



Rational

Paxon School for Advanced Studies recognizes that the students attending our school have various academic, cultural, socio-economical and a range of other experiences that impact their educational needs. While some students may have a documented special educational need, other students may have special needs that have yet to be diagnosed. Examples of these special needs include but are not limited to:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behavior challenges
- Multiple disabilities and/or physical, sensory, medical or mental health issues
- Gifted and talented students

One of Paxon's primary goals is to ensure that students are provided with the appropriate support necessary for success in an advanced course of study. In order to make this possible, Paxon adheres to the following federal statutes addressing the educational rights of children:

1. **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).
2. **Section 504 of the 1973 Rehabilitation Act** - Protects individuals from discrimination based on their disability
3. **Americans with Disabilities Act (ADA)** - prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

Identification of Students with Special Educational Needs

All students experiencing academic and/or behavioral difficulties may not have a specified disability or require special educational services to meet their individual education needs. For many cases, open communication with the student and his/her parent or guardian may provide the necessary information that the teacher needs in order to provide accommodations for the student to be successful academically. However, the parent/guardian or teacher may request at any time that the student be recommended for further evaluation and assessment in accordance with the guidelines set forth by the Duval County Public Schools Exceptional Education and Student Services Department to identify whether steps need to be taken toward the creation of an individualized education plan (IEP) or 504 plan in order to provide further assistance to the student.

Special Arrangements for Students with Special Educational Needs

Information regarding any student identified as having an individualized education plan (IEP) or a 504 plan is given to all teachers who will be working with that student each school year. The plans are updated annually and copies of the accommodations that the student requires are distributed to each teacher at the beginning of each school year so that the most updated plan is utilized to

meet the special educational needs of the individual student. Any requests for accommodations or modifications for assessments/examinations taking place outside of the classroom (state assessments, IB, AP, etc.) are submitted to the appropriate organization in accordance with that organizations procedures and deadlines by individual designated for this purpose (ex. the IB coordinator submits requests for students needing accommodations for IB assessments/examinations through IBIS).

Responsibilities

1). Students will:

- Work towards becoming a self-advocate for their special educational needs
- Be an active participant in decisions regarding their special educational needs

2). Teachers will:

- Comply with all federal and local laws regarding the special educational needs of the student
- Utilize school personnel (ex. other teachers, school counselors, district staff, etc.) as resources for ensuring that the student is having their special educational needs addressed
- Work with the student and parent regarding any changes to the special educational needs of the student
- Maintain discretion and confidentiality in the special educational needs that are being met for individual students

3). Parents/Guardians will:

- Be an active 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

4). Coordinators (IB, AP, Testing) 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

5). 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

Communicating the Special Educational Needs Policy

- Paxson's special educational needs policy will be for parents, students and community members to access.

- A copy of the special educational needs policy will be made available for current school personnel to access. Newly hired school personnel will be made aware of this document and how to access it during one of the Paxon new teacher orientation meetings.

Review of the Special Educational Needs Policy

Paxon's Special Educational Needs policy will be reviewed by the School Improvement Team (SIT) on an annual basis as needed.

Links to other working documents:

IBO Candidates with Assessment Access Requirements (2014)

IBO Handbook of Procedures for the Diploma Programme (2016)

IBO Programme Standards and Practices (2014)

Additional Resources

www.ada.gov

www.hhs.gov

idea.ed.gov

This document was created in collaboration by the IB Diploma Programme coordinator, teachers, counselors, administrators, and students.

Paxon School for Advanced Studies 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:

- Frank C. Martin K-8 Center
- Gulliver Preparatory School
- Hampton High School
- Mesa Public Schools IB K-12 Continuum
- Vanguard High School