



SOUTH FORSYTH HIGH SCHOOL

585 Peachtree Parkway
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Special Education Needs/Inclusive Education Policy - 2022 **Forsyth County Schools – South Forsyth High School**

Forsyth County Schools' special education programs are founded upon the belief that all children are capable of learning and being successful in school experiences which are designed to develop academic, social, emotional, behavioral, and independence skills for active participation in their community. System policies are in place to provide counseling and guidance in the best placement for each individual child. The system and the school believe in an open enrollment policy where any student can have access to any program, including the IB Programs at South Forsyth High School, which is available at the given school site. A waiver process exists for students wishing to take courses for which they did not receive a teacher recommendation, and after a consultation and discussion of the requirements and expectations of the IB Programs with the parent and student, the school will grant open access to the course requested. Forsyth County Schools and South Forsyth High School promote a school-wide culture of collaboration that supports inquiry and problem solving. Additionally, parents of students who are NOT districted for South High, may choose to request out-of-district attendance at a school for a specific program, such as the IB Diploma or IB Career-related Programs, though they must formally request such and show that they have met the prerequisite course-work to be able to complete either program in 11th & 12th grades. Any Out-of-District students attending South Forsyth High School for purposes of participating in the IB Programs there must take at least two advanced prep courses (either Honors level or AP) during their 9th and 10th grade years and must continue to develop a World Language in both years as well in order to prepare for admittance into the IB Programs in the 11th grade. The decision for Out-of-District is left to individual principals' discretion within Forsyth County/system level guidelines. At South High, any student wishing to participate in either the IB Diploma or the IB Career-related Programs only need complete a two-year planning conference and submit a formal intent form.

Any student with special needs identified by an Individual Education Plan (IEP) or Section 504 Accommodation Plan (plug in full title?) will also qualify for accommodations to instruction and assessment in the class and for formal IB Program evaluation. At South Forsyth High School, inclusion within regular IB Courses and classrooms is the practice and expectation, with accommodations as specified by the required State and Local regulations for individuals with special needs.....

Individual Education Plans (I.E.P.) and 504 Information –

The Forsyth County School System and South Forsyth High School follow Individuals with Disabilities Act (IDEA) rules for Child Find and the determination of accommodations and services

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through a student's Individualized Education Plan (IEP). Each school has a special education department chair as well as a special education facilitator to support staff. As per IDEA each special education student's IEP is individualized to determine appropriate accommodations and services to participate in the IB program as per IB eligibility requirements.

The special education department has available additional resources, forms, and practices available on a website/app available to all staff which can be found here:

https://drive.google.com/file/d/15kYzu7kmwOLeN_TR4jhXhfxz5sCWq2dW/view

Steps and Contacts for any requests for special needs assistance.

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Section 504 of the Rehabilitation Act of 1973 is designed to prohibit discrimination based on disability in any program or activity receiving Federal money. This statute obligates public schools to provide equal access and equal opportunity to otherwise qualified persons with disabilities. To determine 504 eligibility, a student must demonstrate: as a result of an evaluation, to have a physical or mental disability/impairment (or having a history of a physical or mental disability/impairment) that substantially limits one or more major life activities.

504 Accommodation Plans are created and managed by each school. For more information regarding Section 504 Eligibility and Plan development process, review the brochure linked below and/or contact your school's SST/504 coordinator.

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- [Parent Rights - 504 Accommodation Plans](#)
- [Parent Rights -504 Accommodation Plans in Spanish](#)
- [Section 504 Procedural Safeguards](#)

Helpful Resources For Parents:

- [Understanding the Differences Between IDEA and Section 504](#)
- [Medical Letter](#)
- [Link to Georgia Department of Education](#)

In regard to official SFHS IB Program Assessment for those with Special Needs, all of the below is pulled from and adapted from IBO's [Special Needs policy](#) and [Assessment Procedures guide](#).on IB's MyIB Resource Center.

Like IB, South Forsyth High School believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

- Some examples of issues Candidates may need access arrangements (per IEP or 504 requirements) due to learning support requirements such as:
 - learning disabilities
 - specific learning difficulties
 - communication and speech difficulties
 - autism spectrum disorders
 - social, emotional and behavioral challenges
 - physical and sensory challenges
 - medical and mental health difficulties, including temporary medical conditions (with onset or occurrence up to three months before the IB examinations offered in May/November)
 - additional language learning.

However, SFHS believes access arrangements are not restricted to students with identified challenges. They should be provided to any student who requires support, and where the need can be justified based on the eligibility criteria articulated in the IB's *Access and inclusion policy* (November 2018, updated February 2021). In addition, student accommodations would be discussed and recommended as part of his or her IEP for Section 504 Accommodation Plan. (just a suggestion)

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Rights and Responsibilities of all members of the school community

Students are responsible for advocating for themselves by reminding and or requesting any accommodations such as extended time or larger font from their teachers in individual classrooms where they feel the need as provided by the Individual Education Plan (IEP) or 504 unless already provided by their teacher.

Parents have the right to request evaluation of their student/child for potential accommodations to how their child is assessed by following the specific county, state and federal guidelines for special needs evaluation for eligibility consideration for an Individual Education Plan (IEP) or 504 Accommodation Plan.

Teachers are responsible for providing all required accommodations to assessment of students based upon the specifics of the students Individual Education Plan (IEP) or 504.

Coordinators are responsible for supporting staff in their efforts to work with students
Coordinators are responsible for submitting requests for modification of assessments to the IBO via IBIS where the students Individual Education Plan (IEP) or 504 requires so.
Coordinators are responsible for preparing all necessary modified assessment materials or needs for additional invigilators for IB specific assessment and invigilation.

The list of most possible special access arrangements that may be requested is below, though it is not necessarily limited only to these specific issues. Special requests as needed must be made through IBO prior to implementation.

Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake examinations	Yes
Flexibility in examination location	Authorization required?
Separate room	No
Seating	No
Alternative venue	Yes
Flexibility in presentation of the examination or input	Authorization required?

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Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No
Color naming (for students with colorblindness)	No
Flexibility in method of response	Authorization required?
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes
Use of human assistance	Authorization required?
Care assistant	No
Prompter	No
Communicator	No
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions	No
Designated person to name colors (for students with color blindness)	No
Non-standard flexibility for an individual student	Authorization required?
Access to reasonable adjustment	Yes

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