



**Chambersburg Area Senior High School  
International Baccalaureate Diploma Programme  
Inclusion Policy**



All International Baccalaureate Diploma and Course candidates are entitled to fair assessment procedures which allow them the opportunity to demonstrate their skills and knowledge. Assessment adjustments, in class, will be considered for any candidate in accordance with each student's Individualized Education Plan, 504 Service Plan and/or ELL needs.

A request for inclusive assessment arrangements will be made for all qualifying candidates. Supporting the needs of students with special education needs compliments Chambersburg Area School District's commitment to collaborative efforts in support of fair access to education. The inclusive education policy both in the programme and district-wide supports the IB practice of inquiry and problem-solving while ensuring that all students partake in a meaningful and equitable educational experience. Special education factors will not result in the exclusion of potential candidates from enrollment in the IB Diploma Programme. In accordance with federal and state legislation, as well as district policy, according to Chambersburg Area Senior High School's Program of Studies: In compliance with both Federal (IDEA Part 300) and Pennsylvania law (22 Pa. Code Chapter 14), the Chambersburg Area School District provides to all eligible students a free and appropriate public education. For the purposes of definition, the term "eligible" refers to students who meet the two-part criteria: 1) student has a documented disability

and, 2) student needs special education as determined by the district's evaluation team. Both qualifications must be met in order to be eligible for special education.

Staff, administration and parents work closely together in developing an appropriate program of education for each eligible student. This specially designed instructional plan for an eligible student is referred to as an Individualized Educational Program (IEP). Educating students with disabilities and addressing their individual learning needs, in the least restrictive environment, is the responsibility for each and every IEP team. The district's special education programming is aligned to provide an individually designed program to meet student needs in accord with the student's IEP. The instructional learning environment could be the general education setting, an alternate setting, or a combination of the two. Support could include a special education teacher, a classroom assistant (paraprofessional), a related service provider, and/or specially designed instruction targeted to address the individual needs of the student. Decisions regarding course selection and levels of courses will be made by the IEP team and will be documented in each student's IEP. Each eligible student is assigned a Teacher of Record, TOR. If needed, the TOR and/or the DP coordinator can meet with the student and parents to help the student with scheduling. The TOR will provide the counselors with core course recommendations for each student at the end of each school year.

This will ensure each student's course selection sheet is aligned to their IEP, and should therefore minimize the need for schedule adjustments prior to or after the start of the next school year. Any revision to a student's IEP that may impact their course selections for the following school year must be documented and submitted (by

the Teacher of Record) to the student's school counselor prior to the end of the school year.

### **Accommodations on IB exams**

Accommodations on an IB exam, internal or external assessments, require external approval from IBO (International Baccalaureate Organization). This must be submitted by November of the testing year. Parents, students and the DP coordinator are responsible for submitting paperwork on time. Paperwork required may include doctor's notes and evaluations. IBO has the final decision about what, if any, accommodations will be made for testing.

### **Policy Use, Revision and Access**

This policy is a working document to be used by administrator and IB faculty to adhere to assessment guidelines throughout all evaluations during the courses. Teachers will also use an interactive assessment calendar in order to plan Internal Assessments.

This policy has been created by the DP coordinator, Head of School (who is also the Academic principal), and at least one special education teacher. The policy will be used to help place students in the proper classes, give students added support when needed and help in needed accommodations for testing.

The Assessment Policy will be reviewed every two years, at the beginning of the school year. It will be accessible on the Chambersburg Area Senior High School's IB website, along with a hard copy in an IB file, which can be located in the Head of School's office as well as the DP coordinator's classroom.