

Lincoln High School IB Inclusion Guidance

Mission

Lincoln High School's mission is to emphasize a global curriculum in which all students find belonging and reach their full potential. Lincoln strives to meet the needs of every learner in a positive, supportive environment and to provide the highest quality college and career preparation through the IB program, College and Career Technical Education (CTE), Advancement Via Individual Determination (AVID), and robust extra-curricular opportunities. These programs encourage students to think creatively, critically, and reflectively so they can be responsive to cultural and individual diversity and become compassionate, contributing members of our global community.

Inclusion in the IB Programme

Lincoln High School (LHS) recognizes the value of diverse perspectives and the benefits afforded to students when its programs welcome and support **all learners**. LHS is committed to making both the Middle Years Programme (MYP) and Diploma Programme (DP) accessible and engaging to all students grades 9-12 while removing barriers to learning ([A9](#)). To this end, LHS provides an adaptable, positive, safe learning environment that strives to meet learners' needs and that encourages them to achieve their fullest learning potential. LHS:

- acknowledges individual students' cultural, social, religious, and linguistic differences;
- addresses as much as viably possible the special learning needs of students in the MYP and DP Programmes ([C3:10](#));
- provides support to all students in order to meet their own individual learning needs, personal goals, and overall educational success ([B2:8](#));
- identifies and manages the needs of students by implementing a variety of continuous classroom, learning, and or assessment procedures;
- plans collaboratively to address the differentiated learning needs of students ([C1:6](#));
- seeks advice, guidance, referrals, and strategies from specialist staff and services for supporting students identified with diverse learning needs within the IB Program;
- provides consistent, regular, transparent communication related to special educational needs, processes, procedures, and requirements ([B1:5](#)).

To this end, all 9th and 10th graders participate in MYP courses, and all of our students in 11th and 12th grades take two years of IB courses in group 1 and one course in group 2. Many students take more DP courses and about 25% participate as full diploma candidates.

Multi-Tiered Systems of Supports

LHS strives to ensure equitable access to IB for all students in line with '[Meeting Student Learning Diversity in the Classroom](#)' through intentional planning for and implementation of universally designed curriculum and instruction (tier 1) as well as more intensive interventions for struggling students (tiers 2 and 3). This approach comprises our [Multi-Tiered Systems of Supports](#) (MTSS) for academics and social emotional learning (SEL)

The LHS Climate Team develops and oversees the implementation of MTSS at LHS. This team meets bi-weekly to identify and work to remove barriers to learning and support teachers, counselors, support staff, and administrators in implementing interventions. Specifically, the Climate Team works to define expectations for tier 1 interventions for academics, engagement/attendance, and SEL within the classroom setting and organizes collaborative time and professional development opportunities for teachers on the 10 Culture and Climate (C&C) days provided on the [LHS PD calendar](#). Examples include culturally responsive teaching practices, restorative justice, best practices for English Language Learners (ELL), time for family outreach, STAR conferences, and Erin's Law lesson planning. The school also provides for in-house MYP & DP PD and collaborative planning time with the Approaches to Teaching and Learning (ATLs) as the core universal tier 1 support for all IB students.

In addition to the Climate Team, the 9th grade Student Success Team provides similar support targeted for freshmen. Teachers on this team meet weekly to collaborate with colleagues who share students in 9th grade cohorts (English, Individuals and Societies, Sciences) by examining data, [identifying needs for support, and planning for implementation of interventions](#).

Inclusion Initiatives

The Instructional Leadership Team also supports this work by overseeing professional development for Professional Learning Communities (PLCs) on Teaching and Learning Days. In the 2024-2025 school year, PLC work centers on each teacher identifying a focal student from our most vulnerable populations (Black, Native, SPED, ELL) in order to examine their experiences within our IB for All program and to strategize intentional support for them.

Another area of focus in our IB for All program is increasing participation in DP exams, especially in Group 1. While almost all of our students who sit for tests earn a four or higher, a number of students do not. There is a notable gap between white and Black students testing (about 70% to 30% respectively). We seek to close this gap by automatically enrolling all students for their Group 1 exams, starting 2025-2026 school year.

We are also implementing Cardinal Scholars, a new support for DP students in their group 1 and group 5 classes, as a key part of our long-term [Learning Acceleration](#) plan to:

- Increase U/BIPOC retention and success in college-level classes
- Increase U/BIPOC IB exam participation and passage
- Shift culture to create a greater sense of belonging for our historically underserved students in college level classes

BIPOC students are invited to participate in study groups that meet regularly for lunch with a subject area teacher that can provide study tips, homework support, and a community space committed to mutually supporting one another toward success in DP courses and on DP exams.

Identification for Special Education Services

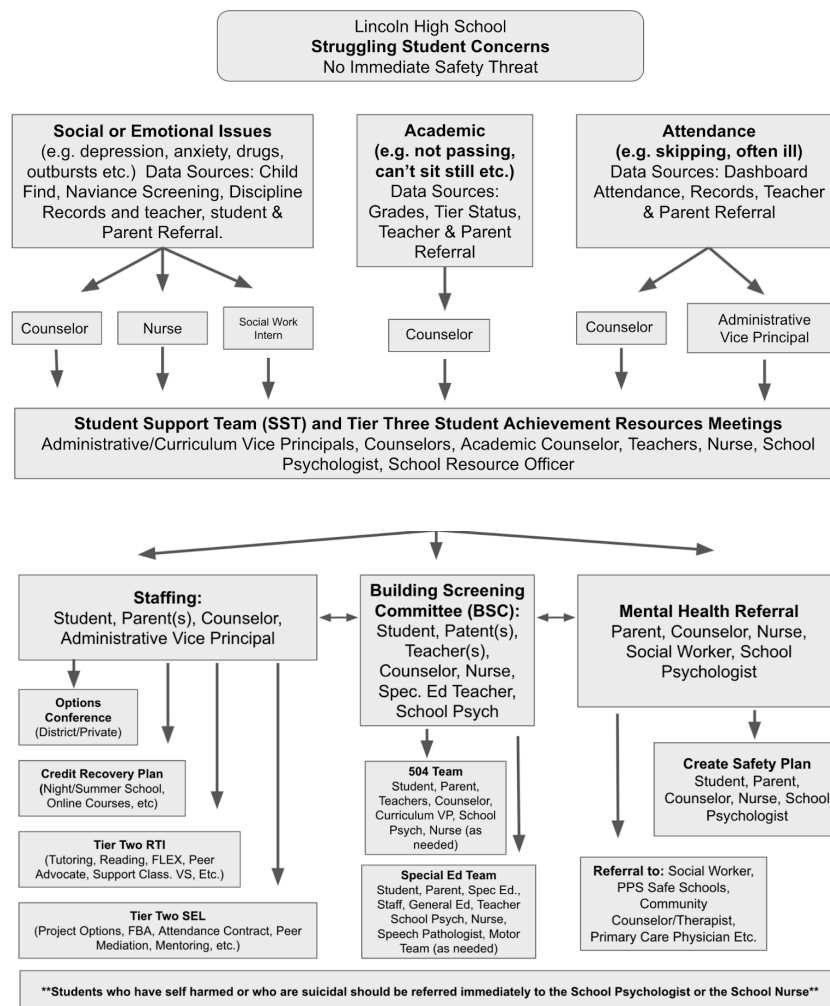
As a public school, Lincoln High School must comply with all federal and state regulations concerning the identification and evaluation of students with special education services with the goal of providing all students access to an appropriate curriculum (including our IB Programmes) in the least restrictive environment possible. The [Oregon Administrative Rules \(OARs\)](#) stipulate the criteria by which students may qualify for state funded support for their disability. The disabilities recognized by the OARs include autism, communication disorder, deaf/blind, hearing impairment, learning disability, intellectual delay (still listed in the OAR as MR), orthopedic impairment, other health impairment, emotional disturbance, traumatic brain injury, and vision impairment.

In addition, IB clarifies the following categories of Special Education Needs (SENs), all of which could qualify for special education services and accommodations within the IB programmes:

- **Specific learning issues, language and communication disorders issues** in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia)
- **Speech and language issues** characterized by communication problems (for example, aphasia, dysphasia, articulation problems)
- **Emotional and behavioural issues** Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia
- **Physical and sensory conditions** Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility

- **Sensory issues:** Extensive range of hearing loss from mild to profound and can present communication difficulties; visual includes difficulties with either the structure or function of the eye, affecting vision
- **Medical conditions** The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, hemophilia, sickle cell anemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers
- **Mental health issues** A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress

Lincoln uses a multi-disciplinary team approach to refer for identification, evaluation, and determination of accommodations and/or specially designed instruction to address a student's disabilities. The Special Education Team is composed of teachers, the school psychologist, counselors, the school nurse (when appropriate), and additional itinerant specialists as needed (e.g., speech-language pathologists, occupational/physical therapists and paraeducators. If a student is eligible, a 504 plan or IEP (Individual Educational Plan) may be developed for a student with parent consent. These plans are communicated to classroom teachers, and classroom teachers participate in meetings to review the plans annually. The flow chart on the following page shows the steps taken by the Special Education Team to determine support for students.



Supporting Special Educational Needs in the MYP Programme (Grades 9-10)

Students identified for special education services are assigned to specialist staff (special education teacher for IEPs or counselor for 504 plans), who work with the student to develop skills and strategies and/or determine necessary accommodations. Mainstream teachers differentiate instruction and implement documented accommodations and plan and implement reasonable adjustments to curriculum and assessments as needed while still meeting the standards of the course unless the student is receiving a modified diploma. In addition, teachers implement a variety of continuous assessment and classroom procedures and work with specialist staff to make reasonable adjustments to the curriculum and assessments as appropriate.

Supporting Special Educational Needs in the DP (Grades 11-12)

The above described supports for MYP students are also offered for DP students. In addition, accommodations for IB assessments are provided based on the documented accommodations in their IEPs or 504 plans consistent with the IBO [Access and Inclusion Policy](#). Such accommodations might include:

- Clarification of test directions and instructions
- Preferential seating
- Testing in a another supervised space, separate from other candidates
- Support of an assistant (ie, nurse or other support staff)
- Use of approved aids (ie. coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, headsets, earplugs, acoustic screens, a low vision aid, a magnifying aid, coloured filter lenses)
- Supervised rest breaks due to medical, physical, psychological or other conditions that do not count towards the duration of the candidate's examination.
- Use of a prompter due to attention issues, psychological, or neurological conditions that does not disturb other candidates.
- At the discretion of the coordinator, 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.
- Extra time

The process for applying for special arrangements in the DP are as follows:

- Each academic year the DP coordinator addresses the school community to increase awareness of the LHS Inclusion Guidance and to explain the IB's commitment to inclusion and its supportive philosophy towards students who have special educational needs.
- Parents/guardians will be made aware that they can take the first step by contacting the school if they feel their child needs support in IB.
- If a subject teacher suspects a student has a disability, they will notify the counselor and DP Coordinator of their concerns.
- The counselor and DP Coordinator will speak to the student and their family, explaining the process and the types of support the IB can give in final exams and assessments.
- The DP Coordinator will ensure that all documentation and registration conform with IB expectations and that "special arrangements" are authorized through IB Cardiff through the IBIS website. The IB Programmes understands its responsibility to determine whether accommodations can be made for individual students and that all such accommodations must be in agreement with IB policy.

Applications for accommodations on IB assessments must be submitted six months before the exam session and must include:

- Approval of both the student and their parents or guardians

- Identification of one or more areas of concern, for example: reading, writing, processing information, medical, mental health, anxiety, physical
- Referral from the Special Education Needs (SEN) counselor (school psychologist, special education teacher, or counselor) including documentation of the area of concern
- Evidence of student work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given) written in English, French or Spanish
- Teacher instructions and feedback given for the piece(s) of work sent in
- Evidence of support from the teacher in relation to their potential learning needs
- Teacher assessment of the problems the student faces in their subject and an overall account of his/her performance in the subject.

The application may also include:

- anecdotal observations from teacher, case manager, or counselor
- an individualized educational plan (IEP)
- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used.

Process for Review

This guidance is reviewed annually. The last review was 10/20/24.

References

- [Middle Years Programme: Principles into Practice International Baccalaureate](#)
- [Candidates with Assessment Access requirements International Baccalaureate..](#)
- [The IB guide to inclusive education: a resource for whole school development 21/22](#)
- [Learning diversity and inclusion in IB programmes Removing barriers to learning](#)