

Special Education Policy



**Lake Wales High School
International Baccalaureate Diploma
Program**

Mission Statement: Creating a vibrant, internationally-minded community where students are encouraged to seek a life of inquiry, reflection, and merit.

Rationale/Purpose

Lake Wales High School (LWHS) strives to ensure that all students are provided with equal access to academic opportunities and the support necessary to be academically successful in the International Baccalaureate Diploma Program at LWHS.

Lake Wales High School is committed to providing arrangements that are available to candidates with special needs in the regular coursework as well as with the IB assessments, in line with the parameters set by IBO and outlined in the document: Meeting student learning diversity in the classroom.

School Philosophy

Lake Wales High School supports the inclusion of all students in IB classrooms. Any student who is willing to try a highly rigorous course of study is strongly encouraged to enroll and supported through 9-12th grade. LWHS staff is well informed about student needs and adhere to accommodations as required by 504's as well as Individual Educational Plans. Differentiation of instruction is a technique that is expected to be implemented for all students at LWHS, not just IB students.

IB teachers are provided a copy of the 504 plan and IEP at the beginning of each year and each student has a case worker. The case worker works under the direction of the ESE Coordinator at the school site and in conjunction with the IB Diploma Coordinator/Assistant Principal. The 504 coordinator and ESE coordinator meet with teachers several times a year and during parent conference to discuss techniques to improve student performance and the needs of individual students. The impact of accommodations made are also evaluated and modified at the IEP meetings.

The IB program at Lake Wales High School recognizes, supports and enforces the International Baccalaureate Policy for IB students with special assessment needs. "It is expected that all students in IB World Schools will experience positive learning environments based upon the IB's four principles of good practice: affirming identity and building self-esteem; valuing prior knowledge; scaffolding and extending learning (Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate programmes, 2010:5). Strengths are celebrated, challenges circumvented.." We, at LWHS strive to ensure the same for our students.

Goals of the Policy

- Compliance with all national, state, and local laws pertaining to Exceptional Student Services.
- Provision of services necessary to accommodate exceptional students with their individual needs.

- Delineate the roles and responsibilities of all stakeholders.

IB Principles in Regards to Special Education Needs

The publication *Candidates with Assessment Access Requirements* (IBO, 2009) states the following principals as part of the expectation of accommodating students in the IB programme that have special needs.

1.1: The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements.

1.2: Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

1.3: The inclusive assessment arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the award of the diploma or course results.

1.4: If inclusive assessment arrangements are necessary for a candidate during the course of their study of the Diploma Programme or practice examinations, the school may provide the arrangements. If the arrangements are required for assessment, this document lists the arrangements that do not require prior authorization from the IB. For all other arrangements, prior authorization from the IB Assessment centre is mandatory. Similarly, if a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, service (CAS), IB Answers must be consulted.

1.5: The IB aims to authorize inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on the candidate's usual method of working in the classroom.

1.6: The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive assessment arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with assessment access requirements, the policy represents the result of a consideration of accepted practice in different countries.

1.7: The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise which may be necessary to help ensure comparability between candidates in different countries.

1.8: Each request for inclusive assessment arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

1.9: The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.

1.10: The IB does not flag or annotate in any way the results of a candidate for whom inclusive assessment arrangements have been authorized.

1.11: If a school does not meet the conditions specified by the IB when administering inclusive assessment arrangements or makes arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.

1.12: If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) arises from an identified learning support requirement, inclusive assessment arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.13: If inclusive assessment arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to the IB Assessment centre for review.

1.14: A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are applied.

1.15: The list of inclusive assessment arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all candidates with similar requirements.

1.16: According to the document General regulations: Diploma Programme, a Diploma Programme candidate may participate in three examination sessions to be awarded the diploma. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.

1.17: If the nature of a candidate's challenge and/or the authorized inclusive assessment arrangement might disturb other candidates during an examination, the candidate must take the examination in a separate room and be supervised according to the regulations governing the conduct of Diploma Programme examinations.

1.18: Written examinations must be invigilated according to the regulations governing the conduct of Diploma Programme examinations. The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

1.19: Any issues that arise from the nature of the inclusive assessment arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to IB Answers as soon as possible.

Responsibilities of the School

- The school will work in conjunction with the Exceptional Student Services Coordinator of Lake Wales High to ensure that the student is being served in compliance with all national, state, and local laws regarding special educational needs.
- The school will consult with students with exceptional needs in order to determine the path of study within IB that will lead to success for the student.
- The school will consult with all IB teachers involved in the exceptional student's accommodations at an early stage of the DP program.
- The school will ensure that any accommodation will be implemented early in the Diploma Program in individual classrooms in order to provide the candidate the necessary time to implement said strategies.
- The school will ensure that any accommodations made are for the purpose of alleviating any disadvantage that a student might have, not providing an advantage for the student.
- The school will obtain consent from the parent of students in order to request accommodations by IB.
- The school will seek the support and guidance of Educational Special Services Department, the school psychologist, the speech therapist, the school nurses, the English Language Learner teacher, and the guidance counselors as needed.

Responsibilities of the Coordinator

- The DP Coordinator/Assistant Principal of IB will strive to provide the resources needed to provide inclusive arrangements.
- The DP Coordinator will submit inclusive assessment requests to IB on behalf of the student.
- The DP Coordinator will make all approved inclusive arrangements on behalf of the student during testing and ensure that any technology or assistive devices are operable during the assessment period.

Responsibilities of the Teacher

- The IB teacher will adhere to all federal, state, and local laws as pertaining to the education of exceptional students.
- The IB teacher will keep the DP Coordinator informed of any issues involving struggling learners as needed.
- The IB teacher will implement accommodations as required by state law.
- The IB teacher will maintain current and accurate records of student performance.
- The IB teacher will work with exceptional student faculty, advisors, administrators, and guidance counselors as needed to become familiar with techniques that can be incorporated to assist exceptional students.
- The IB teacher will maintain confidentiality in dealing with a student's disability.

Responsibilities of the Parent

- Parents will participate actively in the education of their child.
- Parents will read and adhere to school district policy regarding the services provided for exceptional students.
- Parents will communicate with the school regarding any changes in their child's exceptional needs.
- Parents will provide documentation needed for accommodation requests through IBO.

Responsibilities of the Student

- Students will actively communicate with teachers and seek assistance when needed.
- Students will actively participate in class activities and discussions.

Communication of Special Education Policy

Any parent, student, teacher or community member has the ability to access the Special Education policy of Lake Wales High School on the IB page of the school website. Parents also have access to additional resources published by IB by request.

All IB staff will be given a copy of the Special Education policy.

All full IB Diploma candidates will be informed of the Special Education policy early on in the diploma program.

The IB staff of Lake Wales High School with input from the Exceptional Student Services department and the administration will review this policy and make any necessary changes and modifications as needed.

References and Sources

Candidates with assessment access requirements, IBO, 2009.

General regulations: Diploma Programme, IBO, 2014.

Learning diversity and inclusion in IB programmes, IBO, 2016.

Learning diversity in the international Baccalaureate programmes: Special education needs within the International Baccalaureate programmes, IBO, 2010.

Meeting student learning diversity in the classroom, IBO, 2013.

Rules for IB World Schools: Diploma Programme, IBO, 2014.

