

## **IB Diploma Programme Policy for the Integration of Candidates with Assessment Access Requirements**

All students in the province of British Columbia are governed by a BC Ministry of Education policy ([www.bced.gov.bc.ca/specialed](http://www.bced.gov.bc.ca/specialed)) and a School District 34 policy (uploaded to IBDocs) on special educational needs.

These policies, and any support or adaptation provided for under them, are applied equally to any IB student at Abbotsford Senior Secondary School, who may require support or adaptation for assessment in compliance with the IB Learning Support Requirements policy.

As IB advocates for an inclusive education for all, we do our best to create child-friendly, internationally-minded, learning environment; one in which the student is immersed in a healthy, protective, and supportive educational experience. At the same time, we are mindful and respectful of our IB Academic Honesty and IB Assessment policies, so that the individual is assessed appropriately and at the same standard as the other IB candidates and so that there are no issues of malpractice.

### **The following IB documents are referred to when dealing with Candidates with Assessment Access Requirements:**

Candidates with assessment access requirements  
Handbook of procedures for the Diploma Programme  
Meeting student learning diversity in the classroom  
Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes  
The Diploma Programme: From principles into practice

### **Integration of IB Candidates with Assessment Access Requirements**

#### **1. IB and form D1**

We complete the relevant form D1 and submit it, along with supporting documentation, to IB for approval. Once IB has provided us with feedback and permission to allow for adaptations for the candidate, we are able to address the matter.

#### **2. Identification of CAAR**

As every student is unique, once we have verification and supporting documentation, that we have a CAAR, and we have received the feedback from IB, we meet with the LSR educators to determine and document the best educational and assessment pathway for the individual. The IB Individual Educational Plan may involve, but is not limited to: differentiated instruction; a variety of supported learning opportunities; the use of a translating dictionary (Groups 3 to 6 only); the writing of exams in an isolated location; the use of technology, scribes or readers; access to modified papers; access to additional time; access to speech and communication; and/or access to extensions and exemptions. This information is then shared only with the student, the parent(s)/guardian(s), relevant IB teachers within the department, and the Head of School.

#### **3. Monitoring of candidate's progress**

One of the duties of the IB DP Coordinator is to monitor the progress of the CAAR, and to ensure that the IB IEP is being followed, via consultations with the student, the IB teachers, and/or the LSR educators. If questions and/or concerns arise that cannot be addressed by the IB department, school staff, or the school administrators, an email is then sent to IB Answers via IBIS.

Between the respective special educational needs policies produced by the British Columbia Ministry of Education, School District 34, and Abbotsford Senior Secondary School, all of our IB Candidates with Assessment Access Requirements have access to and support within the IB DP.

