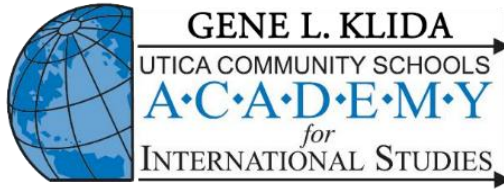


Inclusion Policy

International Baccalaureate Diploma Programme

Gene L. Klida
Utica Academy for International Studies
Utica Community Schools
Sterling Heights, MI, USA



***This policy was created in 2015 by the Utica Academy for International Studies
IB Inclusion Committee. The following staff members comprise the current IB Inclusion
Committee that reviewed and revised the policy in 2021***

<i>Mary Blain</i>	<i>Teacher, World Languages</i>
<i>Zachary Crossen</i>	<i>Teacher, Individuals and Society and TOK</i>
<i>Mark Dziatczak</i>	<i>Assistant Superintendent</i>
<i>Susan Fitzsimonds</i>	<i>College Counselor</i>
<i>Shaun Greene-Beebe</i>	<i>Head of School</i>
<i>Gaye Hofer</i>	<i>Teacher, Arts</i>
<i>Christopher Kuhlman</i>	<i>Teacher, Arts and TOK</i>
<i>Christopher Layson</i>	<i>Diploma Programme Coordinator</i>
<i>Tim Newell</i>	<i>Teacher, English Language Arts</i>
<i>Travis Multhaupt</i>	<i>Teacher, Experimental Sciences</i>
<i>Justin Spear</i>	<i>CAS Coordinator</i>
<i>Erin Sullivan</i>	<i>Teacher, World Languages and TOK</i>

UAIS Inclusion Policy

The IB Program and the Utica Academy for International Studies will meet all state and federal educational requirements for students completing our curriculum. UAIS will act in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA) to ensure all students with a documented diagnosis will be given the same opportunity for personal success.

UAIS Philosophy

The mission of UAIS is to engage our students and to cultivate their abilities through individualized attention and the support of our community of educators, learners, and parents. This collaborative environment and the rigorous, comprehensive, and internationally-minded curriculum challenge the learner to grow personally and academically. As our students develop into enlightened, globally-aware citizens, the skills and understanding that they acquire at UAIS will help them lead today and improve tomorrow.

Inclusion Mission

It is the mission of the UAIS program that every child with a documented diagnosis requiring educational accommodations will be given the same opportunity for personal and academic success to help them become self-sufficient, productive members of society.

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.

IB classified specific learning issues, language, and communication disorders that might affect candidates are as follows. This list is not meant to be exhaustive of all possible situations.

- *Access arrangements (also referred to as inclusive access arrangements)*

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

- ***Access requirements***

A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

- ***Additional language learners***

Candidates whose medium of instruction and assessment is not their first or best language.

- ***Exceptional circumstances***

Circumstances that are not commonly within the experience of other candidates with access requirements. The IB reserves the right to determine which circumstances qualify as “exceptional” and therefore justify a particular access arrangement.

- ***Invigilator***

Person(s) responsible for supervising an examination. The invigilator of an IB examination may or may not be the coordinator.

- ***Learning support requirements***

Support and/or access required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment. Not all students who have access requirements will need learning support. Students with identified challenges (such as: autism/Asperger’s syndrome; learning challenges; speech, communication, physical and sensory challenges; social, emotional and behavioural difficulties; medical and mental health challenges) may have learning support requirements. Also, additional language learners may receive learning support to bridge and develop their language. However, learning support is not restricted to students with identified challenges and must be provided to any student who requires support.

- ***Reasonable adjustments***

Changes or additional conditions to the assessment process which may not be standard and not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.

- ***Standard score***

A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Standard scores reported in psychological tests usually have a mean of 100 and standard deviation of 15.

- *Technical language (cognitive academic language proficiency)*

This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to understand fully the subject. Refer to Developing academic literacy in IB programmes (August 2014) which refers to cognitive academic language proficiency (CALP).

- *Temporary medical conditions*

Medical conditions including debilitating injuries and mental health challenges with onset or occurrence during the course of study of the IB programme and up to three months before the IB examinations.

Roles and Responsibilities

Of the School

- In accordance with Board Policy 6275 regarding access to the IB programme at UAIS, all students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. The Board of Education is committed to developing, maintaining and supporting Specialty Programs. The District implements Specialty Programs to provide students the opportunity to participate in programs that address their interests and talents and to attend programs with students from diverse backgrounds and experiences. The Board of Education is committed to promoting equity and diversity in Specialty Programs, including the outreach, admission and selection process, through an alignment with the Excellence, Equity and Access Policy.
- The school will provide guidance and information so that students with special needs can make informed decisions concerning application to UAIS.
- UAIS counseling as well as UCS Special Education specialists and site Special Education coordinators will provide the coordinator and teachers with all IEP's and 504 plan documentation.
- Special Education case managers and/or school counselors will provide updates and host meetings for updates in IEP's and 504 plans. The site administrator, UAIS coordinator, Head of School (or designee), and teachers will be invited to these meetings with a minimum of one week's notice.
- UAIS coordinators and counselors will communicate vertically with the student's previous school as he or she matriculates into the program.

- The UCS Special Education Department and parents will communicate with the UAIS coordinator any current medical diagnosis and associated testing accommodations upon application.
- The UAIS coordinator will apply to the IBO in a timely manner for students' accommodations in assessment type as medically diagnosed and identified by the UCS Special Education Department.
- The UCS Special Education Department and parents will communicate with the UAIS counselor any current medical diagnosis and associated testing accommodations upon application. The UAIS counselor, in coordination with the home school counselor, will then apply to the necessary state and federal testing organizations in a timely manner for students' accommodations as deemed medically necessary and as identified by the UCS Special Education Department.
- The UCS Special Education Department will oversee and supervise classroom accommodations.
- UCS will facilitate the provision of appropriate accommodations such as but not limited to additional time, rest periods, separate testing space, technological aides, reading aids (readers, prompters, Braille, interpreters), and assessment/assignments in special color or type size, audio recordings, assignment modification, extensions, and assistance or exemptions as specified by the student's IEP or 504 plan.
- UCS will inform the UAIS Counselor, who will then communicate with the staff, all relevant case information to facilitate meeting student needs.

Of the Teacher

- The classroom teacher, in conjunction with the Special Education case manager, will familiarize him/herself with the nature and needs of his/her students' medically diagnosed special needs by utilizing school and UCS resources and will be provided with a signed, current copy of the student's 504 plan or IEP.
- The classroom teacher will provide accommodation, in conjunction with the Special Education case manager as outlined in the student's IEP or 504 plan.
- The teacher will maintain discretion and confidentiality in providing these services.

Of the Parent and Student

- Upon application into the program, or upon medical diagnosis, families will provide documentation to school officials for IEP's and 504 plans so that documentation can be provided to IBO and state/federal agencies for accommodation requests.

- Families will communicate with teachers, counselors, coordinator and special education case manager concerning their observations as to their child's needs to facilitate appropriate intervention strategies.
- Students will be proactive in seeking assistance from their teachers and the coordinator to meet their learning needs.
- Families will recognize and fulfill their responsibilities and play an active role in their student's education. This includes communicating any changes in need with all relevant parties and attending IEP meetings.

Professional Development for Instructional Staff

UCS firmly believes that inspiring and informed teaching is the most important school related factor influencing student achievement. To that end, UCS is committed to supporting ongoing professional development for all instructional and support staff. Teachers, coordinators, counselors, and case managers are provided with the necessary means to attend a range of workshops, trainings, on and off-site learning and professional development opportunities.

Special Needs Policy Review

This policy is evaluated and reviewed on an annual basis by the teachers and administrators within the Utica Academy for International Studies. It is the responsibility of the IB Coordinator, working in conjunction with the IBO, to fulfill the requirements and ensure the success of the UAIS Inclusion Policy.