

WKHS Inclusion/SEN Policy

Philosophy and Vision:

The Worthington Kilbourne High School staff is committed to providing opportunities for students to maximize personal growth. The Worthington School District's leadership also prioritizes a vision for providing a safe environment where every student can grow intellectually, emotionally, socially and physically. As an IB staff, we value the opportunity to teach and support all students in their IB education.

Worthington Schools Mission Statement:

"Empowering a community of learners who will change the world!"

Worthington Schools Vision Statements:

"We will engage each student with diverse opportunities to maximize every student's potential"

"We will provide a safe environment where every student can grow intellectually, emotionally, socially, and physically"

"We will provide consistent communication and promote dialogue with our community."

"We will be responsible and transparent with our community's resources."

Worthington Kilbourne's Mission Statement:

"The Mission of the Worthington Kilbourne High School Community is to inspire the pursuit of happiness through developing positive relationships, demonstrating responsible actions and maximizing personal growth."

Definitions:

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (Learning diversity and inclusion in IB programmes, 2016)

Inclusive Access Arrangements are changes to "learning, teaching and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address a range of barriers and enable the student to work around them. At a fundamental level, they address fairness and equal access to learning and teaching, and in addition, ensure validity and meaningfulness of assessment." (excerpted from *Access and Inclusion Policy* p. 4). The list of situations in which students may need access arrangements to support their learning includes: learning disabilities, specific learning difficulties, communication and speech difficulties, autism spectrum disorders, social, emotional and behavioral challenges, physical and sensory challenges, medical and mental health difficulties (including temporary conditions affecting IB exams) and additional language learning (list from *Diploma Programme Assessment Procedures 2019*).

Learner variability is "a term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality" (excerpted from *Learning diversity and inclusion in the IB programmes* p. 3).

Prior learning is knowledge and skills students have learned prior to beginning the Diploma Programme in prerequisite classes. The letter grade attained in the prerequisite is used as a proxy for the degree of mastery the student has achieved in the subject.

Student support is "human, natural, built and virtual resources to implement IB programmes" (excerpted from *Learning diversity and inclusion in the IB programmes* p. 8).

Description of Inclusive Education at Worthington Kilbourne High School

We offer a range of services for our population. On site, we conduct daily living skills classes, behavioral education classes, direct instruction classes, inclusion classes (allocated as directed by enrollment and IEP's), general education classes, and honors/AP/IB classes. Off site, we offer career center courses and an online learning academy.

Our professional human resources include social workers, school counselors, grief counselors (intermittent), intervention specialists, special education assistants, a speech therapist, a school nurse, a school psychologist and four academic assistants (certified teachers in math, science, English language arts and social studies who are available for one-on-one tutoring help all periods of the school day and who, in coordination with teachers, modify testing environments for our students). Our professional development opportunities include state-mandated gifted education (15 seat hours per year up to 60 hours total, followed by 3 hours annually), ongoing district professional development on MTSS, differentiation and SEL, and an IB teacher based team developing social/emotional resources. Our physical resources include an elevator, a health clinic, student-assigned chromebooks, graphing calculators to loan to students, and a variety of teaching and learning environments.

Policy and Practices:

1. Any student who has achieved sufficient mastery of the prior learning for a particular IB class is welcome to join the class. (see also Admissions Policy)
2. Prior to any formal assessments, teachers have access to official documentation of students' education needs (IEP's and 504's) and differentiate learning activities and modify assessments accordingly.
3. IB teachers reach out to intervention specialists and case managers to glean more information about students' learning styles and accommodations.
4. IB teachers regularly share concerns or questions about students' learning at IB team meetings to identify strategies and techniques that will help individual students as well as groups of students.
5. The IB Coordinator reads IEP's and 504's at the beginning of the year, in advance of registration deadlines, to ensure students and parents are aware of the procedure to secure inclusive access arrangements. The coordinator requests permission to apply for arrangements. Once approved, the coordinator communicates the arrangements to families and to the IB team members involved to ensure the students receive arrangements in internal assessments.
6. IB teachers meet the legal requirements and guidelines of state and national entities to fulfill students' learning plans (504's, IEP's, WEP's (for gifted students), MTSS, following Ohio Revised Code and IDEA).

Support:

1. IB teachers work with one another, with intervention specialists, counselors, the school social worker, the speech therapist, the library media specialist and with the four academic assistants to develop strategies, identify and provide resources (virtual and human), create activities and modify assessments to reduce or remove barriers to students' education. IB teachers also consult teachers of pre-requisite courses to discover information that will aid them in developing lessons and aligning curriculum for cohorts of students and individual students.
2. IB teachers meet with students who need more assistance during advisory period, at lunch, or before or after school.
3. IB programme students are afforded a dedicated room during advisory period to catch up on work, relax and meet with teachers for review.
4. The IB team engages in professional development and collaborates in support of learner variability, including social and emotional learning. The IB team also advocates for district-wide opportunities to benefit all staff in differentiation, executive functioning and multisensory teaching strategies.

5. The IB team meets with parents, counselors and students to develop learning plans and interventions to help students succeed in the IB programme.
6. The IB team, especially teachers in the IB core, identify any social/emotional needs or concerns and use the coordinator, counselors, school psychologist, deans and school social worker as resources in working with students.
7. Teachers open dialogue with students about their learning experiences in the programme and areas of strength and struggle, reporting concerns or progress to the rest of the team as useful. This is done in a systematic way to make sure all students receive support.
8. Intermittent social activities are planned for the programme students to unwind and enjoy - ranging from picnics to outdoor game time to advisory birthday parties and teas.

Support Examples:

- The library/media specialist has procured and shared voice recordings of texts to students with dyslexia or reading/processing needs.
- Teachers have read aloud to students and recorded readings of texts that are obscure/unrecorded.
- Teachers have collaborated with counselors, parents and the coordinator to develop intervention plans for students with chronic illness.
- Counselors have provided 11 sessions of resiliency curriculum to IB students identified with anxiety.
- Social worker and Counselor have presented mental health resources to the IB cohort.
- Teachers meet before school, during off periods and during advisory to reteach and review with students with learning difficulties.
- Teachers have worked intensively with students/parents/counselors on behavior plans and supports.
- A teacher has offered to teach one student at the higher level (we only offer standard level) due to the fact that Pamoja could not offer specific interventions as part of the online course.
- Teachers and the library/media specialist strive to help diverse learners identify IA and EE topics and questions that suit student skills.
- TOK and CAS teachers offer support and flexibility for students to express social/emotional needs and release time for additional learning supports. The CAS advisor conducts a survey at the start of junior year to help identify important details about students' home lives and shares pertinent information with the rest of the students' IB teachers
- Teachers are involved in ongoing professional development through offerings provided by Ohio IB.
- The district has provided mental health and addiction professional development to the community through the Worthington Cares speaker series, gifted professional development through GT Ignite and workshops, and MTSS training at a summer two-day professional development event.

Communication practices and support:

1. The inclusion policy is included in the student/staff/parent handbook and on the district website.
2. The inclusion policy is shared with the counseling staff and reiterated during recruitment visits to classes.
3. The inclusion policy is available during curriculum night with potential IB students and parents.
4. The coordinator reviews students with arrangements with teachers, and solicits inclusive arrangements feedback and documentation during August/September each year.
5. The case managers (intervention specialists) for our IB students are included in communication about inclusive arrangements and classroom supports.

Policy for maintaining confidentiality:

1. The coordinator will secure permission from parents/guardians before applying for inclusive arrangements and releasing information to IB on the student's behalf.
2. Teachers protect details of students' plans by talking privately with students and handling documents with care. Plans are available through secure technology portals via the district's network and are only available for teachers (and coordinator, counselor) of individual students.
3. The coordinator discusses information about inclusive arrangements with individual teachers, parents and students in private conversations or via phone or e-mail.

Limitations to inclusion in the IB Programme

- We do not currently have intervention specialists in IB classes. Intervention specialists are allocated first to graduation requirement classes and state-tested classes, based on the number of students requiring accommodations enrolled. However, if there is a request for intervention services in an IB class, the IEP team would meet with the family and student to discuss and review options.
- We don't have offerings of SL and HL for most courses. We are limited by our student enrollment in IB classes. We carefully counsel students to personalize their IB experiences, and we look to add additional SL course offerings in science and math.

Policy last updated 11/29/22. Future review date October 2025.

Special Assessment Needs Information for Students and Families

The IB Organization strives to make its programmes accessible to the broadest range of students possible. Therefore, inclusive arrangements can be made to accommodate Subject Exams (both the Internal and External Assessments) to the specific documented needs of individual students. Here is a list of the accommodations that can be provided without making a special request to the IB Organization. Requests for these accommodations must be filed with the IB Diploma Programme Coordinator at the time of enrollment (August of Grade 11), or the beginning of Year 2 of the programme (August of Grade 12):

Assessment Access Arrangements Not Requiring Pre-Authorization by the IBO

adapted from *General Regulations, Diploma Programme*, published by the IB Organization, 2016.

- 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.
- The coordinator may arrange for appropriate seating to meet the needs of individual candidates
- An 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.
- 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.
- A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper.
- If a candidate has difficulties in reading or attention, test 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.
- For a candidate who has colour blindness, the coordinator (or invigilator) is permitted to name colours in an examination paper
- A candidate who is hypersensitive to sound is permitted the use of noise buffers such as earplugs
- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions.
- 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.

Assessment Access Arrangements Requiring Pre-Authorization from the IB Organization

Requests for these accommodations must be filed with the IB Programme Coordinator ASAP.

- Additional time
- Information and communication technology (ICT) – usually authorized when it is the candidate's normal method of working and does not provide the candidate with an advantage over other candidates
- Augmentative speech equipment – when this has been the candidate's normal means of working
- Scribe – if a candidate is unable to provide a handwritten response or use a computer
- Readers – to read the examination paper to a candidate and to read back the candidate's answers if requested to do so; however, the reader must not interpret or explain questions on the paper

- Communicators – able to convey information to a person with a hearing impairment through the use of lip-speaking, finger-spelling or sign language
- Modifications to examination papers – normally made to examination papers for candidates with visual or hearing issues
- Examination papers in Braille
- Printing on coloured paper
- Changes to the print on examination papers – enlarged print and/or a change of font
- Modifications to the visual complexity – if this can be achieved without compromising the assessment objectives of the examination paper
- Modifications to the language of examination papers
- Reading software – if a candidate is unable to visually process print text, etc.
- Audio recordings of responses to examination papers – only if a candidate is unable to provide a handwritten or word processed script, and an amanuensis (or scribe) is not a viable alternative
- Transcriptions – not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed
- Alternative venues for examinations
- Extensions to deadlines – applies to cases of illness or accident when a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner
- Assistance with practical work – for a candidate with a physical disability, particularly suited to situations where there is a concern for a candidate’s health or safety
- Exemptions from assessment – if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized, though this is very rare

The IB Organization requires documentation by a medical or psychological professional and documentation from the school of accommodations before it will grant any of the above-listed accommodations. Here are the IB Organization’s standards for documentation:

Supporting Documentation

Adapted from **Candidates with Assessment Access Requirements Guidelines**, published by the IB Organization, 2018
To submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application “Request of inclusive assessment arrangements”. The first document is a psychological/psycho-educational/medical report from a psychological or medical service and the second is educational evidence from the school.

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

All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate

- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator's request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological/psycho-educational reports must:

- be based on 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
- Furthermore, it is not mandatory to test in all areas; the assessment may be in line with the candidate's learning support requirements.

Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties which may be apparent in class plus a brief 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 assessment arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spell check).

Assessment arrangements are based on a candidate's current assessment access requirements. For this reason, a medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.