



# International School of Estonia Inclusion-SEN Policy

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“If I can’t learn the way you teach, will you teach me the way I can learn?”

(IB Unattributed)

**ISE Mission** - who we are and what we do

- Develop inquirers, communicators, risk-takers and leaders
- Provide an environment of creativity, innovation and care
- Foster intercultural understanding and respect
- Empower students to implement positive change in the face of future challenges

**Our Core Values** - the qualities that must be in place and actively followed in order for ISE to accomplish its Mission

In all that we do, we value -

- care and compassion - We believe that we have an obligation to listen thoughtfully to others, to consider their points of view and to treat them with kindness and empathy.
- the pursuit of high quality - We set high but realistic standards for everything at ISE. We regularly assess how we are progressing towards those standards and constantly seek to improve. We encourage asking, “How can we do that better the next time?”
- inquiry-based learning - “Why?” is our favorite question. We see ourselves as life- long learners, and developing a joy of learning is essential to what we do.
- taking action - We are committed to making a difference. Therefore we work hard to connect learning to service. We look beyond ourselves and seek to make genuine, positive changes in the world around us. **Our Vision** - ISE is internationally recognized as a school that develops and empowers future innovators and leaders

The core of International Baccalaureate programs is the **IB Learner Profile** and the International School of Estonia celebrates the promotion of these student attributes:

- Inquirer - Acquires skills for purposeful, constructive research
- Thinker - Applies thinking skills critically and creatively to solve complex problems
- Communicator - Receives and expresses ideas in more than one language including the language of mathematical symbols
- Risk-taker - Approaches unfamiliar situations with confidence
- Principled - Displays integrity, honesty and a sense of fairness and justice
- Caring - Develops a sense of personal commitment to action and service
- Open-minded - Respects the views, values and traditions of other individuals and cultures and is accustomed to seeking and considering a range of points of view
- Balanced - Understands physical, mental and personal well-being
- Reflective - Analyzes own strength and weaknesses

ISE in support of the Learning Profile and our IB curriculum, also champions the aims and goals of the International Baccalaureate Mission:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## Inclusion/special educational needs

In the publication *Learning diversity in the International Baccalaureate programmes* (2010), the IB states, “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”

“In IB World Schools, all students in the IB programmes should have meaningful and equitable access to the curriculum. IB programme principles and practices call for schools to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.” *From principles into practice: Learning diversity and inclusion, 27-28*

In concurrence with IBO guidelines ISE aims to offer an inclusive IB programme that can cater to the needs of all students. The central place of approaches to learning (ATL) helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language.

ISE offers ELL support for any student whose first language is not English and who needs additional language support because of his/her language background. The ELL program aims to assist students whose first language is not English. The overall aim of the ELL support program is to offer the student additional help in building language skills to develop confidence in English. This takes the form of 'in-class' support. ISE Language Policy introduces ELL services in more depth.

*From the IB Principles into Practice* students with learning support requirements may:

- display difficulties or live with conditions that are a barrier to learning
- display a higher than average aptitude in one or more subjects
- have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential
- require support to access teaching and learning

## Introduction

It has become increasingly common to have students with a range of learning diversities needs in all schools, including international schools. The level of support required providing a student with learning difficulties access to the curriculum depends on the severity of the challenge. In many instances, students with learning diversities can be integrated into the regular classroom with minor accommodations and modifications. This process is referred to as inclusion.

The International School of Estonia supports the policy of inclusion and accepts students with mild learning needs under the condition that he or she is able to meet the academic requirements of the educational programme with support outlined in this policy. At present, ISE does not have a learning support department that can provide services for students that require more specialized interventions and accommodations. The hope is that in the future as the school continues to grow that we can continue moving in the direction of increasing access and engagement through the removal of barriers to learning.

## Statement of Philosophy

The programmes at the International School of Estonia are driven by three fundamental concepts that are reflected in the ISE mission statement. These concepts are holistic learning, intercultural awareness, and communication. Each of these concepts impacts the manner in which our school community accepts and respects the diversity of learners among us.

According to the *Meeting Student Learning Diversity in the Classroom* guide by the IBO: “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, 2010:5). Strengths are celebrated, challenges circumvented.”

In order to ensure that the learning opportunities are available to meet a variety of needs within a diverse population, differentiated tasks and assessments are required, as well as accommodations, modifications, adaptations, alternative resources and specialist teachers to ensure all students have access to a curriculum that is “relevant, engaging and challenging” and developmentally appropriate to the individual student.

Academic excellence is viewed in terms of each student fulfilling his or her academic and social potential. In order to meet the potential, modifications and accommodations may have to be made to the methods of curriculum

delivery and assessment of knowledge, understanding and skills for individual students.

## **Aims**

ISE Inclusion/SEN policy aims are:

- To provide parents clear expectations about what ISE can and cannot do to support students with learning difficulties
- To ensure teaching practices and learning opportunities provide students with diverse needs access to the curriculum content to the extent possible.
- To provide students with opportunities to progress throughout the school programme and report that progress to relevant stakeholders
- To build awareness and foster respect throughout the school and surrounding community of the prevalence of learning diversities and special needs no matter what their origin.
- To create an atmosphere of trust and open, respectful communication when discussing individuals with learning diversities; including those with social, emotional, physical and other challenges

## **Rationale for Aims**

- Students make more progress when teachers supporting them work collaboratively as an effective team
- Assessment tools provide insight to parents and students for setting goals and designing appropriate activities in line with their needs and abilities.
- Curriculum to be differentiated to address students' learning needs and fill gaps
- All stakeholders (teachers, parents and the students) have a shared understanding of the learning needs
- Relevant information on student progress is communicated in a timely manner
- Teaching and learning is multi-sensory and practical and can take account of individual profiles and learning styles to the extent possible

## **Student Support Team**

The role of the Student Support Team (SST) is to determine whether or not children with a range of learning difficulties will benefit from the ISE educational program and whether a child should be referred for education or other formalized testing. The International School does not have the resources or the ability to offer formalized educational testing for special needs students. Students are referred to local Educational or Psychological services.

The Learning Support Committee consists of the Support Service Coordinator, the School Psychologist, the classroom teacher, the Principal and the Director.

The Committee makes recommendations for differentiated strategies or accommodations to support the children with learning difficulties and special needs in our care. The Committee may determine that a child with mild special needs can manage the academic program with the support of a classroom assistant or “shadow”. In such circumstances, parents are required to subsidize all of the cost of the personnel serving as a child’s assistant.

## **Student Support Coordinator**

The Student Support Coordinator (SSC) is a part-time position providing services for grades K-12. The program is designed to provide limited support for students who meet the admission criteria. The Coordinator works collaboratively with classroom teachers, administration, parents and students to create interventions designed specifically to meet individual student needs. The Coordinator will assist classroom teachers to make appropriate accommodations for students with mild learning disabilities or other special needs. The goal of the program is to maximize each student’s potential and equip them with the skills and strategies for academic success. Educational goals are developed for each student in the program and revisited during the year through written reports and parent conferences.

### **ISE is able to support students by:**

- Utilizing instructional strategies and materials that support a diversity of learning styles
- Providing accommodations during class time and assessments
- Allowing extended time periods for assessments
- Assisting students in goal setting and planning
- Modifying summative assessments

- Modifying student's schedule to reduce stress and promote success
- Allowing use of technology to support learning needs in class
- Facilitating collaboration with other teachers
- Communicating regularly with parents, teachers and students to build awareness
- Assisting parents with arrangements for testing or other support outside of school.
- Providing assessment of progress as well as achievement
- Creation and development of learning plans

#### **ISE is unable to:**

- Provide a self-contained learning resources education program
- Provide an alternative curriculum
- Guarantee enrolment through continuous grade level
- Provide support services such as speech or physical therapy
- Accept students with limited intellectual capacity or mobility
- Provide educational or neuropsychological evaluations
- Guarantee enrollment through continuous grade levels

#### **Identification Process**

##### **Identification on Entry**

For students transferring to ISE from other schools, the previous school records will be the main source of information to help to identify students with individual needs. ISE reserves the right to contact previous schools directly if there are queries regarding the school records of any student applying to the school. The results of any psycho-educational evaluations or formal assessments of academic achievement will also help in the identification of needs. Identification of special needs can be more difficult for students entering ISE as their first school. Evidence may be taken from developmental checklists where applicable. It is important that the progress of students in their first few years of school is monitored closely so that special needs can be identified as early as possible. Early identification and intervention will help to reduce the impact of learning difficulties.

Identification of learning difficulties and decisions regarding the placement of students requiring student support are the responsibility of the Student Support Team (SST) including: Director, Principal, Student Support Coordinator, counselor, and teachers involved with the student's education.

When there are indicators that a student may have a learning difficulty, the Student Support Coordinator will meet with the student and/or parents as indicators become apparent. Formal or informal assessments may take place. The SST will meet to discuss the student's needs and may make recommendations.

### **Identification of Needs for Existing Students**

*Academic Screening* - MAP testing (for students in grades 1 to 10) takes place in the Spring each year in Mathematics and Reading. In addition, students in the PYP have their reading progress monitored with the Fountas and Pinnell Reading Assessment (F & P). If a student scores two or more years below his/her chronological age on any component of a standardized test of educational achievement, this should be seen as an indicator of a possible learning difficulty and further investigation is warranted.

### **International Individual Learning Plan (IILP)**

#### **Previously completed evaluations upon entering**

If the evaluation is less than 3 years old, the ISE SST can decide to accept the entire evaluation and write an IILP based on the information provided in the evaluation. Alternatively, the SST team may decide to accept only part or none of the evaluation as sufficient documentation for what kinds of needs the student may exhibit at ISE. In these cases, ISE will either: (1) ask the parents to sign consent for an in-school evaluation and/or request parents to obtain a more current private evaluation.

#### **Student Support Plans from previous schools**

In most cases, ISE should write a new IILP within 60 school days of the student's arrival to ISE. This provides sufficient time for our teachers to get to know the student's strengths and learning needs, complete any informal testing and/or observations that may be needed, and determine parents' primary concerns. We do not accept outside education plans for an indefinite period of time as ISE may not be able (or need) to provide the same kinds of supports as previously.

## **Writing an IILP**

An IILP is written after a school-based and/or private evaluation has been completed. An evaluation is initiated only after adequate, systematic, documented classroom intervention has been attempted, and insufficient progress is evident. This classroom intervention must be implemented and documented for a minimum of 6-12 weeks.

If interventions are unsuccessful then classroom observations(s) are conducted to determine daily functioning within the ISE curriculum; -Teacher meetings to determine teacher concerns; -File review including a review of previous report cards and history of absences, school changes, etc... - Academic performance in relation to ISE curricular expectations; - Documentation of previous interventions attempted and their results.

## **Accommodation/Modification Plan**

An Accommodation/Modification Plan can also be written when a student does not have a documented disability but for other reasons (frequent school change, high absenteeism, etc...) is struggling with the general curriculum, and documented, systematic classroom interventions have already been attempted and resulted in insufficient progress.

Additionally, students with documented disabilities who are functioning within the general classroom may have an accommodation/modification plan in order to maintain performance (e.g. preferential seating for a student with limited hearing).

## **Special Accommodations on IB Examinations**

MYP and DP Coordinators are responsible for submitting requests for inclusive assessment arrangements using the online application in IBIS.

In Middle Years Programme inclusive assessment arrangements from *Handbook of procedures for the Middle Years Programme: Pilot of on-screen examinations (2015)*, addresses the needs of inclusion/ SEN students. ISE will apply these after verification once participating in on screen examinations.

In the Diploma Programme inclusive assessment arrangements from *Candidates with Assessment Access Requirements (2014)*, addresses the needs of inclusion/ SEN students, with procedures for submitting requests for inclusive assessment arrangements are explained in the *Handbook of procedures for the Diploma Programme*.

“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 candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances. The policies apply to students with long-term or permanent challenges.” From *Candidates with Assessment Access Requirements 1*.

## Expectation of Stakeholders

### Families

The International School of Estonia regards open communication with parents essential to successful integration and support of students with learning difficulties and special needs in the mainstream classroom. When considering whether or not ISE is the optimal learning environment for a child with learning exceptionalities, we request the following:

- An evaluation of the student by a psychologist, neurologist, or other related specialist valid within two years
- Frequent and open communication with the parent/s
- On-going communication from specialist (if any) working with the student outside of school
- Parental support for educational testing, consultations or other services thought by the school or outside specialist to benefit the student’s opportunity for success
- An understanding that in the event the child’s needs cannot be met by differentiated instruction and other interventions provided by mainstream classroom teacher, it may be necessary to seek placement in another school.
- An understanding that students with special needs require long-term commitment on the part of parents and school and that regular informal evaluation by the Learning Support Committee is necessary to ensure appropriate progress in meeting the educational objectives has been achieved.
- Any formal evaluation, therapy, or tutoring recommended by the school and conducted by outside specialists must be financed by the parents.

## Teachers

The teacher's goal is to increase access and engagement by removing barriers. Classroom teachers should be familiar with the content of the current IILP(s) for their students. Accommodations/modifications and targeted goals should be visible and consistent: written into lesson plans, visible during instruction, accounted for in assessments etc. The four principals of good practice identified by the IB as promoting equal access to the curriculum for all learners: affirming identity and building self-esteem, valuing prior knowledge, scaffolding and extending learning (*Learning Diversity in the International Baccalaureate Programmes 5*) provide the basis for successful implementation of inclusion. It is the teacher's role to identify with each learner the most effective strategies for achieving agreed goals.

**Procedure Steps to be taken when a student shows signs of needing extra support:**

### **Academic, Social/Emotional, Behavioral**

In the event a teacher or teachers observe a behavior that appears to interfere with a student's learning or impedes the learning of others, he or she should refer to the following procedure:

If the concern regards a "one off" behavior or a situation requiring immediate support referrals are directed immediately to the Principal, otherwise:

1. Teachers check the Student Support Services Student online doc to see if there is a history
2. Teacher seek verbal feedback from other teachers
3. Teachers record observations of student in the form or anecdotal notes and work samples.
4. Teachers use a variety of differentiated instructional techniques
5. Teachers implement interventions and document results
6. Teachers request student observation from other teachers, Principal, counselor or the Student Support Service Coordinator
7. Teachers meet with parents to discuss learning difficulties and keep a record of the meeting
8. Teachers fill in the online *Referral Form* and send it to the Principal

9. The Principal will direct the referral to one or a combination of LSC members: Student Support Coordinator, EAL, Dean (Principal), Director and/ or counseling.
10. Involved LSC member(s) will schedule a meeting with parents/teachers to make discuss and make recommendations.
11. LSC member(s) may decide to initiate an intervention such as a behavior plan or learning plan if the concerns persist.
12. Teachers together with the LSC member should determine a timeline for interventions and copy Principal.
13. Follow-up meetings will be scheduled throughout the school year to monitor progress.
14. Teachers should request follow-up meeting with parents and Students Support Service Coordinator to review goals and discuss expected progress.

### **Acceleration Procedures**

The International School of Estonia is committed to providing education of high academic standards, which will promote the maximum intellectual, social emotional and physical development of each child who has been identified as gifted.

### **Acceleration Definition**

Acceleration is any modification of the regular instructional program that enables a student to progress more rapidly and to complete a program in less time or at an earlier age than is traditional. These acceleration opportunities should include, but are not limited to: moving at a faster pace through core academic subject area(s), advanced grade placement in core academic subject areas, and vertical acceleration.

## Definitions of the types of acceleration

1. **Horizontal Acceleration-** Includes curriculum modification through compacting or a “testing-out” that allows students to move at a faster pace through the core academic curriculum but remain with their class and age mates. Types of horizontal acceleration include: individualized or independent study, mentorship, enrolling in an online, etc. Horizontal acceleration can be done at any time and teachers are encouraged to pursue any of these modifications to best meet the needs of the high ability student.

2. **Differential/Subject Acceleration-** Allows students to move to an advanced grade level in one or more core academic subjects but remain identified with their own age mates. An example of differential acceleration is a 3rd grade student attends 4th grade reading class, a 7<sup>th</sup> grader attends a 9th grade math course, and so on.

3. **Vertical Acceleration (whole grade)-** Permits grade-skipping that allows students to proceed to an advanced grade level in all subject areas to meet the student's ability and performance needs. This must be done with much deliberation as to the effects of this process on the whole child.

## General Criteria

To be considered for differential/subject acceleration, the student must demonstrate:

- Academic skill levels superior to age/grade peers as demonstrated on MAP assessments and/or individual assessments administered by educational diagnosticians
- Academic readiness
- Social and emotional readiness based on observation
- Commitment to the opportunities of acceleration
- A high degree of persistence and motivation
- A healthy self-concept and capacity to adjust to the accelerated environment
- Identified as Gifted and Talented

This decision will be made by the Admissions Team (Director, Principal, Student Support Service Coordinator, PYP Coordinator, MYP Coordinator or DP Coordinator and School Counselor)

### **Specific Criteria**

**For differential/subject acceleration:** To be considered for differential/subject acceleration, the student must demonstrate MAP scores of the 95<sup>th</sup> percentile or above in one or more subjects.

**For vertical (whole grade) acceleration:** the student must meet all above criteria as well as demonstrate:

- A score worthy of acceleration according to the Naglieri Non-Verbal Ability Test 2, Otis Lenon School Ability Test and the Gifted and Talented Evaluation Scales. (Tests may be at cost to parents)

### **Acceleration Procedures**

1. A written application shall be made by the student, parent/guardian, or teacher, and submitted to the Admissions team. The form **Request for Acceleration** will be used.
2. The Admissions team will meet along with the parent/guardian and student as appropriate. The team will consider available information acceleration policy criteria to reach a consensus recommendation. In the event that consensus cannot be reached, the Director will make the final decision.
3. If acceleration is deemed appropriate, the Admissions Team will document the decision regarding acceleration
4. An admissions team who is knowledgeable about the student will reconvene annually to review the appropriateness of the acceleration plan.

## Gifted and Talented Students

Students who have an identified ability beyond the regular classroom academic level may be given an opportunity to challenge and extend their learning potential outside of the general curriculum. Referrals can be made from staff and/or parents. Data will be gathered to determine present strengths and abilities.

**Differentiation for gifted and talented at ISE is provided through the classroom teachers by:**

<p><b>Developing Content</b></p> <ul style="list-style-type: none"> <li>• More abstract ideas</li> <li>• More complex and integrated content</li> <li>• Greater variety of content</li> <li>• Organisation around key concepts</li> <li>• The study of productive and creative people</li> <li>• Learning methods of inquiry</li> </ul>	<p><b>Focusing on the process</b></p> <ul style="list-style-type: none"> <li>• Focus on higher levels of thinking using Blooms</li> <li>• Open-ended activities</li> <li>• Use of inquiry and problem-solving</li> <li>• Opportunities for choice</li> <li>• Group decision-making and problem solving</li> <li>• Acceleration of learning pace</li> <li>• Use of varied teaching strategies</li> <li>• Requiring evidence of explaining reasoning and strategies</li> </ul>
<p><b>Ensuring appropriate learning environment</b></p> <ul style="list-style-type: none"> <li>• Student and teacher direction</li> <li>• Independence and dependence</li> <li>• Whole group and small group</li> <li>• Simple to complex activities</li> <li>• Flexible grouping</li> <li>• Open-ended and specific assignments</li> </ul>	<p><b>Achieving a final product</b></p> <ul style="list-style-type: none"> <li>• Expectations for form, content, evidence of skill or concept</li> <li>• Self-evaluation and reflection</li> <li>• Original, personalized work</li> <li>• Opportunities for further extension</li> <li>• Opportunities for selection based on interest, learning specific intelligence.</li> </ul>

(Modified from: Activities for Differentiating the Curriculum, State of New South Wales through the NSW Department of Education and Training, 2007)

## Other Support Services

### School Nurses

The school nurses care for and advises students who fall ill during the school day. The nurses runs regular screening checks and work with families over health issues that arise. The school nurses also help with preventative measures: info, flu shots, provide first aid kits for field trips. There is always at least one nurse on duty during the school day and also in attendance at school related sport events.

### **English Language Learners (also see ELL Policy):**

Throughout the school, the EAL teacher works with students whose level of spoken or written English requires special instruction. Students can enter the Elementary School with very little English. In the Middle and High Schools different levels are required according to grade level. In the PYP the EAL runs pull-out classes for students who require specific English language instruction during language B lessons. Students who attend the EAL classes attend mainstream classes for all of their other lessons. In the MYP and DP the support is solely in the mainstream classes. The EAL teacher works closely with classroom teachers to differentiate some lessons in order to make them more accessible to students whose English is still developing.

### **School Counselor (also see School Counselor Policy)**

The school has a part-time psychologist who is available for students, parents and teachers. The counselor meets with new families and also meets with students leaving. Both of these support the transition process. The counselor works with individual students who may be experiencing emotional difficulties - either through self-referral or teacher/parent-referral. For younger students the focus is on enabling positive attitudes towards themselves and their peers. For older students the focus is on enabling self-advocacy and respect for themselves and others and helping students to deal with emotional and behavioral issues through making positive decisions. The counselor is also available for private consultation outside of the school if families choose.

### **Transition and Exit Procedures**

Just as there is a need for a formal procedure when students are referred to Student Support Services, their continued services should be formally considered each year.

#### **Exit Procedures:**

- Exit from receiving services usually takes place at the end of an academic year, but can happen at other times during the year if this best meets the needs of the student.
- As with transition procedures, exit decisions should be based on multiple indicators of progress and could involve teachers/ parents/ student/principal/counselor.
- Decisions should be documented and placed in the student file. Documentation should give reasons why the student is now ready to exit.

- Students who exit will continue to be monitored.
- Exiting does not rule out the possibility that a student could return to receiving services at some point in the future.

### **Transition Procedures**

- These will include procedures for when a student receiving services is moving from one year to the next year in the school, but will be particularly important when the student is moving between divisions.
- The decisions made on transition should involve the Student Support Coordinator, class teachers, counselor and parents. Older students should also be involved in these decisions. The decision should be informed by multiple indicators of progress, as well as teacher and parent input.
- Transition procedures should normally follow a parent meeting towards the end of the school year.
- Decisions should be documented on a **transition form** that should be given to the receiving teacher to be read before being kept in the student's file.

### **Confidentiality**

#### **School Policy: Respect the confidentiality of privileged information and not discuss confidential matters outside of school**

All children have a right to privacy. Students who are experiencing difficulties at school should not have their difficulties, or successes, discussed informally by anyone, anywhere. When discussing any child with another staff member or parent it should be done in private.

Staff will maintain confidentiality by not referring to any child outside of the classroom by name or identifying features, not referring to social or learning difficulties in front of other students or members of the ISE community, and being sensitive to making comments or drawing conclusions about a student's behavior or learning profile.

## ISE Inclusion/SEN Strategy

The ISE staff continues to do the best we can within our resources to serve and integrate students with diverse needs in the regular classrooms. The IBO has recently published *Meeting Student Learning Diversity in the Classroom* that helps to outline for IB World Schools a way to meet the needs of all students.

## Appendix

## QUESTIONS TO GUIDE TEACHERS IN PLANNING FOR DIFFERENTIATION

(Use any or all applicable to your teaching/learning needs)

<p>1. Are you clear on what you want the student to:</p> <ul style="list-style-type: none"> <li>- know (facts)?</li> <li>- understand (principles, generalizations, ideas)?</li> <li>- be able to do as a result of this/these learning experiences?</li> </ul>	
<p>2. In planning for content, have you thought about:</p> <ul style="list-style-type: none"> <li>- alternate resources?</li> <li>- varied pacing plans?</li> <li>- varied support (reading buddies, tape recordings, organizers, small group direct instruction, extensions)?</li> </ul>	
<p>3. In planning pre-assessment for student readiness:</p> <ul style="list-style-type: none"> <li>- does it show understanding or skill/facts only?</li> <li>- does it fit what you want from #1?</li> </ul>	
<p>4. As you assign students to groups or tasks, have you made certain:</p> <ul style="list-style-type: none"> <li>- students are encouraged to “work up”?</li> <li>- there are opportunities for students to work alone if needed or preferred?</li> <li>- the group size matches the student need?</li> <li>- group assignments vary from previous ones?</li> </ul>	
<p>5. As you create activities, have you made certain:</p> <ul style="list-style-type: none"> <li>- they call for high level thinking?</li> <li>- each activity requires all students to make sense of own key concepts and generalizations?</li> <li>- if readiness based, the activities are varied in pace, content, process, or product?</li> <li>- if interest bases, students have choices to make about how to show understanding?</li> <li>- expectations for high quality task completion is clear?</li> <li>- skills are a part of the activity?</li> <li>- there's a plan for gathering assessment data from the activity?</li> </ul>	
<p>6. When creating assignments for products, have you checked that:</p> <ul style="list-style-type: none"> <li>- they require all students to use key concepts, generalizations, ideas and skills to solve problems, extend understandings, and/or create meaningful products?</li> <li>- they provide additional options for success to be added by the student and by the teacher for individual students?</li> <li>- they provide for student choice within the parameters needed to demonstrate understandings and skills?</li> <li>- they include clearly stated descriptors for content (understandings and skills), for process (i.e. time-line, drafts, self-evaluation), product requirements?</li> <li>- there are plans for evaluation that is formative and summative?</li> </ul>	
<p>7. Have you ever considered:</p> <ul style="list-style-type: none"> <li>- use of contracts, centers, compacting?</li> <li>- use of small groups for direct instruction for re-teaching or extension?</li> <li>- meaningful tasks when a student completes required work that offers reinforcement, extension, or exploration?</li> </ul>	

# INSTRUCTIONAL STRATEGIES FOR SUPPORTING STUDENT LEARNING

## 1. Classroom teacher:

- a. Differentiation
- b. Classroom Organisation
- c. Classroom Management
- d. Methods of Presentation
- e. Methods of Practice
- f. Methods of Adapting Materials
- g. Methods of Assessing/ Testing

## 2. Adapted programme

An adapted programme retains the learning outcomes of the prescribed curriculum, but adaptations are provided so the student can participate in the programme. The adaptations can include (but are not limited to):

- a. alternative formats, such as:
  1. provision of a scribe
  2. pre-prepared notes
- b. instructional strategies, such as:
  1. use of interpreters
  2. visual cues or other aids
  3. reduced assignment (quantity)
- c. assessment procedures, such as
  1. oral exams
  2. additional time

Students on adapted programmes are usually assessed using the standard for the course/programme and can receive full credit for their work. School personnel should document the adaptations provided for the student.

## 3. Adaptations with technology

This is an important factor in adaptation for students; students should be allowed to utilize the following:

- a. calculator;
- b. iPad, with specific apps
- c. Laptop, for word processing and/or other learning support programs
- d. online dictionary & thesaurus
- e. graphic organizers;
- f. specific web programmes (*IXL Math, Jungle Memory, Raz Kids, Google Translate*);
- g. special websites to support research

#### **4. Modified programme**

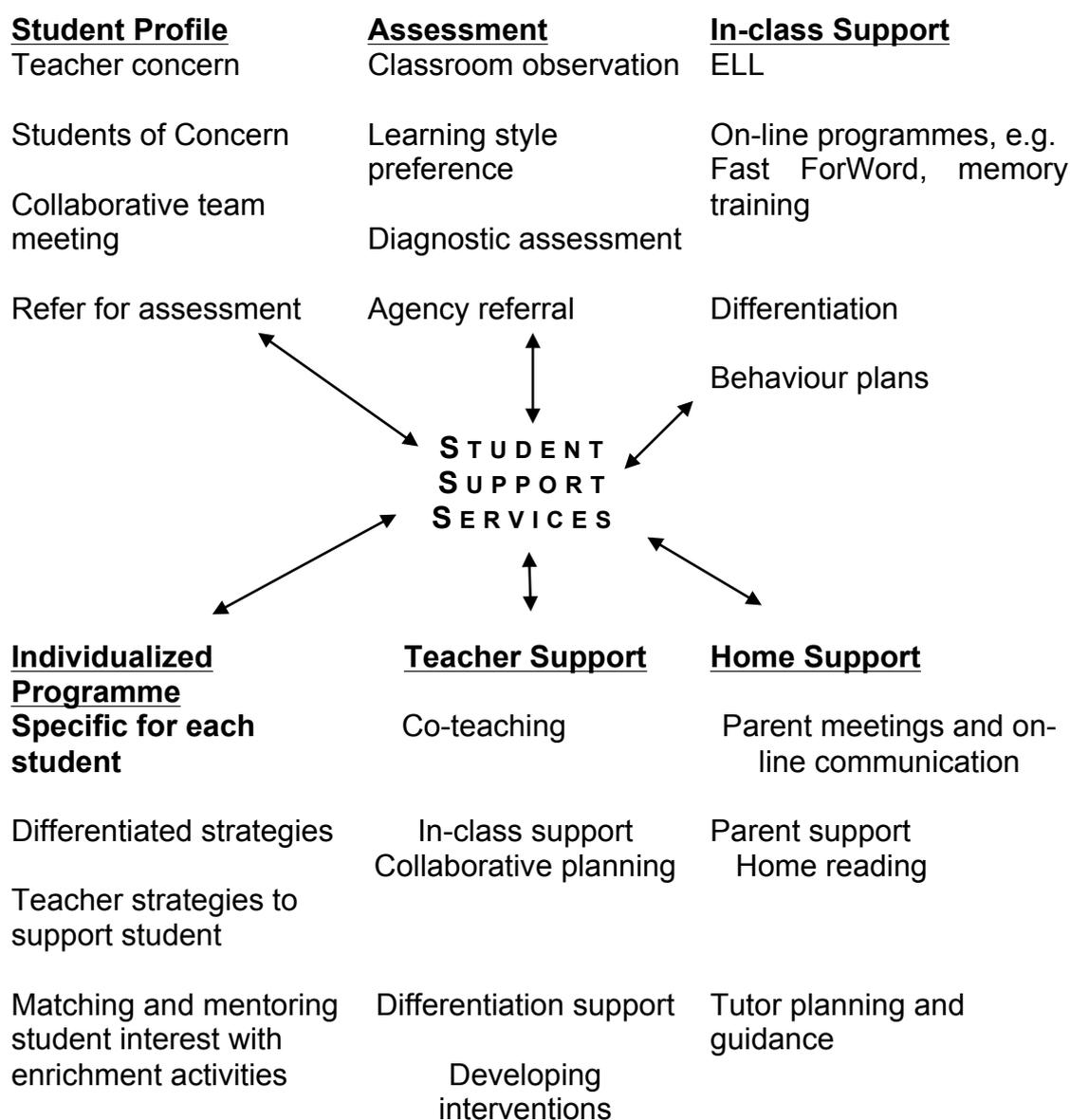
A modified programme has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. Typically ISE can not provide a modified programme at the MYP and DP level. However in some exceptional cases arrangements may be made to include some courses that are modified. The student's transcript and report cards should indicate those courses that are modified. The following ideas formulate a modified programme:

- a. Modified curriculum – students alternate curriculum and/or materials as other students in the class and teachers use certain instructional curriculum and assessment strategies to help students meet their individual goals and objectives set out in the IILP or Support Plan. In some cases, the teacher might have alternative curriculum that is used in addition to the mainstream curricular materials;
- b. Modifying assessment techniques – classroom teachers, support personnel and/or students select assessment techniques that will help students demonstrate that they have met the goals and objectives set out in the IILP or In-class Support Plan;
- c. Evaluating and reporting:
  - i. When evaluating student(s), classroom teachers and support personnel refer to the goals and objectives set out in the IILP or In-class Support Plan;
  - ii. The teacher gives an adapted grade, based on IILP goals. This is recorded in Managebac as a modified grade with an accompanying comment.

## STUDENT SUPPORT SERVICES OVERVIEW

The vision of the **STUDENT SUPPORT TEAM** is to provide a wide variety of services that support students and teachers in determining learning needs and styles in order for them to gain optimal access to the curriculum in an inclusive classroom programme.

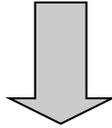
Services may include the following:



## STUDENT SUPPORT ONLINE REFERRAL PROCESS

### Concern Noted

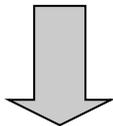
- Teachers, parents, or others with knowledge of the student, can initiate the first stages of the referral process. referral process.
- Follow the Student Support Flow Chart.
- Teachers should be collaborating with other teachers and support staff on differentiated instruction and implementing interventions in the classroom.
- If interventions are unsuccessful then begin the referral process.



### Student Support Team Action Planning Process

The team will collaboratively decide what course of action is to be taken.  
If a referral is made to the Student Support Team the following procedures are:

1. The Student Support Coordinator will liaise with the appropriate teacher(s) to review concerns and determine a plan of action with intervention(s). Parents will be notified, if it is found necessary to recommend an evaluation and/ or implement an IILP.
2. Some students or groups of students may require a simple In-class Support Plan that will be supported by collaborative unit planning with the teacher(s). This action plan is likely to involve classroom differentiation and co-teaching models.
3. Review In-class Support Plan and determine whether to proceed with interventions **only** or commence with assessments for a more in-depth understanding of student support needs.



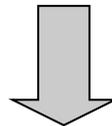
### Inclusive Classroom Planning Model

The SSC and classroom teacher will meet regularly to work towards a common goal for the student or group of students.

Planning should involve:

- how differentiation should take place in relation to the unit of inquiry being taught;
- benchmarks or standards;
- assessments;
- lesson activities;
- co-teaching models; and
- scaffolding techniques.

**Examples of Interventions:** Classroom modifications  
Differentiation techniques  
Supplemental instructions  
Behaviour planning or monitoring  
Cooperative learning groups

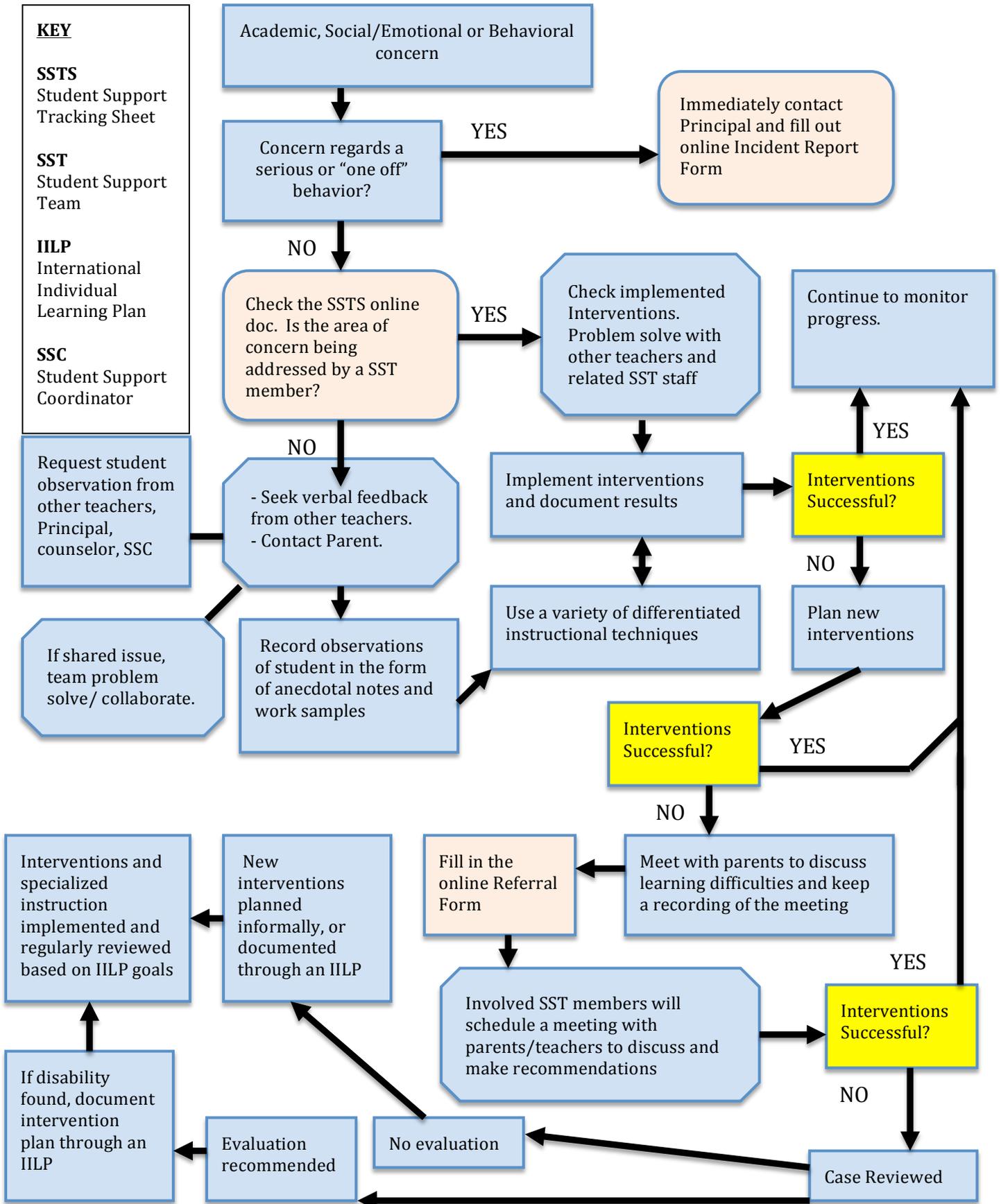


### Formal IILP Model

Information is gathered and a formal assessment is completed to gain greater insight into the student's needs. Parents must be notified at the commencement of this process. This could be in the form of a parent questionnaire, i.e. SNAP assessment, diagnostic or academic ability assessment, psychological or speech evaluation and/or medical assessment.

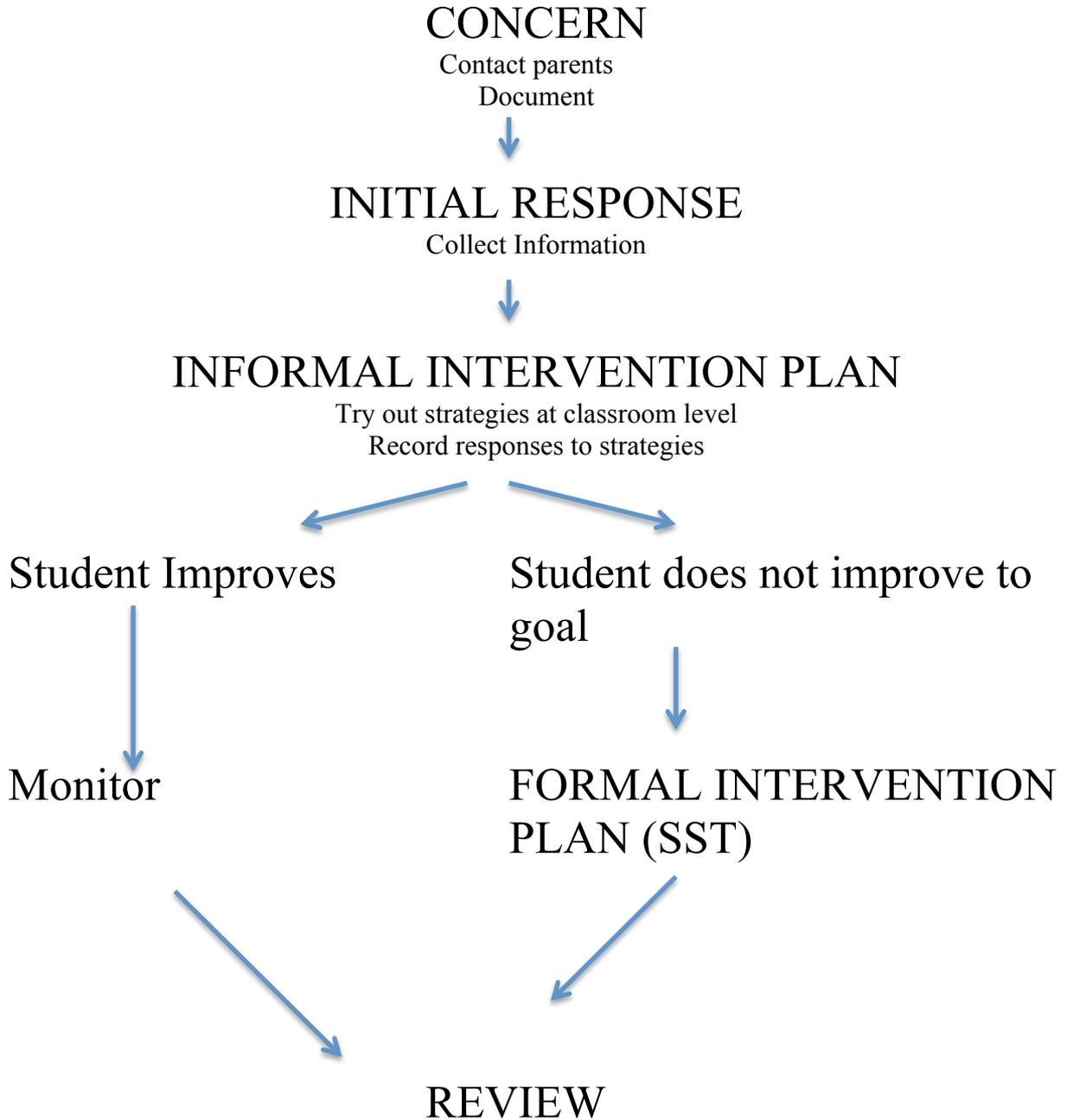
An International Individual Learning Plan will be put in place in consultation with personnel involved. Goals will be set, monitored and evaluated within a time frame with short- and long-term reviews. The SSC will ensure implementation of the plan. International Individual Learning Plan meeting will take place at least 2 times per year.

# STUDENT SUPPORT FLOW CHART



## STAGES FOR REFERRAL AND INTERVENTION

### GENERAL PRINCIPLES FOR INTERVENTION PROCESS



Note: Referral to the SST does not necessarily mean implementing an IILP



**Motor Development**

Small muscle coordination/handwriting

Large muscle coordination

Comments:

**Other (please name):**

Comments:

**Please list student strengths:**

**Known information about student (previous assessments, previous programs, health factors, etc.):**

**Strategies already implemented (include information on date begun and frequency of intervention):**

**Teacher expectations from referral (questions teacher hopes can be answered):**

**What kind of communication(s) have you had with parents to-date? What awareness do they have of your concerns?**

**What else would you like to share about this student before the meeting, if anything?**

**\* Document given to referring teacher after online SSTS sent and before SST meeting.**

## SEVEN CO-TEACHING MODELS

Look through the following seven co-teaching models and see which one(s) might be possible to use with your unit or in your setting:

### 1. Alternative teacher:

- a. when range of student mastery is great;
- b. when extremely high levels of mastery are expected for all students;
- c. when enrichment is desired; and
- d. coordinating individual efforts.

### 2. Peer teaching

- a. when there is a lot of material and not enough time;
- b. when there are diverse learners in a classroom;
- c. when alternative assessments are desirable; and
- d. when peers are better for learning than teachers.

### 3. One teach, one observe

- a. when questions arise about a student;
- b. in new co-teaching situations;
- c. when teachers want to check on students progress; and
- d. when teachers want to compare target students to others in class.

### Low Planning Time

### 4. One teach, one drift

- a. when the lesson lends itself to delivery by one teacher;
- b. when one teacher has expertise for the particular lesson while the other does not; and
- c. new co-teaching situations.

### Medium Planning Time

### 5. Station teaching

- a. when content is complex but not hierarchical;
- b. when part of planned instruction is review; and
- c. when several topics comprise instruction.

### 6. Parallel teaching (same content, same time, different methods)

- a. when lower adult-student ratio is needed; and
- b. for activities such as drill and practice, re-teaching and test review.

### Intensive Planning Time

### 7. Team teaching

- a. when two heads are better than one;
- b. in co-teaching situations in which the teachers have considerable experience; and
- c. when a goal of instruction is to demonstrate some type of interaction to students.

## Daily Report Card (Secondary)

Student: \_\_\_\_\_ Home Room: \_\_\_\_\_ Day: \_\_\_\_\_ Date: \_\_\_\_\_

### Instructions:

*Student* should pass this report card to you at the beginning of the period and collect it at the end of the period.

*Student* takes home for parent signature.

*Teachers* circle the appropriate grade for each criterion and sign.

*Student* brings report to Student Support Coordinator and collects new report every day.

Subject	Achievement Aim	Grade	Comment and Signature
1	Comfortable clothing/ jacket off	Yes No	
	Starting work straight away	Yes No	
	Following teacher instructions	++ + ~ ---	
	Allowing others to take their turn	++ + ~ ---	
	Comments on topic (no nonsense talk)	++ + ~ ---	
	Computer desktop organisation	++ + ~ ---	
2	Comfortable clothing/ jacket off	Yes No	
	Starting work straight away	Yes No	
	Following teacher instructions	++ + ~ ---	
	Allowing others to take their turn	++ + ~ ---	
	Comments on topic (no nonsense talk)	++ + ~ ---	
	Computer desktop organisation	++ + ~ ---	
3	Comfortable clothing/ jacket off	Yes No	
	Starting work straight away	Yes No	
	Following teacher instructions	++ + ~ ---	
	Allowing others to take their turn	++ + ~ ---	
	Comments on topic (no nonsense talk)	++ + ~ ---	
	Computer desktop organisation	++ + ~ ---	
4	Comfortable clothing/ jacket off	Yes No	
	Starting work straight away	Yes No	
	Following teacher instructions	++ + ~ ---	
	Allowing others to take their turn	++ + ~ ---	
	Comments on topic (no nonsense talk)	++ + ~ ---	
	Computer desktop organisation	++ + ~ ---	
5	Comfortable clothing/ jacket off	Yes No	
	Starting work straight away	Yes No	
	Following teacher instructions	++ + ~ ---	
	Allowing others to take their turn	++ + ~ ---	
	Comments on topic (no nonsense talk)	++ + ~ ---	
	Computer desktop organisation	++ + ~ ---	
6	Comfortable clothing/ jacket off	Yes No	
	Starting work straight away	Yes No	
	Following teacher instructions	++ + ~ ---	
	Allowing others to take their turn	++ + ~ ---	
	Comments on topic (no nonsense talk)	++ + ~ ---	
	Computer desktop organisation	++ + ~ ---	
7	Comfortable clothing/ jacket off	Yes No	
	Starting work straight away	Yes No	
	Following teacher instructions	++ + ~ ---	
	Allowing others to take their turn	++ + ~ ---	
	Comments on topic (no nonsense talk)	++ + ~ ---	
	Computer desktop organisation	++ + ~ ---	
8	Comfortable clothing/ jacket off	Yes No	
	Starting work straight away	Yes No	
	Following teacher instructions	++ + ~ ---	
	Allowing others to take their turn	++ + ~ ---	
	Comments on topic (no nonsense talk)	++ + ~ ---	
	Computer desktop organisation	++ + ~ ---	

**\*The Student Support Team might use something like this sample as a daily report card**

# Behaviour Management Plan

<b>Student Name:</b>	<b>Class:</b>	<b>Date of Birth:</b>	<b>Referral Date:</b>
<b>Observation Dates:</b>	<b>BMP Commenced:</b>	<b>Review Date:</b>	

**Background Information**

**Record of Previous Behavioural Interventions**

**Brief Description of Contact with Family**

**Summary from Learning Support**

Student's Strengths

Student's Needs

**Goals**

**Strategies**

In class

At home

**Behaviour Plan**

1.

**Who is Involved**

1. Parents
2. Class Teacher
3. Principal
4. Student Support Coordinator

**Date** \_\_\_\_\_

**Signatures**

Parent's \_\_\_\_\_

Student Support Coordinator \_\_\_\_\_

Class Teacher \_\_\_\_\_

Principal \_\_\_\_\_

School Counsellor \_\_\_\_\_

**\*This is a sample and may be modified for individual students.**

## TEACHER DOCUMENTATION OF IMPLEMENTED INTERVENTIONS

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Subject \_\_\_\_\_ Subject \_\_\_\_\_

\* Highlight or check (√) the accommodations that will be implemented to support the student.

ENVIRONMENTAL ADAPTATIONS	ASSESSMENT ADAPTATIONS	TOOLS/MATERIAL	BEHAVIORAL REINFORCEMENT	AT HOME CONNECTIONS
<ul style="list-style-type: none"> <li><input type="checkbox"/> sit in quiet area</li> <li><input type="checkbox"/> seat near role model</li> <li><input type="checkbox"/> seat near the teacher</li> <li><input type="checkbox"/> two seating areas, one group, one individual</li> <li><input type="checkbox"/> increase distance between desks</li> <li><input type="checkbox"/> seat near "study buddy"</li> <li><input type="checkbox"/> portable study corral</li> <li><input type="checkbox"/> change size of desk/chair</li> <li><input type="checkbox"/> change angle of desk/chair</li> <li><input type="checkbox"/> reduce printed material on display</li> <li><input type="checkbox"/> snacks</li> <li><input type="checkbox"/> allowances for mobility</li> <li><input type="checkbox"/> quiet space outside of classroom</li> <li><input type="checkbox"/> bouncy ball</li> <li><input type="checkbox"/> Other _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> exemptions</li> <li><input type="checkbox"/> vary methods (oral, taped, short answer, etc.)</li> <li><input type="checkbox"/> shorten test</li> <li><input type="checkbox"/> extend time</li> <li><input type="checkbox"/> read directions/test to student</li> <li><input type="checkbox"/> modify grading criteria/weight</li> <li><input type="checkbox"/> take test in different setting</li> <li><input type="checkbox"/> use open book/notes</li> <li><input type="checkbox"/> spelling/handwriting</li> <li><input type="checkbox"/> record/dictate answers</li> <li><input type="checkbox"/> use open book/notes</li> <li><input type="checkbox"/> limit essay responses</li> <li><input type="checkbox"/> give take home tests</li> <li><input type="checkbox"/> scribe</li> <li><input type="checkbox"/> tape test questions</li> <li><input type="checkbox"/> adjust the test appearance (e.g., *specify Subject Areas – spacing, margins)</li> <li><input type="checkbox"/> adjust test design (T/F, multiple choice, matching)</li> <li><input type="checkbox"/> adjust to recall with cues, word lists</li> <li><input type="checkbox"/> select items specific to ability levels</li> <li><input type="checkbox"/> repeat directions</li> <li><input type="checkbox"/> Other _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> graph paper</li> <li><input type="checkbox"/> raised line paper</li> <li><input type="checkbox"/> unlined paper</li> <li><input type="checkbox"/> pencil grips(s)</li> <li><input type="checkbox"/> calculator</li> <li><input type="checkbox"/> tape recorder</li> <li><input type="checkbox"/> slant board for writing</li> <li><input type="checkbox"/> headphones</li> <li><input type="checkbox"/> timer</li> <li><input type="checkbox"/> number lines</li> <li><input type="checkbox"/> alphabet strip</li> <li><input type="checkbox"/> visual tracking aid</li> <li><input type="checkbox"/> magnifier</li> <li><input type="checkbox"/> highlighter</li> <li><input type="checkbox"/> computer (as appropriate/available)</li> <li><input type="checkbox"/> spell checker</li> <li><input type="checkbox"/> desk top easel</li> <li><input type="checkbox"/> personal word lists</li> <li><input type="checkbox"/> dictionaries</li> <li><input type="checkbox"/> thesaurus</li> <li><input type="checkbox"/> increase print size</li> <li><input type="checkbox"/> concrete manipulators</li> <li><input type="checkbox"/> pictures, diagrams</li> <li><input type="checkbox"/> modify textual materials (add, adapt, or substitute)</li> <li><input type="checkbox"/> make materials self-correcting</li> <li><input type="checkbox"/> allow student to have extra set of books at home</li> <li><input type="checkbox"/> hundreds charts</li> <li><input type="checkbox"/> multiplication table</li> <li><input type="checkbox"/> Other _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ignore minor distractions</li> <li><input type="checkbox"/> reinforce appropriate behavior</li> <li><input type="checkbox"/> daily behavior sheet</li> <li><input type="checkbox"/> use student interest as reinforcers</li> <li><input type="checkbox"/> tangible &amp; intangible reinforcers</li> <li><input type="checkbox"/> positive visits with administration</li> <li><input type="checkbox"/> chart progress</li> <li><input type="checkbox"/> use logical consequences</li> <li><input type="checkbox"/> action plan to change/improve behavior</li> <li><input type="checkbox"/> post rules clearly</li> <li><input type="checkbox"/> teach what rules look &amp; sound like</li> <li><input type="checkbox"/> school-home behavior contract</li> <li><input type="checkbox"/> develop short &amp; long term goals</li> <li><input type="checkbox"/> break behavior into small steps</li> <li><input type="checkbox"/> allow for frequent movement</li> <li><input type="checkbox"/> reward for starting/continuing/completing</li> <li><input type="checkbox"/> be sensitive to student's mood, tolerance level</li> <li><input type="checkbox"/> use time-out for misbehavior</li> <li><input type="checkbox"/> modify expectations for outside the classroom (lunch, etc.)</li> <li><input type="checkbox"/> performance contracts</li> <li><input type="checkbox"/> instruct student in self-monitoring (i.e., following directions, raising hand to talk)</li> <li><input type="checkbox"/> Other _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> daily/weekly assignment sheet</li> <li><input type="checkbox"/> daily/weekly behavior sheet</li> <li><input type="checkbox"/> frequent phone contact</li> <li><input type="checkbox"/> frequent conferences</li> <li><input type="checkbox"/> parents to check, sign, &amp; return sheets daily or weekly</li> <li><input type="checkbox"/> parents to schedule a set homework time daily</li> <li><input type="checkbox"/> parents to designate a specific homework place</li> <li><input type="checkbox"/> set-up a tub/box with homework supplies at home</li> <li><input type="checkbox"/> check homework for accuracy and completeness</li> <li><input type="checkbox"/> provide frequent breaks</li> <li><input type="checkbox"/> encourage on-task behavior</li> <li><input type="checkbox"/> contact teacher frequently</li> <li><input type="checkbox"/> provide special pencils/paper for homework use only</li> <li><input type="checkbox"/> read together</li> <li><input type="checkbox"/> check backpack before leaving for school</li> <li><input type="checkbox"/> provide place for notices to be placed</li> <li><input type="checkbox"/> routine checklists</li> <li><input type="checkbox"/> Other _____</li> </ul>

ASSIGNMENT/ MODIFICATIONS	TEACHING STRATEGIES	ORGANIZATION & PLANNING	CONSULTATION WITH	EVALUATION
<ul style="list-style-type: none"> <li><input type="checkbox"/> provide assignment sheet</li> <li><input type="checkbox"/> simplify/shorten assignment</li> <li><input type="checkbox"/> individual contracts</li> <li><input type="checkbox"/> give assignments one at a time</li> <li><input type="checkbox"/> allow extra time for completion</li> <li><input type="checkbox"/> break assignments into parts</li> <li><input type="checkbox"/> provide outline &amp;/or timeline for long projects</li> <li><input type="checkbox"/> copy from paper/book instead of board</li> <li><input type="checkbox"/> lower difficulty level</li> <li><input type="checkbox"/> reduce paper/pencil activities</li> <li><input type="checkbox"/> read directions to student</li> <li><input type="checkbox"/> use audio recordings</li> <li><input type="checkbox"/> accept typed assignments</li> <li><input type="checkbox"/> present assignments in an uncluttered format</li> <li><input type="checkbox"/> change size of print</li> <li><input type="checkbox"/> provide examples/models of finished product</li> <li><input type="checkbox"/> pair students to check work</li> <li><input type="checkbox"/> allow student to print</li> <li><input type="checkbox"/> provide photocopy of notes</li> <li><input type="checkbox"/> Other _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use hands-on approach</li> <li><input type="checkbox"/> tape lecturers/directions for playback</li> <li><input type="checkbox"/> use eye contact</li> <li><input type="checkbox"/> circulate frequently</li> <li><input type="checkbox"/> present directions orally and in writing</li> <li><input type="checkbox"/> use color</li> <li><input type="checkbox"/> use individual white/chalk boards</li> <li><input type="checkbox"/> provide assistance with note taking</li> <li><input type="checkbox"/> use previewing strategies</li> <li><input type="checkbox"/> pick easy topics for student to talk/write about</li> <li><input type="checkbox"/> use cueing strategies to stay on task</li> <li><input type="checkbox"/> clarify expectations</li> <li><input type="checkbox"/> provide photocopied notes for student to highlight important concepts, vocabulary, etc.</li> <li><input type="checkbox"/> large group instruction</li> <li><input type="checkbox"/> small group instruction</li> <li><input type="checkbox"/> peer tutoring</li> <li><input type="checkbox"/> learning centers</li> <li><input type="checkbox"/> cross-aged tutoring</li> <li><input type="checkbox"/> shorten directions</li> <li><input type="checkbox"/> computer assisted instruction</li> <li><input type="checkbox"/> shorten instructions</li> <li><input type="checkbox"/> use visual aids in lesson presentation</li> <li><input type="checkbox"/> Other _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> daily assignment sheet</li> <li><input type="checkbox"/> homework folder(s)</li> <li><input type="checkbox"/> set of texts at home</li> <li><input type="checkbox"/> establish a routine schedule</li> <li><input type="checkbox"/> study sheets</li> <li><input type="checkbox"/> timeline for long projects/reports</li> <li><input type="checkbox"/> create organized work space</li> <li><input type="checkbox"/> provide place for non-work related items</li> <li><input type="checkbox"/> checklists for "broken down" assignments</li> <li><input type="checkbox"/> tape of directions, components</li> <li><input type="checkbox"/> written directions</li> <li><input type="checkbox"/> peer/cross-age model or buddy</li> <li><input type="checkbox"/> teach planning &amp; pacing</li> <li><input type="checkbox"/> cueing devices</li> <li><input type="checkbox"/> Other _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Psychologist</li> <li><input type="checkbox"/> Occupational Therapist</li> <li><input type="checkbox"/> Administration</li> <li><input type="checkbox"/> Nurse</li> <li><input type="checkbox"/> Speech/Language Therapist</li> <li><input type="checkbox"/> Audiologist</li> <li><input type="checkbox"/> ELL Teacher</li> <li><input type="checkbox"/> Learning Support Specialist</li> <li><input type="checkbox"/> Student Support Team</li> <li><input type="checkbox"/> Tutor</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p>Varying grading Systems for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Tests</li> <li><input type="checkbox"/> Class discussions /participation</li> <li><input type="checkbox"/> Special Projects</li> <li><input type="checkbox"/> Other _____</li> </ul>

General Summary of Interventions Used: (describe effectiveness and student's response, changes in student behavior and/or performance; include any new concerns or questions you may have)

## Intervention Strategies Documentation Form

Student Name:

Grade:

Classroom Teacher:

Student Support Team member(s):

Concerns and Interventions

Learning or Behavioral Concern:
---------------------------------

<u>Interventions Implemented:</u>	<u>Dates:</u>	<u>S/U</u>	<u>Action to be Taken:</u>

Learning or Behavioral Concern:
---------------------------------

<u>Interventions Implemented:</u>	<u>Dates:</u>	<u>S/U</u>	<u>Action to be Taken:</u>

**\*This is a sample and may be modified for individual students.**

## Standard Letter to Parents

Date:

Dear Mr. and Mrs. \_\_\_\_\_:

This letter/email is to inform you of some of the additional services that are offered at ISE. At ISE, we have a Student Support Team, of which I am the Student Support Coordinator. The team creates individual programmes in conjunction with the teachers, to provide an optimal learning environment for all students. Part of our job is to support students who have learning differences as well as students who require enrichment opportunities.

Your son/daughter has been recommended to me because \_\_\_\_\_. I would like to provide further assessment to help us understand the most appropriate educational services for him/her.

The assessment will include an evaluation of \_\_\_\_\_'s \_\_\_\_\_. The assessment is called \_\_\_\_\_. It will be administered by \_\_\_\_\_ and will take approximately \_\_\_\_\_ min. It will help us to understand \_\_\_\_\_.

I hope you will agree to have this assessment done. When the evaluation is completed, you will be contacted and invited to ISE to share the results and help plan for \_\_\_\_\_'s educational programming.

Yours sincerely,

Student Support Coordinator

---

Please email your response or complete the following permission slip and return to \_\_\_\_\_

\_\_\_\_\_ I give my permission for further assessment.

---

Parent Signature

\_\_\_\_\_ I would like more information about the assessments.

**\*This is a sample letter. Parents must be invited to a face-to-face meeting, at which time this documentation will be handed to them. This letter should never be sent by itself.**

## Teaching Assistant Agreement Form

Date

Dear Parents,

As discussed, your child will be assigned an academic assistant this school year. This academic assistant will assist your child with \_\_\_\_\_ as needed. While the salary for the assistant will be provided by you, the parents, ISE reserves the responsibility to select, supervise and terminate engagement as needed. The assistant will work with your child for \_\_\_\_\_% of their lessons. The salary for the assistant will be \_\_\_\_\_ per month.

Please sign below to indicate your agreement to these terms.

Regards,

Principal

I, \_\_\_\_\_, agree to pay the salary for my student's academic assistant. I understand that the responsibility to select, supervise and terminate engagement of the academic assistant is the domain of the school.

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Date (DD-MM-YY)

# International Individual Learning Plan

## ISE International Individual Learning Plan

<b>Name:</b>	<b>Teacher(s):</b>	<b>Age:</b>	<b>Nationality:</b>
<b>Grade:</b>		<b>Birthdate:</b>	<b>First Language:</b>
<i>List of concerns to target:</i>			
<i>Student's Strengths</i>			
	<b>Strategies, Support &amp; Accommodations</b>	<b>Accountability</b>	
<i>Target 1:</i>			
<i>Goal:</i>			
<i>Target 2:</i>			
<i>Goal:</i>			
<i>Target 3:</i>			
<i>Goal:</i>			
<b>Other Suggestions for Home and External Help</b>			
<b>Date Written:</b>		<b>Date Updated:</b>	
<b>Written By:</b>		<b>Updated By:</b>	

# STUDENT SUPPORT TEAM MEETING

**Student's Name:**

**Grade:**

**Date:**

**Team Members Present:**

**Student Strengths:**

**Additional Information:**

**Interventions the teacher has attempted so far and the results:** (The frequency of the intervention and the length of time it has been attempted must be included).

**Areas of Concern:**

**Brainstorming:**

## **ACTION PLAN**

Focus (what you want the student to do that he/she is not doing now – the what, who, when and how)

Date for follow-up: \_\_\_\_\_

## **BACKGROUND INFORMATION: STUDENT FILE REVIEW**

**Student name:**

**Grade: D.O.B.:**

**Date of review:**

**Date of entry to ISB:**

**Parents' names:**

**Contact information:**

**Home language:**

**# of years of English:**

**Was student retained? /When?:**

**Attendance problems? Describe:**

**Frequent school changes? Describe:**

**Private evaluation/diagnosis?**

**Medical information (gathered from doctor):**

**Individual Education Program (IEP) or IILP?**

**Other support services?**

**ACADEMIC ACHIEVEMENT** Review of relevant information from previous report cards and evaluations, including # of absences. (This may include MAP scores, DRA scores, math scores, year-end grades, etc...)

## PARENT INTERVIEW

Student Name: Grade: DOB (MM-DD-YY):

Parent(s) Names: Home phone:

Interviewer: Person(s) Interviewed:

Interpreter:

Say, "Your child, \_\_\_\_\_, has been referred to the Student Study Team due to concerns regarding his/her \_\_\_\_\_."

**Ask:** What information have you had recently from teachers or other staff at the school?

**Ask:** What are your concerns about your child or their school program?

**Ask:** What are your child's strengths?

### **Background Information:**

How long has your family been in this country?

How long do you intend to live in Estonia?

Where did you live before? How long?

How many children are in the family? What are their ages?

### **Language Background:**

Which languages are spoken in your home?

Which language do you use when speaking with your child?

Which language does your child use in the home?

With parents? With peers? With siblings?

Which is your child's best language?

What language did your child speak when (s)he first began to talk?

When did your child first begin to learn English?

### **Communication Skills:**

When did your child first begin to talk?

Do you think (s)he started to talk earlier or later than your other children, or did (s)he start to talk at about the same age as your other children?

Do you or anyone in your family have trouble understanding your child's speech? - Sometimes children don't say the sounds of words correctly as an adult would. Do you think your child has a difficulty like this? (Give examples)

Does your child seem to understand your question(s)?

-Does (s)he answer your questions in English or in the native language?

Does your child repeat words or sounds, or struggle to get words out when (s)he is talking? (Example: I...I...I..., and....and....and)

-How long has this been going on?

Do you feel your child follows directions well?

-One direction at a time?

-A series of directions to complete an activity?

Does your child lose his or her voice? How often

Compared with brothers and sisters, how would you describe your child's speech and language skills?

**School History:**

How old was your child when (s)he started school?

Has your child had any schooling prior to moving to ISE?

-Where?

- How long?

-What was the language of instruction?

-How did your child do in school?

-Did s/he receive any special help? -Describe the school program:

-Can your child read in any language?

Have there been any interruptions in schooling?

Were there any difficulties with early learning (prior to going to school)?

Who helps at home with school work?

Compared with siblings, how would you describe your child's academic performance? (from parents' perspective, not teachers)

Does your child like to listen to stories or look at books?

How often?

What are your child's favorite after school activities?

What thoughts or feelings about school has your child expressed to you?

**Medical History:**

1. Has your child had any problems with vision \_\_\_\_\_ hearing \_\_\_\_\_, ear infections \_\_\_\_\_ or problems with pain or drainage from the ears, \_\_\_\_\_?

If yes, please explain.

Were there any complications during pregnancy or childbirth?

Has your child had any serious illnesses or accidents?

Does your child take any medications?

Has your child ever been hospitalized? Yes No

- For what?

-When?

-What do you think is the cause of this condition?

-What have you done to treat this condition?

**Social/Adaptive:**

Have you observed differences between this child and his/her siblings in behavior or development? Describe the differences:

Are there any behaviors that your child has that concern you?

(For example: getting along with other kids, obeying parents, fears/anxiety or unusual fear, difficulty sleeping, school avoidance?)

What kind of assistance does your child need or request in performing daily tasks?

(Examples: dressing, bathing, preparing and eating food, taking care of his/her belongings and playing with friends or siblings)

How is your child's gross motor coordination (balance)?

How are your child's fine motor skills (writing, cutting)?

Is there any more information that you could give us that would help us understand your child better?

## Transition Plan

Student : \_\_\_\_\_ School Year: \_\_\_\_\_

Transitioning Into Grade \_\_\_\_\_ Nationality: \_\_\_\_\_

Home Language: \_\_\_\_\_ Others: \_\_\_\_\_

Years at ISE: \_\_\_\_\_ Years SSS support: \_\_\_\_\_

Diagnosed Disability: \_\_\_\_\_ Documentation: YES NO

Reason for LRC Support (circle all that apply):

*Developmental Basic Skills Behavior/Emotional Organizational/Study Skills*

Type of support for next school year:

*Push-In Consultation Interventions Teacher Assistant Monitor Exit*

Will this be a change from this year? YES NO

If YES, is proper documentation completed?

Family Situation: \_\_\_\_\_

Brief summary of the student:

Any major events or situations that have occurred this year that may have affected him/her?

Student Support Coordinator:

Date:



## IB ACCOMMODATIONS FOR CANDIDATES WITH SPECIAL ASSESSMENT NEEDS

**NB! It is the DP coordinators responsibility to apply for IB accommodations.**

**NOTE:** The following information is from the *Vade Mecum* instructions for DP candidates:

### **D1.1 ASSESSMENT ARRANGEMENTS NOT REQUIRING AUTHORIZATION:**

At the discretion of the [DP] coordinator (or head of school), the following arrangements are permitted in examinations without prior authorization from the coordinator help desk at IBCA:

- 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. For example, lighting may be a particular consideration for a candidate with a visual impairment, or a room with an echo may be detrimental to a candidate with a hearing impairment. Furthermore, a candidate's condition or the nature of the special arrangement (for example, an amanuensis, a word processor) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of the IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator. The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with a visual or hearing impairment).
- A candidate may take medication and/or refreshments to alleviate a medical condition such as diabetes.
- A care assistant 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 sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying glass, 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. The communicator must not convey information about any aspect of a question in the paper without prior authorization.
- For a candidate who is colour blind, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization.

### **D1.2 Assessment arrangements requiring authorization**

All special assessment arrangements (that is, arrangements other than those listed in D1.1) must have prior authorization from the coordinator help desk at IBCA. A request for special arrangements must be submitted on form D1 and supported with medical documentation (translated into English, French or Spanish where necessary). Send form D1 and the medical documents to IBCA to arrive by **15 November / 15 May**, eighteen months before the written examinations. The form must indicate the:

- Candidate's name, intended category and examination session
- Subjects/components affected
- Nature of the condition

- Special arrangements being requested
- Special arrangements currently available to the candidate for class assignments and school examinations.
- For candidates who are visually impaired, include details about the modification of examination papers (for example, enlargement) including the Braille code required for candidates who are blind.

### D1.3 Candidates registered under the anticipated category

For anticipated candidates who are taking one or two subjects at standard level after one year studying the Diploma Programme, it may not be feasible to submit a request for special arrangements eighteen months before their written examinations. Please submit the request as soon as possible after the start of their first year. It may not be possible to authorize certain special arrangements for anticipated candidates (for example, modified examination papers) owing to the time taken to undertake this task. For the diploma session one year later, it is not necessary to send a second request for special assessment arrangements (although this is necessary for retake candidates). However, if a candidate's condition changes after the first request has been submitted, the coordinator help desk must be informed.

## D2 Candidates affected by temporary circumstances

The missing mark procedure may be used by IBCA in circumstances where a candidate has not been able to complete an assessment component owing to an illness, accident or adverse *Vade Mecum 2006* circumstances. However, the candidate must have completed at least 50% of the assessment for the relevant subject, which must include a written, externally assessed component.

### D2.1 A temporary medical condition

#### *R During the two-year course:*

If a candidate has a serious illness or accident during the two-year course that may have a significant effect on his or her performance, send a completed form D2 to IBCA without delay. Form D2 must indicate:

- The candidate's name and session number
- The subject/components affected
- The reason for the application and, where appropriate, the special arrangements requested
- Any other information relevant to the case (for example, the duration of the illness, the nature of the candidate's condition).
- Where appropriate, form D2 should be supported with medical documentation (translated into English, French or Spanish where necessary).

If appropriate, IBCA will authorize special assessment arrangements for the candidate.

#### **R During the written examinations:**

If a candidate was affected during the written examinations, again submit form D2 with supporting medical documentation. The form must summarize the candidate's condition and how it may have affected his or her performance during the examinations. Form D2 must arrive at IBCA within ten days after the candidate's final examination.

### D2.2 Candidates affected by unforeseen (or adverse) circumstances

For convenience, the terms adverse circumstances and unforeseen circumstances are regarded as being the same, although the general regulations actually refer to unforeseen circumstances.

## **R Circumstances the IB defines as unforeseen:**

At the discretion of the final award committee, candidates affected by adverse circumstances may be eligible for special consideration. According to the *Diploma Programme General Regulations*, unforeseen circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her performance, including severe stress, exceptionally difficult family circumstances, bereavement, or disruption during examinations.

Other unforeseen circumstances that may affect a whole group of candidates include civil unrest or natural events such as floods, earthquakes and hurricanes.

## ***R Circumstances which the IB does not define as adverse***

Adverse circumstances do not include shortcomings on the part of the school at which a candidate is registered. It is a school's responsibility to ensure that all candidates comply with programme and assessment requirements. No allowance will be made for a school's failure to deliver the course of study owing to:

- Industrial action (for example, a strike by teachers or a school's ancillary staff);
- The illness, death or other absence of a teacher;
- Frequent changes of a subject teacher for a class of candidates, including periods without a teacher;
- A shortage of teachers, teaching resources or facilities.

Similarly, no allowance will be made for a candidate who begins the Diploma Programme late in the academic year. If, as a consequence of missing tuition, the candidate is not adequately prepared for assessment, the candidate should be withdrawn from the examination session.

## ***R Procedure***

If a candidate or group of candidates is affected by adverse circumstances, send a completed form D2 to IBCA, indicating the name(s) and session number(s) of the affected candidate(s), to arrive no later than ten days after the completion of the final assessment component of the subject concerned. The form must include a statement from the coordinator describing the nature of the circumstance and its consequence(s) for the candidate(s). Where a group of candidates has been affected by adverse circumstances, if possible, indicate which individual candidates have been most severely affected.

\*\*\*\*\*

**Do not inform an examiner of a candidate's personal circumstances or any circumstances affecting a group of candidates.**

## **Responsibilities of the School**

The following guidelines supplement the procedures for requesting special arrangements explained in the *Vade Mecum*.

1. Before accepting a student with special educational needs as a candidate for the DP or MYP, coordinators should consider whether suitable arrangements, for both teaching and assessment, could be made for that student.
2. Careful consideration should be given to a candidate's choice of subjects as some subjects may pose particular difficulties for a candidate with special needs.

Consultation with IBCA ([sen@ibo.org](mailto:sen@ibo.org)) may be appropriate before confirming a candidate's subjects.

3. To accommodate a student with a special assessment need, it is essential that the OLC teacher, in coordination with the DP and MYP Coordinators consult with all teachers concerned at an early stage in their program of study.
4. Special accommodations requests are submitted to IB and responses will be authorised via the DP/MYP Coordinators.

#### **R Arrangements Not Requiring Authorization:**

At the discretion of the DP/MYP Coordinator (or head of school), the following arrangements are permitted in examinations without prior authorization:

1. May take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group;
2. The Coordinator may arrange for appropriate seating to meet the needs of individual candidates;
3. A candidate may take medication and/or refreshment to alleviate a medical condition such as diabetes;  
(Please refer to IB, 2004 – *Candidates with Special Needs* booklet, Section 3, pg. 9 for additional information in this area)

#### **R Procedure for requesting IB approval:**

1. Review all student needs in August of each year;
2. Begin to provide in-class differentiation support, pull-out instruction/support and modification as deemed appropriate;
3. Meet with US Principal and DP/MYP Coordinator to review students and their needs;
4. The IB advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources. However, additional time for taking any assessment within a time limit can't be implemented until the IB approves permission for additional time for external exams. Therefore, permission for accommodations during examinations must be requested. An OLC teacher **may** complete the form, but must not be the signatory (Note: see *IB Accommodation Request* form in OLC Handbook). An application will not be accepted directly from a candidate, or from a relative or guardian of a candidate.

Complete the *Assessment Due to Special Needs* form or *Accommodation Request* form as determined necessary for students; submit to DP/MYP Coordinator for approval, submitted to the School's Headmaster, then to submit to IB for their approval;

- a. The application should indicate when the special need began:
  - i. Temporary medical condition;
  - ii. Long-term medical condition or permanent disability.
  - iii. If a candidate's condition changes after a request for special arrangements have been submitted, IBCA must be informed.
- b. The application must include cognitive and academic assessments (i.e., included in a report from the school psychologist or external evaluator). If a medical diagnosis has determined a disability, which must also be included with this application.
- c. Before submitting to IB, the school must obtain consent from the candidate and/or the candidate's parents or guardian.
- d. The school is responsible for making all arrangements for approving and appointing an amanuensis (scribe), a reader, prompter, practical assistant or communicator. The person providing support may not be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived.
- e. If arrangements are requested, the coordinator must ensure that the candidate is or becomes familiar with those arrangements.
- f. If a special arrangement may result in the candidate taking longer to complete a written examination, coordinators are advised to request additional time for the examination(s) concerned. Authorization for certain special arrangements (for example, an amanuensis) will normally include an additional time

allowance of fifteen minutes per hour (see IB – Candidates with Special Needs Handbook, section 4.1).

- R Special Arrangements** (per IB – *Candidates with Special Needs Handbook*, section 4)  
– The arrangements listed below are termed “special” arrangements because they require authorization from the IB, unless stated otherwise.

#### **4.1 Additional Time**

Additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate’s assessed needs. For written examinations, additional time is normally restricted to 15 minutes for each hour of the examination (that is, 25% more time). For periods of less than one hour the additional time should be given on a pro rata basis. More than 15 minutes per hour may be authorized for candidates with a severe condition or where the special arrangements place a greater demand on time.

When requesting additional time it is important to bear in mind that too much time may be tiring for a candidate and, therefore, counterproductive. Similarly, more time spent on a task does not necessarily improve the quality of the response given by a candidate.

An additional time allowance is not the same as a rest period: during a rest period the candidate is not permitted to continue working.

- 4.1.1 At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay, language A1 world literature) without authorization from IBCA. However, if an extension to the deadline for the submission of work for assessment is required, an e-mail to IBCA ([help@ibo.org](mailto:help@ibo.org)) is mandatory. See section 4.13.
- 4.1.3 Additional time will not be authorized for a component where the completion of a task within a limited time is specified in an assessment criterion.
- 4.1.4 Additional time will not be granted for the 5 minutes’ reading time that precedes written examinations.
- 4.1.5 Although the standard allowance is 15 minutes per hour, 5 or 10 minutes per hour may be requested.
- 4.1.6 If a candidate’s condition, or the nature of the special arrangement(s), is such that more than 15 minutes per hour is required, this should be clearly stated and justified in the application for special arrangements. There should be no assumption that more than 15 minutes per hour will be authorized.
- 4.1.8 At the discretion of the coordinator, a candidate who is allowed additional time may take their examinations in a separate room. This is to avoid disturbing the candidate when other candidates in the group leave the examination room at the scheduled time.
- 4.1.9 Additional time of 30 minutes per hour (that is 50% more time) will normally be authorized for candidates using examination papers in Braille.

#### **4.2 Rest Periods**

During a rest period the candidate is not permitted to read, respond to the examination paper or to write notes of any kind. A rest period is distinct from “additional time” during which the student may continue working.

#### **4.3 Information and Communication Technology**

The IB recognizes that for many candidates with special assessment needs, a computer or other microprocessor-controlled device provides a highly effective means of communication. For this reason, computers and other forms of assistive technology are normally permitted for written examinations if a student is unable to provide a handwritten response. Each request will be considered on its own merit as to which form will benefit the student’s disability.

## R Computers

The use of computers in other areas of assessment, such as the extended essay and internal assessment is accepted without question and the IB places no restrictions on the use of software aids such as spellcheckers. However, in written examinations, a computer may only be used as a sophisticated typewriter, for the sole purpose of providing an alternative to handwriting.

- 4.3.1 An application to use a computer should only be made in circumstances where a candidate has a particular difficulty; e.g., visual impairment, physical disability, temporary injury or specific learning difficulty.
- 4.3.2 If a student with special assessment needs uses a computer as their usual means of communication, the candidate will normally be permitted to use a computer in his/her examinations. However, if a computer is not appropriate for all components (e.g., multiple choice questions), other special arrangements may need to be requested.
- 4.3.3 The Coordinator is responsible for ensuring that a candidate does not have access to stored information, or an unauthorized electronic device. An exception is normally made for candidates with severe dyslexia who may use a spellchecker during the written examinations, which must be authorized by IBCA ([sen@ibo.org](mailto:sen@ibo.org)).
- 4.3.4 It is recommended that a student who is using a computer take the examination in a separate room, to avoid any distraction to other candidates.
- 4.3.5 The student's work should be printed at the earliest opportunity after the examination. The student should be present to verify and sign that the printed copy is a complete copy of his/her work produced during the examination.
- 4.3.6 The printed copy should be submitted for assessment, not a disk. The coordinator until after the issue of results should retain the disk.

Please refer to IB - *Candidates with Special Assessment Needs* handbook for more information regarding ITC.

### 4.4 Amanuenses

An amanuenses (scribe) is a person who writes down the dictated response of a candidate for the requirements of an internal and/or external assessment component. The use of an amanuensis is permitted for all forms of assessment where a student is unable to provide a handwritten response or use a word processor.

(Refer to IB – *Candidates with Special Assessment Needs Handbook*, Section 4.4 for more information regarding this area).

### 4.5 Readers

The role of a reader is to read the examination paper to a candidate and to read back the candidate's answers if requested to do so. However, the assistance of the reader is not confined to the written examinations; a reader may assist a candidate with all internal and external assessment components.

(Refer to IB – *Candidates with Special Assessment Needs Handbook* - Section 4.5 - for more information regarding this area).

### 4.6 Communicators

A communicator is someone who is able to convey information to a person with a hearing impairment through the use of lip speaking, fingerspelling or sign language. A communicator may be used during examinations.

(Refer to IB – *Candidates with Special Assessment Needs Handbook*, Section 4.6 for more information regarding this area).

### 4.7 Prompters

A prompter is someone who ensures that a candidate is paying attention to the examination. This arrangement would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting in a severe attention problem. (Refer to IB – *Candidates with Special Assessment Needs Handbook*, Section 4.7 for more information regarding this area).

**4.13 Extensions to Deadlines**

This 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.

**4.15 Exemptions from Assessment**

Exemptions are not normally granted for any assessment component of the DP. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.

(Refer to IB – *Candidates with Special Assessment Needs Handbook*, Section 4.15 for more information regarding this area).