



Riverview IB: Inclusion Policy

Inclusion Plan

Our vision is for every IB diploma program student to reach his/her full potential:

We believe in supporting, guiding and leading children in all aspects of their abilities so that they maximize their potential, regardless of age, sex, race, or disability.

Policy Goals:

The goals of this policy are:

- Adhere to national, state, and local laws regarding the special needs of students
- Ensure that the special needs of our IB students are identified early, assessed, and provided for
- Assist IB students in accessing all elements of the IB curriculum

International Baccalaureate Principles:

The following principles are taken directly from *Access and Inclusion policy* (IBO 2019).

All inclusive access arrangements authorized by the IB are based on the following principles.

Maintaining standards

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates.

1.2 The arrangements requested for a candidate must not give that candidate an advantage in any assessment. 1.3 The inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.

1.4 In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.

1.5 A subject result means the candidate has met the objectives of that subject, ie they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it. Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases. No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

Reflecting usual ways of working

1.6 Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.



1.7 Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.

1.8 Schools must plan inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, they must first consult the IB.

1.9 The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB (see Section 1.8), they cannot be authorized by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.

1.10 The IB aims to authorize inclusive access arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school.

Consistency for all candidates

1.11 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive access arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with access requirements, the policy represents the result of a consideration of accepted practices in different countries.

1.12 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise that may be necessary to help ensure comparability between candidates in different countries.

1.13 Each request for inclusive access arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

Confidentiality

1.14 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee (who will be instructed to treat such information as confidential).

Maintaining integrity of the assessment

1.15 If a school does not meet the conditions specified by the IB when administering inclusive access arrangements, the candidate will not be awarded a grade in the subject and level concerned.

1.16 A school must not communicate with an examiner about a candidate's learning support requirements. 1.17 All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme.

1.18 The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.



Exceptional issues

1.19 Any issues that arise from the nature of the inclusive access arrangements, or any unforeseen difficulties encountered by the candidate during the examinations, should be reported to IB Answers as soon as possible

Accommodations and Inclusive Assessment Arrangements:

As previously mentioned, an individual education plan (IEP) is developed for each student found eligible for services. A section 504 plan is developed for students who do not require specialized services but need the assurance that they will receive equal accessibility. The 504 plan delineates a student's specific accessibility requirements. Accommodations and inclusive arrangements for a student with an IEP or a 504 plan within the

RHS IB Program may include, but are not limited to:

- Additional time
- Specialized testing environment
- Rest periods
- Word processing
- Assistance with practical work
- Magnifying device
- Noise buffer
- Internal deadline extensions
- Appropriate seating
- Interpreter for hearing impaired
- Colored overlay
- Sound amplification device

Be advised that some inclusive arrangements are permitted at the discretion of the IB coordinator and do not require prior approval from the IBO; however, other inclusive arrangements must have prior authorization from the IBO. The Riverview IB coordinator is responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments.

The Riverview IB counselor is also responsible for requesting inclusive assessment arrangements. Parent/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence.

The Riverview IB counselor will work together with parents/guardians, students, the IB pedagogical leadership team, coordinator, and IB staff members to gather and submit all pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB student's usual and reasonable accommodations under a valid IEP or 504 plan.



Adverse or unforeseen circumstances do not fall under the tenants of this inclusion policy. An IB student who experiences adverse circumstances must contact the RHS IB coordinator to seek information regarding his or her specific situation.

Responsibilities of the Riverview IB Program:

- 1) The program will work with the Special Education Department of Riverview High School to make sure the program is in compliance with federal and local laws regarding students with access needs.
- 2) The program will adhere to the rules and guidelines for inclusive assessment arrangements as set forth by the International Baccalaureate Organization (IBO).
- 3) The program will provide guidance to students with access needs to help them make informed decision concerning participation in the RHS IB Diploma Program.
- 4) Riverview High School counselors, in conjunction with the Riverview Special Education department, will provide program staff with access to all IEP's and 504 plans.

We recognize that IB students see the connections between ideas which often are not usually perceived by peers and therefore addressing unusual insights should be a goal of a teacher and an aim of an IB program.

Welfare

The Riverview IB Program should not place unfair expectations on motivated students, and is aware that they may be subject to peer-pressure or have difficulty interacting with fellow students.

Pedagogical Leadership

The pedagogical leadership team is responsible for ensuring that teachers have access to the most up-to-date best practice for teaching IB students and that program staff collaborate regularly to share best practices.

Special attention is given to the literacy skills of all IB students.

The pedagogical leadership team:

- Liaises with parents, as necessary, to assist the assimilation of students into IB
- Manages record-keeping and data collection to track diploma program academic attainment of students and informs relevant staff of developments
- The IB coordinator will apply to the IBO for students' accommodations in assessment type and circumstances
- The IB coordinator will work collaboratively with the IB staff to support students with inclusion needs
- The IB coordinator will provide examination accommodations as needed and approved by the IB
- The IB coordinator will maintain discretion and confidence in providing inclusion services.

IB Faculty



- Promote language awareness in all subject areas
- As appropriate, displays dual/multi-lingual notices in the classroom
- Are sensitive to the use of colloquialisms
- Differentiate materials in class for students
- Program staff will comply with all federal and local laws regarding inclusion needs
- Program staff will identify struggling learners and refer said learners to the Riverview IB pedagogical leadership team, IB counselor and/or the Riverview IB coordinator
- Program staff will access and become familiar with IEP and 504 information
- Will attend parent and/or student meetings, IEP meetings and/or 504 accommodations meetings for IB students if invited and available
- Provide appropriate accommodations and differentiated instruction as outlined in IEP and 504 documents
- Will maintain accurate records of students' progress
- Will maintain discretion and confidentiality in providing inclusion services.

Intervention

Students identified as underachieving, via progress reports and quarterly grades will be recognized for specific program interventions, arranged by the pedagogical leadership team.

These might include:

- Mentoring (Take Stock in Children/Unidos Now Partnership)
- Small group work
- Study support
- Additional targeted curriculum support
- Enhanced home/school connections and communication
- External agency support
- Peer-buddying
- Involvement in enrichment activities
- Community programs

Responsibilities of Riverview IB Students

- Students will be proactive in asking for assistance from the IB coordinator and staff members
- Will be proactive in requesting inclusive assessment arrangements
- Will take an active role in communicating inclusion needs based upon accommodations delineated within IEPs and 504 accommodation plans.

Parent and Families

The IB program looks to engage with parents of students by accentuating the prominence and role of the IB Parent Organization, and its many committees and services.

Parents/Guardians will communicate to the school all information and documentation regarding their child's inclusion needs.



Parents/Guardians will make a request for needed services from the school and/or the IB Program in a proactive manner.

Parents/Guardians will provide documentation for IBO inclusive assessment arrangement requests.

Inclusion Policy Review:

Riverview High School's International Baccalaureate Diploma Program Inclusion Policy will be reviewed by IB faculty, counselors, coordinator, and pedagogical leadership team and a representative from the Riverview Special Education Department at the beginning of each academic year.