



Magnet, Gifted, and IB Programs
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IB School Procedures for Diverse Learners in the IB Diploma Programme

Overview of the Provision of Services for Students with Disabilities

Under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the federal regulations, and Illinois statutes and regulations, all students with disabilities ages 3 through 21 have a right to receive a *free appropriate public education (FAPE)* in the *least restrictive environment (LRE)*.

These legal requirements provide procedural safeguards regarding the identification, evaluation, and placement of students with disabilities. Essential to these procedural safeguards is the involvement of parents. The term "parent" means one or both of a student's parents (natural or adoptive); the student's legal guardian; a foster parent, the student's surrogate parent appointed by ISBE, or an individual acting in place of a natural or adoptive parent, including grandparents, stepparents or other relative, with whom the child lives or an individual legally responsible for the child's welfare. It may be presumed that a student's parent has the authority to act for the student unless a school official has been advised that the parent does not have the authority under applicable laws governing such matters as guardianship, separation and divorce.

The IDEA is a statute that authorizes funds to states and public school systems, such as Chicago Public Schools (CPS), under certain conditions. To receive these funds, school systems must ensure they will comply with specific mandates regarding the education of students with disabilities.

23 Illinois Administrative Code 226

The ISBE has promulgated rules to implement Article 14 of the School Code of Illinois, which applies to the education of students with disabilities. These rules provide further specificity regarding requirements for the identification, evaluation, programming, placement, and provision of procedural safeguards. In addition, rules are provided for the administration of special education, design of special education programs (including class size), home or hospital programs, state operated or private programs, special education personnel, transportation and residential care facilities.

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Section 504 of the Rehabilitation Act of 1973 (Section 504)

The purpose of Section 504 of the Rehabilitation Act of 1973 is to (1) eliminate discrimination on the basis of disability in any program or activity provided by schools districts and other educational providers that receive federal financial assistance, and (2) ensure that students who are Section 504 eligible have educational opportunities equivalent to those of their nondisabled peers. Unlike the IDEA, Section 504 does not limit coverage to certain categories of disabilities and no categorical labels are necessary. Instead, a student with a disability under Section 504 is defined as one who (1) has a physical or mental health impairment that substantially limits a major life activity; or (2) has a record of such an impairment; or (3) is regarded as having such an impairment. 29 U.S.C. §794; 34 C.F.R. § 104, *et seq.*

Americans with Disabilities Act (ADA)

Students with disabilities are also protected under the ADA. The educational requirements under the ADA for students with disabilities are not significantly different than under Section 504.

Student Opportunities

All students with disabilities are eligible to apply to the International Baccalaureate program(s). Appropriate services within these programs will be provided to meet the student's individual needs as delineated on the Individualized Education Program (IEP) or 504 Plan.

The purpose of this document is to provide Diploma Programme coordinators and teachers with information about the arrangements available for candidates with assessment access requirements during their preparatory work for assessment and in their written examinations. IB has made it clear that it has no intention to provide guidance on teaching methodology or resources. Students with learning support requirements (i.e. students with disabilities) may need support and arrangements (i.e. accommodations) for both teaching and learning. IB highlights that once a student with learning support requirements is enrolled in the school, it is the responsibility of the school to meet the student's learning needs, including suitable arrangements for teaching and assessment. A student's IEP or a student's 504 Plan should inform the educational and teaching supports necessary for a student with a disability to be successful in the IB Diploma Programme.

The following are the guidelines set forth by the IB for assessment arrangements and therefore will be followed by all IB World Schools implementing the Diploma Programme in Chicago Public Schools when a candidate's IEP or 504 Plan require testing accommodations:

A9.1 Inclusive assessment arrangements

A9.1.1 Policy

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Candidates whose IEPs or 504 Plans delineate the individual need for testing accommodations must be given them during assessments.

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For information about the IB's policy on candidates who require arrangements to access assessment, refer to the IB publication [Candidates with assessment access requirements](#). Please study this publication before contacting the IB with an inquiry or submitting a request for inclusive assessment arrangements.

For inquiries concerning candidates with assessment access requirements, send an email to *Access and inclusion* under the **Contact us** link on IBIS.

Please do not inform an examiner about a candidate's personal circumstances, disability, medical condition or learning support need of any kind.

A9.1.2 Assessment arrangements not requiring authorization

Consistent with a candidate's IEP or 504 Plan, the following arrangements are permitted in examinations without prior authorization from the IB Assessment Centre.

- 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 difficult for a candidate with autism. Furthermore, a candidate's condition or the nature of the inclusive assessment arrangement (for example, a scribe, a computer) 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 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 vision or hearing difficulties).
- An assistant, if necessary a nurse, 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 Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.
- 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 from IB Assessment centre.
- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.
- Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.

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- For a candidate who has colour blindness, 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 from the IB Assessment centre.
- A candidate who is hypersensitive to sound is permitted the use of noise buffers such as headsets, earplugs and individual workstations with acoustic screens. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.
- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10-minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods. For example, a candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication. If a candidate's personal examination timetable is such that, with rest periods and additional time more than six and a half hours of examinations would take place in one day, rescheduling should be requested.
- A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally. The prompter must not draw the candidate's attention to any part of the examination paper or script. The prompter should be familiar with the candidate's behaviour so that he/she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he/she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his/her work. The candidate should not feel as though he/she is under pressure or scrutiny.
- 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) without authorization from the IB. However, if an extension to the deadline for the submission of work for assessment is required, the coordinator must contact IB Answers (See section 4.7 Access to extensions and exemptions).

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A9.1.3 Assessment arrangements requiring authorization

All inclusive assessment arrangements other than those listed in Section A9.1.2 must have prior authorization from the IB Assessment Centre. Refer to the publication [Candidates with assessment access requirements](#).

All requests for inclusive assessment arrangements must now be submitted using the online system on IBIS. The *Request for inclusive assessment arrangements* is located under the **Candidate** tab and must be submitted no later than **15 November/15 May**, 6 months before the written examinations. It is important that the testing accommodations section of a candidate's IEP or 504 Plan is reviewed prior to the submission deadlines so that accommodations required within the IEP or 504 Plan that also require IB Assessment Centre authorization are submitted by the deadlines. Requests for modified papers will not be authorized after this deadline. Before completing the request, the candidate must be registered for the intended examination session.

Inclusive assessment arrangements approved for a candidate will automatically apply for all examination sessions for which they are registered. It is not necessary to submit a second request. However, if a candidate's requirements change after the initial request, the IB must be notified using the *Access and inclusion* email link under **Contact us** on IBIS. Therefore, if during an annual review of the IEP or 504 Plan the candidate's testing accommodations change to the extent that a new accommodation is added and that accommodation requires authorization from the IB Assessment Centre, please notify IB of this change.

Evidence and information required

The following supporting documentation must be submitted (uploaded) with the online *Request for inclusive assessment arrangements*:

- medical/psychological/psycho-educational documentation (translated into English, French or Spanish where necessary)
- and
- at least one piece of educational evidence.

The purpose of the educational evidence is to show that the access requested has been the candidate's usual way of participating in classroom activities and tests. Examples of educational evidence include:

- anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/inclusion coordinator or school counsellor
- an Individualized Education Program (IEP) or 504 Plan
- samples of the candidate's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which needs only be in one subject, must be work that has been written in English, French or Spanish

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- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used.

Modifications to examination papers

For a candidate with a visual impairment, please provide specific details of the Braille code required. For candidates who require enlarged papers, the IB offers a standard enlargement on A3 paper (420 x 297mm) with a font size of 18. If a candidate can access this, coordinators are encouraged to use this standard enlargement. Enlarged font size of 24 point on A3 paper may also be requested. For candidates who require an enlarged font on A4 paper (297X 210mm), the IB offers a standard 16 point font. Any other request for alternative font size that is not listed above as a standard modification may be considered only in exceptional circumstances.