



## South Dade Senior High School

### International Baccalaureate Diploma Programme Exceptional Student Education (Inclusion) Policy

#### Philosophy

At South Dade Senior High School, we believe that **every child can learn** and should be provided with the skills, strategies, and support needed to achieve success—academically, socially, and personally. Guided by the International Baccalaureate (IB) philosophy and the learner-centered nature of IB instruction, we are committed to providing all students with the resources, guidance, accommodations, and differentiated instruction they need to reach their highest potential.

Our IB Diploma Programme operates within the **Miami-Dade County Public Schools (MDCPS) Magnet Program procedures**. However, South Dade SHS reviews and applies these procedures in **full compliance with IB requirements**, ensuring that inclusion opportunities are available for all eligible students. We strive to make the IB Diploma Programme accessible to the broadest possible range of learners, minimizing barriers while maintaining the academic rigor that defines the IB experience.

#### Application Process

- All students are encouraged to apply, including those with documented or undiagnosed special educational needs.
- Prior to the application period, IB DP information is shared widely with students, families, and feeder schools.
- The application process balances accessibility with the need to ensure academic readiness and family support.
- Students applying through the MDCPS Magnet process must also meet South Dade's IB admissions criteria and will be considered under both IB and MDCPS guidelines.

#### Special Education (SPED) & Diverse Learning Needs

South Dade SHS recognizes that IB DP students may have:

- Specific learning disabilities (e.g., dyslexia, dyscalculia)
- Language and communication disorders
- Emotional or behavioral challenges

Most recent review: August 13, 2025. In consensus with school representatives and IB Teachers and Administrators

- Physical disabilities affecting mobility
- Sensory impairments (e.g., vision or hearing loss)
- Medical conditions (e.g., asthma, epilepsy, diabetes)
- Mental health conditions (e.g., ADHD, anxiety, eating disorders)
- Exceptional ability (gifted/talented)

We implement inclusive teaching techniques to ensure all students can meet IB standards, using differentiated strategies such as:

- Alternative assessments
- Project-based and authentic learning opportunities
- Flexible instructional approaches tailored to student strengths

### **Compliance with IDEA and MDCPS**

In accordance with the **Individuals with Disabilities Education Act (IDEA)**, eligible students receive a **Free Appropriate Public Education (FAPE)** with services tailored to their needs through Individualized Education Plans (IEPs) or 504 Plans. Services may include:

- Individual or small-group instruction
- Curriculum modifications
- Physical, occupational, or speech therapy
- Assistive technology
- Testing accommodations

### **Response to Intervention (RtI)**

South Dade SHS uses a tiered RtI model to provide targeted support based on student needs, with early intervention as a priority to promote success in IB coursework.

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### **IB Assessments for Students with Special Needs**

- The IB DP Coordinator ensures all accommodation requests comply with IB's *Candidates with assessment access requirements* policy.
- Requests are submitted through the IBIS D1/D2 process with appropriate documentation.

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- Accommodations may include: extended time, rest breaks, separate testing rooms, assistive technology, large print or Braille, audio formats, or modified assessment formats as permitted by IB.
- These accommodations support access, not an advantage, and must align with documented needs in a student's IEP or 504 Plan.

## **Roles and Responsibilities**

### **IB Coordinator and School Staff**

- Provide clear guidance to students and families regarding IB DP access and supports.
- Collaborate with Exceptional Student Education (ESE) specialists and counselors to review IEP/504 documentation.
- Attend IEP/504 meetings to ensure alignment between supports and IB requirements.
- Submit IB accommodation requests in a timely manner.
- Monitor and support the implementation of classroom and exam accommodations.

### **Faculty and Staff**

- Familiarize themselves with student needs as documented in IEP/504 plans.
- Implement differentiated strategies and accommodations in alignment with IB pedagogy.
- Maintain confidentiality and uphold student dignity in providing support.

### **Parents/Guardians**

- Provide the school with updated documentation for IEP/504 plans.
- Communicate with teachers and the IB Coordinator about their child's needs.

### **Students**

- Take an active role in their learning by seeking assistance and using available supports.
- Communicate their needs respectfully and responsibly to teachers and staff.

## **Review and Accessibility**

This policy will be reviewed annually by the IB Coordinator in collaboration with school administration, ESE staff, and MDCPS Magnet Office representatives to ensure ongoing alignment with IB, MDCPS, and state requirements, as well as the evolving needs of our student population.

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