



GREENVILLE CENTRAL SCHOOL DISTRICT

*Spartan* **STRONG**

*Where everyone learns, teaches, and belongs.*

**Greenville Central School District**

**International Baccalaureate Diploma Programme**

**INCLUSION/ SPECIAL EDUCATION POLICY (Updated September 2023)**

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## **Statement of Inclusion Philosophy**

Greenville High School is committed to providing effective support for students with learning and/or physical disabilities. The school recognizes its responsibility to ensure that students with disabilities eligible for special education programs and services under the IDEA and Article 89 of New York's Education Law receive those services in the least restrictive environment appropriate to meet their individual educational needs. The school will provide special services or programs to enable students with disabilities to be involved in and progress in the general curriculum, to the extent appropriate to their needs.

Greenville High School and the International Baccalaureate Organization share the belief that every student can learn and that every student should be provided with those creative thinking and learning skills that will empower each to reach his or her individual potential, to respect and value themselves and others and to become life-long learners. As an authorized IB World School, the IB program at Greenville High School follows all policies established by the IBO regarding the access of the program for students with special education needs as well as the protocols for seeking approval for assessment accommodations.

## **Principles and Practices**

It is the Greenville High School's commitment that all students receive the necessary resources, guidance, accommodations, and differentiation needed to attain the highest level of personal success.

- The school will provide guidance and information so that students with special needs can make informed decisions concerning course selection.
- Special Education case managers will provide each candidate's teachers with relevant IEP or 504 plan documentation which will be implemented within the student's IB course(s) for all internal assessments and coursework.
- Special Education case managers, in conjunction with the Director of Special Education & Pupil Personnel Services and the IB coordinator, will apply to IB in a timely manner for students' accommodations for external assessments.
- The classroom teacher, in conjunction with the Special Education case manager and/or co-teacher, will familiarize him/herself with the nature and needs of his/her students' special needs by utilizing school resources and will implement the student's 504 plan or IEP.
- The classroom teacher will use differentiation and provide accommodations, in conjunction with the Special Education case manager, as required for student success and as outlined in the student's IEP or 504 plan.
- Teachers, in conjunction with the ELL Teacher and the IB Coordinator, will familiarize themselves with the nature and needs of ELLs and will use differentiation and provide accommodations.
- The IB coordinator will also contact IB to request accommodations for official IB assessments / exams for these students with special needs.
- For any locally determined accommodations, the IB team will meet to discuss the requested accommodation and an administrator will have final say to determine the outcome of that request.

**Examples of these special needs could include, but are not limited to:**

- ADD/ADHD
- Autistic spectrum/Asperger's syndrome
- Specific learning difficulties (dyslexia, dyscalculia, dysgraphia)
- Dyspraxia
- Communication disorders (i.e., stuttering)
- Sensory impairment (i.e., visual or hearing difficulties)
- Medical conditions (i.e., asthma, epilepsy, irritable bowel syndrome (IBS), urinary frequency, diabetes)
- Extended or terminal illness (i.e., Mononucleosis, Cancer)
- Mental health conditions (i.e., depression, eating disorders, obsessive compulsive disorders, anxiety)
- Gifted and talented students
- Physical disabilities affecting mobility

**Examples of accommodations NOT requiring authorization could include, but are not limited to:**

- Appropriate seating arrangements
- A care assistant, or nurse, may be in attendance for the welfare or safety of a candidate
- A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid)
- If a candidate has difficulties in reading or attention, examination directions may be clarified by a designated reader
- Separate location on IB examinations

**Examples of accommodations requiring authorization (which will be determined by IB upon submission of psychoeducational evaluation results) could include, but are not limited to:**

- Extended time on IB examinations
- Breaks on IB examinations
- Modified papers
- Access to reading
- Access to listening comprehension (for language acquisition)
- A scribe or word processor
- Four function calculator

**Procedure to Request Accommodations for IB Exams through IBIS**

The IB Diploma Programme Coordinator will identify any students identified with an IEP or 504 and coordinate with their case manager to review the formal plan and current accommodations. The Coordinator will obtain formal written consent from the parent or guardian to submit documentation to IB. The Coordinator will then submit the formal IEP or 504, along with a psychoeducational evaluation or other supporting documentation to IBIS in the Fall before their testing session. IB will determine the students' eligibility for accommodations and inform the Coordinator of that decision. The Coordinator will then communicate that decision to the student, family, and case manager.



**Greenville High School**  
**Consent Form for Accommodations Request**

Student Name: \_\_\_\_\_

Student Date of Birth: \_\_\_\_\_

I wish to apply for testing accommodation(s) on the International Baccalaureate (IB) Exams. I authorize my school to release to the IB program copies of my records that document the existence of my disability and need for testing accommodations; to release any other information in the school's custody that the IB requests for the purpose of determining my eligibility for testing accommodations on IB exams; and to discuss my disability and accommodation needs with the IB program. I also grant the IB program permission to receive and review my records, and to discuss my disability and needs with school personnel and other professionals.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_