

Inclusion Policy



*Lake Wales High School International
Baccalaureate Diploma Programme*

Mission Statement

Creating a vibrant, internationally-minded community where students are encouraged to seek a life of inquiry, reflection, and merit.

Rationale/Purpose

Lake Wales High School (LWHS) strives to ensure that all students are provided with equal access to academic opportunities and the support necessary to be academically successful in the International Baccalaureate Diploma Program at LWHS.

Lake Wales High School is committed to providing arrangements that are available to candidates with special needs in the regular coursework as well as with the IB assessments, in line with the parameters set by IBO and outlined in the document: Meeting student learning diversity in the classroom.

School Philosophy

Lake Wales High School supports the inclusion of all students in IB classrooms. Any student who is willing to try a highly rigorous course of study is strongly encouraged to enroll and supported through 9-12th grade. LWHS staff is well informed about student needs and adhere to accommodations as required by 504's as well as Individual Educational Plans. Differentiation of instruction is a technique that is expected to be implemented for all students at LWHS, not just IB students.

IB teachers have access to their students' 504 plans and IEPs via FOCUS, the district information system and each student has a case worker. The case worker works under the direction of the ESE Coordinator at the school site and in conjunction with the IB Diploma Coordinator/Assistant Principal. The 504 coordinator and ESE coordinator meet with teachers several times a year and during parent conferences to discuss techniques to improve student performance and the needs of individual students. The impact of accommodations made are also evaluated and modified at the IEP meetings.

The IB program at Lake Wales High School recognizes, supports and enforces the International Baccalaureate Policy for IB students with special assessment needs. "It is expected that all students in IB World Schools will experience positive learning environments based upon the IB's four principles of good practice: affirming identity and building self-esteem; valuing prior knowledge; scaffolding and extending learning (Learning diversity and the IB Programmes: Special educational needs within the international Baccalaureate programmes, 2010). Strengths are celebrated, challenges circumvented.." We, at LWHS strive to ensure the same for our students.

Goals of the Policy

- Compliance with all national, state, and local laws pertaining to Exceptional Student Services.
- Provision of services necessary to accommodate exceptional students with their individual needs.
- Delineate the roles and responsibilities of all stakeholders.

IB Principles in Regards to Inclusion in the Diploma Programme

The publication *Access & Inclusion Policy (IBO, 2022)* states the following principles as part of the expectation of accommodating students in the IB programme that have special needs.

1.1 The International Baccalaureate (IB) believes in an inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in, and develop through, IB programmes.

1.2 This Access and inclusion policy aims to establish standards and best practices in access and inclusion in IB World Schools so that all students can fully participate in their IB education. All schools are expected to draw upon the principles and practice of provision of access arrangements from this policy to formulate their internal school inclusion policy and practice for learning, teaching and assessment.

1.4 In IB assessments, all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. For Middle Years Programme (MYP) eAssessment, the Diploma Programme (DP) and Career-related Programme (CP), this document sets out the policy for provision of access arrangements for IB assessments that schools must comply with. However, access arrangements for assessments must reflect student experiences in learning. For this reason, this policy states that access arrangements must be applied in learning and teaching to then align with acceptable arrangements in the assessment context.

1.5 Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching and assessment. Access and inclusion must be considered when a learner is facing a long-term challenge.

1.6 Primary barriers are the key elements that impact a student's learning. Often, there are also associated secondary barriers that are causally related to the primary barrier. Both primary and secondary barriers must be considered when planning the access arrangements for a student.

1.7 The following are primary barriers.

Additional language (first or best language is not the language of instruction)

- Cultural variations
- Hearing

- Intellectual exceptionalities
- Movement and coordination
- Medical
- Mental health
- Numeracy
- Processing
- Reading
- Seeing
- Social–emotional
- Speech and language
- Writing

1.8 All requests for access arrangements for IB assessments must be:

- based on the usual way of learning and teaching in the classroom
- in line with the eligibility criteria stated in this policy
- submitted along with supporting documents as evidence
- submitted by the deadline stated in the Assessment procedures for the relevant programme(s).

1.9 This policy aims to articulate the role of access and inclusion during learning and teaching, as well as for all IB assessments.

1.10 The purpose of this policy is to support the practice of access and inclusion in IB schools to enable all students to participate fully in learning, teaching and assessment (formative and summative) by reducing and removing barriers using appropriate and well-planned access arrangements. This policy follows the whole-school approach to inclusion, where all educators are involved in access and inclusion, and it is not only the work of the learning support teacher/team. It is intended for all school leaders, programme coordinators and IB educators.

Responsibilities of the School

- The school will work in conjunction with the Exceptional Student Services Coordinator of Lake Wales High to ensure that the student is being served in compliance with all national, state, and local laws regarding special educational needs.
- The school will consult with students with exceptional needs in order to determine the path of study within IB that will lead to success for the student.
- The school will consult with all IB teachers involved in the exceptional student's accommodations at an early stage of the DP program.
- The school will ensure that any accommodation will be implemented early in the Diploma Program in individual classrooms in order to provide the candidate the necessary time to implement said strategies.

- The school will ensure that any accommodations made are for the purpose of alleviating any disadvantage that a student might have, not providing an advantage for the student.
- The school will obtain consent from the parents of students in order to request accommodations by IB.
- The school will seek the support and guidance of the Educational Special Services Department, the school psychologist, the speech therapist, the school nurses, the English Language Learner teacher, and the guidance counselors as needed.

Responsibilities of the Coordinator

- The DP Coordinator/Assistant Principal of IB will strive to provide the resources needed to provide inclusive arrangements.
- The DP Coordinator will submit inclusive assessment requests to IB on behalf of the student.
- The DP Coordinator will make all approved inclusive arrangements on behalf of the student during testing and ensure that any technology or assistive devices are operable during the assessment period.

Responsibilities of the Teacher

- The IB teacher will adhere to all federal, state, and local laws pertaining to the education of exceptional students.
- The IB teacher will keep the DP Coordinator informed of any issues involving struggling learners as needed.
- The IB teacher will implement accommodations as required by state law.
- The IB teacher will maintain current and accurate records of student performance.
- The IB teacher will work with exceptional student faculty, advisors, administrators, and guidance counselors as needed to become familiar with techniques that can be incorporated to assist exceptional students.
- The IB teacher will maintain confidentiality in dealing with a student's disability.

Responsibilities of the Parent

- Parents will participate actively in the education of their child.
- Parents will read and adhere to school district policy regarding the services provided for exceptional students.
- Parents will communicate with the school regarding any changes in their child's exceptional needs.
- Parents will provide documentation needed for accommodation requests through IBO.

Responsibilities of the Student

- Students will actively communicate with teachers and seek assistance when needed.
- Students will actively participate in class activities and discussions.

Communication of Inclusion Policy

- Any parent, student, teacher or community member has the ability to access the Special Education policy of Lake Wales High School on the IB page of the school website. Parents also have access to additional resources published by IB by request.
- All IB staff will be given a copy of the Special Education policy.
- All full IB Diploma candidates will be informed of the Special Education policy early on in the diploma program.
- The IB staff of Lake Wales High School with input from the Exceptional Student Services department and the administration will review this policy and make any necessary changes and modifications as needed.

References and Resources

- Access and inclusion policy, IBO, 2022
- General regulations: Diploma Programme, IBO, 2014.
- Learning diversity and inclusion in IB programmes, IBO, 2016.
- Learning diversity in the international Baccalaureate programmes: Special education needs within the International Baccalaureate programmes, IBO, 2010.
- Meeting student learning diversity in the classroom, IBO, 2013.
- Rules for IB World Schools: Diploma Programme, IBO, 2023.

