

Westbury High School International Baccalaureate Diploma Programme Inclusion Policy

The purpose of this document is to communicate to the school community, including parents, students, teachers, staff and administrators, Westbury High School's philosophy and expectations for creating and maintaining an inclusive educational environment in all academic programs including the International Baccalaureate Diploma Programme. Our mission is to promote academic excellence, social development, and emotional growth of our students as lifelong learners who will contribute to an ever-changing world and global society. Furthermore, our vision is to create an empowering, collaborative and supportive learning environment that promotes maximum success for all students. With this mission and vision in mind, this document will outline:

- The support structures that are in place to foster inclusion.
- The roles and responsibilities of the administration, teacher, parents and students.
- The procedures outlined to identify and educate students with diverse learning needs.

The International Baccalaureate Diploma Programme of Westbury High School supports the definition of inclusive access arrangements as outlined by the International Baccalaureate Organization ([IB DP Section 7- Glossary](#)). According to the International Baccalaureate inclusive access arrangements is defined as, "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 teaching and learning and in addition, validity and meaningfulness to assessment".

Inclusive Education in the International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme of Westbury High School supports an open access and inclusion policy because it contributes to the development of key learner profile attributes among all International Baccalaureate learners. We at Westbury High School pride ourselves on creating learning environments that support all students regardless of their individual differences. We believe that student diversity of any kind promotes open-mindedness and intercultural awareness. Learning is improved for all students with the incorporation of approaches to teaching and learning, especially the use of differentiated instruction to meet the needs of all learners. Through this type of instruction, students can gain a deeper understanding of the material through multiple perspectives and from varied instructional and assessment approaches.

Westbury High School offers an array of accommodations for students found eligible to receive services. The Westbury School District is required to provide a free and appropriate education. Each student with diverse learning needs is encouraged and

supported to participate, to the extent they can, in the full range of programs and services of the school district. A committee on special education (CSE) is appointed to identify, evaluate and recommend the placement of students in need of special services or programs. The committee on special education develops an individualized education program (IEP) or 504 plan for each student identified as needing special education services or programs. The IEP or 504 plan is reviewed annually and revised as necessary to meet the needs of the student. The International Baccalaureate Diploma Programme at Westbury High School meets all state and federal requirements:

- IDEA-Individuals with Disabilities Education Act
- Section 504 of the Rehabilitation Act of 1973
- ADA-Americans with Disabilities Act

Any faculty member or parent/guardian can identify a student for evaluation and assessment. The identification of students who are eligible for support services is carefully managed and is guided by the above state and federal regulations. Evaluations required to make this determination are completed at the expense of the school system and only with parent permission. Teachers and parents are part of the team that evaluates students in need of services. An individual education plan (IEP) is developed for each student found eligible for services. This plan is reviewed annually. A section 504 plan is developed for students who do not require specialized services but need the assurance that they will receive equal accessibility. The 504 plan delineates a student's specific accessibility requirements and should be updated annually as well.

Inclusive Education in the International Baccalaureate Diploma Programme

It is the International Baccalaureate Diploma Programme Coordinators responsibility to understand the history of a student with diverse learning needs who applies to participate in the International Baccalaureate Diploma Programme. The International Baccalaureate Diploma Programme Coordinator's role is to assist the student, in consultation with the parent or guardian, in developing an appropriate selection of International Baccalaureate Diploma Programme courses. Upon enrolling in the International Baccalaureate Diploma Programme or any International Baccalaureate course, the International Baccalaureate Diploma Programme includes testing accommodations or other special provisions. For classroom assignments and school-based assessments, teachers will follow the provisions and accommodations of the IEP or 504 plan.

For internal or external International Baccalaureate assessments, the school will follow International Baccalaureate guidelines for approval of special assessment arrangements. The International Baccalaureate Diploma Programme Coordinator is responsible for submitting the documentation and signing off on the request to International Baccalaureate. The following arrangements do not require authorization:

- Rest periods
- Extended time: assignments and assessments
- Specialized testing location
- Movement breaks
- Access to assistive technology

- Check for understanding
- Refocusing and redirection
- Sensory accommodations
- Flexible seating
- Interpreter for hearing impaired
- Visual supports
- Sound amplification device (FM System)

The following inclusive arrangements must have prior authorization from the International Baccalaureate Organization:

- Modification to examination papers (e.g., enlargement of text, braille, reduction of visual complexity)
- Additional time
- Use of word processor or computer
- Use of scribe or other writing assistance (e.g. transcription)
- Use of a reader (for test questions and read back of student answers)
- Use of a communicator (for test questions in an examination)
- Use of calculators
- Assistance with practical work

Adverse or unforeseen circumstances do not fall under the tenets of this inclusion policy. An International Baccalaureate student who experiences adverse circumstances must contact the Westbury High School International Baccalaureate Diploma Programme Coordinator to seek information regarding their specific situation.

Roles and Responsibilities:

Responsibilities of Westbury High School:

All educational programmes including the International Baccalaureate programme will work with the Special Education Department of Westbury High School to make sure the program is in compliance with federal and local laws regarding students with access needs.

- The International Baccalaureate Diploma programme will adhere to the rules and guidelines for inclusive assessment arrangements as set for by the International Baccalaureate Organization (IBO).
- Westbury High School will provide guidance to students with access needs to help them make informed decisions concerning participation in the International Baccalaureate Diploma Programme.
- Westbury High School counselors, in conjunction with the Westbury School District Pupil Personnel Services Department, will provide program staff with access to all IEPs and 504 plans via IEP Direct, our online student information system. All staff may request hard copies of the aforementioned documents, if needed.

Responsibilities of the International Baccalaureate Diploma Programme Coordinator:

- The International Baccalaureate Diploma Programme Coordinator will request from the special education coordinator a list of students who have IEPs and 504 plans.
- The International Baccalaureate Diploma Programme Coordinator will request from parents and students the need for accommodations in accordance with the above documentation or for other documented reasons.
- The International Baccalaureate Diploma Programme Coordinator will apply to the International Baccalaureate Organization for students' accommodations in assessment type and circumstances.
- The International Baccalaureate Diploma Programme Coordinator will work collaboratively with the International Baccalaureate staff to support students with inclusion needs.
- The International Baccalaureate Diploma Programme Coordinator will provide examination accommodations as needed and approved by the International Baccalaureate.
- The International Baccalaureate Diploma Programme Coordinator will maintain discretion and confidence in providing inclusion services.

Responsibilities of the Westbury High School Special Education Chairperson:

- Supply Diploma Programme Coordinator with names of Diploma Programme students with IEPs and 504 plans.
- Support Diploma Programme Coordinator with evaluation of individual students needs on a case by case basis.

Responsibilities of Staff-Teachers:

- Program staff will comply with all federal and local laws regarding inclusion needs.
- Program staff will identify struggling learners and refer said learners to the PPS staff and/or the International Baccalaureate Diploma Programme Coordinator.
- Program staff will access and become familiar with IEP and 504 plan information via IEP Direct, the online student information system.
- Program staff will attend CSE (Committee on Special Education) meetings and/or 504 accommodations meetings for International Baccalaureate students if invited to do so.
- Program staff will maintain accurate records of students' progress using infinite campus, the online student information system.
- Program staff will maintain discretion and confidentiality in providing inclusion services.

Responsibilities of Parents/Guardians:

- Parents/Guardians will communicate to the school all information and documentation regarding their child's inclusion needs.
- Parents/Guardians will communicate to the school regarding any changes in their child's inclusion needs.
- Parents/Guardians will make a request for needed services from the school and/or the International Baccalaureate Programme in a proactive manner.
- Parents/Guardians will provide documentation for International Baccalaureate Organization inclusive assessment arrangement requests.

Responsibilities of Students:

- Students will be proactive in asking for assistance from the International Baccalaureate Diploma Programme Coordinator and staff members.
- Students will be proactive in requesting inclusive assessment arrangements.
- Students will take an active role in communicating inclusion needs based upon accommodations delineated within IEPs and 504 accommodation plans.

Links to other written policies:

☰ Language Policy

The Westbury High School International Baccalaureate Diploma Programme inclusion Policy is supported by the language offerings we provide to support language acquisition. We seek to offer Language B courses to allow the broadest range of students to participate in the International Baccalaureate Diploma Programme. We strive to support an inclusive education for **ALL** by identifying and educating students with diverse learning needs.

☰ Admissions Policy

We at Westbury High School maintain an open enrollment policy for our students. We encourage all students to take either the International Baccalaureate Diploma Programme or an International Baccalaureate Course as a "Stand alone" experience. We believe that an open enrollment policy contributes to the development of key learner profile attributes among all International Baccalaureate learners. We at Westbury High School pride ourselves on creating learning environments that support all students regardless of their individual differences.

☰ Academic Honesty and Integrity Policy

Westbury High School's Academic Honesty Integrity policy is reviewed with all students before entering the diploma program. Students are informed that in all International Baccalaureate courses their work will be reviewed for originality and analyzed for copied, unreferenced, or improperly cited material in order to educate students about plagiarism and prevent academic misconduct or malpractice.

Assessment Policy

The primary purpose of assessment at Westbury High school is to support student learning. International Baccalaureate teachers at Westbury High School use assessment to inform instructional decisions, to better understand the academic needs of individual students, and to analyze the effectiveness of instruction. Effective teaching will prepare students for both formative and summative assessments which are designed to measure understanding of course aims and objectives. These assessments are used to measure and report student understanding to students, parents and teachers; provide ongoing and consistent feedback to students and teachers; and to guide decisions about instructional content and practice.

Inclusion Policy Review Process:

This policy is a living, breathing document. It has been created using International Baccalaureate support materials, models graciously shared from other International Baccalaureate World Schools, as well as Westbury High School district data and input from stakeholders in the International Baccalaureate learning community. It is an ongoing process that will be systematically reviewed, evaluated and modified as needed by the International Baccalaureate Diploma Programme faculty, coordinators and administrators.

* Last Updated & Reviewed 05/2024