



Anatolia High School



Assessment Access Requirements Policy

for the International Baccalaureate Diploma Programme

Aims and Philosophy:

In accordance with the Anatolia College Mission Statement, the IBDP programme has an **equal opportunities policy**. We therefore provide an educational programme with equal opportunities in an inclusive environment, while encouraging students to achieve their full potential. The programme welcomes individuals with assessment access requirements, provided that the nature and severity of their difficulties can be accommodated for within the school and allows for them to complete the Diploma Programme requirements.

In specific, the current policy aims to:

- Supplement the provisions of the IBO handbook on candidates with assessment access requirements and assist with their implementation to our programme.
- Strive for the accurate and timely identification of students with assessment access requirements. Further, monitor and evaluate the effectiveness of interventions and accommodations, and academic progress of students with assessment access requirements.
- Ensure that once identified, students are treated in a way so that their privacy is respected, while their self-esteem is supported and developed.
- Ensure a school-wide context for the support of students with assessment access requirements, so that all members of the academic community are familiar with the contribution they can make in order to offer their support, and resources are used effectively and efficiently. Efforts to develop staff expertise are regularly made on behalf of the school.
- Encourage and foster a positive partnership with the parents, in order for parents to be in a position both to offer support at home, but also contribute to the decision making process in relation to their children.

Procedures:

a. Identification of Students with Assessment Access Requirements:

Students with assessment access requirements identified prior to their enrollment in the programme, should inform the IB Diploma Program Coordinator (IBDPC) as early as possible in the application process and provide supporting documentation. In the case of students with a known learning disorder that will require a student to have inclusive education arrangements, the appropriate box should be checked on the AC IBDP application form. If supporting documentation stating an official diagnosis (such as psychoeducational assessment reports) are outdated and need to be renewed, or are incomplete given what is requested by the IBO, then parents and students will be advised to renew, or seek additional documentation. This could either be done within the school with the responsibility of the school's psychologists, or by referral to a qualified specialist in the community. The class advisor, when reviewing applications (to check compatibility of subject choices with university applications and to note student-specific health or assessment access requirements) will call for a meeting between IBDPC, class advisor, school's psychologists, parents and possibly the student to gain insight into the specific learning/assessment difficulties and to inform faculty accordingly.

Students that face learning, behavioral or emotional difficulties after their registration to AC IBDP are referred to the school's psychologists. Diagnosis can be done within the school or by referral to a specialist in the community or in combination of both.

In order for a candidate to receive inclusive assessment arrangements, all psychological/psycho-educational/medical reports must be submitted by professionals with appropriate credentials to evaluate and diagnose the candidate. The formal diagnosis must be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed) and include results as standard scores.

Assessment access requirements that can be accommodated within the programme are limited to Learning Disorders and disabilities secondary to mental health problems (e.g., depression, anxiety). Other assessment access requirements, including motor disabilities or chronic health problems, need to be assessed on a case-by-case basis.

b. Inclusive Education Arrangements:

Inclusive education arrangements comprise academic arrangements, which pertain to the educational process, and testing/exam accommodations. When a student is formally diagnosed with learning, behavioral or emotional difficulties, the school's psychologists are responsible for calling a meeting (if/when advisable) between the IBDPC, the class advisor and the subject teachers to discuss the particular difficulties faced by the student and to suggest effective academic arrangements or examination accommodations. Furthermore, it is not mandatory to test in all areas.

- *Academic Arrangements* could include such arrangements as preferential seating in the classroom, individual guidance by the teacher, supplemental material (e.g., notes, diagrams), use of technology, etc. Further, academic arrangements also include special educational support by the school counseling fellow, who meets regularly with the student for individual advising. Further, in the case of students with assessment access requirements who are residing in the AC dormitory, staff will be informed in order to provide special arrangements in the dormitory.

At the end of each term, a faculty meeting is arranged with the participation of the IBDPC, the class advisors, the school's psychologists, and the subject teachers. Parents and students are notified to attend if willing. The purpose of the meeting is to review the individual progress of students with assessment access requirements.

- *Inclusive Assessment Arrangements:* are subject to provisions of the IBO handbook for candidates with assessment access requirements. They also depend on the functional limitations presented by the students. For in-school daily assessment purposes such as term tests, they could include extra time (up to 50%), breaks, the use of a scribe or a reader, use of a word processor with or without a spell checker, etc. The school will make an effort to grant these accommodations whenever possible but depending on the task, availability of teachers on duty, invigilators, etc. For the IBDP final examination, inclusive assessment arrangements are formally requested (by completion of the D1 form) and supported with the requested, relevant documentation in order to receive approval by the IBO. Before submission of this form, parents are requested to provide their written consent. Exam accommodations for formal school examinations, i.e., midterms and finals, are provided in accordance with the accommodations approved (or requested) for the final IBO examination. All invigilators are responsible for understanding and correctly applying inclusive assessment arrangements applicable to in-school or the final IBDP examinations.

Roles and Responsibilities:

- *The IBDPC* is responsible for approving and submitting the request for inclusive assessment arrangements to the IBO and for ensuring that such arrangements are also applied to all formal in-school examinations. The IBDPC is in addition responsible for liaising whenever necessary between parties involved (parents, student, teachers, class advisor, school psychologists) and for ensuring adequate and effective flow of information to all concerned parties, as appropriate.
- *The class advisors* should be fully informed of which students have assessment access requirements and the nature of their needs, in order to work more closely with the subject teachers and the student on academic arrangements, and monitor students' academic progress. The class advisor is responsible for recording students who have assessment access requirements, which have been identified prior to their enrollment in the program or during their studies, to encourage parents to provide the appropriate supportive documentation. Further, the class advisor monitors the academic performance of the students, and draws attention to the IBDPC and/or school's psychologists in case of any difficulties that might arise. Requests for appropriate inclusive education arrangements from the IBO are prepared by the school's psychologists in collaboration with the class advisor and are approved/submitted by the IBDPC.
- *The school's psychologists* offer expertise on psychopathology, including disorders first diagnosed in infancy, childhood, or adolescence, mood and anxiety disorders, etc. They should be fully informed, by the class advisor, IBDPC, or by the parents, about students who have assessment access requirements, and are responsible for reviewing the relevant documentation. They can contribute to the accurate and timely identification of assessment access requirements in the case of IBDP students first presenting with difficulties in learning or emotional difficulties. In such cases, students are referred by subject teachers (or class advisors or IBDPC) and are seen with parental consent, or are self-referred. The school's psychologists can also offer consultation to the IBDPC, the class advisors, or the Special Education Needs Assistants, depending upon availability. The school's psychologists use their professional judgment when deciding to inform the IBDPC and possibly other parties of difficulties that have been directly reported to them by students or by their parents. Finally, the school's psychologists meet with the students who are receiving inclusive assessment arrangements prior to in-school examinations, as well as the final IBO examinations and ask them to state their preference for which of the approved accommodations they will be using and in which subjects. The student's preference should be provided *in writing*.
- *The subject teachers* should be informed of the students with assessment access requirements who are in their class in the context of a dedicated meeting between teachers – school psychologists – class advisor - IBDPC. These meetings and other in-school training sessions should ensure a basic understanding on teaching students with assessment access requirements and familiarize teachers with academic arrangements. Teachers should work closely with the class advisors, the school's psychologists, and Special Educational Needs Assistants on how to best teach and assess these students.
- *The Special Educational Needs Assistants* (graduate psychology practicum students, the school counseling fellow) work under the direction and supervision of the school's psychologists in order to provide special educational support on a regular basis.
- *The parents* should inform the IBDPC and/or the school psychologists if there is a history of a difficulty that may lead to assessment access requirements, and provide adequate supportive documentation. During an orientation meeting with incoming parents, scheduled for October of year

1 in the IBDP, parents are introduced to the school's psychologists and their responsibilities in an effort to better inform them of available in-school services and possible academic or assessment arrangements.

- *The students* are encouraged to be fully aware of their assessment access requirements, and collaborate with the school on the listed procedures. We hope to create an environment in which students feel comfortable to provide feedback on the educational process to all those involved. All students are introduced to the school's psychologists and the Special Educational Needs Assistants as part of a "study skills" session to take place during the 1st term of their first year in the programme.

Last revised in May, 2017