

Manheim Township International Baccalaureate Inclusion Policy

A guiding principle of the International Baccalaureate Organization is that “education for all is considered a human right,” and that “education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student” (IBO: Learning Diversity and Inclusion in IB Programmes, 2016). Manheim Township School District and The International Baccalaureate Organization share a commitment to open access to education for students with diverse needs. Students with individualized learning needs may receive accommodations through Individualized Educational Plans (IEPs) as outlined in Manheim Township School Board policy:

The district shall offer each student with a disability education programs and services that appropriately meet the student’s needs for educational, instructional, transitional and related services. A student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the district’s general curriculum and participation in state and local assessments, including supplementary aids and services that permit the student to be educated, to the maximum extent appropriate, with nondisabled peers.

(School Board Policy 113)

Rights and responsibilities of all members of the school community

All members of the school community have the right to an educational process that removes barriers to inclusion and allows students to reach their full potential as learners. Learners have the right to reasonable accommodations to allow them to demonstrate their learning, with allowances made for personal challenges and identified learning needs. Students have the right to learn in their least restrictive environment, including inclusion in the IB program with accommodations made for identified learning needs. While the International Baccalaureate Diploma Programme entails a rigorous academic course of study, our school is committed to making the IB curriculum accessible to all students. Students with diverse instructional needs participate successfully in the Manheim Township International Baccalaureate Diploma Programme. Teachers have the responsibility to adapt instructional methods as appropriate based on students’ identified needs as outlined in Individualized Educational Plans to assist students with special learning considerations to attain their educational goals. The school has the responsibility to provide supports to allow students to learn in their least restrictive environments. Classroom teachers, administrators, special education case managers, parents, and students form a team with the common goal of helping all students succeed. Individualized Educational Plans are revised regularly as students progress through their educational career.

Structures and processes to comply with legal requirements

Manheim Township has an array of structures and processes in place to ensure compliance with all legal requirements for the support of students with special learning needs. Students are evaluated from early age and/or whenever concerns about a disability or specific learning challenge arise. Identified students

receive an Individualized Learning Plan including specific appropriate accommodations. For IB exams, accommodations requests are submitted in writing through the IB Coordinator to the IBO.

Specifically, pursuant to School Board Policy 113 outlines the following ensuring compliance with state law:

The Board directs that all students with disabilities shall be identified, evaluated, and provided with appropriate educational programs and services, in accordance with federal and state laws and regulations. The district shall establish and implement a system of procedural safeguards and parent/guardian notification as part of its Special Education Plan.

The district prohibits discrimination based on disability. Students with disabilities are entitled to receive services and accommodations which will permit them to participate in district programs, services and activities as required by law.

The district annually conducts awareness and outreach programs and activities designed to reach district residents including parents/guardians of students with disabilities who are enrolled in the district.

A student shall be assessed in all areas related to the suspected disability including, as appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

A re-evaluation of a student who currently has an IEP shall be conducted as required by state and federal law and regulations.

Parents/Guardians may request an evaluation at any time. The parent/guardian request must be in writing. An appropriate evaluation shall include:

1. Testing and assessment techniques required in light of information currently available from previous evaluations.
2. Information from parents/guardians and school staff familiar with the performance of the student.
3. The student's education records.

When assessing the presence of a specific learning disability, the evaluation shall be consistent with procedures adopted by the district and comply with state and federal law and regulations.

IBO is committed to fairness and equity in student assessment. In particular, the IBO specifies possible accommodations for students identified as having special needs arising from one or more of the following circumstances:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions

- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

Students who may need testing accommodations for IB exams work with the IB Coordinator in advance of the examination session to request appropriate accommodations from the International Baccalaureate Organization.

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