

### **Philosophy and Purpose of the Inclusion Policy**

The Canadian International School of Beijing (CISB) Inclusion Policy supports our core belief of 'Creating a safe environment of understanding and respect'. It is our belief that students with exceptional needs can reach their full potential with the guided care and support offered by CISB. Our goal is for all students to become independent, motivated and life-long learners.

### **Objectives of the Inclusion Policy**

The Inclusion Policy at CISB ensures that all stakeholders must actively support the achievement of the following objectives:

- Ensure that students with exceptional needs have maximum access to the whole curriculum and are supported according to their needs
- Encourage a shared responsibility to support the Inclusion Policy
- Allow the Guidance Counselor access to school decision making processes
- Ensure that staff members provide equal opportunity for students with exceptional needs and maintain high expectations for all students
- Use differentiated instruction and assessment to meet the needs of all learners
- Encourage students to have an active role in their learning
- Encourage co-operative planning and teaching by all staff in support of the policy
- Provide an inclusive climate that supports the attributes of the learner profile in all settings
- Develop partnerships with outside professional agencies and/or skilled individuals to identify, assess and assist in providing support for students with special educational needs

### **Admissions Policy and Exceptional Needs Students**

CISB's admissions policy sets out the criteria for admitting students to the school. We may not be able to meet the needs of all exceptional learners due to a lack of resources (ex. material, space, supports, etc). The Admissions department will consult with the Pre-School/Elementary and Middle/High Principals before accepting students with known exceptionalities into the academic programs offered by the school.

### **Addressing Exceptional Learners**

Exceptional learning needs can arise at any time. When exceptional learning needs are suspected, the teacher will inform the appropriate principal. The principal, in collaboration with appropriate staff, will investigate the potential need.

This may include the following methods:

- Liaison with parents
- Liaison with teachers
- Review previous education history

- Document observations in the classroom
- Referral requests/requirement to parents for formal assessments by educational psychologists to identify special education needs, if necessary
- Utilize (where and when appropriate) expert advice from an educational psychologist or other outside agency

As soon as evidence has been collected, the principal may call and chair a meeting.

Attendees may include:

- The student
- Parent(s)/Guardian(s)
- Subject teacher(s)
- Department head
- Coordinator
- Guidance counselor and/or external educational support

During this meeting, the team will review and draft a copy of a plan to better meet the needs of the student. This plan will possibly specify the student's learning objectives, the way they will be achieved, the staff that will be responsible and the time frame for evaluation and review. All of which will be guided by the Assessment Policy (please see the Assessment Policy for further details) and subject to CISB's staffing, material and physical limitations. A record of the plan will be placed in the student's cumulative file in the main academic office.

The IBO permits for allowances for IB external examinations based on medical evidence. Application for such allowances must be made through the IB program coordinator following the processes laid out by the IBO.

In situations where CISB's resources are insufficient in accommodating the student's exceptional learning needs, the student may be de-enrolled.