A.C. Flora High School

International Baccalaureate World School
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POLICY: SPECIAL NEEDS / INCLUSIVE EDUCATION

A.C. Flora High School follows federally mandated guidelines for students with 504s and IEPs (Individual Educational Plan) to ensure that students with special assessment needs are accommodated. A student with a 504 or an IEP should meet with the IB coordinator and counselor yearly to discuss accommodations necessary within the guidelines of the IB Diploma Programme.

Candidates who may require access arrangements

Candidates may need access arrangements due to learning support requirements such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioral challenges
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions (with onset or
- occurrence up to three months before the IB examinations offered in May/November)
- additional language learning

(Diploma Programme Assessment procedures)

However, access arrangements are not restricted to students with identified challenges. They should be provided to any student who requires support, and where the need can be justified based on eligibility criteria articulated in the Access and Inclusion policy (Access and Inclusion Policy).

Definitions – from IB's Access and Inclusion Policy

Access arrangements (also referred to as inclusive access arrangements)

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

Access requirements

A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

Additional language learners

Candidates whose medium of instruction and assessment is not their first or best language.

Exceptional circumstances

Circumstances that are not commonly within the experience of other candidates with access requirements. The IB reserves the right to determine which circumstances qualify as "exceptional" and therefore justify a particular access arrangement.

Invigilator

Person(s) responsible for supervising an examination. The invigilator of an IB examination may or may not be the coordinator.

Learning support requirements

Support and/or access required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment. Not all students who have access requirements will need learning support.
Students with identified challenges (such as: autism/Asperger's syndrome; learning challenges; speech, communication, physical and sensory challenges; social, emotional and behavioral difficulties; medical and mental health challenges) may have learning support requirements. Also, additional language learners may receive learning support to bridge and develop their language. However, learning support is not restricted to students with identified challenges and must be provided to any student who requires support.

Reasonable adjustments

Changes or additional conditions to the assessment process which may not be standard and not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.

Standard score

A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Standard scores reported in psychological tests usually have a mean of 100 and standard deviation of 15.

Technical language (cognitive academic language proficiency)

This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to understand fully the subject. Refer to Developing academic literacy in IB programmes (August 2014) which refers to cognitive academic language proficiency (CALP).

Temporary medical conditions

Medical conditions including debilitating injuries and mental health challenges with onset or occurrence during the course of study of the IB programme and up to three months before the IB examinations.

Additional or extra time

A specific percentage of examination time authorized to a candidate with access requirements that is more than the standard duration of time allocated to the examination in IB assessments and other tasks in classwork.

Usual way of working

The access arrangements established for a specific student during learning and teaching in school. These arrangements are put in place in response to the student's needs and are used in classroom activities, and for class tests and examinations

(Access and Inclusion Policy)

Rights and Responsibilities of All Members of the School Community

At A.C. Flora High School, we are committed to fostering an inclusive environment where every member of our school community feels valued, respected, and supported. Our Inclusion Policy outlines the rights and responsibilities of students, parents, teachers, and staff to ensure that everyone can thrive in a safe and welcoming environment.

Student Rights and Responsibilities

Students have the right to a safe and supportive learning environment free from discrimination, harassment, and bullying. They also have the right to access educational resources and opportunities that meet their individual needs and promote their academic, social, and emotional development. On the other hand, students are responsible for treating their peers, teachers, and staff with respect and kindness and respecting the diverse backgrounds and perspectives of others. Students should also actively participate in their education and seek help when needed.

Teacher Rights and Responsibilities

Teachers have the right to collaborate with colleagues and contribute to the development of inclusive practices and policies. They are responsible for creating an inclusive and supportive classroom environment, recognizing and addressing the diverse needs of students and promoting a culture of respect and inclusion within the school community.

Parent and Guardian Rights and Responsibilities

Parents and guardians have the right to be informed about their child's educational progress and any support services available and participate in decision-making processes that affect their child's education. They have the right to communicate with school staff and receive timely responses to their concerns and inquiries. Parents and guardians are responsible for supporting their child's education and communicating with the school. They should encourage positive behavior and respect the school's policies and procedures.

Planning Inclusive Access Arrangements during the Course of Study

Any student who is suspected of having a disability can be referred to the Multi-Tiered System of Support (MTSS) team. The MTSS team will review existing information and consider potential courses of action, which may include implementation of interventions, referral for 504 accommodations consideration, or referral for comprehensive evaluation to determine eligibility for a 504 or special education services. Any student currently receiving accommodations under section 504 or under IDEA (Individuals with Disability Education Act), the IB leadership team will convene to ensure accommodations are provided within the guidelines of the IB Access and Inclusion Policy. Reviews of 504 accommodations or IEPs occur annually, and reevaluations occur every three years.

Evidence Required

Supporting documentation from medical, educational, or psychological professionals of disability must be dated within three years of the IB examination session for the candidate. Educational evidence from the school that the accommodation has been utilized and needed in the past and currently must also be included.

Special Assessment Arrangements

At the discretion of the Coordinator, arrangements not requiring IBO authorization:

- Separate examination setting when lighting, sound conditions are detrimental to candidate
- Appropriate seating for candidate (Ex. Near front of room)
- Need for medication and\or refreshment to alleviate a medical condition such as diabetes
- Care assistant to assist candidate to ensure safety and welfare
- A candidate who uses an aid (low vision aid, hearing aid, etc.)
- Candidate who needs the assistance of a communicator
- Color blind candidate who needs assistance of Coordinator for colored documents

Arrangements requiring IBO authorization

Special assessment arrangements other than those noted above must have prior authorization from the International Baccalaureate Organization and are submitted by the Coordinator. Supporting documentation including the following is required:

- Medical/psychological/psychoeducational documentation (within three years of assessment date)
- At least one piece of educational evidence demonstrating need of accommodation
- IEP if applicable
- Records or correspondence from classroom teacher or special educational case manager
- Evidence of correspondence or records from a previous school where access arrangement was used

All requests for inclusive access arrangements must be submitted using the online system on IBIS. The Request for inclusive access arrangements is located under the "Candidate" tab and must be submitted no later than 15 November, six months before the written examinations (with the exception of requests for access arrangements for temporary medical conditions, which must be submitted no later than 15 February/15 August, three months before the written examinations). Requests for modified papers will not be authorized after this deadline. Before completing the request, the candidate must be registered for the intended examination session. (Diploma Programme Assessment Procedures)

Works cited:

Access and Inclusion Policy, November 2018, International Baccalaureate Organization.

Diploma Programme Assessment Procedures, September 2024, International Baccalaureate Organization.