

Flathead High School International Baccalaureate Special Assessment Needs Policy

Last Updated March 2016

The IB Program at Flathead High School supports the policy of the International Baccalaureate (IB) students 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. This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, including candidates with a learning difficulty.

This document is intended to provide stakeholders with information about the arrangements available for candidates with special needs during their preparation of work for assessment and in their written examinations. Procedures for requesting special arrangements are explained in *the Handbook of Procedures for the Diploma Programme*, the procedures manual for coordinators and teachers. Flathead High School will provide clear guidelines to all stakeholders by defining appropriate vision, goals, and practices for the IB Diploma Program at Flathead High School. Lastly, clear responsibilities for all stakeholders will be outlined and a discussion of the various accommodations that will be available to students and teachers will be provided.

FHS Philosophy of Special Assessment Needs

The Flathead High School staff believes that teachers must establish a safe, inclusive, and respectful learning environment for a diverse population of students, including those with special needs. We believe that students with special needs should be in the least restrictive environment. Whenever possible and appropriate, students with special needs should be with their general education peers. Flathead High School has adopted an inclusive model for students with special education needs. We believe that all staff members have a stake in the learning of all students. For students with special needs, the classroom teacher, special services case manager, and other service providers work together closely to meet the needs of students. All staff members at Flathead High School work together with students with disabilities to ensure that students are able to actively engage and become responsible citizens of their communities. General educators and special educators collaborate regularly.

Identification

Students not demonstrating developmentally appropriate skills are evaluated to determine if they might have a disability that affects their learning. This evaluation is conducted with parental

permission by the school psychologist and special education teachers. If it is determined that the student is eligible for special services, an Individualized Education Plan (IEP) is developed by a team of regular education teachers, special education teachers, administration, parents and students.

The IEP Team is used to monitor and give support to students who have academic and/or social/behavioral needs. Teachers fill out paperwork to describe and document the student's strengths and needs. The IEP is a legally binding agreement that outlines the following: student's current level of academic performance, areas of need, parent concerns, impact of disability, specific goals, accommodations and/or modifications in the classroom, or on district and state assessments, eligibility for extended school year services, types and degree of services to be provided, and placement to ensure the least restrictive environment for students. Educational decisions are made regarding accommodations and modifications to instruction to ensure students with disabilities access the regular education curriculum. Students who qualify for special education services are eligible with at least one of several disabilities. These are Autism, Visual Impairment, Hearing Impairment, Specific Learning Disability, Emotional Disturbance, Orthopedically Impaired, Other Health Impaired, Speech/Language disability, etc. The IB Program at Flathead High School meets all state and federal requirements:

- IDEA – Individuals with Disabilities Act (<http://idea.ed.gov/explore/home>)
- Section 504 Rehabilitation Act (<http://www2.ed.gov/about/offices/list/ocr/504faq.html>)
- ADA- American with Disabilities Act (<http://www.ada.gov/>)
- NCLB – No Child Left Behind(<http://www2.ed.gov/nclb/landing.jhtml>)
- State Guidelines (<http://opi.mt.gov/Programs/SpecialEd/Index.html>)

Role and Responsibilities

Responsibilities of the School

- The school will work with the Exceptional Student Services of Kalispell School District #5 to make sure the program is in compliance with federal and local laws regarding students with special education needs.
- The school will provide guidance to students with special education needs to help them make informed decisions concerning application to our program.
- The School, along with Special Services of School District #5 will raise staff awareness of the needs of our exceptional students.
- The school will provide resources for the implementation and continuation of the Special Education Needs Policy.
- School counselors in conjunction with the Special Services Case Managers will provide the teachers with all IEP's and 504 documentation.
- Special Services personnel, school guidance counselors, and support facilitators will provide updates and host meetings for IEP and 504 reviews.

- The school will facilitate the provision of appropriate accommodations as outlined by Special Services of Kalispell School District #5.

Responsibilities of the IB Coordinator

- The IB Coordinator will apply to the IB for students' accommodations in assessment type and circumstances.
- The IB Coordinator will work collaboratively with faculty to support students with special education needs.
- The IB Coordinator will provide examination accommodations as needed and approved by the IB.
- The IB Coordinator will maintain discretion and confidence in providing special education needs services.

Responsibilities of the Faculty

- The classroom teacher will comply with all federal and local laws regarding special education needs.
- The classroom teacher will participate in all required training when available.
- The classroom teachers will identify struggling learners and refer the students to the counselor or IB coordinator as needed.
- The classroom teacher will implement the appropriate interventions as outlined in the Multi-tier support system.
- The classroom teacher will maintain accurate records of students' progress.
- The classroom teacher with the assistance of the special services case manager and counselor will become familiar with the special needs of the exceptional student.
- The classroom teacher will provide differentiated instruction as outlined by the student's IEP or 504 Plan.
- The teacher will maintain discretion and confidentiality in providing special education services.

Responsibilities of the Parent

- Parents will play an active role in their child's education.
- Parents will have knowledge of their child's entitlement within the school district policy.
- Parents will communicate to the school all information and documentation regarding their child's special education needs.
- Parent will communicate with the school regarding any changes in their child's special education needs.
- Parents will make requests for needed child studies and services from the school or school district in a proactive manner.
- Parent will provide documentation needed for IB accommodation requests.

Responsibilities of the Student

- Students will be proactive in asking for assistance from the school administrators, faculty and staff.
- Students will be an active participant in classes and meetings.
- Students will follow all Kalispell Public School and Flathead IB policies and procedures.

Special Assessment Needs Arrangements/Accommodations

Not requiring authorization but at the discretion of the coordinator.

- Separate room
- Appropriate seating
- An Assistant
- Normally uses an aid (colored overlay, braille slate, sound amplification device, etc.)
- A communicator
- Test directions may be clarified by the invigilator or a designated reader.
- Magnifying devices
- Coordinator is allowed to name colors for candidate with color blindness
- Use of noise buffers, rest breaks
- Use of prompter
- Additional time on assessments during the two-year program

Inclusive assessment arrangements other than those listed must have prior authorization from the IB Assessment Centre. Refer to the publication *Candidates with Assessment Access Requirements*. All requests for inclusive assessment arrangements must be submitted using the online system on IBIS. The Request of inclusive assessment arrangements is located under the Candidate tab and must be submitted no later than 15 November/15 May, 6 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.

Evidence and information required

The following supporting documentation must be submitted with the online *Request for Inclusive Assessment Arrangements*:

- Medical/psychological/psycho-educational documentation

And

- At least one piece of educational evidence.

The purpose of the education evidence is to show that the access requested has been the candidate's usual way of participating in classroom activities and tests. Examples of educational evidence include:

- Anecdotal observations from the school such as records or correspondence from a class teacher, a learning support teacher, or school counselor.

- An Individualized Education Plan (IEP)
- Samples of the candidate's work
- Evidence of correspondence of records from a previous school

Roles and responsibilities for implementing, evaluating and reviewing the Special Education Needs Policy

The Assessment Policy will be evaluated at least every 5 years or on an as needed basis. The policy will be reviewed by the IB Program coordinator, Administration, Chair of the Special Services Department, counselors and other IB Program teachers. This policy will be posted on the school website, shared with all school department heads, parents, and all other stakeholders.

Developed with reference to the Handbook of Procedures for the Diploma Programme 2015-16.