



IB Inclusion/Special Education Needs Policy

Green Bay West High School

Purpose

Each day we challenge and inspire students to love learning and to shape a better world. The purpose of the Inclusion/Special Educational Needs Policy is to ensure that students with identified learning needs are supported in ways that allow for the actualization of both the Green Bay West High School and IBO mission statements. Green Bay West High School is committed to making our classrooms safe, inclusive environments where every student has an opportunity to learn, grow and realize their potential to shape a better world.

I. Definitions

- **Individualized Education Plan (IEP)** – a formal written plan developed for each student with an identified learning need.
- **Inclusive Classrooms** – classrooms that include students with a variety of learning needs.
- **Accommodations** – changes to instruction or assessment that allows an individual student to learn the curriculum and demonstrate that knowledge.
- **Differentiated Instruction** – instruction in an inclusive setting that is tailored to the individual needs of a learner.

II. Principles

- All students at Green Bay West High School have access to all classes including MYP and DP classes regardless of specialized learning needs. Our classrooms are inclusive and welcome diversity of learning styles. This Special Educational Needs Policy is designed to ensure that the special education needs of individual learners are met within this context.
- Students with special educational needs are identified and accommodated to provide equal access to the curriculum. The IEP team, the Special Education teacher, will work with the classroom teachers to ensure that differentiated instruction is provided in the regular education classroom for students with special needs. We understand that differentiated instruction is good practice and do not confine differentiation exclusively to identified students.
- Students qualifying for Special Educational services are provided IEP accommodations that are required by law in regular education classrooms, including access to all IB DP/MYP classes. Students who register to test in their DP classes will use accommodations approved by IB.

III. Access

Green Bay West High School is committed to an open access policy. All students at Green Bay West are enrolled in the MYP program in 9th & 10th grade. Students and Parents must complete an application packet for the DP program, the application packet informational and makes each shareholder aware of all aspects of the Diploma program. There is not a GPA requirement for the DP program and all that apply are able to enroll. This is decided by the student and his or her parents/guardian under advisement of the student's teachers, IEP team and counselor.

IV. IB Policies Regarding Inclusive Assessment Arrangements

[This document gives](#) specific conditions required by IBO for inclusive assessment modifications. For inquiries concerning candidates with access requirements, send an email to "Access and inclusion" at inclusion@ibo.org

IB Principles Regarding Access Requirements



The following principles are taken directly from Candidates with Assessment Access Requirements (IBO, 2014): All inclusive assessment 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 or not they have learning support requirements.

1.2 Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

1.3 The inclusive assessment arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the award of the diploma or course results.

1.4 If inclusive assessment arrangements are necessary for a candidate during the course of their study of the Diploma Programme or practice examinations, the school may provide the arrangements. If the arrangements are required for assessment, this document lists the arrangements that do not require prior authorization from the IB. For all other arrangements, prior authorization from the IB Assessment centre is mandatory. Similarly, if a Diploma Programme candidate has difficulties meeting the requirements for creativity, activity, service (CAS), IB Answers must be consulted.

1.5 The IB aims to authorize inclusive assessment 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 the candidate's usual method of working in the classroom.

1.6 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive assessment arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with assessment access requirements, the policy represents the result of a consideration of accepted practice in different countries.

1.7 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise which may be necessary to help ensure comparability between candidates in different countries.

1.8 Each request for inclusive assessment arrangements will be judged on its own merit. Previous authorization of 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.

1.9 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.

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

1.11 If a school does not meet the conditions specified by the IB when administering inclusive



assessment arrangements or makes arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.

1.12 If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) arises from an identified learning support requirement, inclusive assessment arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.13 If inclusive assessment arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to the IB Assessment center for review.

1.14 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 applied.

1.15 The list of inclusive assessment arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all candidates with similar requirements.

1.16 According to the document General regulations: Diploma Programme, a Diploma Programme candidate may participate in three examination sessions to be awarded the diploma. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.

1.17 If the nature of a candidate's challenge and/or the authorized inclusive assessment 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.

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

1.19 Any issues that arise from the nature of the inclusive assessment arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to IB Answers as soon as possible.

V. West IB Inclusion Policy

Accommodations and Inclusive Assessment Arrangements: As previously mentioned, an individual education plan (IEP) is developed for each student found eligible for services. A section 504 plan is developed for students who do not require specialized services but need the assurance that they will receive equal accessibility. The 504 plan delineates a student's specific accessibility requirements.

Accommodations and inclusive arrangements for a student with an IEP or a 504 plan within the West IB Program may include, but are not limited to:

- Additional time
- Specialized testing environment
- Rest periods
- Assistance with practical work
- Magnifying device
- Noise buffer
- Internal deadline extensions



- Appropriate seating
- Interpreter for hearing impaired
- Colored overlay
- Sound amplification device
- Speech to text program
- Text to speech program

VI. DP Assessments

Be advised that some inclusive arrangements are permitted at the discretion of the IB coordinators and do not require prior approval from the IBO; however, other inclusive arrangements must have prior authorization from the IBO. The West IB DP Coordinator is responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments. The West IB DP Coordinator is also responsible for requesting inclusive assessment arrangements.

Parents/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence. The West IB DP Coordinator will work together with parents/guardians, students, the IB counselor, and DP staff members to gather and submit all pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB student's usual and reasonable accommodations under a valid IEP or 504 plan.

Adverse or unforeseen circumstances do not fall under the tenets of this inclusion policy. An IB student who experiences adverse circumstances must contact the West IB DP Coordinator to seek information regarding his or her specific situation.

VII. Roles and Responsibilities

Responsibilities of the West IB Program

IB programming will:

- work with the Special Education Department of West High School to make sure the program is in compliance with federal and local laws regarding students with access needs.
- adhere to the rules and guidelines for inclusive assessment arrangements as set forth by the International Baccalaureate Organization (IBO).
- provide guidance to students with access needs to help them make informed decisions concerning participation in the West IB Diploma Program.
- provide program staff with access to all IEPs and 504 plans through coordination of Special Education and Student Services departments. Faculty may request hard copies of the aforementioned documents if needed.

Responsibilities of the West IB Coordinators

IB Coordinators will:

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

Responsibilities of the West IB Staff

IB Staff will

- comply with all federal and local laws regarding inclusion needs.
- identify struggling learners and refer said learners to the West High School counseling department and/or the West IB DP coordinator.



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- access and become familiar with IEP and 504 information.
- provide the appropriate accommodations and differentiated instruction as outlined in IEP and 504 documents.
- maintain accurate records of students' progress
- maintain discretion and confidentiality in providing inclusion services.

Responsibilities of West IB

Parents/Guardians will:

- communicate to the school all information and documentation regarding their child's inclusion needs.
- communicate to the school regarding any changes in their child's inclusion needs.
- request for needed services from the school and/or the IB Program in a proactive manner.
- provide documentation for IBO inclusive assessment arrangement requests.

Responsibilities of West IB Students

IB students will:

- request assistance from the IB coordinator and staff members.
- request inclusive assessment arrangements.
- self-advocate for inclusive needs based upon accommodations delineated within IEPs and 504 accommodation plans.

VIII. Review Committee

The Inclusion/Special Educational Needs committee, with the support of the Special Education department, will continue to review, support, refine, and build our Inclusion/Special Educational Needs Policy once a year to ensure that we are meeting the needs of all of our students.

IX. Green Bay Area School District's Policies Regarding Inclusion

This document was written in accordance with the following policies of the Green Bay Public School Board: Policy 342.8 (REVISED: August 15, 2016), Policy 411 (revised: May 15, 2017), Policy 342.1 (revised: December 14, 2015), Policy 342.3 (revised June 20, 2005). These documents have been reprinted below.

GREEN BAY AREA PUBLIC SCHOOL DISTRICT

DEPARTMENT OF SPECIAL EDUCATION PROGRAMS AND STUDENT RELATIONS

COLLABORATIVE PROBLEM SOLVING EXPECTATIONS, FRAMEWORK, AND PROCEDURES

INTRODUCTION

The purpose of this document is to provide district expectations to schools on the implementation of collaborative problem solving in the Green Bay Area Public School District. The purpose is to facilitate the process of problem solving to meet student learning needs at any level within the school district. Each school will be required to establish a Teacher Assistance Team (TAT) and a Consultation Team under this problem solving umbrella.

1. At Green Bay West High School, the Teacher Assistance Team is called the Student Assistance Team (SAT). This is composed of the student's School Counselor and his/her teachers. They meet collaboratively to address the functioning needs (academic, cognitive and behavioral) of students. This is the first step of developing and implementing interventions and/or adaptations.

2. The Consultation Team includes classroom teacher(s), student services team members, and, as applicable, a building administrator who meet collaboratively to further explore student concerns unresolved by the SAT.

Building administrators are responsible for the implementation of assistance teams and consultation teams in the Green



Bay Area Public School District. The rationale for implementing these teams is listed below:

1. Student performance is closely monitored which may lead to improved student outcomes.
2. Educational accountability is improved.
3. Collaboration among school personnel is encouraged/improved.
4. Teacher morale and teamwork are improved.
5. Communication and coordination of student activities are improved.
6. Opportunity for professional development is evidenced.
7. Appropriate referrals for evaluation are increased.
8. Pre-referral activities are recognized as an integral part of teachers' responsibilities.

Parent involvement is an integral part of the problem solving process. Staff should involve parents as appropriate during the assistance team process. Their involvement and input is necessary and required by law during the problem solving part of the process.

Effective communication and coordination between the assistance team and consultation team are also very important. It is recommended that effective communication linkages be established between assistance and consultation teams. As an example, the facilitator for the assistance team may serve on the consultation team.

Training should be provided to all building staff on the assistance and consultation team process, collaborative teaming, the problem solving process and a review of confidentiality. Also, the team should be provided with additional training when needed and should be informed of the resources that are available for implementation of a student's plan.

RECOMMENDED ELEMENTS OF COLLABORATIVE PROBLEM SOLVING

A. Team Composition and Structure

1. At all levels, the team should be composed of core members. (Multi-ethnic and second language representation should be considered when establishing committee makeup).
2. The team should meet on a consistent basis to address the specific student needs at each school.
3. Assistance and consultation teams should meet at different times during the week.
4. The time allotted for each student at team meetings is contingent upon the unique needs of the student.
5. The responsibility for chairing the meeting may rotate among all core members with the exception of the teacher.
6. The role of the recorder may also rotate among core members with the exception of the teacher.

B. Team Collaboration/Problem Solving

1. Team Interaction:

- a. A climate should be established to understand and value each contributor's background and expertise.
- b. Every individual should be valued as an equal member of the team with no one person having greater authority within the group.
- c. The team facilitator(s) may rotate.

The facilitator should chair the committee, provide procedural guidance, coordinate group dynamics and provide information to keep the group on task.

d. A set of ground rules should be established for the exchange of information:

- 1) Each team member should be given opportunities to ask a question, provide input, or voice his/her concerns regarding the functioning of the team.
- 2) Team members should stay on task and refrain from side chatter.
- 3) Team members should have respect for a timeline.
- 4) Confidentiality should be enforced.
- 5) The team should have a meeting space that is conducive to privacy in order to support confidentiality.

e. The team should clarify and resolve conflicts among team members.

- 1) The team should review the ground rules.
- 2) The team should reassess the ability to implement strategies to improve team collaboration skills.
- 3) The team should utilize consensus building techniques.
- 4) The team should observe/consult with another building team if needed.
- 5) The team should explore community resources knowledgeable in team collaboration if needed.

2. Team Self Evaluation:

a. Periodically, the team should utilize 4-5 minutes to review its efficiency (debriefing) using a checklist of questions.

Examples of questions include:

- 1) Did each person have an opportunity for input today?
- 2) Did the team stay on task?
- 3) Does the team have a clear plan for each student discussed?
- 4) Are there any areas of conflict or concern for the team? Information from this review should be used to adjust the format/agenda of the next meeting.

C. Team Process

Steps to the Process:

1. The person requesting assistance should fill out the appropriate form.
2. The administrator/designee should receive the request and prioritize the request with others.
3. The team should establish membership for the team for each student on a case-by-case basis and develop procedures to notify others when the student will be discussed at a team meeting.
4. An agenda should be developed for the meeting.
5. The meeting should take place.
6. An action plan, including adaptations and resources, should be developed with decision recording and identifying the individuals responsible for follow up.
7. Teachers who work with the student should be informed that the action plan has been developed and should receive a copy.
8. Steps within each individual student action plan are carried out and reviewed by the team to measure outcomes.
9. Each school should establish and maintain a recording system where records are kept in a confidential location and staff is made aware of its location. One copy should go in the team binder and another in the student confidential/cumulative folder.

D. Meeting Framework

1. Clarify/establish meeting expectancies.
2. Gather/review background information.
3. Determine contributing factors - teacher, student, home, community, and classroom variables.
4. Discuss student strengths, identification and prioritization of critical needs.
5. Brainstorm interventions/modifications/actions
 - a) Determine previous strategies used.
 - b) Establish additional strategies.
6. Achieve consensus on action plan by determining who, when, where, and how strategies will be implemented.
7. Debrief on the meeting (periodic basis).

The Green Bay Area School District is committed and dedicated to the task of providing the best education possible for every student enrolled in the District, regardless of family circumstances, for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body. There shall be no discrimination by sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual



orientation, gender identity, gender expression, gender nonconformity, social, socio-economic or family status, physical attributes, disability/handicap or any other basis protected by state or federal law.

Reasonable accommodations of a student's sincerely held religious beliefs shall be made with regard to examinations and other academic requirements. In order to receive such accommodations, a student, or parent/guardian of a minor student can notify the building principal or designee of potential conflicts. The student will be permitted to make up an examination or academic requirement another time for by alternative methods with our prejudicial effect.

Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures. The procedures and forms for filing discrimination complaints shall be available from building principals or the District Equity Coordinator.

Annually, the District shall provide a Class I legal notice of this policy and its accompanying complaint procedures. In addition, a student nondiscrimination statement shall be included in the student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

Green Bay Area School District Board Policy 342.1 (revised: December 14, 2015)

Programs for Students with Disabilities

The District affirms its responsibility to make appropriate special education programs and related services available to students with disabilities in accordance with state and federal laws and regulations.

The District recognizes that special education programs and services are part of the total educational program in the District and not a separate entity. The District also recognizes the legal requirement that students with disabilities be educated in the least restrictive environment that is appropriate to their individual needs. Consistent with the philosophy, the District believes it is desirable that:

1. Students with disabilities participate to the maximum extent possible in regular education programs – academic, non-academic and co-curricular, along with students who do not have disabilities. When making educational program and placement decisions, consideration shall be given to the rights and needs of the student with the disability and other students.
2. The determination of the least restrictive environment for each student with a disability shall include, among other considerations, programs and services that would enable the student, to the extent appropriate, to participate in chronologically age-appropriate environments.
3. Programs for students with disabilities will be equally distributed geographically within the District to the greatest degree appropriate and possible.
4. Students with disabilities have access to appropriate academic and behavioral interventions and supports to improve student achievement and promote positive learning experiences, just as students without disabilities have access to such interventions and supports.

Specific educational programs and services for a student with a disability shall be determined by an Individualized Education Program (IEP) team and be based on an assessment of the student's individual needs. Students with disabilities shall participate in academic assessments required by law, with or without accommodations, or alternate assessments as outlined in the student's IEP.

The Board delegates to the Executive Director of Special Education and Pupil Services the authority to determine the District employees who are authorized to serve as the Local Education Agency (LEA) representative on District IEP teams and in other special education processes. Employees authorized to serve as said LEA Representatives shall be in accordance with federal and state law



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The District utilizes a special education handbook that outlines guidelines and procedures to be used by the District staff. The handbook also includes a section that outlines specific policies and procedures relating to students with disabilities. The section of the handbook shall meet legal requirements and be adopted by the School Board.

The District may contract with its assigned Cooperative Educational Service Agency (CESA), other public school districts, and other qualified persons to provide special education programs and/or services whenever the District determines that such contracting would appropriately meet the needs of the student(s) and otherwise serve as an appropriate means of implementing the special education and related services defined in each student's IEP.

Within the parameters of state and federal laws governing the operation of programs for students with disabilities, there are due process safeguards for parent rights and appeal. Such provisions shall be adhered to by the District.

The Superintendent of Schools and Learning or his/her designee shall complete and timely submit all special education report forms, audit materials, and District plans as may be required by any state or federal agency in relation to the District's programs for students with disabilities.

Annually, the Board shall notify parents of each child with a disability enrolled in the District of the Special Needs Scholarship Program pursuant to Wis. Stat. § 115.7915 as required by state law.

Green Bay Area School District Board Policy 342.3 (revised June 20, 2005) **Programs for Gifted and Talented Students**

The District provides for the continuous identification of potentially gifted and talented students in intellectual, creative, artistic, leadership and academic domains. Multiple criteria such as achievement tests, product and/or performance evaluations, and parent, teacher, peer, and self-nominations will be used to identify gifted or talented students. A student may be identified as gifted or talented in one or more categories.

The School Board shall provide access to appropriate programs for students identified as gifted or talented. It is recognized that educational alternatives may need to be provided for such students. These alternatives may include acceleration beyond specific grade level, subject and/or course included in the normal program and curriculum sequence consistent with a Board of Education approved program plan which will be periodically reviewed.

The District shall provide opportunities for parent participation in the planning of the student's proposed program.

Green Bay Area School District Board Policy 342.8 (REVISED: August 15, 2016)

Section 504/ADA Educational Opportunities

Pursuant to Section 504 of the Rehabilitation Act, the District shall provide a free appropriate public education (FAPE) to each eligible student within its jurisdiction who has a physical or mental impairment which substantially limits a major life activity. The District's duty to provide FAPE applies to each such student, regardless of the specific nature or severity of the student's disability. Further, the District shall not discriminate against any student based upon (1) any prior record of physical or mental impairment, or (2) a student being regarded as having a physical or mental impairment (e.g., based upon an assumption or perception of a disability).

The District utilizes a Section 504 handbook that outlines the District's guidelines and procedures to be used by District staff in identifying, evaluating, and providing reasonable accommodations to students with qualifying disabilities to allow said student to have an equal opportunity to participate in school and school-related activities.



The Executive Director of Special Education and Pupil Services is the District's designated Section 504 Coordinator. The Coordinator has primary responsibility for the administrative procedures used within the District to implement the requirements of Section 504 and this policy.

The Coordinator shall also be responsible for ensuring appropriate staff training and professional development in connection with the District's obligations under Section 504, and for monitoring and evaluating the District's overall implementation of Section 504.

The District encourages informal resolution of complaints and concerns regarding the implementation of Section 504 procedures. Accordingly, the Section 504 Coordinator shall make efforts to address a parent's or guardian's complaints or other concerns by appropriate means. A parent or guardian (or adult student) who disagrees with the identification, evaluation, educational placement, or the provision of a free appropriate public education of a student with a disability under Section 504, and who has been unable to reach a satisfactory resolution of the issue(s) with the District, has the right to request an impartial hearing. Such a request for an impartial hearing must be submitted in writing.

Any person who believes that a student with a disability has been discriminated against, retaliated against, or harassed on the basis of the student's disability, or who believes that the District has otherwise violated Section 504 or its implementing regulations, may file a complaint through the internal complaint procedure established under the District's student nondiscrimination policy. A person who wishes to file such a complaint, or who requires more information about the complaint procedure, should contact the District's Section 504 Coordinator.