

# Riverview IB Inclusion Policy

## Vision

Our vision is that every IB student has equitable access to learning, assessment, and participation so that each student can reach their full potential. We support, guide, and lead students in developing their abilities regardless of age, gender, race, culture, language background, or disability.

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## Policy Goals

- Adhere to national, state, and local laws regarding the inclusion and support of students.
  - Identify student learning support needs early and provide appropriate assessment and services.
  - Ensure all students can access the full IB curriculum, including the core (EE, TOK, CAS).
  - Promote equity of opportunity through fair access arrangements in line with IB regulations.
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## IB Access and Inclusion Principles (IBO, 2019)

All inclusive access arrangements authorized by the IB are guided by these principles:

- **Maintaining standards:** Grades reflect actual student attainment, not adjusted expectations. Access arrangements ensure fairness but do not give advantage.
- **Reflecting usual ways of working:** Access arrangements must be consistent with classroom practice and cannot be requested retroactively.
- **Consistency for all candidates:** Access arrangements are designed to ensure comparability worldwide, while respecting cultural differences.
- **Confidentiality:** All student information is treated with discretion and shared only with staff who need to know.
- **Integrity of assessment:** All exams and assessments must follow IB regulations; unauthorized adjustments invalidate results.

- **Exceptional issues:** Exemptions or last-resort adjustments may only be requested in rare, exceptional cases.
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## **Accommodations and Inclusive Assessment Arrangements**

Inclusive assessment arrangements (IAAs) are available for students with documented needs through an **Individual Education Plan (IEP)** or a **Section 504 Plan**.

Examples include (but are not limited to):

- Additional time
- Separate or specialized testing environment
- Rest breaks
- Use of word processor or assistive technology
- Modified seating or noise buffers
- Internal deadline extensions
- Use of an interpreter for hearing-impaired students
- Visual aids (colored overlays, magnification)
- Assistance with practical work

### **Authorization:**

- Some arrangements may be granted at the discretion of the IB Coordinator (school-based).
  - Others require prior approval from the International Baccalaureate Organization and must be supported by documentation and educational evidence.
  - The IB Counselor and IB Coordinator are responsible for submitting requests and ensuring communication with parents, teachers, and students.
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## **Roles and Responsibilities**

### **Riverview IB Program:**

- Collaborate with Riverview's Special Education Department to ensure compliance with laws and IB policies.

- Adhere to IB rules and guidelines for inclusive assessment arrangements.
- Provide clear guidance to students and families about available supports.
- Share IEP and 504 information with IB faculty as appropriate.

**Pedagogical Leadership Team:**

- Ensure teachers have access to training in inclusive practices.
- Monitor student progress and inclusion needs.
- Apply for IB-approved accommodations when required.
- Maintain confidentiality in all matters of student support.

**IB Faculty:**

- Differentiate instruction to meet student needs.
- Understand and implement IEP/504 accommodations.
- Promote language awareness and sensitivity across all subject areas.
- Maintain accurate records of student progress and confidentiality.
- Attend IEP/504 meetings as appropriate.

**IB Students:**

- Communicate their learning support needs proactively.
- Request accommodations in a timely manner.
- Take an active role in self-advocacy, reflection, and inclusion planning.

**Parents/Guardians:**

- Provide accurate documentation of student needs.
- Collaborate with the IB Program and Special Education staff.
- Support requests for inclusive assessment arrangements by providing required evidence.
- Engage with the IB Parent Organization to build community and support networks.

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**Intervention and Support**

Students identified as underachieving through progress reports and grades will be provided additional support, which may include:

- Mentoring (e.g., Take Stock in Children, Unidos Now partnerships)
  - Small group or study support sessions
  - Targeted curriculum support and tutoring
  - Strengthened home-school communication
  - Peer-buddy systems
  - Engagement in enrichment or community programs
  - Referral to external agencies as needed
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## **Welfare**

Riverview IB recognizes that IB students are often highly motivated and may face pressure from peers, family, or themselves. Teachers and staff are committed to supporting students' social, emotional, and academic well-being. Special attention is given to literacy and language skills for all learners.

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## **Policy Review**

The Riverview IB Inclusion Policy is reviewed annually by:

- IB Coordinators
- IB Pedagogical Leadership Team
- IB Counselors
- IB Faculty
- Representative(s) from the Riverview Special Education Department

Revisions are guided by IB updates, district policies, and student needs.