
CISB INCLUSION POLICY

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1.0 Philosophy and Purpose

The Canadian International School of Beijing (CISB) Inclusion Policy supports our CISB school values of 'Community', 'Respect' and 'Safety' and our learning statement that 'learning at CISB is differentiated and rigorous'.

CISB believes that all students have the right to an education that is adapted to meet academic and personal challenges, while providing opportunities for students to utilize their strengths and abilities. All teachers are inclusion teachers.

It is our belief that those who are considered gifted or those who need additional assistance can reach their full potential with the guided care and support offered by CISB. Our goal is for all students to become compassionate, inquisitive, successful and balanced.

CISB follows the legal framework of the People's Republic of China as outlined in the [Compulsory Education Law of the People's Republic of China](#). Of particular note are Articles 29 & 34.

Article 29 - A teacher shall, during the course of education and teaching, treat his students equally, pay attention to their individual differences, teach students on the basis of their aptitude and shall promote full development of students.

Article 34 - The educational and teaching work shall be in line with the education rules and the characters of the physical and mental development of students, be geared to all students, impart knowledge and enlighten people, integrate moral education, intellectual education, physical education and aesthetic education in the educational and teaching activities; and to focus on the cultivation of the students'



independent thinking ability, creation and practice ability so as to promote the all-round development of students.

The Inclusion Policy at CISB ensures that all stakeholders actively support the achievement of all students in our care.

To meet the expectations of the Compulsory Education Law of the People's Republic of China at CISB we:

- Encourage a shared responsibility to implement and support the Inclusion Policy through teaching activities and co-curricular activities
- Ensure that students with exceptional needs have maximum access to the whole curriculum and are supported according to their needs based on diagnostic and ongoing assessment. This could include student support plans for enrichment or scaffolding, support from the school's Guidance Counselor and or Administrator as necessary and appropriate.
- Include the Counselor/School Psychologist in decision-making processes as it pertains to students' needs
- 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 play an active role in their own 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

2.0 Admissions policy and the needs of Gifted or SEN students.

CISB's admissions policy sets out the criteria for admitting students to the school to ensure we can meet the needs of each student admitted to the school. 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.

2.1 Addressing Exceptional Learners

Exceptional learning needs can arise at any time. When exceptional learning needs are suspected, the teacher will inform the appropriate principal/school administrator. The school administrator, Guidance Counselor/School Psychologist and other appropriate staff will investigate the potential need.

This may include:

- Liaison with parents
- Liaison with teachers
- Review previous education history
- Classroom observation to student needs/behaviours
- Referral requests/requirement to parents/guardians 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 school administrator 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 withdrawn.

2.2 Responsibilities

Teaching staff:

- Familiarise themselves with the students' history/background
- Differentiate to best support any students with barriers to learning
- Collaborate with colleagues to differentiate learning materials with the BML/EAL teacher to effectively scaffold learning for all students
- Communicate to Administration any concerns regarding students with potential barriers to learning
- Creating and maintaining a safe and effective learning space
- Set meetings and communicate with any stakeholders regarding student learning needs
- Record observations to maintain sufficient documentation
- Support students in their personal/academic goals related to ATL skills

Administration/IB Coordinators/Counselors:

- Update teachers about any updates from the IB about inclusion
- Provide teachers with access to professional development and training to support students with learning barriers
- Communicate with teachers and incoming staff about history/background of current and incoming children with barriers to learning

Students:

- Follow all CISB Policies and Procedures
- Active in providing input into learning engagements
- With support from the teacher, as appropriate develop personal/academic goals
- Provide reflections (written or verbal) on personal/academic goals and ATL growth

Parents/Guardians:

- Keep communication open with teachers about any updates/medical information that pertains to the students learning
- Support child at home through plans made by the school
- Ensure the child arrives at school with necessary provisions (e.g. ICT backpack, medication etc)

11.0 Related Documents

11.1 Policy No: AD001 Admissions Policy & Procedures

12.0 Approved By

Douglas K. Prescott - Head of School