon querying the instructional staff, the IB Coordinator shall apply for inclusive arrangements per guidelines and due dates established by The IB and published in the *Handbook of Procedures*, currently through submission of the D1 form.
- ◆ Assessment accommodations shall be afforded students approved for such by The IB in accordance with technical assistance provided in the IB publication, *Candidates with assessment access requirements*, or other similar IB publication issued in the examination year.