

Anderson High School 504 and Special Education Testing Accommodations Policy for IB Students

Note: Parents/Guardians of students receiving 504 or Special Education services that participate in IB courses or the diploma program are highly encouraged to read the IBO's [Access and Inclusion Policy](#)

Definition

In accordance with federal regulations and to ensure compliance with Section 504 of the Rehabilitation Act of 1973, Anderson High School has established policies specifically addressing testing accommodations for students with disabilities. This policy applies to students in the International Baccalaureate (IB) program.

Anderson High School, in accordance with federal law, offers special education support to students with disabilities. Eligibility for these services is determined by a two-part test: First, the student must meet the Texas Education Agency's criteria for having a disability. Second, the disability must hinder the student's ability to learn in a standard classroom to the extent that specialized instruction is necessary for them to progress in the **general education curriculum**.

Students can be eligible for special education services in the following categories:

- Autism
- Deaf-Blindness
- Auditory Impairment
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Learning Disabilities
- Visual Impairment
- Traumatic Brain Injury
- Speech Impairment
- Intellectual Disability
- Emotional Disturbance

Identification of students needing special education support occurs through various means. Federal Child Find laws mandate the active search for students who may require these services. Additionally, parents who suspect their child has a disability can make a referral. Upon referral, the school psychologist assesses the student to determine their eligibility for these services.

Accommodations for Assessments

When an IB student receiving 504 or Special Education services or their parent requests accommodations for IB assessments, the IB Coordinator meets with the student to ensure that

the student currently and consistently uses the accommodations and understands the necessary documentation required by the IB.

Parents are responsible for providing the documentation requested on behalf of the IB to the IB Coordinator in a timely manner. The IB Coordinator does not request medical records on behalf of students, so it is imperative that parents provide proper documentation. This includes the following:

Supporting documentation (IB requirement)

This request must be supported with **both** of the following:

- Psychological/psycho-educational or medical documentation

AND

- Educational evidence (for example IEP, 504 plan)

Notes:

- All documents **must** be dated within 3 years of the intended examination session.
- The same document **must not** be uploaded for both mandatory requirements.
- Where applicable, all documents must be translated into English, French or Spanish.

No student is denied participation in the IB program due to 504 or Special Education designation. The IB Coordinator becomes aware of 504 or Special Education needs after a student has been admitted into the IB program.

Eligibility for Testing Accommodations under 504

Students may qualify for testing accommodations under Section 504 if they meet the following criteria:

1. **Physical or Mental Impairment:** Students must have a physical or mental impairment that substantially limits one or more major life activities.
2. **Record of Impairment:** Students must have a documented history or record of such an impairment.
3. **Regarded as Having an Impairment:** Students must be regarded as having such an impairment, even if they do not have a documented history of it.

Section 504 mandates that schools provide Free Appropriate Public Education (FAPE) to eligible students, which includes access to reasonable accommodations and support services.

Responsibilities

IB Coordinator: The IB Coordinator is responsible for managing and facilitating the testing accommodations request process for IB students. This includes obtaining medical

documentation and school accommodation reports from parents/guardians for submission to the IB for review.

504 Coordinator: The 504 Coordinator oversees the 504 program school-wide and handles the admission process for new 504 students. This includes coordinating meetings, reviewing documentation, and ensuring compliance with Section 504 regulations. The 504 Coordinator also encourages students to take responsibility for their accommodations in preparation for post-secondary education.

Special Education case managers: Oversees student IEPs, accommodations, and facilitates ARD meetings. Responsible for supporting students in the IB program and helping locating requested documentation from students/parents as requested for submission to the IB coordinator.

Assistant Principals: Assistant Principals are responsible for maintaining up-to-date documentation and accommodation information, overseeing the yearly 504 student reviews, ARD meetings and managing the 3-year reevaluations.

Teachers: Teachers are responsible for implementing classroom/testing accommodations for IB students once they acknowledge receipt of the accommodations.

Parents: Parents are responsible for providing documentation of the student's impairment. This documentation can include an evaluation of the impairment, current 504 accommodation plans, and any relevant medical or psychological reports. Parents are also responsible for a timely response to the IB Coordinator's request for documentation to submit to the IB for processing.

This policy will be reviewed and updated annually by a committee consisting of the 504 Coordinator, Special Education staff, assistant principals and the IB Coordinator.