

Hanover County Public Schools International Baccalaureate Inclusion Policy

Hanover County Public Schools (HCPS) is committed to providing a “free appropriate public education” to all students. Using the State of Virginia’s policy and legislation as its framework, we follow the steps of identification and referral, evaluation, determination of eligibility, development of an Individualized Education Program (IEP) with appropriate services, and re-evaluation. As a public high school, we adhere to the guidelines and processes outlined in the “Parent’s Guide to Special Education,” published by the Department of Education.

http://www.doe.virginia.gov/special_ed/parents/parents_guide.pdf

Services at HCPS are provided based upon the individual needs of the student as outlined in the IEP or 504 Plan, regardless of a student’s placement in the International Baccalaureate Program. Therefore, all special education students who enroll in IB classes or in the IB Diploma Program are afforded the same levels of support as all special education students attending district schools. The following are illustrative examples of services that students may access depending upon their own IEP or 504 Plan.

- Adapted instructional materials and/or presentation (large print, audio assistance, etc.)
- Modified assessments
- Additional time
- Additional support for study skills, social skills, or academic achievement through the Resource Classes
- Transition goals and related services to ensure that students are equipped for higher education and employment opportunities, as well as other types of community engagement post-high school

HCPS provides for the needs of special education students through the cooperation of faculty. Students identified as needing special services are assigned a case manager who ensures that the student’s IEP is understood and followed by all classroom teachers. This case manager is also responsible for following all of the necessary steps in creating, implementing, and revising a student’s plan so that the document continues to outline appropriate goals, services, and accommodations for the student. Students who have 504 Plans are assigned to case managers who oversee the implementation of the 504 Plan, collaborate with the student’s teachers and facilitate meetings with teachers and parents.

Principles

All special arrangements that may be authorized by the IB are based on the following principles. These principles are taken verbatim from *Access and Inclusion Policy*.

- 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.
- 1.2 The arrangements requested for a candidate must not give that candidate an advantage in any assessment.
- 1.3 The inclusive access arrangements described in this document are intended for candidate with the aptitude to meet all assessment requirements leading to the completion of programme.
- 1.4 In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.
- 1.5 A subject result means the candidate has met the objectives of that subject, ie they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it. No exemption can be granted for language subjects; all students, including those with specific learning challenges are required to study two languages without exception.

Reflecting usual ways of working

- 1.6 Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.
- 1.7 Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.
- 1.8 Schools must plan inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, they must first consult the IB.
- 1.9 The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB (see Section 1.8), they cannot be authorized by the IB even if they have been the candidate's usual way of working.

Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.

- 1.10 The IB aims to authorize inclusive access 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.

Consistency for all candidates

- 1.11 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive access arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with access requirements, the policy represents the result of a consideration of accepted practices in different countries.
- 1.12 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 that may be necessary to help ensure comparability between candidates in different countries.
- 1.13 Each request for inclusive access 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.

Confidentiality

- 1.14 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).
- Maintaining integrity of the assessment
- 1.15 If a school does not meet the conditions specified by the IB when administering inclusive access arrangements, the candidate will not be awarded a grade in the subject and level concerned.
- 1.16 A school must not communicate with an examiner about a candidate's learning support requirements.
- 1.17 All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme.

1.18 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.

Exceptional issues

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

HCPS Inclusion Policy with the IB program

The Diploma Program at HCPS is open access and all students are encouraged to take IB classes and pursue the full diploma. An IB student with special assessment needs is one who requires special arrangements in assessment conditions to demonstrate his or her level of attainment. These needs may be individual learning challenges, whether physical or psychological. The IB Coordinator in conjunction with the school counselor, the Exceptional Education Senior Teacher, the Principal, and the IB teachers involved, will review cases to ensure that reasonable accommodations can be made for both teaching and assessment to ensure completion of the IB course assessments and requirements. The IB Coordinator will 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," (*Candidates with Special Assessment Access Requirements 4*).

Guidelines and Procedures

2.1 Planning inclusive access arrangements during the course of study

2.1.1 Once a student is enrolled in the school, it is the responsibility of the school to meet the student's learning needs, including provision of access to learning and teaching with suitable inclusive access arrangements.

2.1.2 The inclusive access arrangements provided to a student must be planned at the start or early on during the course of study and be incorporated as the usual way to access classroom work and tests.

2.1.3 The inclusive access arrangements provided for a student must:

- be carefully individualized, evaluated and monitored
- reflect the optimal support that the student requires
- be based on current, not past, requirements
- be drawn upon teacher observations in the classroom
- be considered in line with the eligibility criteria for inclusive access arrangements in this policy

- be strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).

2.1.4 The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage.

2.1.5 Careful consideration should be given to a student's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners. Schools may wish to consult the IB for advice before the student starts their studies.

2.2 Requesting inclusive access arrangements for examinations

2.2.1 Section 3 of this document lists the arrangements that do not require prior authorization from the IB. For all other arrangements, prior authorization from the IB is required.

2.2.2 An application for inclusive access arrangements must be submitted on behalf of a candidate by the coordinator using the online request form on IBIS. Although a teacher may complete and save the online application, it is ultimately the coordinator's responsibility to submit the completed form.

2.2.3 All requests for inclusive access arrangements submitted by a coordinator must have the support of the head of school (all correspondence from the IB concerning candidates with access requirements will normally be addressed to the coordinator).

2.2.4 If a candidate's registration has been deleted or changed after approval of inclusive access arrangements, it is the responsibility of the school to re-apply for the arrangements as the original authorization will be invalid.

2.2.5 Before submitting appropriate documentation to the IB, the school must obtain consent from the candidate if he or she is at the age of consent in his or her country, or from the candidate's parent(s) or legal guardian(s).

The school must also inform all individuals (who give consent for a school to submit documents to the IB) that if the candidate transfers to another school for the examinations, the online application request for inclusive access arrangements (along with the supporting documents including authorization, if applicable) will be visible to the coordinator of the new school.

Further, the school must also inform the candidate, parent(s) or legal guardian(s) that if he or she wishes to withdraw the request for inclusive access arrangements before a transfer, they must inform the school of this at the time of transfer. Then, the school IB coordinator must immediately inform the IB of this request in writing.

2.2.6 It is the responsibility of the school to request for examination re-scheduling for the candidate where required. Information on rescheduling can be found in the Assessment procedures publication for each programme.

2.2.7 If a student has difficulties meeting any non-assessment requirements of a programme, the IB must be contacted to plan for inclusive access arrangements.

2.3 Administering inclusive access arrangements during examinations

2.3.1 The school is responsible for making all arrangements for approving and appointing individuals required to support an access arrangement (such as a prompter or reader). The person providing support must not be another candidate, a relative of the candidate, the subject teacher or a representative from an advisory service where a conflict of interest may be apparent or perceived. The IB will not pay a fee or expenses to any person providing support.

2.3.2 The school is responsible for making all arrangements for assistive technology required for access to learning and teaching and IB examinations. The IB will not pay for the hiring or purchasing of any equipment or software.

2.3.3 The school is responsible for ensuring that all equipment authorized for a candidate functions correctly and that there is a member of staff who is familiar with its use (for example, a Braille machine, computer software).

Best practice in administering access arrangements

2.3.4 The candidate must be familiar with any assistive equipment and any software that is requested as an inclusive arrangement.

2.3.5 If any human support is required (such as access to a reader), the candidate must practise with the person acting in this capacity in advance of the examination.

2.4 Applications for inclusive access arrangements

The following guidelines supplement the procedures for requesting inclusive access arrangements explained in the Assessment procedures publication for each programme.

Deadline for submission of request for inclusive access arrangements

Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

- 2.4.1 All requests for inclusive access arrangements must be submitted on IBIS and must specify exactly which arrangements are being requested.
- 2.4.2 Requests for inclusive access arrangements that have been referred to the IB will take a minimum of four weeks to be processed. The same applies for requests for re-evaluation of decisions.
- 2.4.3 All sections relating to the selected arrangements must be answered on the online application. In most instances, these questions relate to the standard scores in the candidate's psychological reports.
- 2.4.4 If a request meets the standard eligibility criteria for the requested arrangement(s), the online tool will automatically approve the request.
- 2.4.5 If a request does not meet the standard criteria, it will be referred to the IB for evaluation. At the discretion of the IB, it may be authorised, but only where the school provides convincing educational evidence that indicates a compelling need for the requested access arrangement.
- In some of these instances, discussion between the coordinator and the IB may be necessary to decide on the most suitable arrangement(s) for the candidate.
- 2.4.6 Any other specific or additional information that the school wishes to communicate to the IB must be communicated in the "Other/Additional information" section in the online application. The request is then referred to the IB for approval. This also includes requests for any reasonable adjustments that the candidate may require.
- 2.4.7 The IB may review the supporting documentation for automatically approved requests and reserves the right to seek further clarification and/or amend the approved inclusive access arrangements where applicable.
- 2.4.8 For anticipated and retake candidates, all authorizations for inclusive access arrangements (except those for additional language learners) are applicable to all future examination sessions. Changes to access arrangements for anticipated and retake candidates would not normally be authorized. Only in exceptional circumstances would changes to authorized arrangements be made for retake candidates.
- 2.4.9 All requests for re-evaluation must be submitted within one month after the school has received the decision made by the IB upon processing the request. The justifications for the re-evaluation should be clearly articulated in updated supporting documentation.
- 2.4.10 All appeals to the IB regarding a decision on access arrangements for a candidate must follow the procedure stated in the Assessment appeals procedure publication.

2.5 Evidence required (supporting documentation)

- 2.5.1 To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application "Request for inclusive access arrangements".

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
- Educational evidence from the school.

2.5.2 A psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence.

2.5.3 The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the candidate to write or be involved in the writing of the report

2.5.4 All supporting documentation must:

- be legible, on a document with a letterhead, signed and dated
- state the title, name and professional credentials of the person(s) who has undertaken the testing
- state specifically the tests or techniques used
- be consistent with the coordinator's request for access arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages.

Furthermore, all psychological/psycho-educational reports must:

- state the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

2.5.5 All language test reports for additional language learners must:

- state the standardized language test used
- state the language proficiency and performance benchmark results from the testing and the alignment with the proficiency criteria stated in section 5.2 and 5.3 of this document.

2.5.6 Access arrangements are based on a candidate's current access requirements. The coordinator must therefore justify that access arrangements are necessary for the current assessment. For this reason, the supporting documentation (a medical or psychological evaluation report) must have been undertaken and dated within three years of the intended examination session. The exception to this is for inclusive access arrangements for additional language learners where the supporting documentation (language evaluation report) must be conducted no earlier than one year before the examination session (see section 5.4). Some flexibility will be allowed with respect to the

date of the medical report for candidates with permanent sensory and/or physical challenges.

- 2.5.7 It is not mandatory to test in all areas; the assessment may be in line with the candidate's learning support requirements. For example, if a candidate only has difficulties in writing for which the school provides the use of speech recognition software, then the psychological report need not contain standard scores in reading and mathematics.
- 2.5.8 Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties that may be apparent in class plus a summary about the arrangements provided to the candidate in order to access learning and assessment. Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the access arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spell checker).

Arrangements not requiring authorization

Candidates with special assessment needs such as those who have IEPs (Individualized Education Plan) and 504 Plans with legal documentation will be given the legally adopted accommodations as permitted in examinations without prior authorization from IB specified below and taken from the *Access and inclusion policy updated 2018*.

- 3.1 A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.
- 3.2 The coordinator may arrange for appropriate seating to meet the needs of individual candidates.
- 3.3 A care assistant, if necessary a nurse, may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
- 3.4 A candidate who normally uses an aid (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in examinations. This also includes use of buffers such as headsets, earplugs and individual workstations with acoustic screens for candidates who are hypersensitive to sound. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidates must be kept under the constant supervision of an invigilator.
- 3.5 A candidate with a hearing challenges, a communicator may be used to convey the coordinator's or invigilator's oral instructions without authorization from the IB. A

communicator is able to convey information to a candidate through the use of lip-speaking, finger-spelling or sign language. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination. The communicator must not convey information about any aspect of a question in their paper.

3.6 If a candidate has difficulties in reading or attention, examination directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.

3.7 For a candidate who has colour blindness, a designated person is permitted to name colours in an examination. No other form of assistance may be given without authorization from the IB. The designated person must not be a subject teacher, another candidate or relative of the candidate.

3.8 A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10-minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond

to

the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods.

3.9 A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally. The prompter must not draw the candidate's attention to any part of the examination paper or script. The prompter should be familiar with the candidate's behaviour so that he/she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he/she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his/her work. The candidate should not feel as though he/she is under pressure or scrutiny.

For accommodations that are not covered above, such as cases of lack of proficiency in language, or medical conditions that develop later in a school year, the IB Coordinator will submit the necessary paperwork through IBIS to request approval for any inclusive assessment arrangements as outlined in *Access and inclusion policy (2018)*. The IB Coordinator will provide the IB information on both the candidate's usual method of working in the classroom and under assessment conditions. With parental and student consent, supporting documentation of medical and psychological conditions will be submitted to IB Cardiff through IBIS along with the following information:

- a summary of the candidate's condition, updating, clarifying and drawing attention to any relevant details in the attached documentation
- details of special arrangements made by the school for class assignments, homework and examinations
- which special arrangements are being requested
- identify whether the same or similar arrangements have previously been authorized for the candidate by the IB or another examination board.

A comprehensive list of arrangements for requiring authorization, can be found on pages 15-30 of the *Access and inclusion policy (2018)*.

Accommodations for Access for additional language learners can be found on pages 31-33 of the *Access and inclusion policy (2018)*.

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 the Special Education specialist, will provide the IB 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. IB coordinators will be invited to the meetings.
- The IB coordinator and school counselor will work with an exceptional education case manager to 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 aids, 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.
- The IB coordinator will communicate any accommodations granted by the IB to students and parents in a timely manner.
- The IB coordinator will work with invigilators to ensure that all additional testing accommodations granted by IB are followed during IB testing.

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 MY IB 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, 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.
- 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.

Terminology for Special Needs

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 components (for example, bereavement, natural disasters, civil unrest). "Adverse circumstances" do not include medical conditions or disability.

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.

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); 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

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 fully understand the subject.

Policy Review and Communication

This policy will be revised in accordance with policy changes as designated by IBO. Policies stand for review by DP faculty, administrators, Senior Teacher for Special Education, 504/IEP Case Managers, DP coordinators, and curriculum specialists to incorporate changes to DP curricula through IBO's revision process. The policy is communicated to each DP school community at the beginning of each school year through DP faculty meetings. The policy is also posted on each DP school's website.

Last date of review: May 2022