



Alonso High School Magnet Inclusion Policy

The Magnet at Alonso High School adheres to local, state, and national laws and guidelines for the instruction of students with special educational needs. The following guidelines are established by the Hillsborough County School District and apply to the instructional program for students with disabilities in general. In addition to the philosophical, curricular, and instructional support issues included here, there are disability-specific expectations or requirements for certain categories of disability. That information is available upon request from the ESE Specialist at Alonso High School.

Philosophy

1. Each student with a disability is entitled to receive FAPE in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible.
2. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living.
3. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction.
4. Specially designed instruction may employ universal design for learning, assistive technology, accommodations, or modifications.

Curriculum

1. To maximize accessibility to the curriculum, students will access the State standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and using universal design principles.
2. For most students with disabilities, these supports provide progress toward a standard high school diploma.

Instructional Support

1. Students receive instructional support through specially designed instruction and related services as determined through the IEP process.
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.
3. Teachers are provided with administrative support to assure reasonable class size and workload, adequate funds for materials, and professional development.
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.
5. A range of service delivery options is available to meet the student's needs: consultation, itinerant instruction, resource room, special class, separate school, residential placement, homebound or hospitalized, and community-based or home-based services.
6. School districts may provide professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Department of Education and

other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.

Students Identified solely as “Gifted”

Procedures

1. The district is responsible for developing EPs for students who are identified solely as gifted.

Note: IEPs rather than EPs are developed for those students who are gifted and are also identified as having a disability.

- a. The EP includes:
 - A statement of the student's present levels of educational performance that may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on State and district assessments, and evaluation results
 - A statement of goals, including benchmarks or short-term objectives
 - A statement of the specially designed instruction to be provided to the student
 - A statement of how the student's progress toward the goals will be measured and reported to the parents
 - The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services
- b. The EP team considers the following during development, review, and revision of the EP:
 - The strengths of the student and the needs resulting from the student's giftedness
 - The results of recent evaluations, including class work and State or district assessments
 - In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP
- c. Timelines for development of the EP include the following:
 - An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program.
 - An EP is developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services.
 - Meetings are held to develop and revise the EP at least once every three (3) years for students in grades K–8 and at least every four (4) years for students in grades 9–12.
 - EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.
- d. EP participants include:
 - The parents, whose role includes providing strengths of the student, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting

- At least one teacher of the gifted program
- One regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP; involvement may include the provision of written documentation of a student's strengths and needs for review and revision of the subsequent EPs
- A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction for students who are gifted and is knowledgeable about the general curriculum and the availability of resources of the school district; at the discretion of the district, one of the student's teachers may be designated to serve as the representative of the district
- An individual who can interpret the instructional implications of the evaluation results; this individual may be a teacher of the gifted, a regular education teacher, or a representative of the school district as described above
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel (**Note:** The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the EP meeting)
- Whenever appropriate, the student

2. Parent participation in EP meetings

This district takes the following steps to ensure that one or both parents of a student identified as gifted is present or provided the opportunity to participate at EP meetings:

- a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend
- b. Scheduling the meeting at a mutually agreed on time and place
 - i. A written notice to the parent indicates the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It also includes a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls.
 - ii. A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parents. In this case, the district maintains a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:
 - Detailed records of telephone calls made or attempted and the results of those calls
 - Copies of correspondence sent to the parents and any responses received
 - Detailed records of visits made to the parent's home or place of employment and the results of those visits
 - iii. The district takes whatever action is necessary to ensure that the parent understands the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. A copy of the EP shall be provided to the parent at no cost.

2. Implementation of the EP

- a. An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.
- b. The EP is accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student is informed of specific responsibilities related to the implementation of the EP.

Students with Special Educational Needs and the Magnet / IB Diploma Programme

Students with a documented educational need (physical, sensory, learning disabilities, etc.) may be eligible for accommodations on assessments given within the IB Diploma Programme. Students/Families who will be requesting accommodations on their IB assessments, should contact the IB School Counselor and Diploma Coordinator during their 9th/10th grade year to begin discussing accommodations. The School Counselor and Diploma Coordinator can then review or initiate an Individualized Education Plan (IEP) or 504 plan with appropriate school/district staff and the student's family.

Requests for accommodations are submitted to IB well before the administration of IB assessments, so any requests for accommodations should be discussed as soon as possible. Documentation (medical diagnosis, educational plans, etc) will need to be submitted to IB to support the request for accommodations. Final determinations on accommodations on IB Assessments are made by the International Baccalaureate Organization, and determination of eligibility may not be the same as for other organizations or assessments.