



Canadian International School Bangladesh Inclusion Policy



Mission Statement

Through the promotion of academic excellence, CISB strives to develop individuals for our society who, through understanding, tolerance, and respect, will help to create a safe place where children become lifelong learners, where excellence is tempered with compassion, and where success is moderated by spiritual understanding.

Name of the Document:	Inclusion Policy
People Responsible for Inclusion Policy:	
1.	Janice Smales (Principal)
2.	Dewan Mehtauddin (DPC)
Communication Channel and Availability:	1. Official Web Page 2. Teachers' Hand Book
Target Audience:	Any Internal and External Stakeholders of the school including but not limited to Students, Parents, Teachers
Policy Effective Date:	September, 2023
Last Review Date:	July 15, 2023
Next Review Date:	July 6 ,2024
Policy Review Criteria:	Annually
Policy Review Team:	Principal, DPC, All IBDP teachers,

Policy Philosophy:

CISB welcomes all children and is committed to providing developmentally appropriate early learning and development experiences that support the full access and participation of every child. We believe that each child is unique and work in partnership with families and other professionals involved with the child to provide the support every child needs to reach their full potential.

In addition, CISB fully supports DP inclusion principles of an inclusive education as described in the IB document, *“Meeting Student Learning Diversity in the Classroom.”*

- Education for all is considered a human right
- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- Every educator is an educator of all students
- Learning is considered from a strength-based perspective
- Learning diversity is valued as a rich resource for building inclusive communities
- All learners belong and experience equal opportunities to participate and engage in quality learning
- Full potential is unlocked through connecting with, and building on, previous knowledge
- Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- Multilingualism is recognized as a fact, a right and a resource
- All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- All students in the school community have a voice and are listened to so that their input and insights are considered
- All students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- Diversity is understood to include all members of a community
- All students experience success as a key component of learning

Candidates Eligible for Inclusive Assessment Arrangements

As specified in Diploma Program Assessment Procedures (IBO. P. 56) candidates with the following special educational needs are eligible for inclusive arrangements:

- Learning disabilities
- Specific learning disabilities
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behavioral challenges
- Physical, sensory, medical or mental health issues
- Additional language learners

Applications for Inclusive Assessment Arrangements

The IB Coordinator uses the following procedures to ensure access arrangements for students with inclusive assessment needs.

- Each fall, the IB Coordinator requests, from the admissions officer, a data report that identifies all students enrolled in an IB course who also have an identified special need (IEP or Health condition) that may require assessment accommodations
- The IB Coordinator collaborates with parents, teachers, outside specialists and health professionals to verify the necessary assessment arrangements and collect supporting documentation
- The IB coordinator submits a request for inclusive assessment arrangements to the IBO through IBIS
- After receiving approval for the inclusive assessment arrangements, the IB coordinator adjusts the assessment calendar and invigilator roles as necessary
- The IB coordinator/Specialized Teacher meet with each student individually to explain his or her individual assessment access arrangements
- The Principal/Specialized Teacher make every effort to train teachers in methods to identify learning diversity and some basic skills to deal with such students in the classroom

Supporting Documentation

In order to submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application “Request of inclusive assessment arrangements”. The first document is a psychological/psycho-educational medical report from a psychological or medical service and the second is education evidence from the school (i.e. previous IEP).

Inclusive Assessment Arrangements

As listed in candidates with assessment access requirements the following inclusive access requirements can be authorized by the IB:

- **Access to modified papers** – modifications can normally be made to examination papers for candidates with visual challenges or specific learning difficulties.
- **Access to additional time** – additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate’s assessed needs. The amount of additional time given to a candidate is directly linked to the degree of access requirement. For a large number of candidates, eligibility for additional time and the amount of time authorized will be dependent on the standard scores on psychological reports.
- **Access to writing** – candidates who require inclusive assessment arrangements to access writing may be authorized a scribe, word processor, word processor with spell check/speech recognition software and transcripts

- **Access to reading** – candidates who require inclusive assessment arrangements to access reading may be authorized a reader or reading software
- **Access to speech and communication** – candidates with speech and communication difficulties may need inclusive assessment arrangements to access some assessment components. The use of communicators or augmentative speech equipment may be authorized in these circumstances
- **Access to calculators** – a standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four function calculator
- **Access to practical assistance** – in order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory or medical challenge. It is particularly suited to situations where there is a concern for a candidate’s health or safety
- **Access to extensions to deadlines** – a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work
- **Access to exemptions from assessment** – if an assessment component or part demands a psychological function that a candidate is not able to perform, an exemption may be authorized. Before submitting a request for an exemption from a component, careful consideration should be given to whether all reasonable adjustments have been considered

Procedures: Admissions

CISB encourages diversity in all aspects of the school. Each application is reviewed on a case by case basis for enrollment. Children with varying abilities are accepted and will be given equal opportunity for admission.

Students entering Grade 10 will be registered based on learning abilities. In some cases, the parents will be required to submit a psycho-educational assessment that explains the child’s cognitive ability and any specific needs that need to be put in place for success. Students entering the Nova Scotia Program will have their courses adapted to meet their needs as “modified” students.

Students entering the IBDP program in Grade 11 will be assessed for suitability and must possess the necessary attributes, organizational skills, and academic record for admission.

Inclusive Environment

Differentiation

Inclusive educational practices and diversity are integral to the DP program. All students enrolled in the IB program should receive meaningful and equitable access to the curriculum. Enhancing the motivation to learn from multiple perspectives and using collaborative teaching approaches can lead to positive outcomes for all students. Teaching generic learning strategies separately from teaching academic content tends to result in students’ failure to apply these strategies when it really counts, which is in learning academic content as well as daily living.

Educators at CISB use developmentally appropriate practices and consider the unique needs of all children when planning. Staff will make every attempt to make any adaptations or modifications

necessary to meet the needs of the children. Teachers new to IB programs may require factual and procedural knowledge when teaching students with special needs, such as: information about factors that affect a student's learning, particularly with regard to inquiry-based learning, how best to respond to the student's needs, how to differentiate and match teaching approaches to the student needs, as indicated in the school's policy knowledge of technology that has assisted in alleviating and removing barriers to learning. If all these aspects are addressed in some way then it is possible for transformational learning to take place, enabling the majority of students to express their deep understanding and critical thinking in a variety of ways.

Inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities. Inclusion is more about responding positively to each individual's unique learning needs. Inclusion is designed to prevent the marginalization of historically oppressed student groups.

The IB supports the following principles of an inclusive education:

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders
- The interests of all students must be safeguarded
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential
- With the right skill training, strategies and support, the majority of students with special educational needs can receive an education within the general education setting

Confidentiality

Confidentiality applies to all verbal and written information about potential, enrolling and previously enrolled children and their families. All staff will be briefed on the need for confidentiality and will be expected to fulfill their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to the principal and the DP Coordinator. No information will be released about a child and the parent/legal guardian during enrolment or transition to another receiving program or school without first receiving the written permission of the parent/guardian.

References:

1. *Success for all learners, Manitoba Education document, 1996*
2. *Access and Inclusion Policy, IB, 2018*
3. *Learning diversity and inclusion in IB programs, 2016*