

INTERNATIONAL SCHOOL DHAKA

# Inclusion Policy

2026-2027



## MISSION

ISD is the premier International school of Bangladesh, preparing students for global citizenship and academic success through a Dynamic IB curriculum supported by a diverse community.

## VISION

ISD will empower our students through innovative learning to achieve academic

## DEFINITION OF LEARNING

Students actively and critically acquire new knowledge and skills to solve real world problems.

## DEFINITION OF INTERNATIONAL MINDEDNESS

Awareness, Responsibility and Action for our Shared World



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## 1.Philosophy of Inclusion at ISD

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ISD is committed to fostering an inclusive, supportive environment grounded in the Multi-Tiered System of Supports (MTSS), using the Response to Intervention (RTI) framework. We believe in early identification, continuous progress monitoring and data based decision making to meet the diverse academic, social, and emotional needs of our students. Through a tiered support system, we provide evidence-based instruction and interventions, promoting equity and access for all learners. Collaboration among teachers, families, and specialists is central to our inclusive approach. We are dedicated to fostering a respectful, nurturing culture where every student is valued, empowered, and given the opportunity to succeed to their fullest potential.

## Legal Requirements for Inclusive Education

The following legal frameworks exist in Bangladesh for inclusive education in schools. This Inclusion policy documents the structures and procedures followed at International School Dhaka to comply with these legal requirements. The school additionally follows procedures that reflect international best practices in inclusive education.

### **National Education Policy, 2010**

This policy identifies that all differently abled children have the right to education and that they must be included in mainstream education with accommodations for the nature and level of disability. Training on special education must be provided to at least one teacher in every school.

### **National Child Policy, 2011**

The national child policy mandates specialized programs to support the educational needs of differently abled children. It further recognises the rights of differently abled children to participate fully in society and economic activities.

### **The Rights and Protection of Persons with Disability Act, 2013 Disabled**

Provides comprehensive coverage of the rights of people with disabilities and the services provided by the government and the guidelines for educational institutes to provide access to support structures and inclusion of students in mainstream learning.

## Clarification of Terms

Key terminology is defined in line with the IB document 'Learning diversity and inclusion in IB programmes' IBO Publication (2016, updated 2020)

## **Inclusion**

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers (IBO,2020:1)

## **Barriers to Learning**

Barriers to learning may be found in the way schools are organized and resourced, their cultures and policies, the approaches to teaching and learning, the physical aspects of buildings and the ways in which individuals within the school community interact on a daily basis. (IBO, 2020, p3)

## **Differentiation:** RTI Model Tier 1

Differentiated instruction is the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals. (IBO, 2020, p10)

## **Inclusive Access Arrangements** IB term for Accommodations RTI Model Tier 2

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. (IBO, 2020, p23)

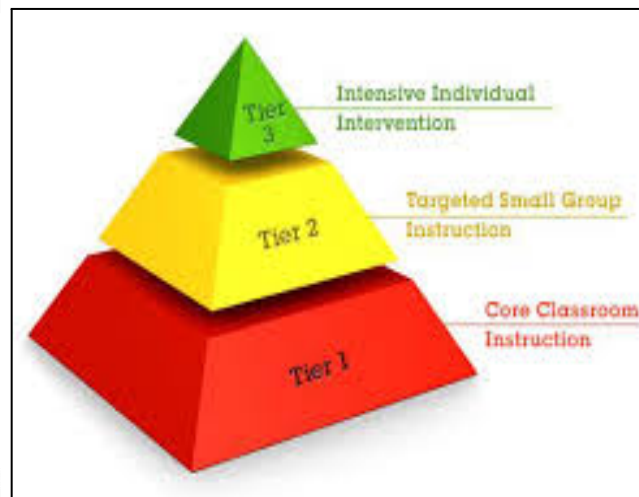
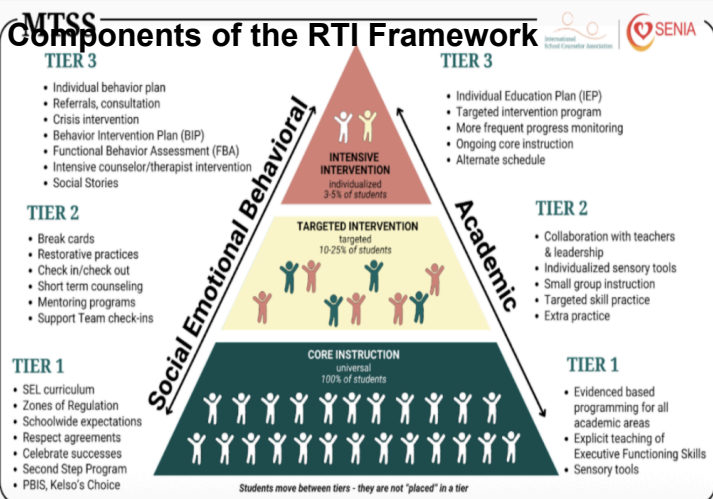
## **Reasonable Adjustments** IB term for Modification RTI Model Tier 3

Changes or additional conditions to the assessment process which may not be standard and are not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.(IBO, 2020, p23)

## **MTSS and the the RTI Framework**

MTSS (Multi-Tiered System of Supports) is a broad, integrated framework that supports students' academic, behavioral and social-emotional needs. It includes multiple components such as Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), and Response to Intervention (RTI).

RTI is therefore a component within MTSS and specifically focuses on supporting students with academic needs. The ISD Learning Support model which is aimed at students and their academic progress thus uses the RTI model of support.



## Multi level instructional system

Instruction is delivered in increasing levels of intensity and is based around 3 tiers.

**Tier 1:** Core classroom instruction for all students.

**Tier 2:** Targeted small-group in classroom instruction for students needing support.

**Tier 3:** Intensive, individualized interventions for students with significant needs.

(<https://mtss4success.org/>)

## Screening

Universal assessments are administered to all students to quickly identify those who may be at risk for academic difficulties.

Primary : MAP- Reading Fluency, GARS 4, ASQ,

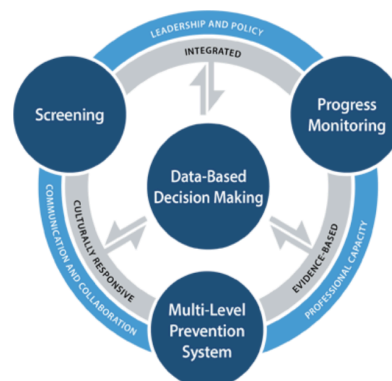
Secondary : MAP: Reading & Math, CAT 4, WIDA

## Progress Monitoring

Frequent assessments are used to measure students' response to interventions and guide instructional adjustments.

Primary: SST Meetings, PYP report cards

Secondary: MAP, MYP Assessment & reports 3 time a year , Weekly SLT +LS Team Meetings



## Data Based Decision Making

Educators use data to determine whether interventions are effective, decide if students should move between tiers, and identify the need for special education evaluation if necessary.

## Alignment of RTI Tiers of Support with IB Inclusion

| RTI Model                                  | IB Approach                                   | ISD Supports through                                                           |
|--------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------|
| Tier 1: Core classroom Instruction         | Differentiation                               | Teachers Unit planning and differentiating in class                            |
| Tier 2: Targeted Small Group Instruction   | Inclusive Access Arrangements (Accommodation) | Push in Support in Primary<br>*Push In & Pull out in secondary                 |
| *Tier 3: Intensive Individual Intervention | Reasonable Adjustments (Modification)         | *Push In & Pull Out Support as required by the IEP and/or external assessment. |

*\* secondary level has limitations for Tier 3 approach*

## Fees for Tier 2- 3 students

EAL and Learning Support services require an additional fee at some grade levels and at identified levels of support needed.

### Primary School

Only Tier 3 fees apply for Learning Support services.

### Secondary School

Tier 2 and Tier 3 fees apply for both EAL and Learning Support Services

For the children of overseas faculty with identified learning support needs, the provision of learning support will be covered by the employment terms between the school and the teacher. The school will contribute 66% towards the support fees; the teacher will be responsible for the balance.

The EAL and learning support fees for the school year 2025-26 are indicated below.

| EAL/Learning Support Fee | School Year 2025-26 |
|--------------------------|---------------------|
| Tier 2 (per month)       | USD\$ 500           |
| Tier 3 (per month)       | USD\$ 900           |

Parents are invoiced each semester in May and November for the payment of fees. The Learning Support coordinator will inform parents of the fees and provide all information to the finance office to prepare billing in an accurate and timely manner.

## Referral Process for Students

The referral process is timely, well documented, and involves clear communication with parents and appropriate school staff. A referral can be forwarded to the homeroom teacher by any adult in the school who observes a child who is struggling with an academic or behavioral need. The key stages of the referral process involve the following steps in each division of the school. This is further documented in the Secondary School Referral Process.

| Primary School Referral Process                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Secondary School Referral Process                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1: Identify and Document Concerns</b></p> <ul style="list-style-type: none"> <li>Teacher or staff observes a student struggling (academically, behaviorally, or socially).</li> <li>Share and record specific examples and concerns.</li> <li>Note any strategies or interventions already tried and whether they helped.</li> </ul> <p><b>2: Try Initial Interventions</b></p> <ul style="list-style-type: none"> <li>Consult the Learning Support team on strategies and interventions.</li> <li>Implement classroom-based interventions for no less than six to eight weeks.</li> <li>Monitor how the student responds to these strategies.</li> </ul> <p><b>3: Communicate with Parents</b></p> <ul style="list-style-type: none"> <li>Inform parents about the concerns.</li> <li>Share what has been tried and discuss next steps together.</li> </ul> <p><b>4: Collect Supporting Data</b></p> <ul style="list-style-type: none"> <li>Keep samples of student work.</li> <li>Take notes from classroom observations (HRT and Spec Teachers).</li> <li>Include any relevant test or assessment results.</li> <li>Request a meeting with the Student Support Team to discuss the student.</li> </ul> | <p><b>1. Pre Referral ( RTI Tier 1 steps Applied)</b></p> <ul style="list-style-type: none"> <li>Subject specialist contacts parents with initial concern</li> <li>Subject specialist contacted the LS teacher/ counsellor with initial concern</li> <li><b>First cycle</b> of in-class interventions are implemented (6 to 8 weeks)</li> <li>WIDA testing to rule out language concern</li> <li>SST meeting at the end of the cycle (LS Teacher, Subject Specialist, IBCo, Principal)</li> </ul> <p><b>2: Formal Referral Child Study Team</b></p> <ul style="list-style-type: none"> <li>Subject teacher fills the <a href="#">referral form</a></li> <li>LS teacher to use CAT 4, reading or other screener</li> <li>LS teacher requests Parents to check hearing, vision, allergies ( medical health check)</li> <li>LS Teacher meets parents to discuss interventions</li> <li><b>2nd cycle</b> of interventions put in place</li> </ul> <p><b>3: Formal Evaluation</b></p> <ul style="list-style-type: none"> <li>Recommend for Educational Psychologist testing <ul style="list-style-type: none"> <li>Report Received : Move to Tier 3</li> <li>Report Not Received: stay on Tier 2</li> </ul> </li> </ul> |

#### 5: Formal Referral Submission Child Study Team

- If concerns continue after interventions, complete a referral form.
- Include:
  - Documented concerns
  - Intervention history and evidence
  - Parent communication

#### 6: Post Referral

- Child study team (CST) reviews the referral and evidence and makes recommendations
- Parent communication
- May Recommend external providers and further study by way of psycho-educational assessments
- IEP/SSP written and completed within four weeks

*\*If parents refuse testing, to document and inform subject teachers that full access arrangements not available*

#### 3: Post Evaluation

- Parents invited to discuss the results
- ILP created within 2-3 weeks from the meeting
- Subject teachers informed about the goals and accommodations as appropriate
- Support implemented

## Educational Psychologist Testing

Students on Tier 3 support are required to complete an Educational Psychologist test every three years in order to evaluate progress and need for further support. The Learning support teacher will track and ensure that parents are informed of the requirement in the third year.

## Individual Learning Plan (Tier 3) & Student Support Plan (Tier 2)

ISD uses a competency based model that aligns with the RTI framework when creating support plans for students. Two types of support plans are developed in order to differentiate between students who may require short term support and those who require longer term Educational Psychologist supported access arrangements.

The following steps are taken in the creation and review of ILPs and SSPs. The ISD format for Individual Learning Plans can be found in the Appendix and at the links below.

[Student Support Plan \(Tier 2\)](#)

[Individual Learning Plan \(Tier 3\)](#)

## SSP & ILP Eligibility

- Tier 2 Students: If there is no Educational Psychologist evaluation, Tier 2 students receive an SSP (shorter term support plan- in anticipation of short term intervention. If a current (within 3 years) educational Psychologist evaluations is available for a student in Tier 2, then an ILP will be written .
- Tier 3 students: must have an Educational Psychologist evaluation which will

result in the creation of an ILP.

### **SSP & ILP Review**

- SSP/ILPs will be reviewed twice a Year:
  - 1st ILP Review: January
  - 2nd ILP Review : May-June

### **SSP & ILP and Parents**

- Parent Involvement: Parents must be made aware of the school's decision to write an SSP/ ILP in advance through a discussion with parents, when the first draft is ready in order to make any amendments to include any parent input on goals. Parents will be involved in the 1st and 2nd ILP Review in January and May-June
- Ongoing student progress will be made available at two/three way conferences and through Report Cards.

## **Specific Student Cases**

### **Students on extensive Tier 3 support in MYP**

In very special circumstances, in the event that a student is receiving Tier 2-3 support and is no longer able to access the course content effectively, the student may be moved to a Non MYP - MS Pass/ Fail Course. In order to qualify for this, students need to be on Tier 3 with a formal Educational Psychologists test along with failing grades (level 0-2) in a subject in two reporting cycles (Term 1 and Interim Report). Moving to an MS Pass/ Fail Course will result in students being ineligible to enter the Grade 11-12 DP program.

### **Duration**

Students who are beyond Tier 3 support and are unable to be supported at ISD will be required to exit ISD at the end of Grade 5

In the event current students in secondary fall under this category, exit will be required at Grade 8 and Grade 10

## **Exit Review: Tier 3+ students**

As an inclusive school, ISD will strive to serve all students at the school through the MTSS framework. For students who may fall at the highest level or beyond the Tier 3 support needs, ISD reserves the right to discontinue serving the student and family and will recommend exploring alternative educational options better equipped to the specific needs of the relevant student. Review will take place regularly and parents will be notified ahead of time in order to plan for any changes. Exit years are based on significant transition times during the school which correlate to:

- The end of Kindergarten (end of KG)
- The end of Primary school (end of Grade 5)
- The end of Middle school (end of Grade 8)
- The end of MYP (end of Grade 10)

## Exam Access Arrangements

### Internal Exams

Internal exams take place twice a year in January and May for MYP and DP Students. The Learning Support HoD must inform the MYP & DP Coordinator of access arrangements for students in Gr 9-10. This information should be received 3 weeks prior to the start of exams in order to be included into Invigilation and exam room assignments. The following information will be required by the MYP & DP Coordinators:

- A student list and specific access arrangement for each subject
- A list of students who will require separate seating outside of the main testing space and LS students who will sit exams with regular cohort
- Learning Support Teachers who will invigilate and are trained in Exam Protocols
- The arrangements for the assigned exam room for separate seating

### External Exams - DP IB World Exams

Requests for inclusive access arrangements must be submitted to IBIS six months prior to an examination session by the DP Coordinator. The deadline for May exams is 15 November. The Learning Support HoD is responsible to prepare all necessary supporting evidence and submit to the DP Coordinator one month prior to this deadline. Reference should be made to the application process and requirement as documented in the Access and Inclusion Policy 2024 (p. 15-38)

### Supporting Evidence

To submit requests for inclusive access arrangements the following two forms are required to be uploaded to the online application “Request for inclusive access arrangements”.

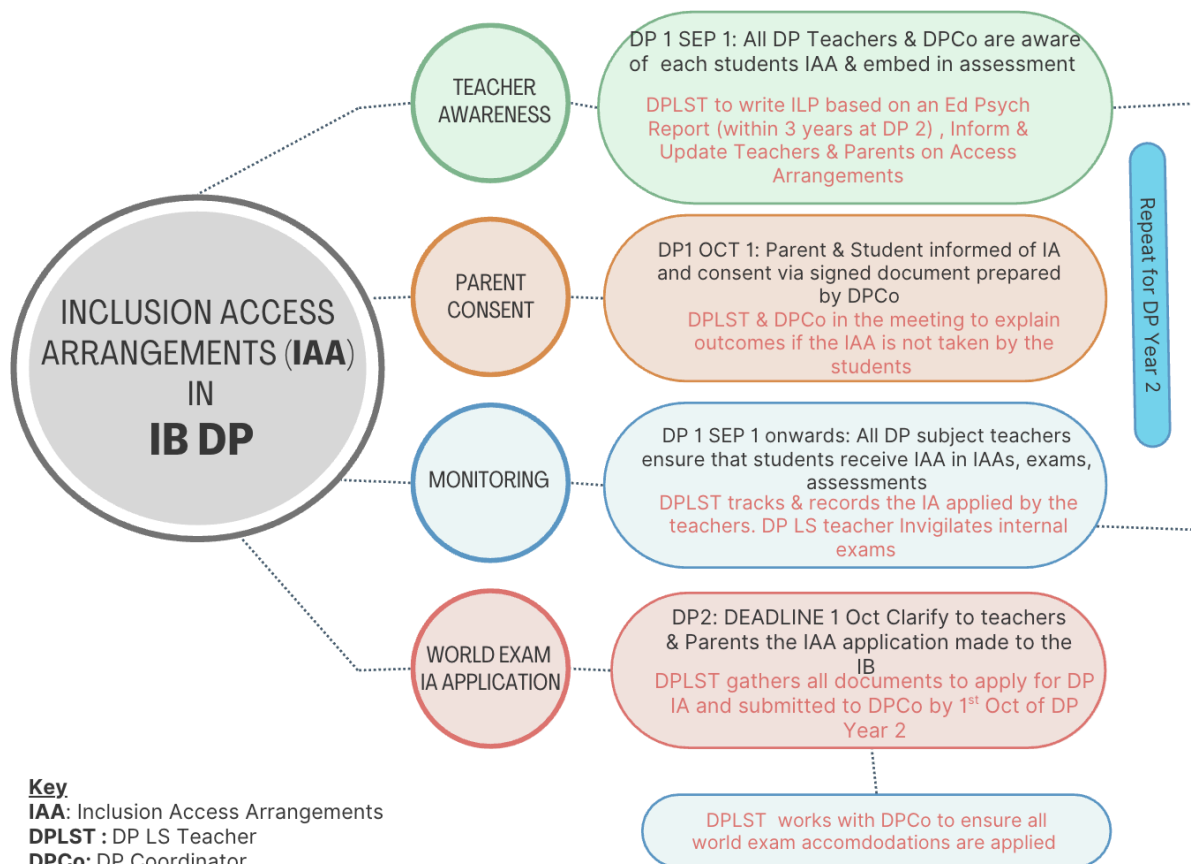
- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
- Educational evidence from the school.

## IB DP Access Arrangements

Access arrangements in the IB DP programme are usually set up for students who may be on the pathways for IB courses or an ISD High School Diploma. The following steps will be followed in order for DP teachers to be aware of access arrangements as well as to involve parents and ensure that applications for access arrangements to the IB are made in a timely manner.

|                                              |                                                                                                                                                                                                                              |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Awareness                            | DP1 1 SEP: All DP Teachers & DPCo are aware of each students IAA & embed in assessment<br>DPLST to write ILP based on an Ed Psych Report (within 3 years at DP 2), Inform & Update Teachers & Parents on Access Arrangements |
| Parent Consent                               | DP1 1 OCT: Parent & Student informed of IA and consent via signed document prepared by DPCo<br>DPLST & DPCo in the meeting to explain outcomes if the IAA is not taken by the students                                       |
| Monitoring                                   | DP2: DEADLINE, 1 Oct - Clarify to teachers & Parents the IAA application made to the IB<br>DPLST gathers all documents to apply for DP IA and submitted to DPCo by 1 <sup>st</sup> Oct of DP Year 2                          |
| World Exam Access Arrangements - for DP Only | DPLST works with DPCo to ensure all IB World Exam accommodations are applied                                                                                                                                                 |

\*DP Learning Support Teacher



## Roles & Responsibilities

### PYP Classroom and MYP/DP Subject Teachers

- Plan lessons (documented in Unit Planners) with learner variability in mind and differentiate learning engagements (RTI Model Tier 1 Universal Instruction )
- Use specific strategies to support and scaffold learners of concern
- Refer students of concern to learning support, using the [referral form](#), after strategies have been implemented
- Liaise with learning support teachers to understand needs and support for specific students who require access arrangements and reasonable adjustments

### Learning Support Teachers

- Involved in all stages of the RTI framework, that includes screening, progress monitoring and data based decision making.
- Provide support to classroom/subject teachers which include sharing of information, differentiation strategies, referral process.
- Manage the referral & exit process and screening methods such as observation, screeners.
- Collaborate with classroom/subject teachers and students to implement students support/ individualized learning plans based on push in (RTI Tier 2) and pull out class support (RTI Tier 3)
- Function as a case manager for a specific group/ grade of students
- Develop ILP with student and parent input to identify suitable interventions
- Maintain records of parent communication, reporting, ILP review and requests for updated Educational Psychologists report.
- [Link to Job Description](#)

### Student Specific Assistants

- Works under the direction of the Learning support teacher and is assigned to a specific student or grade level.
- Be familiar with the students SSP/ILP and work towards fulfilling the goals established within the plan.
- Provide Push-in and Pull Out support as documented in the students SSP/ ILP
- Gather evidence of students progress against the SSP/ILP in order to report back to parents at the scheduled times per year
- Raise any concerns to the Learning support teacher when working with a student.
- SSA in secondary working with Tier 3+ students with guidance from LS teachers will:
  - Meet with MYPCo and subject HoD to modify tasks and criteria based on the students ILP
  - Complete the planning template that modifies MYP expectations

- Write a modified subject Report twice yearly based on modified content covered

## Parents

- Work in partnership with the school to support the students learning
- Provide input along with the students in the creation of the ILP
- Update Educational Psychologist testing when required by the school
- Provide accurate information about the child's needs and history

## School Leadership

- Provide time, support and resources to and facilitate collaboration between learning support teachers and class/subject teachers.
- Ensure alignment of Learning Support services with the IB PYP - MYP - DP requirements
- Ensure that documentation is prepared by the Learning Support team in line with the IB requirements in a timely manner for access arrangements (DP Year 1)
- Provide support for Inclusion access requirements during term examinations
- Engage in parent meetings to discuss future pathways in upper secondary school

## 9.Review of Policy

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The Inclusion policy will be reviewed on an annual basis for ongoing updates, and formally reviewed every 3 years in line with board policy review.

| Date             | Nature of Updates | Significant Additions                            | Approval Status                                       |
|------------------|-------------------|--------------------------------------------------|-------------------------------------------------------|
| April 2026       | Minor Updates     | Addition of AI information                       |                                                       |
| June 2025        | Full Update       | Aligned with MTSS and RTI Model and new IB Guide | Submitted to Director for Approval Received: Aug 2025 |
| March 2024       | Minor Updates     | New Guiding Statements                           |                                                       |
| June 2022 & 2023 | Minor Updates     | Based on IB Updates                              |                                                       |
| April 2020       | Complete Review   | Full Review — including new Guide Updates        |                                                       |

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## English as a Second Language

EAL support is documented in the Language Policy in greater detail.

## Works Cited

Essential Components of RTI—A Closer Look at Response to Intervention

Center on Multi- Tiered system of supports MTSS4success.org

RTI in Middle Schools: The Essential Components National Center on Response Intervention

Inclusive access arrangements. IBO.org

Access and Inclusion Policy IBO.org

Competency Based IEP: [North Vancouver District School Board](#)

“Essential Components of RTI—A Closer Look at Response to Intervention.” *MTSS Center*, American Institutes for Research, [mtss4success.org/resource/essential-components-rti-closer-look-response-intervention](#). Accessed 14 June 2026.

“RTI in Middle Schools.” *National Center on Response to Intervention*, [rti4success.org/video/rti-middle-schools](#). Accessed 14 June 2026.

“Inclusive Access Arrangements.” *International Baccalaureate*, [www.ibo.org/programmes/diploma-programme/assessment-and-exams/inclusive-access-arrangements/](#). Accessed 14 June 2026.

*Access and Inclusion Policy*. International Baccalaureate, [www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf](#). Accessed 14 June 2026.

“Competency Based Individual Education Plans.” *North Vancouver School District*, [www.sd44.ca/ProgramsServices/InclusiveEducation/competencybasedieps/Pages/default.aspx](#). Accessed 14 June 2026.

## **Appendix**

[Student Referral form](#)

[Student Support Plan \(Tier 2\)](#)

[Individual Learning Plan \(Tier 3\)](#)

[IB Access Arrangements](#)

[MYP Modified Curriculum Planning Template](#)

Secondary Access Arrangements Fee Structure

Learning Support teacher Job Descriptions

SSA teacher Job Descriptions