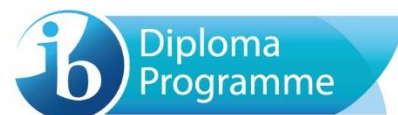




CHRISTIAN ALLIANCE
INTERNATIONAL SCHOOL
宣道國際學校



IB Inclusion Policy



Inclusion Policy

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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.

CAIS MISSION STATEMENT

To cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.

CAIS VISION STATEMENT

At Christian Alliance International School, we aspire to be the best school *for* Hong Kong, *for* the world, and *for* Christ.

THE IBDP LEARNER PROFILE

The IB Learner Profile is a set of ten qualities we desire in our students.

IB Diploma students 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.

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.

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.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening to the views of other individuals and groups.

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.

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.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive change in the lives of others and the world around us.

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.

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 the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

INTERNATIONAL-MINDEDNESS

In line with our school ethos and that of the IBO, we strive to foster an environment of caring individuals who promote a better world through intercultural understanding and respect. Our IB policies on Language, Assessment, Inclusion, Admission, and Academic Integrity are integral in helping us fulfill this aspect of our mission.

1. INTRODUCTION

According to the International Baccalaureate Organization (2016):

“Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access refers to providing equitable educational opportunities in learning, teaching, evaluation/ assessment and all other aspects of school life to all students by making space and provision for the characteristics that each person brings.”

Christian Alliance International School follows the inclusive classroom model which provides a student-centered curriculum that differentiates based on student needs. Class expectations and routines are established by classroom teachers and known by students, thus creating a safe learning environment. Teachers plan collaboratively to support the diverse learning needs of our students. If additional support for differentiation is needed, teachers and students will work with the Learning Support teachers and/or ELL teachers to develop additional strategies for learning. The level of additional support may vary depending on the needs of the student.

In an inclusive classroom, a collaborative approach is the key to creating a successful learning environment. Inclusion may support the learning needs of students in the classroom or with the learning support teacher.

2. PRINCIPLES

Inclusive assessment arrangements should meet both IBDP and Alberta standards, while some of the requirements are highlighted here. The International Baccalaureate Organization (2021) states:

- Student support 2: The school identifies and provides appropriate learning support (0202-02).
- Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03).
- Student support 4: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04).

3. DEFINITIONS

CAIS defines learner variability as that which embraces all students with academic, physical, social or emotional needs. The school aims at addressing each of these for the student to be successful.

4. LEGAL REQUIREMENTS

The IB Inclusion Policy at Christian Alliance International School is carefully aligned with the policies, guidelines and philosophies of both the Hong Kong government and International Baccalaureate Organization. CAIS is required to fulfil its legal obligations as they relate to education. This includes attending to each section in the HKSAR Government Ordinances, namely the *Disabilities Discrimination Ordinance* (DDO) 2013, and the HKSAR Government Education Bureau Circular No 33/2003, *The Principle of Equal Opportunities*, from which the following key statutes may be noted:

- Schools should identify students with special learning needs at an early stage and make reasonable adjustments, which include setting reasonable learning objectives, designing effective teaching methods to reinforce students' learning abilities and skills, and enhancing their interest and confidence in learning. Moreover, schools should understand the physical conditions of those students with chronic illness, and the effects of such illness on their learning. Where necessary, schools should adjust the learning activities in class to ensure that students with or without disabilities will have equal opportunities in the domain of education, and that they will receive, and participate meaningfully in, local education.
- Schools should ensure that students with special educational needs will be able to receive the same guidance and study the same curriculum as other students. However, when these students encounter difficulty in learning because of their disability, schools should make adjustments and accommodation in the curriculum to cope with their individual needs.

(Government of the HKSAR, 2003, pg. 4-5)

5. OUR AIMS

- 5.1 Ensure that all school facilities are accessible to all members of the community.
- 5.2 Encourage and promote the willingness to creatively reorganize physical spaces and classroom orientation and structure so that it is accessible to all members of the community.
- 5.3 Daily interactions with an affirmative, responsive environment in order to promote a sense of belonging, safety and self-worth for every student at school, which act as the agency to affirm identity building and empower personal freedom.
- 5.4 Collaborative practices among all teachers are promoted.

- 5.5 The Senior Leadership Team is involved in developing effective strategies to increase access and participation in our school community. Staff, parents, and students experience being part of a community that embraces inclusion in ways that are hospitable, compassionate, respectful, restorative, and safe. A strategic plan is in place to challenge the entire school community in our school's mission and vision with the values of integrity, love, service, community, and wisdom. Students learn within a culture of excellence with Christ's character permeating every aspect of their school life.
- 5.6 Collaborative teaching and learning practices are a feature of the school organization in weekly school assembly meetings, Pastoral Care and Advisory Group planning, and chapel. Both students and teachers share ideas for activities in collaborative learning from a biblical framework for the different grade levels.
- 5.7 There are three main foci of inclusion strategies: (A) Counseling Services, (B) Learning Support services, and (C) English Language Learning (ELL) support services.

6. SERVICES PROVIDED TO STUDENTS

6.1 Counseling Services

Target students: All students are included in the counseling services.

Scope of Area: Career; Academic; Emotion; Social/ personal matters will be addressed with certified counsellors.

Services providing: Following the international school counselor model as well as the comprehensive guidance program, CAIS counselling team will provide the below components under the organizational framework:

A. Guidance curriculum and Activities

Guidance curriculum is based on guidance content that all students should learn in a systematic and sequential way.

- i) Seminar and fair
 - Academic
 - Course selection seminar
 - Alberta and IB curriculum
 - Career
 - International University fair
 - Career Planning Night
 - Emotion
 - Emotional identification
 - Stress management
 - Social/ personal
 - Basic Counselling skills
 - Theory in counselling
 - Understand limitation and referral

- ii) Workshops
 - Career
 - Inviting Universities Representatives to share and discuss in small group setting.
 - Inviting IELTS representatives to share and discuss in small group setting.
 - Inviting Canada Embassy representatives to share and discuss in small group setting.
 - Social/ personal
 - Inviting Alumni to share and discuss
 - Inviting parents/ alumni to share and discuss
 - Refer to Strategy Games club
 - Refer to Social Skills Group

- iii) Classes
 - UniPrep 12
 - UniPrep 11
 - Career and Life management 10 (CALM)

There will be Uniprep 11, 12 based on the arrangement of one 50 mins class per week. CALM 10 will be arranged which based on the arrangement of three 50 mins class per week. Major topics covered are as follows (Modified version from Bridge-U)

Grade	Months	Actions
G.12 Uni prep	Aug to Oct	Finalize University List
	Oct to Feb	Application Submission
	Mar to Jun	Offers/ Acceptances
G.11 Uni prep	Sep to Dec	University Exploration
	Nov to Feb	University Shortlist
	Mar to Jun	Personal Statement/ Recommendations/ References
G.10 CALM	Throughout year	Career Exploration; subject exploration; Strengths Exploration

- iv) Peer mentorship Program

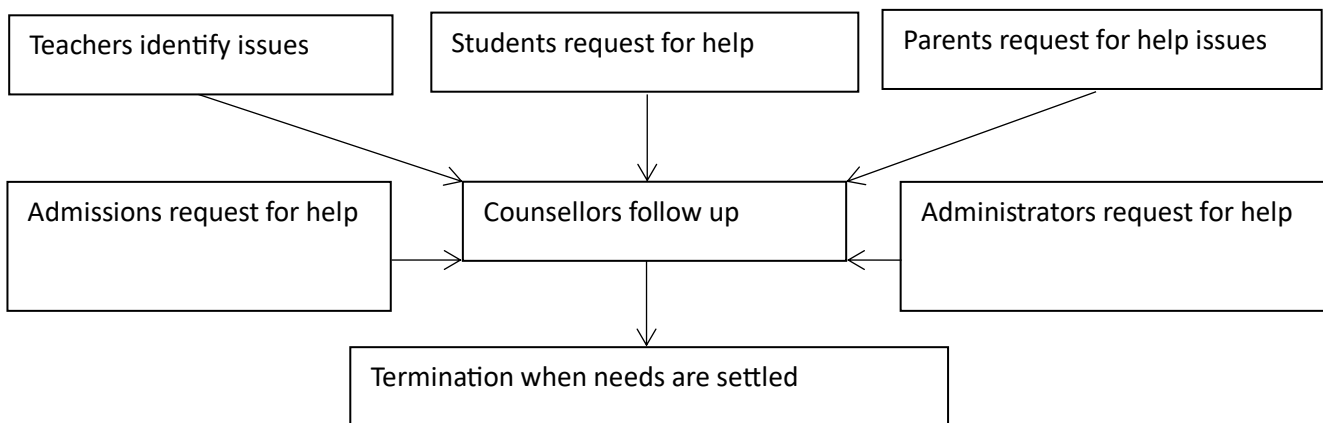
Peer relationship is always regarded as one of the most precious elements for students. Inevitably, when students face difficulties, they usually seek help from peers. It is helpful to provide a platform for students to get to know some Seniors who have experienced similar situations. At the same time, it is important to provide a safe, supportive and supervised environment for mentors to reach students in need. We regard this program as one of the preventive programs of the counselling service. It is believed that this program could not only provides students who want to help others learn solid counselling skills, participating in real-time experiences and receiving supervision from counsellors; but also is beneficial to students who need extra social help.

- Train senior students to become student mentors
 - Our Peer mentors undergo certified training program provided by external provider.
- Provide opportunity for mentors to care the school community
 - Work closely with the learning support team to provide an inclusive environment.
- Provide supervision for mentors
- Small group activities initiated and organized by mentors
- One on one peer's activities
- Help new students to adopt to school environment
- Help mentees to build up social network and skills

B. Individual planning

The purpose of the individual planning component of the guidance program is to provide all students with guidance activities to assist them to plan for and monitor and manage their personal- social, educational, occupational development.

Referral Process:



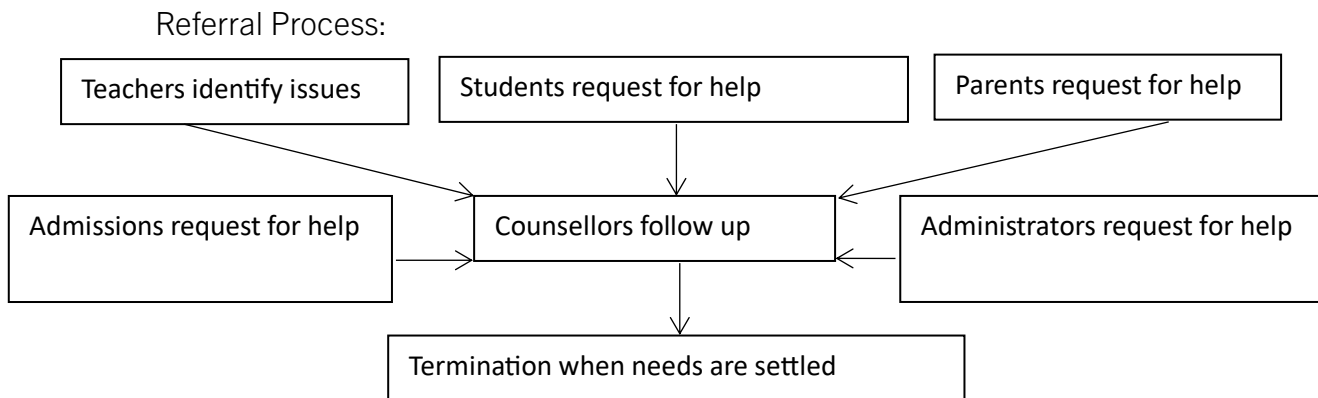
Academic/ Career Individual Counselling

- Adopting John Holland’s Self Direct Search model
- Assessment details could be find in the below website:
<https://pdfs.semanticscholar.org/48c1/e5dcc98f848e890f20c34f211dbc847275fd.pdf>
- Exploration towards personal attribution, interest and ability
- Exploration towards working environment with the help of O’net
- <https://www.onetonline.org/>
- Exploration towards career options
- Exploration towards higher education institutions options
- Assist with Personal Statements
- Assist with reference letters
- Advising

- Course changing

C. *Provide responsive services*

The purpose of this component of the organizational framework is to work with students whose personal circumstances, concerns, or problems are threatening to interfere with or are interfering with their healthy personal, social, career and educational development.



Emotional/ personal/ social individual counselling

- Follow up with students in need

Confidentiality:

Counsellors will break the confidentiality in three circumstances:

- i) Self-Harm
- ii) Harm to others
- iii) Follow-up due to emergencies which may involve the Police, medical doctors, and any legislative related issues

- Make sure counselling office provides a warm and caring environment.
- Accessible to students.
- Allowing students to seek for counselling support within or after school hours.
- Allowing parents or teachers to make appointments with counsellors.

D. *System support*

The purpose of this component is to work with concerned parties of all students in order to provide continuing, and fruitful support

- Child protection towards child abuses
 - Christian Alliance International School stands by the belief that education is a right, and not a privilege, for all children. We therefore provide a safe and inclusive environment that promotes child learning in a nurturing environment free from bullying, harassment, abuse, or harm. We abide by, and partner with, local government agencies and organizations in Hong Kong (Social Welfare

- Department and the police departments) for reporting, investigating, and protecting any child that school personnel suspects or identifies as a child safety or safeguarding concern. CAIS also reviews local and global practices frequently to ensure that school leaders, teachers, and staff remain informed on mandatory reporting policies and adhere to local laws to greater benefit and promote our healthy and inclusive school culture.
- At CAIS, all teachers at the start of the new academic school year, must undergo mandatory reporting training to familiarize themselves with the Child Protection Team and ways to report suspected cases of child abuse or safeguarding concerns.
- Profession (Professional) Development to teacher
 - Suicidal intervention
 - Response to emotional wellbeing
 - Introduce Comprehensive Guidance Program and referral process
 - Response to students' anxiety
 - Profession Development for counsellor
 - Join Hong Kong Professional Counselling Association
 - Receive supervision from professional supervisor
 - Join Hong Kong School Counsellor group
 - Participate in different International Counselor conferences and events.
 - Parents Workshops
 - Building Resilience for Emotional Development
 - Under Understanding and Supporting your child's mental and emotional needs
 - Working with, making referral, and following up with but not limited to the below area specialists:
 - Clinical Psychologists
 - Educational Psychologists
 - Therapists
 - Psychiatrists
 - Social Workers
 - Speech-Language Pathologists
 - Occupational Therapists
 - Physical Therapists
 - Physicians
 - Counsellors
 - Learning Support teachers
 - Nurse
 - Doctor
 - Teachers
 - Building up a designated Academic and Career Guidance Centre

6.2 Learning Support Services

Interventions Provided for Students

The goal of CAIS Learning Support is to provide access to the curriculum within the least restrictive environment. In most cases, the mainstream classroom-facilitates instruction, and the learning support teacher works collaboratively following an inclusive approach. In a few cases, a pull-out for intervention may be beneficial. Teachers and Learning Support Specialists assess the needs of students and provide any special services or materials that may be required for differentiation. Interventions may be included.

Inclusive access arrangements

Once a student is admitted into a school, it is the responsibility of the school to meet the student's learning needs. This includes provision of access to learning and teaching with suitable access arrangements. Inclusive access arrangements should meet both IBDP and Alberta standards. Some of these arrangements are highlighted below:

- a. All requests for inclusive assessment arrangements will be reported to IBDP coordinator and be submitted online by the IBDP coordinator and must specify exactly which arrangements are being requested.
- b. All requests for inclusive assessment arrangements must be submitted at the beginning of school year, in order to receive accommodation towards Internal Assessment.
- c. All requests for inclusive assessment arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examination session. All requests for re-evaluation of decisions must be submitted no later than 15 January.

As outlined in the IBO document, *Access and Inclusion Policy*, some frequently used Interventions and Accommodations include:

- Alternative Testing Environment
 - Seating Arrangement
 - Separate Area
 - Separate Room
- Access to modified papers
 - Enlarged Print
 - Colored Paper
 - Electronic Version
 - Modified Version
- Access to additional time
 - 10% Additional time
 - 25% Additional time
 - 50% Additional time
- Access to writing
 - Scribe
 - Use of Word Processor
 - Speech Recognition Software

- Access to reading
 - Reader
 - Reading Pen
 - Reading Software
- Accommodating Attention Needs
 - Prompter
 - Supervised Break
- Accommodating Hearing Needs
 - Headphones
 - Connection to Hearing Aids
 - Sound Reducing Headphones

Inclusive access arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment. All requests for inclusive access arrangements must provide relevant psychological/ medical reports as a supporting document. Each request for access arrangement will be judged by the IBO on its own merit.

As many students as possible are given the opportunity to participate in the IBDP curriculum. The extent to which they are able to participate is defined within the following documents:

- Individualized Program Plan (IPP)

Individualized Program Plans (IPPs) are required for all students with special needs, including those with learning disabilities. IPPs are:

 - Written commitments of intent by education teams to ensure appropriate planning for individual students with special needs
 - Working documents and records of student progress
 - Collaborative team efforts involving students, parents, regular education teachers and resource personnel
 - Based on a belief in individualized programming and developed to address the specific needs of individual learners
 - Instructional guides for teachers
 - Administrative documents that help monitor and evaluate students' educational progress and programs
 - Guides for transition planning.
- Instructional Support Plan (ISP) (Adapt and modified based on the response to Intervention (RTI) approach)

The Instructional support plan aims at supporting students in need within short period of time, together with the consensus with school administrator, counsellor, teachers, parents and student.
- Individualized Scheduling

These documents are reviewed annually and updated regarding the progress and performance of these students and reports are maintained in a secured location.

SUPPORTING DOCUMENTATION

To submit requests for access arrangements during the IBDP examination, two forms of supporting documentation are required to be uploaded to the online application “Request of inclusive assessment arrangements”.

Psychological/ psycho-educational/ medical report

A psychological / psycho-educational / medical report may be written by medical, health, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence. The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the candidate to write or be involved in the writing of the report. All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator’s request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.
- be based on the candidate’s performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

Educational evidence from the school

Educational evidence can be a letter/observational report from the coordinator and/or the candidate’s subject teacher(s) outlining any difficulties that may be apparent in class plus a brief summary about the arrangements provided to the candidate in order to access learning and assessment.

Educational evidence can also be provided by way of a detailed individualized program plan (IPP) for the student or a sample of work done under timed conditions without the assessment arrangements that are being requested.

6.3 English Language Learning (ELL) support services

In line with the Language Policy, there are four main strategies to help students on language support: (i) push-in, (ii) additional language support, and (iii) additional resources and (iv) teacher coaching.

Push-in

The partnership between the English Language Learning (ELL) teacher and the classroom teacher is the mainstay of the language support system for IB students with additional language needs, as it creates positive alignment and collaboration for all three parties (inclusive of the

student). Should the need arise, the ELL Department will schedule its teachers into key classes to allow the time and space for the ELL teacher to observe the language-rich content and develop scaffolding activities for the students who are working towards proficiency. In addition to enhancing communication and partnership in teaching practices, it facilitates more authentic links to the subject material and the resources built by the language support teacher outside of class.

Depending on the language needs of a specific student, the ELL Department will schedule additional contact time for supplementary language studies. In this way, the school operates from a premise of collaboration and "push-in", strategically enhancing the language learning process rather than overloading the student with excessive studies and isolating them.

Additional Language Support

The ELL teachers have dedicated learning support rooms for personalized instruction. The strategies and proficiency goals for these students are developed through collaboration with the student, their parents, their subject teacher(s), and the ELL professional.

The ELL department also provides support to students through a program called "ELLevate After School". The structure and focus are as follows:

- **Tuesday or Thursday (3:45 - 4:30):**

Academic language production (speaking and writing fluency). Students should choose one of these days of the week to attend.

- **Wednesdays (3:45 - 4:30):**

Academic vocabulary learning (a peer guided class to internalize specific vocabulary used in lessons)

Teacher Coaching

CAIS acknowledges that most students are not native English (L1) speakers. Therefore, a dedicated teacher coaching program has been developed to ensure that all teachers are equipped with skills to support varying levels of English proficiency within their classes.

7. APPROVAL AND REVIEW DETAILS OF THIS POLICY

Approval and Amendment History	Details
Proposer	Ronald Chan, Sep 2019
Original Approval Authority and Date	Principal/HOS, Sep 2019
Last Update	Ben Myers, Sep 2024
Notes of Changes (last update)	-Addition of section “Legal Requirements” -Addition of legal References -Reference to <i>Access and Inclusion Policy 2022</i> -Major formatting changes
Amendments Authority	Daniel Schick (Principal), Sep 2024 Richard Vanderpyl (HOS), Sep 2024

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