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# ***William T. Dwyer High School***

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## ***INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM***

### ***INCLUSION POLICY***

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#### **Rationale/Purpose:**

The IB Program at William T. Dwyer High School Strives to guarantee that all students are provided the support necessary to allow them to achieve academic success and reach their fullest potential as members of William T. Dwyer High School. This rationale is supported by William T. Dwyer's Mission and Vision statements, as well as the School District of Palm Beach County's Mission, Vision, and Equity Statements:

#### **Mission Statement**

The staff of William T. Dwyer High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

#### **Vision Statement**

The staff of William T. Dwyer High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### **SDPBC Mission Statement**

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

## **SDPBC Vision Statement**

We envision...

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.

## **SDPBC Equity Statement**

The School District of Palm Beach County is committed to creating safe, equitable and inclusive learning environments that ensure students have what they need to be successful in life.

The School District of Palm Beach County will provide each student – regardless of race, ethnicity, economic status, disability, national origin, religious affiliation, gender identity or sexual orientation – access to any and all opportunities, resources and support they need to develop agency, voice and achieve their dreams.

The School District of Palm Beach County will embrace, celebrate and honor our students, families, staff and community members and their unique cultural histories, while ensuring each student achieves personal, academic and sustainable success.

This document is designed to communicate to all stakeholders – parents, students, teachers and administrators -the expectations for creating and maintaining an educational environment for all IB students as required by IBO and supported by the School District of Palm Beach County. It provides clear guidelines by defining appropriate vision, goals, and practices within the IB program at William T. Dwyer High School. This document also establishes clear responsibilities for all stakeholders.

## **Philosophy:**

It is the philosophy of IB, the School District of Palm Beach County, and the IB Program at William T. Dwyer High School that every student can learn. Every student should also be supported in learning the creative, thinking, and learning skills that are necessary for success as adults. Goals include making them self-sufficient, caring and reflective members of society, and productive citizens in the global market place. It is our vision therefore, to provide learner centered IB instruction wherein all students receive the necessary resources, guidance, accommodations, and differentiated instruction needed for personal success. Our policy draws its authority from the IBO Diploma Programme Assessment procedures (2018),

Programme Standards and Practices (2018), Access and Inclusion Policy (2022) and Palm Beach County Exceptional Student Education Policies (2022).

The IB Program at William T. Dwyer High School meets all state and federal requirements:

- Individuals with Disabilities Act (IDEA)
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act (ADA)
- Assistive Technology Act

## **Inclusion Policy Goals**

The goals of the Inclusion Policy are:

- To assure compliance with national, state, and local laws regarding Exceptional Student Education;
- Ensure that the special needs of our students are identified early, assessed, and provided for;
- Make clear the expectations of all stakeholders
- Assist all students in understanding all features of the school curriculum and assessment policy

The administration, faculty, and staff at William T. Dwyer High School acknowledge that:

- Our students have different education and learning needs, abilities, and goals;
- Students acquire information and skills at different rates and through different means;
- All students are able to learn and they are unique;
- Our school welcomes and accepts all students.

## **International Baccalaureate Principles**

All special arrangements that may be authorized by the IB are based on the following principles:

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, regardless of whether they have special needs.

1.2 Special arrangements are intended to reduce the adverse effects of a candidate's individual needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

1.3 The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or courses results.

1.4 The school, not the IB, is responsible for establishing whether the Diploma Programme can be taught and assessed. Advice may be sought from IB Cardiff before a school accepts a student with special needs; however, this advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources.

1.5 If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) (English, French or Spanish) arises from a diagnosed need, special arrangements may be authorized. (Note: For written examinations in Subject Groups 3 to 6, all candidates can use a translating dictionary.)

1.6 The IB aims to authorize special 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. Coordinators are required to provide information on both the candidate's usual method of working in the classroom and under assessment conditions.

1.7 The IB is committed to an educational philosophy based on international mindedness. Therefore, the special assessment needs policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with special assessment needs, the policy represents the result of a consideration of accepted practice in multiple nations.

1.8 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of need are the same. Given that cultural differences occur in the recognition of learning issues and the accommodations allowed, some compromise may be necessary to help ensure comparability between candidates in different countries.

1.9 If special assessment arrangements are necessary for a candidate, consultation with the IB is mandatory. Similarly, if a Diploma Programme candidate has difficulties meeting the requirements for Creativity, Activity, Service (CAS), the IB must be consulted. However, an IB World School may provide any kind of special arrangement for a candidate during his or her study of the Diploma Programme or trial (practice) examinations.

1.10 A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are considered.

1.11 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.

1.12 If special arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to the IB for scrutiny.

1.13 Please notify the IB about retake candidates who require the same special arrangements carried over into their next examination session. Advance notice is necessary because some arrangements, such as transcribing examination papers into Braille, take several months of preparation.

1.14 The list of special arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all other similarly affected candidates.

1.15 According to the IB *General Regulations: Diploma Programme*, a Diploma Programme candidate may participate in three (3) examination sessions to be awarded the diploma. At the discretion of the IB, a candidate with special needs may be allowed additional sessions.

1.16 If a school does not meet the conditions specified by the IB when administering special arrangements, or makes special arrangements without authorization, the candidate may not be awarded a grade in the subject/level concerned.

1.17 Each request for special arrangements will be judged on its own merit. Previous authorization of special 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.

1.18 The IB does not flag or in any way annotate the results of a candidate for whom special arrangements have been authorized.

1.19 If the candidate's disability and/or the nature of the special arrangement might disturb other candidates during an examination, the candidate must take the examination in a separate room and be supervised according to the regulations governing the conduct of Diploma Programme examinations.

1.20 Any issues that arise from the nature of the special arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to the IB Information Desk as soon as possible.

1.21 Written examinations must be invigilated according to the regulations governing the conduct of Diploma Programme examinations. The person invigilating the candidate must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

## **Terminology**

Accommodation – a generic term comprising all forms of arrangements, compensation or conditions that may be allowed for a candidate.

Adverse circumstance – Circumstances beyond the control of the candidate(s) that might be detrimental to the performance of the candidate(s) in one or more assessment component (for example, bereavement, natural disasters, civil unrest). "Adverse circumstances" do not include medical conditions or disability.

Assessment component – Each subject and level for the IB Diploma Programme are divided into assessment components, for example, paper 1, paper 2 and internal assessment. Some components comprise discrete tasks that are undertaken separately. These separate tasks within a component, such as the map work section for a geography examination paper, are referred to in this document as a "part" of an assessment component.

Exceptional Circumstance – 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.

Inclusive access 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.

Assessment access requirements – A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.

Learning Support Requirements – Support and/or access to required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment. Candidates who require inclusive access arrangements may have learning support requirements due to one or more of the following:

- Autism
- Learning disability
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioral difficulties
- Specific Learning difficulties
- Speech and/or communication difficulties

## **Roles & Responsibilities**

Responsibilities of the School District of Palm Beach County:

The School District of Palm Beach County serves approximately 38,000 students identified as eligible for Exceptional Student Education (ESE); this includes 9,252 students identified as gifted. Eligible students with disabilities are provided services from birth through age 22. ESE services are available at all public school sites throughout the district. The School District of Palm Beach County is committed to providing exceptional students a Free Appropriate Public Education (FAPE) in accordance with federal, state, and local mandates. In keeping with this philosophy, the School District:

- Provides every exceptional student with an appropriate individualized education program (IEP)
- Offers exceptional student services that are available to every other student
- Provides placement alternatives that enable students to be educated in the least restrictive environment.
- Encourages the participation of parents in the educational process
- Ensures the right to due process and equal protection under the law

### **Responsibility of the School:**

- The school will work the School District's Exceptional Student Education (ESE) Department to make sure the program follows 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 the district's ESE Department, will raise staff awareness/provide professional development regarding the needs of our exceptional students
- The school will provide resources for the implementation and continuation of Inclusion Policy.
- Our ESE Coordinator, ESE Case Managers, and our School Counselors will provide teachers with all IEP and 504 plans.
- ESE personnel, School Counselors, Case Managers, Support Facilitators, and School Psychologists will provide updates and facilitate IEP/504 annual reviews.

- The school will facilitate the provision of appropriate accommodations as outlined by the School District of Palm Beach County's ESE Department.

**Responsibilities of the IB Coordinator:**

- The IB Coordinator will facilitate the application process for students who qualify for access arrangements.
- 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 access arrangements/accommodations.

**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 teacher will identify struggling learners and refer the student to the counselor or IB Coordinator as needed
- The classroom teacher will implement the appropriate interventions as outlined in the MultiTiered Support System
- The classroom teacher will maintain accurate records of students' progress.
- The classroom teacher with the assistance of the exceptional student services facilitator and counselor will become familiar with the special needs of the student
- The classroom teacher will provide differentiated instructions as outlined by the students' IEP or 504 Plan.
- The teacher will maintain discretion and confidentiality in providing special education needs services.

**Responsibilities of the Parent/Guardian:**

- Parents/Guardians 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.
- Parents will communicate with the school regarding any changes in their child's special education needs.
- Parents will make request for needed child studies and services from the school or school district in a proactive manner.
- Parents will provide documentation needed for IBO accommodation requests.

**Responsibilities of the Student:**

- Students will be active 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 Palm Beach County Public School and William T. Dwyer IB policies and procedures.

### **Communication to all Stakeholders**

The Language Policy will be placed on the school webpage under the category “International Baccalaureate Policies” and hard copies of these policies will be distributed to all IB teachers and support staff, and to any who request one by writing to the DP coordinator at [deanna.schneider@palmbeachschools.org](mailto:deanna.schneider@palmbeachschools.org)