



International School Dhaka

Inclusion at ISD

The PYP, MYP and DP Programmes

(Reviewed April 2021)

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ISD Mission Statement

ISD is a community that



ISD Definition of Learning

ISD embraces inquiry and collaboration which empowers learners to develop skills, knowledge and understanding that inspires positive change.

ISD Definition of International Mindedness



Awareness, Responsibility and Action for our Shared World

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)

IB Learner Profile:

It is good practice for all schools and all IB programmes to create an inclusion policy to articulate practices and procedures developed to remove barriers to learning. ISD's inclusion policy aims to be contextual and will change over time to reflect the changing nature of organizational knowledge, staffing and school populations. At the start of this

policy, we recognise the IB learner profile. We acknowledge and treasure all our learners, as each learner is unique and deserves our holistic attention.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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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).

Our Boards belief statement on inclusion:

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. (Further information can be found in [appendix 8](#))

Legal Requirements for Inclusive Education in Bangladesh

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 specialised 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 Disable

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.

Background

Learning Support services, along with English as an Additional Language (EAL), fall under the Advancement Center at International School Dhaka (ISD). EAL services are specified further in the ISD language policy.

At ISD, we believe that the Advancement Center (AC) 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 cognitive, 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 9](#)).

Philosophy

We believe in an integrated inclusive approach for children with individual needs, including: differentiation, accommodation and, if needed, modification of the curriculum, outcomes, teaching/learning strategies and practices and evaluation procedures as well as specific student accommodations. 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 support 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.

1.1 Clarification of terms used in this document

Inclusion:

ISD has adopted the inclusion definition as described by the IB (2016)

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.

Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

Differentiation:

Provides students with different avenues to acquire content, to process, and to make sense of ideas so that each child can learn effectively. Basically everything that happens within the classroom to cater for the needs of the learners.

Accommodation:

Refers to the changes in the way students access learning and demonstrate what they know and can do, without changing the standards they are working toward; for example, extended time to complete tasks, change in setting, materials, instruction, and/or student responses.

Modification:

Refers to a change in what is being taught to or expected from the student, and is based on identified special learning needs of a child in the learning support program.

(Modification and accommodation at ISD are further clarified in [appendix 10](#))

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 observation and 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 an emancipative, 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), and/or 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 8](#)) is the guideline for this:

“The total number of ISD students receiving learning support (Not including EAL) 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 (push-in sessions). As the school does not have a center-based Special Educational Needs program, or wheelchair access, it may not be able to cater for all disabilities. For example, we are not able to meet the needs of students with moderate or severe emotional/behavioral disabilities.

3.2 Code of Practice

Students are referred to the AC team via the school's referral process (See [Appendix 1](#)). There is an established collaborative process between AC 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 AC teachers and homeroom teachers are a common place where a referral for a student ([Appendix 2](#)) is discussed. Another place is through the twice-yearly check-in sessions where homeroom teachers, designated AC teacher and AC leader discuss the learning of all students to identify students that might have additional

needs. 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) and AC leader discuss students that are being referred for various services by subject teachers. The flow chart in the escalation procedures ([appendix 4](#)) shows the appropriate channels for teachers to voice their concerns.

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. The practical amount of hours of support are outlined in [appendix 7](#).

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 in mainstream classes 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 an Individual Learning Plan (ILP).

The ILP will outline interventions, accommodations, teaching and learning strategies, and resources, which can be used to support this students' learning needs (See [appendix 5](#)). LEVEL 2 students are supported within the classroom and may be involved in small group work and parallel teaching with the AC 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 AC 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 AC 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 A 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 AC team and Primary/Secondary Principal. The sharing of this information will allow AC teachers to provide a more effective intervention.

Students at LEVEL 3 in the MYP and DP programs 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 and based on “Candidates with assessment access requirements”, published by the IBO.

Students at LEVEL 3 in grades 9 - 12 who are not participating in the MYP or DP programs, will work with a Modified Curriculum Plan, which is created by the AC teacher in collaboration with subject teachers. This Modified Curriculum plan shows evidence of all the learning, accommodations and modifications the student has received and will be added to the transcript that is provided to tertiary learning institutions.

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 5](#)) 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 goals:
- Develop a timetable of support;
- Coordinating the review process;
- Liaising with the IBO regarding special assessment provisions;
- Create and update Modified Curriculum Plans;
- 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 AC 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 AC 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. Every semester levels of support are evaluated and adjusted if need be. Students that show improvement will be placed on the monitoring level (LEVEL 1) for one semester before exiting the register.

3.5 Gifted and Talented Students

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

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 AC 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. In some cases, students may work on modified curriculum goals and receive specific support from AC teachers

4. Roles and Expectations

AC teachers are members of the Advancement Center team, which includes Learning support teachers, EAL teachers and Student specific assistants. The roles and expectations for teachers and other staff involved with AC 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 5](#));
- Provide a pastoral supportive role for students and parents;
- Involve students and parents in ILP's;
- 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 AC 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 Student specific assistants (Shadow teachers)

The terms shadow teacher and student specific assistants are used interchangeably. The aim is

to step away from the term shadow teacher and move towards student specific assistants (SSA). With support and training the Student specific assistants 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 and parents involved;
- Encourage acceptance and integration of the student within the classroom;
- Develop students' self-esteem;
- Ensure students are able to use and access equipment and materials;
- May help mainstream teachers to modify / differentiate tasks and assessments;
- Liaise with AC 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 AC teachers and Student specific assistants;
- Liaise regularly with Principals, teachers, counselors and head of Pastoral care;
- Oversee the AC team's administrative procedures;
- Have access to copies of documentation;
- Oversee the Advancement Center register;
- Oversee the successful running of the AC 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 learning support students will be similar to the role for all students:

- The school counsellor will be available to students for personal, ethical, and social emotional 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.

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 every assessment accommodation and or modifications in the secondary school are in line with the IB guidelines;
- To liaise and consult about any causes of concern with the AC teacher;
- To develop and evaluate student support plans in conjunction with the AC teacher and in consultation with parents;
- To collaboratively plan and work with the AC 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 AC teachers to share information with other teachers;
- Be available to meet with AC teachers for regular updates on students and referrals;
- Facilitate opportunities for AC teachers to plan collaboratively with teachers;
- Be available to meet with parents as requested by the AC 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 AC teachers, subject teachers and parents, in cases where assessment tasks are to be modified for AC students;
- Maintain a record of cases where students have documented evidence (from external agencies) which recommends accommodations be allowed for assessments.

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 keeps detailed records and makes 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. Since 2019, confidential files are kept digitally on a separate Google Drive, this Team drive is only accessible to AC teachers and counsellors. The table below explains the types of records kept by the AC, where they are stored and who can access them.

Record	Where	Accessible by:
ILP & Reviews	Advancement Center teachers' filing cabinets and Team Drive	Senior Leadership Team, school psychologist, school counsellors, teachers and parents
External specialist reports	AC filing cabinets, admissions file, school counsellor's office, Team drive	Senior Leadership Team, school psychologist, school counsellors, (teachers) and parents
Parents' letters	AC filing cabinet and Team 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

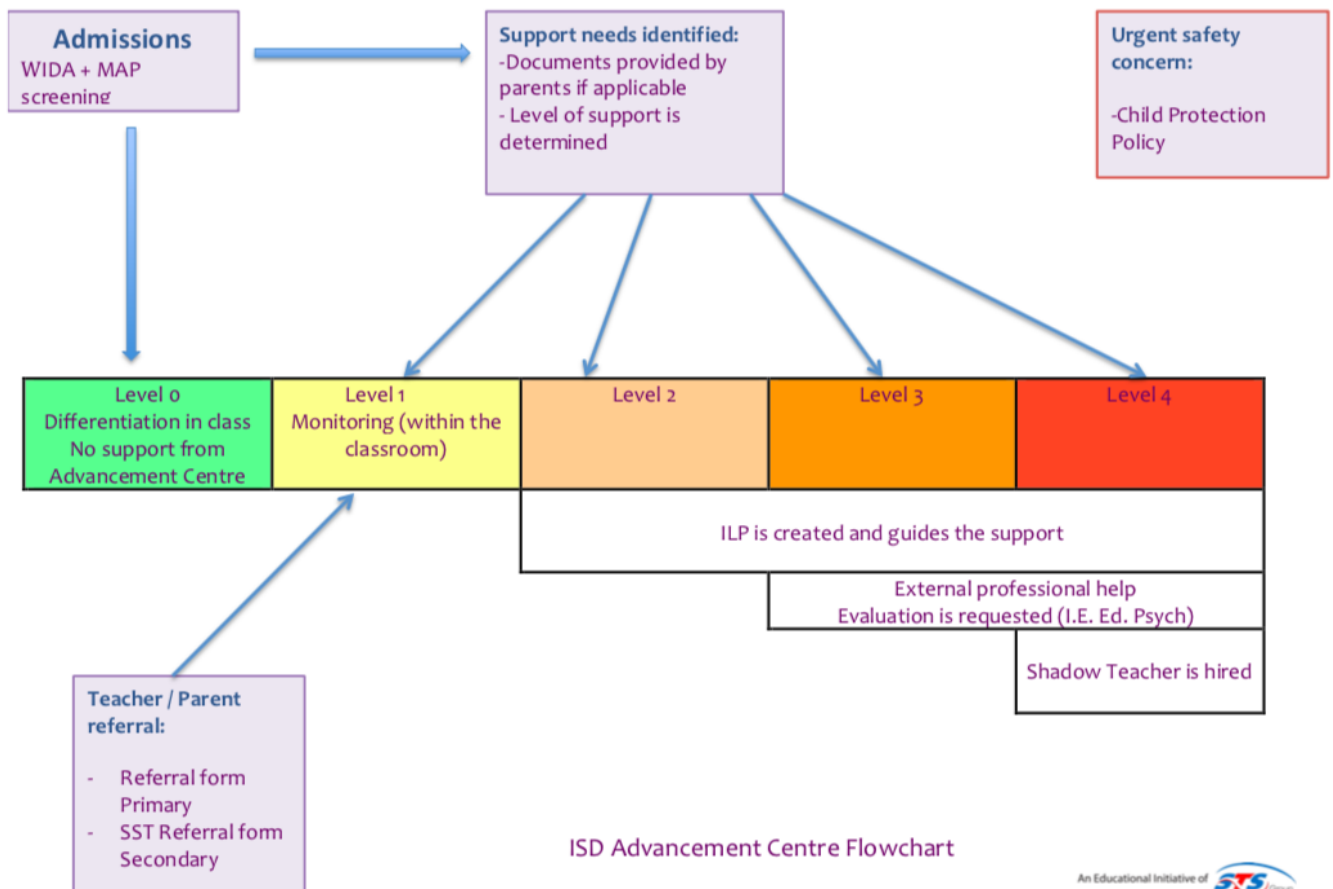
6. Policy Review

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

Previous Review : December 2019

Last Reviewed : June 2021

Appendix I: Procedure for referral, assessment and implementation of support for students



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 . It will be moved to the relevant folder.

Areas of Concern
Interventions the teacher has attempted so far and the results

Suggested Strategies from the PAC (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:

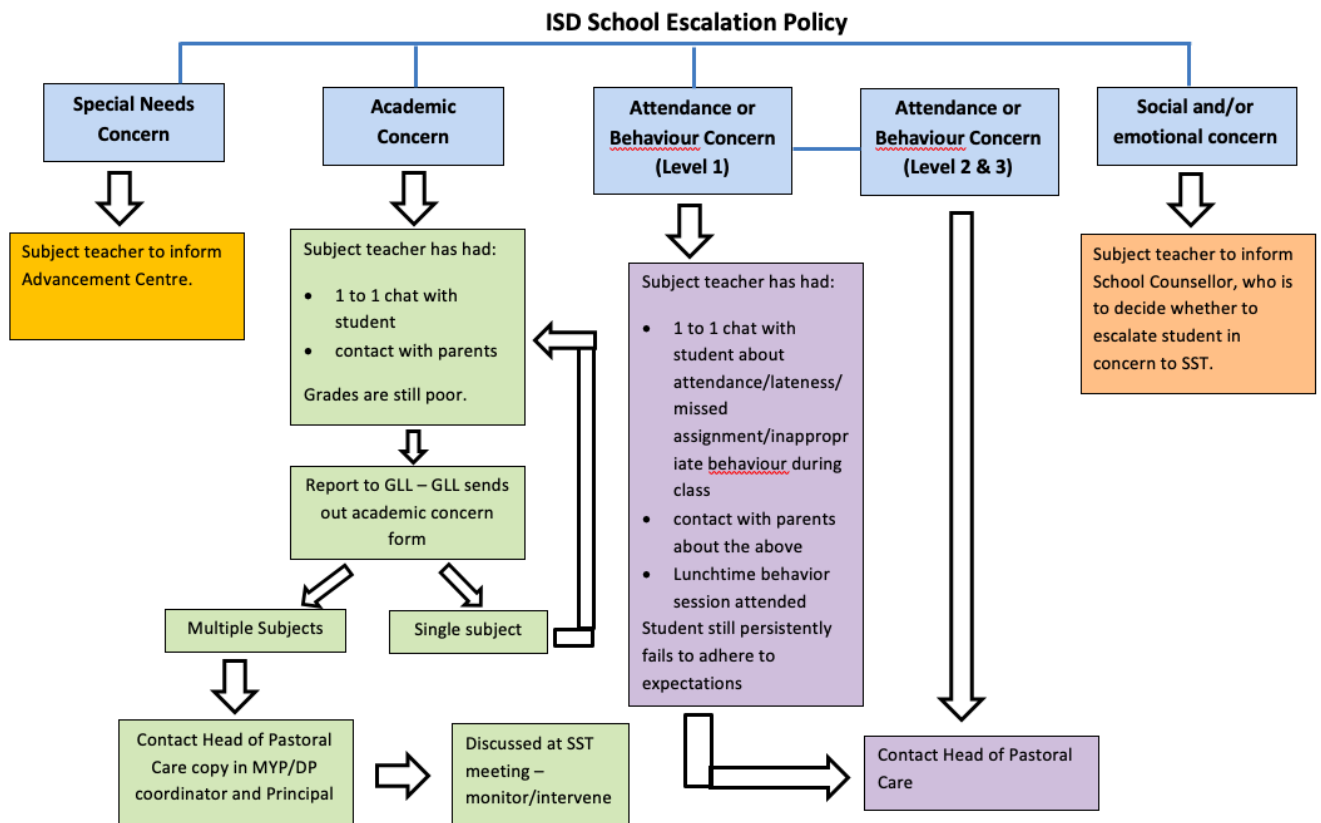
Social/Emotional (Please check all that apply)

- 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: Escalation procedures Secondary school



Appendix 5: The ILP and Review Cycle

ILP: Advancement Center			
Student:		Case Manager:	
Student ID No:		Grade Level Teacher:	
Date of Birth:			
Parent/Guardian:		ILP Date(s):	
Home Language:		Level of student in Primary Advancement Center:	
Strengths:		Challenges:	
Documentation of Psychoeducational testing and/or medical:		Possible Successful strategies:	
<i>(Add/delete as required)</i>			
Target 1:			
Current Level:			
Strategies:			
Assessment:			
Target 2:			
Current level:			
Strategies			
Assessment:			
Placement: Advancement Center level: 2 3 4			
Support required (Highlight in bold): Intensive/Very High/Moderate			
Level:			
Required for out of class	Total amount of sessions:	Required for in of class	Total amount of sessions:

support		support	
Schedule:	Period of time(s):	Schedule:	Period of time(s):
Subject		Subject	
Co-Planning (add rows as required)		Co-Teaching	
Subject	Teacher(s)	Subject	Teacher(s)
Intensive Support	Teaching Partner:	Scheduled meeting:	
Accomodations	Recommendations:		
Modifications:			
Subject:		Teachers:	
Referrals and/or Additional Recommendations/Comments:			
Concerns the parent wants addressed in this ILP to enhance the student's education:			
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: Modified Curriculum Plan

Modified Curriculum Plan STUDENT

School: International School Dhaka

Head of Secondary: Chris Boyle

Advancement Centre Coordinator: Mira Van der Wielen

Student Name: Gender: Date of Birth:
Current Grade: School Year:

REASON FOR DEVELOPING THE Individual Curriculum Modification Plan:

School Placement Decision

--

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

--

STUDENT'S STRENGTHS AND NEEDS

Areas of Strengths and Needs

Information Source	Date	Summary of Results

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE ICMP APPLIES

- 1. Maths
- 2.
- 3.
- 4.
- 5.

- 6.
 - 7.
 - 8.
-
-

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

Subject	Assessment Accommodations	Instructional Accommodations
Maths		

To be completed for each subject/course with **modified expectations** and/or each **alternative program** with alternative expectations

Subject: Math

Current Level of Achievement: 1

Current Level of Achievement for Alternative Program: 4

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative

program.

Learning Expectations (List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period.	Teaching Strategies (List only those that are particular to the student and specific to the learning	Assessment Methods (Identify the assessment method to be used for each learning expectation)
Grade -		

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Appendix 7: ISD Advancement Centre levels of support

(March 2021)

A general definition for International School Dhaka is that a student with learning difficulties can access the regular curriculum with;

- some limited or short term additional adult intervention,
- some limited additional time to complete tasks, or
- some limited adjustment to expectations.

And / or

- requires a modified programme of instruction in a particular subject area,
- needs significant ongoing adult intervention to access the curriculum
- is unable to meet the requirements of the programme for a sustained period

Levels of Support

The support that is provided is defined by different levels.

Level of Support	Level	Services Provided
Monitoring level	Level 1	0 - 2 EAL / Learning Support sessions Monitoring of progress across subject areas
Moderate Support (MLS)	Level 2	1 - 4 EAL / Learning Support sessions per week: <ul style="list-style-type: none"> - These can be push-in or pull-out support - Pull-out support happens predominantly in small groups
High Support (HLS) Student has a full Ed-Psych report supporting this support.	Level 3	4 - 12 EAL / Learning Support sessions per week: <ul style="list-style-type: none"> - These can be push-in or pull-out support - Pull-out support happens predominantly in one-on-one sessions - Student can have a modified (reduced) curriculum or modified content.
Intensive Support (ILS) Student has a full Ed-Psych report supporting this support.	Level 4	All possibilities described for a level 3 student plus this student requires help from a shadow teacher to access the academic programme. <ul style="list-style-type: none"> - Student can have a modified (reduced) curriculum or modified content.

Appendix 8: 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 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.

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

ADOPTED 11TH MAY 2016

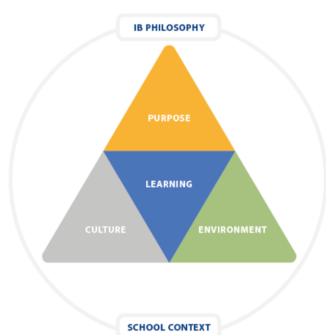
Belief Statement

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 9: IB standards and practices

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



Standard: Student support

Practice: Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Standard: Creating positive School Cultures

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Standard: Approaches to teaching

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

Standard: Approaches to assessment

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Appendix 10: Accommodation and modification at ISD

(version: March 2021)

Introduction:

As an IB World school, students at ISD follow three programs, the PYP, MYP and DP. Specific learning outcomes are described in the PYP scope and sequence, the MYP subject group overview (SGO) and DP course outlines.

Many students with additional needs or significant learning challenges will be able to achieve the learning outcomes for subjects or courses with no or minor accommodations. Some may be able to achieve the learning outcomes of some subjects or courses with accommodations. A small proportion will need to work on individualized outcomes, goals different from the curriculum; this is referred to as modification.

The ISD team emphasises inclusion, aiming to secure learners' participation and ensure equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.

Both PYP and MYP programs allow students to show their understanding in different ways, which helps us to accommodate students with additional needs.

Accommodation:

At ISD, Accommodation refers to the changes in the way students access learning and demonstrate what they know and can do, without changing the standards they are working towards. Accommodations will be mentioned in a student's ILP.

Accommodations can be divided into 3 areas:

1. Instructional accommodations
 - Audio tapes, electronic texts, or a peer helper to assist with assigned readings;
 - Further scaffolding or chunking of information or concepts and/or advance organizers/graphic organizers to assist with following classroom presentations;
 - Support to develop and practice study skills; for example, during support sessions in the Advancement Centre;
 - Pre-teaching key vocabulary or concepts; multiple exposure to materials.
 - Calculators, formula sheets, dictionaries, thesaurus, note sharing, lecture/slides notes, Cliffnotes, study guides, book summaries
2. Environmental accommodations
 - Seating, noise reduction, study carrel, low stimulus area, movement options, cueing and hallway routines.
3. Assessment accommodations
 - Access to a computer for written assignments / assessments (e.g. use of word prediction software, spell-checker, idea generator, text to speech/speech to text facilities);
 - Alternatives to written assignments to demonstrate knowledge and understanding;

- Extended time to complete assignments or tests, stop-watch breaks, white noise or sound reduction appliances, separate room.
- Alternative for reading assignments/assessments to access knowledge and understanding for non English subjects. e.g. reader, audio or large print options
- Use of calculator, formula sheets

Modification:

Refers to a change in *what* is being taught to or expected from the student, and is based on identified special learning needs of a child in the learning support program. When a student receives modification, he or she is working towards expectations that differ in some way from the regular grade expectations.

Modifications may involve raising or lowering grade level expectations or may include significant changes to the number and/or complexity of learning expectations within a subject. Two forms of modification are possible:

1. Curriculum modifications:
This happens when a curriculum content expectation is altered / removed for a student for a particular time for both formative and summative assessments.'
2. Program modifications:
This happens when the course of a student in one of our programs (PYP or MYP) is changed, for example when one subject is taken away in lieu of learning support.

In many cases, modifications are part of an educational program for a student with additional needs and need not be a permanent solution. Whether modification is necessary, should be reviewed every semester.

Reasons to start modifications.

As a rule of thumb modification starts “when a student cannot do the work and it is not healthy for the student to do the work.” Multiple criteria (at least 3) are needed to back this statement up, before a decision is made about a student needing modification. Modification is always discussed with parents in multiple meetings and is also discussed in PLT (Primary School) and SST (Secondary School).

Possible criteria are:

- An Educational Psychology report, a report from a psychiatrist or physician supporting the need for modification;
- A MAP score showing significant low or high scores(0 - 16th %tile or above 95th %tile)
- A language assessment showing significant delay, assessed by a speech pathologist.
- A WIDA assessment showing a proficiency level of 1 or 2.
- Teacher referral (at least 2) about the wellbeing of a student continuing in a specific subject/course.

For any student receiving modifications, a modified curriculum plan will be developed specifying the changes that have been made to the curriculum. Any formal report going to parents (e.g. report cards at the end of a semester, a diploma or a transcript) will have a disclaimer notifying the reader of modification for a particular subject.

Rationale for this appendix:

This document was written by the Advancement Centre team in February - March of 2021
A recording of our last review meeting can be found [here](#)

Before creating this document, the following publications have been read by members of the team as a reference:

[A guide to adaptations and modifications](#)

[Canadian Learning Modifications](#)

[Disapplication of the national curriculum \(UK\)](#)

[Curriculum modification criteria \(from understood.org\)](#)

[Meeting student learning diversity \(IB, 2018\)](#)

[NFI Practical guide](#)

Appendix 11: Review cycle of ISD Inclusion policy

Date:	Review content:
2013-2014	SEN Policy
2018	SEN policy full review and updated with current practices and procedures SEN Policy → Inclusion policy
December 2019	Yearly review of policy, appendices updated Added Modified Curriculum Plan
April 2021	Yearly review of policy, Updated IB standards and Practices (PSP) Updated SST procedures in Secondary School Added description of modification and accommodation Added Learner Profile
January 2022	

Appendix 12: bibliography

Works Cited:

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“Mission – International School Dhaka.” *International School Dhaka*, www.isdbd.org/about-us/mission/. Accessed Oct. 29, 2018.

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Candidates with assessment access requirements. IBO, 2017