



**International School Dhaka**

# **Inclusion Policy**

**The PYP, MYP and DP Programmes**

(Reviewed: February 2019)

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## **GUIDING STATEMENTS**

### **ISD Mission Statement and Philosophy:**

We are building a community of responsible and compassionate life-long learners who are committed to a sustainable future.

#### **Values and Objectives:**

We value the concepts of:

- Holistic well-being
- Sustainability
- Responsibility
- Compassion
- International mindedness

### **IB Mission Statement:**

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (Mission, IBO)

### **ISD Definition of Learning**

Learning at International School Dhaka fosters curiosity, engagement, and innovation which develops conceptual understanding and critical thinking skills, to create reflective life-long learners.

### **Philosophical underpinning for the Advancement Center at ISD**

Over the past two decades, education for all students with disabilities has moved from segregation and special schools to inclusive education that embraces diversity and differences. Today, inclusive education is supported by the United Nations as a matter of human rights and social justice (Learning Diversity and Inclusion in IB Programmes, 2016).

## Background

Learning Support services, along with English as an additional language learners (EAL), fall under the Advancement Center at International School Dhaka (ISD).

At ISD, we believe that the Advancement Center should address the individual needs of our students, enabling them to achieve their potential in a caring, empathetic and tolerant environment focusing on the holistic needs of each student.

Specially designed instructional programs, support services and resources are provided for the students to enable them to achieve their potential. Students requiring support can exhibit a range of needs in their physical, sensory, intellectual, social or emotional development.

This policy defines the procedures, structures and strategies in place for students with different needs at ISD, meeting the requirements of the International Baccalaureate Standards and Practices pertaining to diversity (see appendix 2 ).

## Philosophy

We believe in an integrated inclusive approach for children with individual needs, including: differentiation and modification of the curriculum, outcomes, teaching/learning strategies and practices, and evaluation procedures. This approach also attempts to have the students, where appropriate, remain with their year group. In this integrated and inclusive approach the teaching and learning strategies are designed to produce optimum outcomes for the students in a regular school setting.

The need for learning enhancement may be temporary or long term and may arise at any stage during the student's education. All efforts will be made to identify strengths and weaknesses at the earliest possible age so that intervention procedures can be implemented in order to provide the student with the greatest possible chance to succeed. To this end, the students' progress is monitored and assessed regularly and communicated to parents and staff.

## 2. Aims and Objectives

The aims and objectives of the Advancement Center are:

- To encourage learning at all levels, realizing that students can learn given the appropriate program and teaching strategies
- To promote, within the whole school, a respect for the individual learner regardless of their level or ability
- To choose the best learning and instructional approaches for students through careful assessment using both standardized and curriculum based assessments
- To challenge and motivate students to learn at their own pace within the context of high academic standards
- To support the school philosophy
- To have a common understanding and vocabulary to describe the students with individual needs
- To identify children's needs as early as possible
- To monitor and evaluate policy, procedures and practices regularly
- To ensure that parents are informed, involved and are an integral part of the student's program and progress
- To provide the least restrictive, most appropriate, positive and encouraging environment for the students
- To set annual Advancement Center goals to develop services offered

## 3. Identifying and Referring Students

### 3.1 Admissions

All children applying to enter International School Dhaka (ISD) will, at the time of admissions, be screened for the possibility of any individual educational needs. ISD uses a variety of assessments to identify possible learning needs including the MAP and WIDA tests. All relevant documentation regarding additional needs must be submitted before the admissions process can be completed. The admissions director and principals will require the consent of the Advancement Center leader when there is any evidence of possible additional needs based on the application questions, test results (MAP, WIDA or external), educational psychology reports, observational data, etc. To be accepted for enrollment at International School Dhaka, all children must meet admissions requirements as stated in the Admissions Policy. ISD strives to admit a managed number of students that require additional support. The following statement from the Board policy ([appendix 5](#)) is the guideline for this:

“The total number of ISD students receiving learning support can never exceed 15% of the total student population (including special education) and never more than 16% in a particular class. Highest needs students should not exceed 1% of the student population and no more than 3% with moderate needs. The total number of students admitted with learning support needs within these percentage quotas is always a decision made between the Head of School and the Head of the Advancement Center.”

At International School Dhaka the majority of students have their needs met in the mainstream classes through an inclusive model of support. As the school does not have a center-based Special Educational Needs programme, or wheelchair access, it may not be able to cater for all disabilities.

### 3.2 Code of Practice

Students are referred to the Advancement Center team via the school's referral process (See [Appendix 1](#)). There is an established collaborative process between Advancement Center teachers, primary homeroom teachers and secondary subject teachers for determining the appropriate level of adjustment and interventions required for a particular student.

The referral process and follow up procedures have been presented to the school leadership team and teaching staff. A copy of the referral process is available to staff on the school Google drive, along with referral documents and other information.

In Primary, differentiation meetings between the Advancement Center teachers and homeroom teachers are usually the place where a referral for a student ([Appendix 2](#)) is discussed. In Secondary, referral forms ([Appendix 3](#)) are filled out and discussed during SST (Student Support Team) meetings where the Secondary Principal, MYP/DP coordinator, counsellor(s), Advancement Center discuss students that are being referred for various services by subject

teachers.

The level of support a student is placed in will determine the amount of support a student will receive. The roles and responsibilities of primary classroom teachers, secondary subject teachers, homeroom teachers and Advancement Center teachers will vary according to the student level.

### 3.3 Levels of support

International School Dhaka (ISD) caters for the learning needs of students in levels of support from levels 1 to 4.

#### LEVEL 1 (monitoring)

Advancement Center teachers advise teachers on differentiated teaching and learning strategies that meet the needs of students at LEVEL 1. Teaching and learning strategies, accommodations and resources to be used are documented during the collaborative planning process and recorded. At this level, primary classroom teachers and secondary Advancement Centre teachers are responsible for informing parents about the students' particular learning or behavioural needs. The Advancement Center teacher responsible for the respective grade will observe the student during push-in sessions to see how the student is coping with the strategies implemented.

#### LEVEL 2

At this level of support, working in collaboration with classroom teachers, the Advancement Center teacher will observe the referred student to determine his/her strengths and weaknesses through informal and formal assessments. The Advancement Center teacher, parents, student and classroom teachers will be invited to collaborate and set learning targets for the student, which will form the Individual Learning Plan (ILP).

The ILP will outline interventions, accommodations, teaching and learning strategies, and resources, which can be used to support these students' learning needs (See [Appendix 4](#)). LEVEL 2 students are supported within the classroom and may be involved in small group work and parallel teaching with the Advancement Center teacher. They may also be withdrawn from the classroom to work in a small group setting or one-on-one in the Advancement Center if specialised support is required. The classroom teacher or Advancement Center teacher is responsible for informing parents about this support provision and sharing any targets or accommodations. In the secondary school, parents pay an additional fee for LEVEL 2 support.

#### LEVEL 3

At LEVEL 3, the classroom teachers and Advancement Center teacher have monitored and evaluated the differentiated teaching and learning strategies put into place at LEVEL 2. Where there is continued concern, the referral is reviewed and a recommendation is made to monitor, maintain at LEVEL 2 or place the student at LEVEL 3. In the event that a student enters the school with supporting reliable documentation indicating a learning difference that requires LEVEL 3 support, the student can be placed at this level upon entry. The determination of reliability of the documentation is at the discretion of the Advancement Center leader and can

not be older than 2 years.

For students who have been placed at LEVEL 3, advice and support will be sought from external agencies recommended by ISD, such as an educational psychologist. The parents provide funding for external agencies and a copy of any reports must be provided to the Advancement Center team and Head of Primary/Secondary. The sharing of this information will allow the Advancement Center teacher to provide a more effective intervention.

Students at LEVEL 3 may also need formal assessment accommodations for which permission is required from the IBO. This will be organised by the MYP or DP coordinator, with the assistance of the Advancement Center Leader.

For students at LEVEL 3, the Advancement Center teacher takes lead responsibility for the following:

- Informing parents;
- Creating an Individual Learning Plan (ILP) (See Appendix II) in collaboration with the student, the class teacher or subject teacher and the parents;
- Collaborating with classroom teachers to establish teaching and learning
  - strategies and develop a timetable of support;
- Coordinating the review process;
- Liaising with the IBO regarding special assessment provisions;
- Communicating important information to the student's teachers and parents.

LEVEL 3 students may be supported through working in small groups within the classroom, through parallel teaching or withdrawal from the classroom to work in the Advancement Center for more specialised support. LEVEL 3 students can follow a modified program for specific subjects. Parents of students who are identified at a later stage as having individual needs at LEVEL 3 will be counselled about options for appropriate educational provision for their child. In the Secondary school, parents pay an additional fee for LEVEL 3 learning support.

#### LEVEL 4

In some cases the provision of a full time shadow teacher may be recommended by an external specialist for the student. In this case, the funding will be met by the parent. For these students, all the provisions at LEVEL 3 are in effect, in addition to the full time shadow teacher.

Review Student progress will be monitored and reviewed regularly (November and May). The Advancement Center teacher and classroom teacher can either revise targets, or change the student's LEVEL status (see Appendix II).

### 3.4 Advancement Center Register

A comprehensive register of all referred Advancement Center students will be kept on Google drive in the Advancement Center folder. This register is regularly updated throughout the year. The register will allow teachers involved to access the information that can assist them in



carrying out recommended interventions. For student privacy only teachers involved can have access to the folder of a specific student.

### **3.5 Gifted and Talented Students**

Gifted and Talented students are identified using data from admissions testing, and standardised assessment data.

High achieving students at ISD are challenged through differentiated teaching and learning strategies within the classroom, such as selection of resources and the provision of opportunities for them to pursue individual inquiries which cater to their interests and abilities.

When appropriate, the Advancement Center teachers may work with small groups of high achieving students to provide guidance on their respective research projects. These students may be asked to participate in peer tutoring and are encouraged to share their specific knowledge with their peers.

## 4. Roles and Expectations

Advancement Center teachers are members of the Advancement Center team, which includes SEN, ELL and Shadow teachers. The roles and expectations for teachers and other staff involved with Advancement Center students will differ according to the students' different levels of support.

### 4.1 Advancement Center Teachers

#### Prescriptive Role

- Administer regular assessments of students with special educational needs;
- Assist with whole school norm-referenced and standardized assessments to screen existing students;
- Develop Advancement Center curriculum and policy;
- Maintain Advancement Center benchmarks and entry and exit criteria;
- Develop individual programs with realistic benchmarks;
- Follow up on student referrals;

#### Teaching and Pastoral Role

- Plan supportive strategies and programmes for individual students (ILPs, see [appendix 4](#));
- Provide a pastoral supportive role for students and parents;
- Match resources to student and classroom needs by organizing available resources;
- Teach in whole class, small group and individual situations;
- Monitor students' programs and sessions to ensure that their individual needs are being met appropriately and successfully;

#### Staff Development Role

- Work collaboratively with Advancement Center team members and other staff;
- Assist with differentiation of curriculum and content taught;
- Contribute to the professional development and in-service training of staff;

#### Mainstream Support (scaffolding) Role

- Provide in-class support;
- Plan collaboratively in grade levels with mainstream staff;
- Liaison role;
- Manage and keep records for a caseload of students;
- Maintain ongoing contact with parents, teachers, and any other parties involved regarding student progress;
- Liaise with mainstream staff regarding student referrals;
- Liaise with external specialists and agencies when necessary.

## 4.2 Shadow Teachers

With support and training the Shadow Teachers should be able to:

- Develop an understanding of the specific needs of the students in the classes they work with
- Provide support to students to help them become independent learners
- Establish a supportive relationship with the students concerned
- Encourage acceptance and integration of the student within the classroom
- Develop students' self-esteem
- Ensure students are able to use equipment and materials
- Liaise with Advancement Center teachers and devise complementary learning activities

## 4.3 Advancement Center Leader

The Advancement Center Leader responsible for the line management of the Advancement Center team shall:

- Liaise regularly with the Advancement Center teachers
- Oversee the Advancement Center team's administrative procedures
- Have access to copies of documentation
- Oversee the Advancement Center register
- Oversee the successful running of the Advancement Center team

## 4.4 School Counsellors' Role in Advancement Center

The counsellor nurtures, guides, and supports the social and emotional lives of students, providing guidance in social skills one-on-one, in small groups, or with the larger classroom in conjunction with the teacher.

While addressing the academic, social, and emotional needs of students, the counsellor also acts as a bridge between teachers and parents, working to create an environment where every student will have the tools they need to fulfil our school mission. The programs are preventative, collaborative, developmental and remedial in nature.

The school counsellor's role for special educational needs students will be similar to the role for all students:

- The school counsellor will be available to students for personal, ethical, and social advice
- To listen to the student's point of view
- To deal with any mental health issues that may arise for the student
- To help the student deal with transitions
- To advocate for the student, and, to the degree possible, to teach the student to advocate for him or herself
- The counsellor can be involved in the student's ILP and be present at ILP meetings

## 4.5 Classroom Teachers and Subject Teachers

Special educational needs are a whole school concern, with every teacher being responsible for every student in his or her class. The expectations of class teachers and subject teachers are:

- To be aware of the referral procedures ([appendix I](#))
- To liaise with parents of pupils with individual educational needs
- To understand the learning needs of their students
- To differentiate teaching materials and learning activities and to modify assessments if necessary
- Ensure any assessment modifications in the secondary school are in line with the IB guidelines
- To liaise and consult about any causes of concern with the Advancement Center teacher
- To develop and evaluate student support plans in conjunction with the Advancement Center teacher and in consultation with parents
- To collaboratively plan with the Advancement Center teacher

## 4.6 Primary/Secondary Principals

The Primary and Secondary Principals play an important role in overseeing the successful implementation of the Advancement Center policy and inclusive practices. They are expected to:

- Be familiar with ISD Inclusion policy and the referral process
- Provide opportunities for Advancement Center teachers to share information with other teachers
- Be available to meet with Advancement Center teachers for regular updates on students and referrals
- Facilitate opportunities for Advancement Center teachers to plan collaboratively with teachers
- Be available to meet with parents as requested by the Advancement Center teachers

## 4.7 PYP/MYP/DP Coordinators

- Meet with teachers during planning sessions to assist them in planning for differentiated teaching and learning within the PYP/MYP planning framework
- Ensure teachers understand the IB philosophy regarding inclusive practices
- Facilitate communication between the Advancement Center and the IB
- Identify appropriate and, where possible, organise participation in professional development opportunities offered by the IB
- Provide guidance to Advancement Center teachers, subject teachers and parents, in cases where assessment tasks are to be modified for Advancement Center students
- Maintain a record of cases where students have documented evidence (from external agencies) which recommends accommodations be allowed for assessments (e.g. additional time provision or use of a computer)

## 4.8 Parents

Parental partnership in the learning process is central to its success at each of the levels of support and in the successful implementation of the student support plans. Information on the school's Inclusion policy should be made available for parents and, at times, to the students concerned. Procedures should be open ones, with copies of all documents being available to parents. It is also necessary to keep parents informed of their responsibilities in relation to the educational needs of their child.

## 5. Record keeping

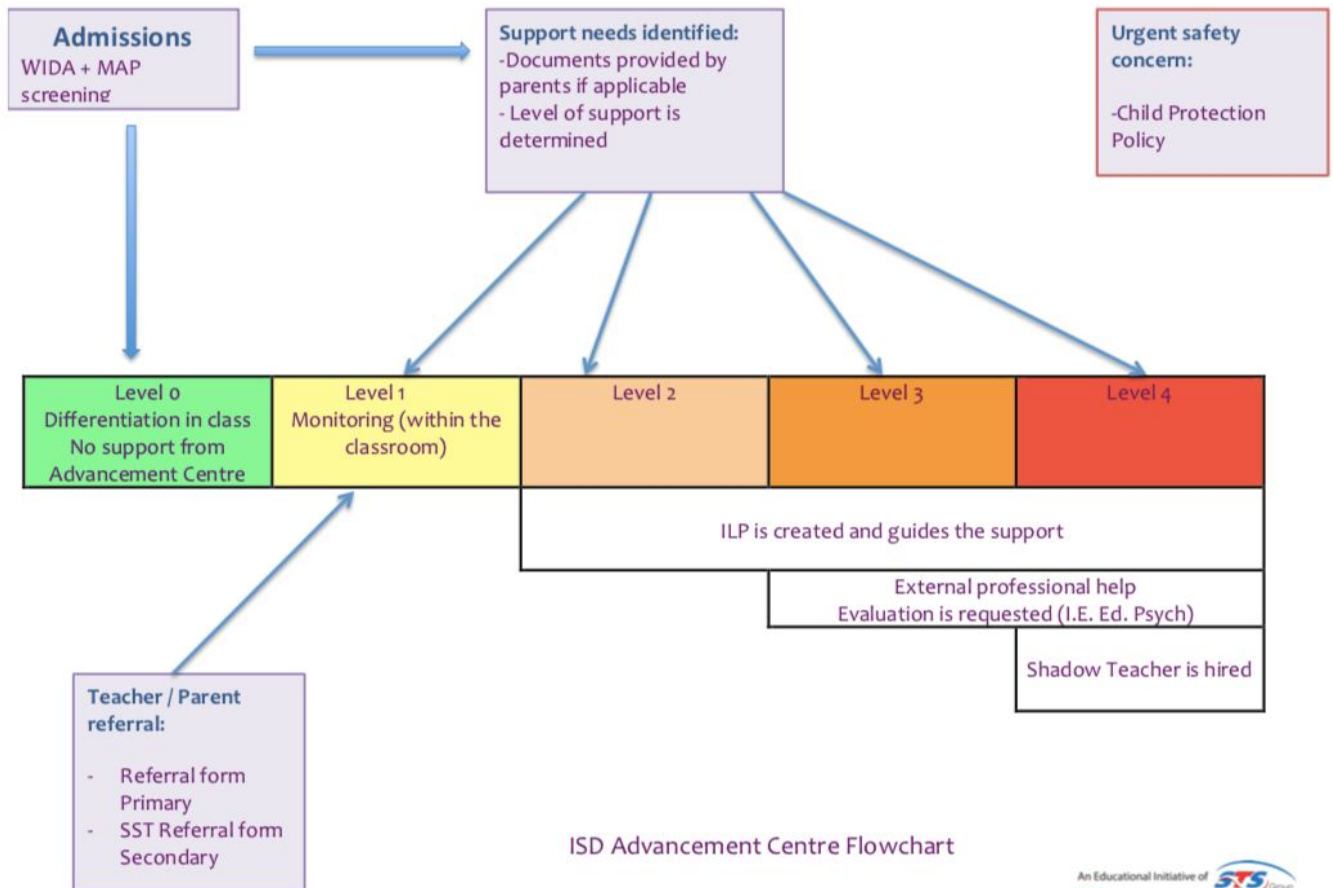
The Advancement Center (AC) of ISD is committed to ensuring transparency and effective communication between Senior Leadership, teachers, parents and students. To achieve this goal, the AC keep detailed records and make them available to relevant parties as appropriate. This way the effective monitoring of students' progress is ensured. To maintain confidentiality, all filing cabinets are kept locked. The table below explains the types of records kept by the AC, where they are stored and who can access them.

<b>Record</b>	<b>Where</b>	<b>Accessible by:</b>
ILP & Reviews	Advancement Center teachers' filing cabinets and Google Drive	Senior Leadership Team (Director, Heads and Deputy Heads of School and Programme Coordinators), school psychologist, school counsellors, teachers, parents and teaching partners
External specialist reports	AC filing cabinets, admissions file, school counsellor's office	Senior Leadership Team, school psychologist, school counsellors, teachers and parents
Parents' letters	AC' filing cabinet and Google Drive	Senior Leadership Team, school psychologist, school counsellors, teachers and parents
Minutes from parent meetings	Google Drive	Senior Leadership Team, school psychologist, school counsellors, and teachers
Minutes from Advancement Center Team Meetings	Google Drive	Senior Leadership Team, school psychologist, school counsellors, teachers and parents

## **6. Review**

Working policies are always changing. International School Dhaka's Inclusion Policy will be reviewed annually.

## Appendix I: Procedure for referral, assessment and implementation of support for students- ISD Primary Advancement Center.



ISD Advancement Centre Flowchart





## Appendix 2: Referral form for Primary school

### PAC Monitoring Strategies for referral ISD Primary

Student name/ID:

Class:

Date:

Please make a duplicate copy of this form and save as PAC Monitoring Strategies - (student name/ID number). When complete, email/share to **Advancement Center Leader**, [mira.wielen@isdbd.org](mailto:mira.wielen@isdbd.org) . It will be moved to the relevant folder.

<b>Areas of Concern</b>
<b>Interventions the teacher has attempted so far and the results</b>

<b>Suggested Strategies from the PAC</b> (add/delete columns as required)	Cycle 1 Feedback from teacher	Cycle 2 Feedback from teacher	Cycle 3 Feedback from teacher

Date for follow up (3 cycles after completing PAC Referral Form):

\_\_\_\_\_

**Action plan**

Where to next? (Meeting to decide whether complete referral form or being managed by classroom teacher)

**Please** use below to document any correspondence between GL Teacher, AC Teacher, HoP or other to share information. (Example included below in colour: please add rows as applicable):

Date:	Communication:	From:	To:	Action taken:

**General notes/emails:****Classroom observations:**

## Appendix 3: Referral form for Secondary school

### Student Support Team Student Referral (Via Google forms)

\* Required

Student's Name \*

Grade \*

Referring staff member: \*

date \*

Type of Referral: \*

**Academic:** Please check all that apply

- Student is showing a pattern of failure in the class and/or is close to failing the class
- Student is consistently not turning in assignments
- Student shows very little motivation/appears uninterested in class
- Student appears to have a difficult time understanding the material
- Student is disorganized, poor sense of time, easily overwhelmed
- Counseling ONLY
- Other:

**Behavior** Please check all that apply

- Student is consistently tardy or has excessive absences
- Student does not focus on assigned task
- Student is consistently out of seat or leaving the classroom
- Student prevents the learning for others
- Student talks excessively
- Student does not listen to directives given by the teacher – needs many warnings
- Student is disrespectful to the class or teacher on a continuous basis
- Student has received many discipline actions and/or referrals
- Behavior Management System has been exhausted with this student
- Other:

**Social/Emotional** (Please check all that apply)

- Student is not getting along with the other classmates
- Student is withdrawn from others
- Student is bullying others
- Student is being bullied by others
- Student has had a recent upset in his/her life and are not recovering from it
- Student is giving verbal information that he/she wants to harm himself/herself
- Student does not demonstrate age appropriate social skills
- Other:

## Interventions

What interventions have you tried before referring this student? What was the success of these interventions (what works and what doesn't work)? What other information do you have that would be helpful in determining what interventions this student may need?

## Appendix 4: The ILP and Review Cycle

<b>ILP: Advancement Center</b>			
<b>Student:</b>		<b>Case Manager:</b>	
<b>Student ID No:</b>		<b>Grade Level Teacher:</b>	
<b>Date of Birth:</b>			
<b>Parent/Guardian:</b>		<b>ILP Date(s):</b>	
<b>Home Language:</b>		<b>Level of student in Primary Advancement Center:</b>	
<b>Strengths:</b>		<b>Challenges:</b>	
<b>Documentation of Psychoeducational testing and/or medical:</b>		<b>Possible Successful strategies:</b>	
<i>(Add/delete as required)</i>			
<b>Target 1:</b>			
<b>Current Level:</b>			
<b>Strategies:</b>			
<b>Assessment:</b>			
<b>Target 2:</b>			
<b>Current level:</b>			

<b>Strategies</b>			
<b>Assessment:</b>			
<b>Placement:</b> Advancement Center level: 2 3 4			
<b>Support required</b> (Highlight in bold): Intensive/Very High/Moderate			
<b>Level:</b>			
Required for <b>out of class support</b>	Total amount of sessions:	Required for <b>in of class support</b>	Total amount of sessions:
Schedule:	Period of time(s):	Schedule:	Period of time(s):
Subject		Subject	
Subject		Subject	
Subject		Subject	
<b>Co-Planning (add rows as required)</b>		<b>Co-Teaching</b>	
Subject	Teacher(s)	Subject	Teacher(s)
<b>Intensive Support</b>	<b>Teaching Partner:</b>	<b>Scheduled meeting:</b>	
<b>Accomodations</b>	<b>Recommendations:</b>		
<b>Modifications:</b>			
<b>Subject:</b>		<b>Teachers:</b>	
<b>Referrals and/or Additional Recommendations/Comments:</b>			
<b>Concerns the parent wants addressed in this ILP to enhance the student's education:</b>			
I have received a hard copy of the Individual Learning Plan (ILP) and agreed upon the targets and strategies recommended by the Advancement Center.			
Signature of Parent(s): _____			
Date: _____			

## **Appendix 6: Statement of inclusion from Board Policy**

### **ISD Inclusion Board Policy - 7.201**

#### **Inclusion – ISD definition**

*As an inclusive school, International School Dhaka aims to acknowledge, embrace and effectively manage learning differences at an individual and group level, so that learning opportunities are enriched for all members of the community.*

*ISD welcomes a balanced community of learners with a diverse range of cultural and educational backgrounds, talents and abilities. The school admits students with exceptionally high ability, as well as a carefully managed number of students with diagnosed special learning needs. The fact that we manage the student population in this way means that we may place students eligible for admission onto a waiting list, or where there appears to be no prospect of a place in the immediate future, decline an Applicant for Admission.*

*The school, while inclusive, is intensive, rigorous and challenging. It requires high levels of motivation and perseverance from every student. Where a student's record suggests that she/he may not have the disposition to be successful at ISD, the school reserves the right to refuse admission.*

*ISD can offer a range of learning and language support services for those students who need additional resources to become independent learners.*

*The total number of ISD students receiving learning support can never exceed 15% of the total student population (including special education) and never more than 16% in a particular class. Highest needs students should not exceed 1% of student population and no more than 3% with moderate needs. The total number of students admitted with learning support needs within these percentage quotas is always a decision made between the Head of School and the Head of the Advancement Center.*

*ISD recognizes its duty to protect personal information and will process personal data in accordance with all existing legislation.*

ADOPTED 11<sup>TH</sup> MAY 2016

#### **Belief Statement**

*Our school promotes a respect for uniqueness and the worth of human individuality and diversity. Our goal as international educators is to value difference and accommodate our community. We believe that through skilled and sensitive teaching, appropriate resources and support in an inclusive environment, students can find their individual paths to success and fulfillment.*

## **Appendix 7: IB standards and practices**

**In this document we refer to the following IB standards and practices:**

### **Standard B2: Resources and support**

**The schools resources and support structures ensure the implementation of the IB programs.**

8. The school provides support for its students with learning and/or special educational needs and support for their teachers
9. The school has systems in place to guide and counsel students through the program

### **Standard C1: Collaborative planning**

**Collaborative planning and reflection supports the implementation of the IB programmes**

1. Collaborative planning and reflection addresses the requirements of the programme(s).
2. Collaborative planning and reflection takes place regularly and systematically.
3. Collaborative planning and reflection addresses vertical and horizontal articulation.
4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
5. Collaborative planning and reflection is based on agreed expectations for student learning.
6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
7. Collaborative planning and reflection is informed by assessment of student work and learning.
8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
9. Collaborative planning and reflection addresses the IB learner profile attributes.

### **Standard C3: Teaching and learning**

**Teaching and learning reflects IB philosophy.**

6. Teaching and learning addresses human commonality, diversity and Multiple perspectives.
7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
8. Teaching and learning demonstrates that all teachers are responsible for language development of students.
9. Teaching and learning uses a range and variety of strategies.
10. Teaching and learning differentiates instruction to meet students' learning needs and styles.





## **Appendix 8: bibliography**

### Works Cited

“Mission – International School Dhaka.” *International School Dhaka*, [www.isdbd.org/about-us/mission/](http://www.isdbd.org/about-us/mission/). Accessed Oct. 29, 2018.

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