

# IB Inclusive Education Policy and Procedures

## Philosophy

The faculty and staff of the Azusa High School International Baccalaureate Diploma Program strive to build a community that is supportive of all students who choose to participate in the IB. To that end, we accommodate students who have assessment access requirements and/or learning support requirements (special needs).

*“The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodation may be authorized.”*

**Handbook of Procedures for the Diploma Programme 2013, Page 77.**

These individual needs may include but are not limited to learning disabilities, autism spectrum disorders, and/or physical, sensory, medical or mental health issues. We believe in supporting all of our students, including those with special needs, so that program conditions are as fair and equitable as possible.

## Identification

When students begin their junior year of the IB program, the IB Coordinator generates a roster of students and submits it to the 504 Administrator on our campus. The 504 Administrator reviews the list and informs the IB Coordinator of any students who have a 504 plan in place at the school. Teachers of IB students who have 504 plans are given a copy of those plans and are required to make the accommodations listed therein.

Additionally, the IB Coordinator uses the school’s student information database to see if a student has an IEP in place. If the database indicates that a student has an IEP, then the IB Coordinator contacts the Special Education Administrator to seek information on the accommodations in the student’s IEP. This information is then shared with the teachers of the IB student, and all involved work together to assist the student with his or her special needs.

It is important that parents are forthcoming concerning a student’s assessment access needs and/or learning support needs, and their cooperation concerning professional documentation is vital.

## Meeting Needs within the Classroom

The IB Coordinator meets with the student, parents, and teachers to discuss the necessary accommodations. Teachers then work with the student and parents to determine how the student’s needs will be met in their individual classrooms and to decide on the best routes of

communication for monitoring the student's progress. Teachers are expected to inform the IB Coordinator if problems or concerns arise.

### **Meeting Needs with IB Assessments**

The IB Coordinator informs the IBO using the appropriate forms and providing the necessary documentation of the inclusive education/special needs of students requiring accommodations, such as extended time, on examination papers. Once the IB Coordinator learns of the decision made by the IB regarding those accommodations, the student, parents, and teachers involved will be informed.

**Updated:** August 2021. Should be reviewed again in the 23-24 school year.