

Latta High School IB World School International Baccalaureate Diploma Programme Access and Inclusion Policy



Beliefs

Latta High School’s mission includes the belief that we should provide the environment necessary “so that each student may develop to his/her fullest potential in order to become an integral, contributing, self-reliant member of a globally diverse society.” The Latta School Board believes “that students with exceptional educational needs should be served in regular classrooms whenever possible” and that “special education is an integral part of the general education program offered to all students” (*Board Policy Manual IHBA*).

We also believe that “every student has a right to an appropriate educational program in which he/she can experience success. If a student has a disability, his/her success may be contingent upon an adjustment to the techniques and materials of instruction to meet his/her individual needs” (*Board Policy Manual IHBA*).

IB states in the *Access and Inclusion* policy that “the IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.”

Latta High School will work within our policy guidelines and with IB staff to ensure that students who are eligible for inclusive access arrangements are provided the opportunities they need to be successful participants of the IB Diploma Programme.

Inclusion Identification

During the initial nine weeks of every school year, the IB Coordinator will prepare a list of IB course, anticipated, and diploma candidates to be submitted to the guidance counselor at Latta High School. The counselor will inform the IB Coordinator of any students with special educational needs (including 504 plans or Individual Education Plans) so those needs can be communicated to the IB. When possible, IB arrangements not requiring authorization as outlined in Section 3 of the *Access and Inclusion Policy* will be utilized. For any arrangements that require IB authorization, the IB Coordinator will submit documentation through the IBIS platform and then work with IB to confirm that the arrangements made for the candidate are those necessary to provide fair, but not advantaged, circumstances.

The subject area teachers of those students will have been informed by the Special Educational Needs department of those conditions earlier in the school year, but the IB Coordinator will confirm with those teachers the need to accommodate and support any special needs to enable the student to be successful.

The “IB policy is based on the principle of optimal support, which means that the access arrangements must be accurately planned to remove or reduce barriers; they must neither be more nor less than what the student requires. Access arrangements must also be continuously monitored to ensure that they remain the optimal support for that student” (*Access and Inclusion 2021*). As part of inclusion identification, the school will continuously monitor the need of inclusive access arrangements to ensure that the supports provided are needed and beneficial to the student.

IB Precedence

Latta High School is aware that IB criteria for arrangements may not be the same as the standard practices followed in this country. In the matter of inclusive access arrangements for IB candidates in IB courses, the arrangements authorized by the IB will take precedence over arrangements authorized locally.

Responsibilities

IB Coordinator is responsible

- for confirming with the guidance counselor any special needs that exist for individual students
- for confirming the existence of a 504 plan or IEP with the pertinent IB faculty members
- for submitting documentation via IBIS by November 15 which is six months before the written examinations
- for informing the student, parents, and teachers of IB’s decision for allowing or not allowing inclusive access arrangements during the exam period

IB faculty members are responsible

- for working with the student in the classroom setting to meet their needs according to the 504 plan or IEP and/or IB authorized inclusive access arrangements
- for documenting a candidate with a 504 plan or IEP’s usual way of working so that direct observational evidence may be submitted to IB, if required
- for working with student’s special needs teacher, if applicable
- for differentiating lessons as necessary to ensure the student’s success in the classroom
- for communicating with the student and his/her parents/guardians the student’s progress in the classroom
- for informing the IB Coordinator if any issues with assessment arise

Students are responsible

- for accepting the responsibilities of learning that are a part of academic success

- for communicating their needs to their parents, their classroom teacher, the IEP team, and/or the IB Coordinator

Parents are responsible

- for communicating any concerns about their student’s learning support needs
- for communicating with IB faculty members about their child’s progress in the classroom
- for submitting “only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children” (*Academic integrity 2019*)

It is a belief of the Latta School Board that “the education of students is best served through the cooperative efforts of students, parents/legal guardians, district staff and community members” (*Board Policy Manual Code KA*). It is the belief of Latta High School that effective communication among all of our stakeholders is the only way we can ensure the success of each student.

Access and Inclusion Policy Review

The DP Access and Inclusion Policy is a living document, subject to ongoing review and revision with the IB DP Coordinator taking the lead role in keeping the school informed of the principles and practices established by IB. As such, the policy will be reviewed annually after the May exam session by the collective DP faculty.