

# The International Baccalaureate Diploma Program

## Inclusion Policy

St. Edmund Preparatory High School



**Adopted: April, 2014**

**Modified: March 2017**

### **IB Special Educational Needs Policy**

The International Baccalaureate Organization defines a special need as “any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.”

#### **IEP’s, IESP’s, 504 Plans, Private Diagnostic Evaluations**

It is the responsibility of the parent/guardian to submit to school officials a New York City Department of Education generated Individualized Education Program(IEP)/Individualized Education Services Program(IESP), a 504 Form Plan from the student’s medical doctor, or a private diagnostic evaluation.

Any student who has an IEP/IESP, 504 Plan, or a private diagnostic evaluation is eligible for special arrangements with the school to assist the candidate during their preparation of work for assessment and in their written examinations.

Students are advised upon program entry of the rigorous program requirements to ensure appropriate placement and academic success. In addition to employing teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements if necessary.

Students may receive testing accommodations if they have an IEP, IESP, 504 Plan, or private diagnostic evaluation that specifies testing accommodations or if they are decertified but retain their testing accommodations per district, CSE and parent agreement. Testing accommodations support students in demonstrating their skills, knowledge, and abilities without being impacted by their disabilities. Testing accommodations include the following but are not limited to: extended time, change of time organization (breaks/additional breaks), separate location, location with minimal distraction, preferential seating, large type editions of tests, directions read and reread aloud, directions explained, auditory amplification devices (e.g., FM Unit System), revised response format, and the use of assistive technology.

Teachers use these testing accommodations throughout the course so students are well-prepared for the format and expectations of their exit exams.

The IB publication, Candidates with Special Assessments Needs, will be referenced to provide support for program completion. The IB Coordinator will submit to IB the appropriate accommodations form, along with necessary documentation, requesting assessment modifications when needed.

All-inclusive assessment arrangements other than those listed in section A9.1.3 must have prior authorization from the IB Assessment Centre. The IBO Coordinator will submit a Request for Inclusive Assessment Arrangements Form (D1) with supporting evidence and information including a medical/psychological/psycho-educational documentation and at least one piece of educational evidence.

### **Learning Specialist**

The IEP coordinator serves as the Learning Specialist at St. Edmund Preparatory High School. The responsibilities of the Learning Specialist include meeting with students once per cycle to discuss their progress in each class, working with students on organizational skills and study skills, completing progress reports and holding reevaluation meetings, applying for special services for eligible students, and informing teachers of students in their class who require accommodations/modifications

### **Identification**

The Middle Year Programme (MYP) is all-inclusive and learning will be modified for students of all levels in the individual classrooms. If a teacher recognizes the need for a student to be evaluated for the purpose of receiving an IEP, that student will meet with the Learning Specialist and their parents to plan the course of action.

Students with special educational needs are encouraged to apply for IB Diploma Programme (DP) courses and are accepted after a discussion that includes the workload and expectations of the course.

When students are enrolled in an IB subject for the first time, the IB Coordinator generates a roster of students and submits it to the Learning Specialist for review. The Learning Specialist informs the IB Coordinator of any students who have an adjustment plan in place at the school. An adjustment plan could include extra time on exams for students with concentration or anxiety issues, or having the assessments read to them if they have difficulty with their vision or reading. Teachers of IB students who have adjustment plans are notified and make every attempt to make the adjustments listed in the plan. The IB DP and MYP Coordinators works together with the IB faculty to ensure that all students enrolled in IB courses have full access to the curriculum and are able to demonstrate mastery of the course content.

### **Classroom Instruction**

St. Edmund Preparatory High School faculty employ inclusive teaching techniques and design learning experiences that allow all students, including those who have special educational needs, to meet the rigorous standards of the IB Middle Years and Diploma Programmes. Students are provided with opportunities to achieve these goals by participating in carefully constructed differentiated teaching strategies designed to maximize students' potential and also allow the student to demonstrate learning in different ways. All teachers have received professional development on differentiated instruction.

Methods of differentiation employed by our faculty:

- Grouping based on skill level
- Grouping based on learning style
- Scaffolding questions based on skill level

### **IB Assessment and Special Educational Needs**

St. Edmund Preparatory High School, in accordance with IB policy, “believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a student with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of skill and knowledge attainment, special arrangements may be authorized.” Such arrangements follow the principles and guidelines of the IB Programme as set forth in the IB document entitled “Candidates with Special Assessment Needs” (IBO, May 2009).

Parents may access further information regarding the possible arrangements available to their student by calling St. Edmund Prep and speaking to the IB Coordinator.

The IB Coordinator will inform the IBO using the appropriate procedures and providing the necessary documentation of the special needs of students requiring assessment adjustments. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed.

### **IB Documents and Resources on Special Needs**

The IB Coordinator can access any of the following documents from the OCC if parents, students, or educators would like a more in depth look at the IBO policies on Special Education Needs.

### **IB Policy Review**

The IB policies will be reviewed by the Academic Leadership and a voluntary team of teachers annually.

*Candidates with Assessment Access Requirements (IBO 2009)*

*Learning Diversity and inclusion in IB Programmes (IBO January 2016)*

*Meeting Student Learning Diversity in the classroom (IBO May 2013)*

*Acknowledgements or adapted from:*

*IB Publication: Special Education Needs within the International Baccalaureate Programmes. (August 2010)*

*IB Inclusive Assessment Arrangements 2014*

*IB Publication: Candidates with Assessment Access Needs (March 2014)*

*NYC Department of Education Testing Accommodations (September 2013)*

*Bishop Amat Memorial High School*