

Inclusive Education Policy: 2020-21

Introduction and Purpose:

The purpose of this document is to:

- Communicate to all stakeholders in our IB community – administrators, teachers, students, and parents – the programmatic expectations for creating and maintaining an inclusive educational environment for all learners as required by IBO.
- Provide clear guidelines to all stakeholders by defining appropriate vision, goals, and practice in the context of the Middle Years, Career-related, and Diploma Programs within Henrico County Public Schools.
- Establish clear responsibilities of all stakeholders.

This document draws its authority from the IBO *MYP Coordinator's Handbook* (2009-10), the *Handbook of Procedures for the Diploma Program* (2009), *DP Programme Standards and Practices* (2014, updated 2016), *CP: From Principles to Practice* (2015), *Candidates with Special Assessment Needs* (2007), *Special Educational Needs in the IB Programmes*, (2008), *The Diploma Program: A Basis for Practice* (2009), *The Diploma Program: From Principles to Practice* (2009, 2014 (updated 2016)), *Standards and Practices for the Career-related Program* (2020), *The IB Guide to Inclusive Education* (2014), IB's *Access and Inclusion Policy* publication (2018), the Programme Resource Center's online publications and resources, the curriculum guides for each MYP, CP, and DP subject, and the HCPS curriculum guides. It was created in collaboration by teachers, administrators, and parents from our IB sites and is evaluated and revised on a regular basis by the HCPS IB Advisory Council.

Program Philosophy:

It is the philosophy of both IB and Henrico County Public Schools that every child can learn and that every child should be provided with those creative thinking and learning skills that will carry them to success as adults, making them self-sufficient citizens, caring and reflective members of society, and productive contributors in the global market place. Therefore, it is our program's vision, in the context of the inclusive nature of MYP and the learner-centered nature of IB instruction, that all students receive the necessary resources, guidance, accommodations, and differentiation needed to attain their highest level of personal success.

This document echoes the policy of the International Baccalaureate (IB) for Middle Years, Diploma, and Course Work candidates with special assessment needs. "The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of attainment, special arrangements may be authorized" (*Candidates with Special Needs* 1). It is important to note that Henrico County Public Schools are not able to provide IB courses through homebound instruction due to the nature of the requirements and regulations set forth by the IBO.

The purpose of this document is to provide our programs' stakeholders "with information about the arrangements available for candidates with special needs **during their preparation of work for assessment and in their written examinations**. There is no intention to provide guidance on teaching methodology or resources. Procedures for requesting special arrangements are explained in the

Handbook of Procedures for the Diploma Programme and the Middle Years Program Coordinator's Handbook, the procedures manual for coordinators and teachers" (2).

Principles

All special arrangements that may be authorized by the IB are based on the following principles. These principles are taken verbatim from *Candidates with Special Needs*, pages 4-5.

- 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 special needs.
- 1.2 Special arrangements are intended to reduce the adverse effects of a candidate's special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
- 1.3 The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or certificates.
- 1.4 The school, not the IB, is responsible for establishing whether the Diploma Programme can be taught and assessed. Advice may be sought from IB Cardiff (sen@ibo.org) before a school accepts a student with special needs; however, this advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources.
- 1.5 If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) (English, French, or Spanish) arises from a diagnosed need, special arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)
- 1.6 The IB aims to authorize special 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 both the candidate's usual method of working in the classroom and under assessment conditions.
- 1.7 The IB is committed to an educational philosophy based on international mindedness. Therefore, the special assessment needs policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with special assessment needs, the policy represents the result of a consideration of accepted practice in different countries.
- 1.8 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of need are the same. Given that cultural differences occur in the recognition of learning issues and the accommodations allowed, some compromise may be necessary to help ensure comparability between candidates in different countries.
- 1.9 If special assessment arrangements are necessary for a candidate, consultation with the IB is mandatory. Similarly, if a [Middle Years Program] or Diploma Programme candidate has difficulties meeting the requirements for Creativity, Activity, Service (CAS), the appropriate IB regional office must be consulted. Any exceptions are stated in this document. However, a school may provide any kind of special arrangement for a candidate during his or her study of the Middle Years Program assessments or Diploma Programme or trial (practice) examinations.
- 1.10 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 considered.

- 1.11 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.
- 1.12 If special arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to IB Cardiff for scrutiny.
- 1.13 The list of special arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all other similarly affected candidates.

Terminology for Special Needs and Inclusion

Accommodation: A generic term comprising all forms of arrangement, compensation, or conditions that may be allowed for a candidate.

Adverse circumstances: Circumstances beyond the control of the candidate(s) that might be detrimental to the performance of the candidate(s) in one or more assessment component (for example, bereavement, natural disasters, civil unrest). "Adverse circumstances" do not include medical conditions or disability.

Assessment component: Each subject and level for the Middle Years and Diploma Programs are divided into assessment components, for example, paper 1, paper 2 and internal assessment. Some components comprise discrete tasks that are undertaken separately. These separate tasks within a component, such as the map work section for a geography examination paper, are referred to in this document as a "part" of an assessment component.

Differentiation: The process of identifying, with each learner, the most effective strategies for achieving agreed goals.

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

Inclusion: An ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Invigilator: A person, or persons, responsible for supervising an examination (also referred to as a "proctor" or a "supervisor"); The invigilator of an IB examination may or may not be the coordinator.

Special arrangements: Changed or additional conditions during the assessment process for a candidate with special educational needs. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

Special assessment needs: A candidate with special assessment needs is one who requires special arrangements in assessment conditions to demonstrate his or her level of attainment.

Special educational needs: This refers to candidates with individual learning needs, who have the intellectual capacity to meet all curriculum and assessment requirements, and who require special arrangements to demonstrate their level of achievement. Candidates who require special assessment arrangements may display the characteristics of one or more of the following special educational needs:

Specific learning issues, language and communication disorders

- Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).

- Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).

Emotional and behavioral issues

- Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); [Note: HCPS categorizes ADD/ADHD as OHI, Other Health Impaired] withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behavior; and anger, frustration and violence.

Physical and sensory conditions

- Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.
- Sensory issues: hearing—embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual—includes difficulties with either the structure or function of the eye, affecting vision.

Medical conditions

- The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, hemophilia, sickle cell anemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.

Mental health issues

- A wide range of conditions that can affect a person’s state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate’s life.

Technical language: 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.

Roles and Responsibilities:

Of the School:

- The school will provide guidance and information so that students with special needs can make informed decisions concerning application to our IB programs.
- School counseling as well as Special Education specialists and site Special Education coordinators will provide the coordinator and teachers with all IEP and 504 plan documentation.
- Exceptional education case managers and/or school counselors will provide updates and host meetings for updates in IEP and 504 plans. Site IB coordinators will be invited to the meetings.
- Site coordinators and counselors will communicate vertically as students pass from middle to high school so that continuity may be maintained.
- Site IB coordinators will apply to IB in a timely manner for students’ accommodations in assessment type as well as circumstances.
- Site IB coordinators will oversee and supervise classroom accommodations as well as provide examination accommodations as needed.
- Schools will facilitate the provision of appropriate accommodations such as but not limited to additional time, rest periods, separate testing space, technological aides, reading aids (readers, prompters, Braille), and assessment/assignments in special color or type size, audio recordings, assignment modification, extensions, and assistance or exemptions as specified by the student’s IEP or 504 plan. Admission as well as instructional policies will reflect inclusion of students who are differently abled.

Of the Teacher:

- The classroom teacher, in conjunction with the exceptional education case manager and/or teacher, will familiarize him/herself with the nature and needs of his/her students' special needs by utilizing school and OCC resources and will keep a copy of the student's 504 plan or IEP.
- The classroom teacher will provide differentiation and accommodation, in conjunction with the exceptional education case manager and/or teacher, as needed as required for student success and as outlined in the student's IEP or 504 plan.
- The teacher will maintain discretion and confidentiality in providing these services.
- The teacher will maintain "sensitivity to and flexibility in his/her thinking in crafting accommodations for those who may not perform in the generally accepted way" (Special educational needs 1).
- The teacher will maintain a classroom atmosphere which affirms identity and builds self-esteem, values prior knowledge, and provides scaffolding and extended learning opportunities for all students.

Of the Parent and Student:

- Families will make requests for child studies or services from the school as they are needed and in a proactive manner.
- Families will provide documentation to school officials for IEP and 504 plans so that documentation can be provided to IBO for accommodation requests.
- Families will communicate with children's teachers and coordinators concerning their observations as to their child's needs to facilitate appropriate intervention strategies.
- Students will be proactive in seeking assistance from their teachers and the coordinator to meet their learning needs.

Curriculum:

Students are admitted to the Program without reference to whether a child is documented as special needs, or has an IEP or 504 Plan. Therefore, curriculum, in general is the same for all students. Differentiation occurs at the classroom level with accommodations such as, but not limited to, classroom seating, electronic communications and dropboxes, extended deadlines, and extended time for test-taking.

Policy Review Process:

This policy is reviewed and revised in accordance with policy changes in IB, the Americans with Disabilities Act requirements, and HCPS policy by the IB Advisory Council, or every five years.