INTEGRITY • VISION • INTELLECT • COMPASSION

Inclusion Policy
Concordian International School

Date Drafted and Revised: September 2014–November 2015 (Inclusion Policy Committee)
MISSION STATEMENT

Concordian International School promotes academic excellence while nurturing young people to become moral and intellectual leaders, people of dignity, integrity and compassion, who want to make a difference in the world.

GUIDING PHILOSOPHY

At Concordian everything we do focuses on our guiding philosophy. We strive to provide:

• a world-class education through effective and innovative teaching based on the principles and objectives of the International Baccalaureate Organization.
• a learning environment that equips students with essential skills, concepts, and knowledge.
• a safe, supportive and positive learning environment to meet the needs of the student.
• opportunities for students to work both independently and collaboratively with the goal of helping them learn to solve problems, meet challenges and develop a respect for the aspirations and perspectives of others.
• a truly international education that enables children to play a full and active role as global citizens and leaders.
• an opportunity to take full advantage of the possibilities for enrichment afforded by the cultural and linguistic setting of Thailand.
• opportunities for students to foster a commitment to world peace based on a spirit of mutual understanding and cultural respect.
• an education program where English and Mandarin are the main languages of instruction.
• students with faculty and staff of the highest quality and encourage continued professional development.
• a sense of community among the students, parents, faculty, and administration, based on open communication, mutual respect, cooperation and concern.

LEARNING at CONCORDIAN

Learning is a natural and engaging lifelong development of individuals and communities driven by curiosity, experiences, and the desire to solve problems. Learning is affected by attitudes, opportunities, and the deliberate teaching of skills to inquire, think, communicate, and collaborate. Through learning, individuals and communities gain understanding, skills, knowledge, attitudes and dispositions, and learners ethically reflect and act on their learning to impact themselves and their relationships to others and the world.
Inclusion Policy

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities”

(International Baccalaureate Organization, 2004).

Inclusion Philosophy

Concordian International School is dedicated to the promotion of academic excellence and strives to provide the highest possible level of challenge for all students, in all aspects of education, including: academic, cultural, sporting and community service endeavors. We celebrate the diversity of our student population and acknowledge that at times, some of our learning community may need additional support to achieve their true and full potential. Concordian is guided by the belief that inclusion is a mindset and not a place or a prescription, therefore this support will be highly personalized, dependent on what is best for the individual and may look different for each learner.

We acknowledge that in order for students to reach their potential, of becoming the moral and intellectual leaders of tomorrow, they need to be provided with the opportunity to learn in the least restrictive and most conducive learning environment possible. This means that all Concordian students will receive meaningful and equitable access to a rich and differentiated curriculum that has been developed in line with the standards and philosophy of the International Baccalaureate Organization and is underpinned by the principle of Universal Design for Learning (Meyer, Rose & Gordon, 2014). Concordian operates with a growth mindset (Dweck, 2006), viewing the diverse needs of our learning community as an opportunity for growth and enrichment of the IB program.

Concordian adheres to the belief that inclusion is an ongoing process of increasing access engagement and removing barriers to learning, it is a journey and not an end point (IBO, 2010). Therefore, this policy should be seen as a working document, developed by a committee of learning support teachers and administrators. It should not be viewed in isolation but rather as part of a greater whole, complementing the school’s Mission Statement, Guiding Philosophy and definition of learning. It is aligned to, and reinforces, the IBO support documents “Teaching students with particular special educational and learning needs – a resource for schools” (2004), “Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes” (2010) and “Meeting student learning diversity in the classroom” (2013).
Purpose
The purpose of this policy is to outline the responsibilities of all stakeholders to ensure the effective delivery of services to learners with additional support or diverse learning needs. This document provides a framework for the delivery of teaching and learning practices, and outlines the provision of services and support available at Concordian. It aims to ensure that all members of the Concordian learning community benefit from an environment that recognizes and values their diverse education and learning needs.

Diversity
The Concordian learning community may include students who need adjustments or adaptations to the curriculum in order to meet their learning needs and to facilitate continual academic growth.

These students may be, but are not limited to:

- Verified students who have additional support or diverse learning needs
- Students identified as performing significantly below grade level
- Students with medical or health issues that negatively impact on their ability to reach their full potential
- Verified gifted students who are driven to pursue further inquiry
- Twice exceptional students whose intellectual ability is high but who also have a verified additional support need

Models of Inclusion in the PYP
Concordian operates under the umbrella of the Gradual Release of Responsibility model (Fisher, 2007). This model aims to support all students to develop the skills and knowledge to be able to independently and successfully participate in the process of inquiry. The use of the GRR model ensures that students are given the optimum level of support in their acquisition and development of these skills and strategies. Please refer to Appendix One for a detailed overview of the implementation of this model at Concordian.

The learning support program at Concordian is based on the Response to Intervention framework. A detailed overview of the implementation of this model at Concordian can be found in Appendix Two. It is a three-tiered approach to the early identification and support of students with learning and additional support needs.

The RTI process begins with high-quality first wave instruction delivered by the homeroom teacher and supported by the ELS, CLS and assistant teachers. This is supported by universal screening of all learners in the general education classroom by the homeroom and learning support teachers.

The RTI process continues the identification of learners with additional support needs who are then provided with interventions at increasing levels of intensity in order to accelerate their rate of learning, address skill or knowledge gaps or other support appropriate to the individual needs of the student.
These services are guided by the Concordian Collaborative Teaching model and may be provided by a variety of personnel, including general education teachers, learning support teachers, and specialists. Please see Appendix Three for a detailed overview of the implementation of this model at Concordian.

At all three waves of intervention student progress is closely monitored in order to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction and are reviewed on a regular basis by the learning support teacher and via multi-team meetings, usually after twelve weeks of intervention.

**Planning and Instruction**

During first wave support it may be appropriate for the learning support teacher to be involved in the collaborative planning meetings for the UOI.

Second and third wave support requires the development of either an Inclusion Support or Individual Education Plan. These plans will be developed using child centered planning techniques, via collaborative planning meetings between the learning support teacher, homeroom teacher, administrators, parents and where appropriate, the student. The ultimate responsibility for the creation of the plan will be on the learning support teacher but all stakeholders are expected to identify the strategies and supports that they will be responsible for implementing during the intervention cycle. The goal of a learning plan is to identify the student’s strengths, priorities for learning and to develop a series of benchmark goals that will allow the student to demonstrate progress. During the second and third waves of intervention it may be also appropriate for the learning support teacher to be involved in the collaborative planning meetings for the UOI.

**Assessment and Reporting**

All stakeholders should meet on a regular basis in order to report and update on student progress. This will be done throughout the intervention cycle on an informal basis and at the end of each intervention cycle through formal multi-team meetings. Parent contact should take place at regular intervals, as needed, to ensure that parents are informed and supportive of their child’s educational needs.

The reporting of student progress is the responsibility of the homeroom teacher. At the end of each intervention cycle the learning support teacher will provide feedback to the homeroom teacher describing:

- What the student is currently able to demonstrate
- The areas in which the student requires further development or support
- Ways of successfully supporting the student in their learning

Unless explicit permission has been given from the IBO, all students receiving support services will be assessed against the same criteria as their peers, according to the IB assessment guidelines and the Assessment Policy of Concordian.
**Accountability and Role**

Concordian is committed to collaborative teaching practices and aims to allocate human resources in a way that best supports the needs of the learning community.

The Learning Support Teacher:
- Is an instructor of academic and behavioral knowledge and skills
- Works with students in the most conducive learning environment for each student. This may be through inclusion, small groups, or individual settings
- Develops Inclusion Support and Individual Education Plans including setting academic and behavior goals
- Develops appraisal documents for students, regularly updates these documents and ensures that all stakeholders are provided with this information
- Is a learning strategist who collaborates with other teachers to provide accommodations and adaptations

**Identification of students with diverse learning needs**

Identification of students with additional support and diverse learning needs is an ongoing process resulting from a collaborative effort between the administration, homeroom teacher, counselor, and the learning support teacher. This process should be undertaken over a period of time and in a variety of environments to ensure that a rich and accurate picture can be constructed of a student’s potential. Any assessments should be viewed purely as a snapshot of a learner’s achievement level on the particular day that they were administered. All students will need to meet the eligibility requirements to receive formal learning support services at Concordian.

Students receiving first and second wave support would require a combination of the following measures to be used during the identification process:
- Professional teacher judgment in conjunction with anecdotal evidence and work samples
- In-class assessments administered by the homeroom teacher
- Specialized assessments administered by the learning support teacher
- Evidence of a lack of response to instruction and/or intervention over a period of time

Students receiving third wave support would require the formal identification or diagnosis of a learning, developmental, medical or neurobiological disorder that impacts upon learning. Assessment for eligibility would typically be via a full psychological educational evaluation conducted by a licensed and registered Educational Psychologist. This assessment should include norm referenced and standardized assessments paired with evaluations and recommendations that will be interpreted by the Concordian Learning Support staff and translated into an Individual Education Plan.

**Placement and admission**

Please see the Admission Policy for a full and detailed overview of the admission requirements of Concordian International School. Once a student has been accepted and enrolled at Concordian they will be supported and nurtured to achieve their full potential, in line with the school mission statement.
Appendixes

The following documents support the Inclusion Policy and process:

1. Gradual Release of Responsibility model
2. Response to Intervention model (attached)
3. Concordian Collaborative Teaching model
4. Addressing Diversity at Concordian

Reference List


**Appendixes:** Response to Intervention model

---

**Three Waves Of Provision**

**Intervention Cycle**

- **Wave 3**
  - Additional highly personalized interventions

- **Wave 2**
  - Additional interventions to enable students to work at age-related expectations or above

- **Wave 1**
  - Inclusive quality first teaching for all

---

**Wave 1**

**Quality First Teaching**

All students are entitled to high quality and evidence-based whole class instruction. This can be described as best practice or universal provision. Students should be taught by their class teacher who is skilled at differentiated instruction and is able to meet the varying needs of their students by providing adaptations and modifications to the curriculum. Instruction should be supported through training and resource provision from the learning support team.

The majority of students are successful when provided with this type of instruction, however when a student has difficulties that can’t be sorted by wave 1 provision, they can be given additional support in wave 2.

---

**Wave 2**

**Small group & 1:1 interventions**

Some students require additional support to succeed. This should be provided through targeted small group interventions (both in and out of class) that use direct instruction methods and are time limited. These should be delivered by the Learning Support Teacher and highly trained teaching assistants. Wave 2 interventions should be an accelerated pace, fill gaps in learning and include specific measurable outcomes. Students should then return to mainstream instruction.

After two successive cycles of wave 2 instruction students who are unable to close the attainment gap between themselves and their peers should be given additional support in wave 3.

---

**Wave 3**

**Intensive support**

Students requiring personalized 1:1 support and a programme that is tailored to their specific needs, should receive this support in wave 3. This is usually delivered out of class by a member of the learning support team. This should be based on the needs of the student, be highly personalized and use direct instruction methods. Steps in learning should be small and achievable, intervention should be time limited and include specific measurable outcomes.

After two successive cycles of wave 3 instruction students who continue to need this level of support should have their cases referred to a multi-team meeting to plan further action.
MYP Inclusion Support Plan

Inclusion Support Process

The MYP Inclusion Support Plan utilizes Response to Intervention (RtI) to support student learning. It is teacher-driven and focuses on differentiation with the subject classroom.

The goal of the plan is to support the MYP curriculum by creating an inclusive classroom by using regular class and after school time within a classroom setting. The plan runs on a quarterly cycle and is informed by data and involves all members of the MYP faculty.

Academic Study Team

The Academic Study Team consists of the Administration, Dean of students, Counselors, Inclusion Support teachers and the Nurse. The Academic study team shares information regarding identified students of concern and recommend a course of action (continuation of monitoring or entrance into the inclusion support process). The team will also examine evidence of students currently receiving inclusion support to determine the course of action as outlined in the learning support plan. The finalized course of action as decided by the Academic Study team will be reported to the Principals/Director. The final decision for action is made by the Principal.

Inclusion Support Team

The Inclusion Support Team consists of the learning support teachers that work directly with teachers and students in supporting instructional needs.

The MYP Inclusion Support Plan measures a student’s academic growth and uses validated interventions. The plan focuses on students with instructional deficits and monitor the student’s progress over time by measuring student’s academic growth. Students progress is monitored using:

- Progress and Semester Reports
- Managebac Assessment Overview
- Teacher’s and counselor’s feedback
- Parents’ feedback
- Homework Completion information
The process of Inclusion support is outlined below:

Students of Concern are identified by subject teachers who submit the Student Learning Feedback Form. Subject teachers monitor students for low assessment performance, difficulty following instructions, organizational difficulties and/or lack of improvement in response to differentiation strategies.

**In Stage 1 Support-Monitoring,** subject teachers implement appropriate differentiation strategies and are provided with differentiation support from D of C&I, Subject team leaders, co-teachers and the Inclusion Support team. The subject teacher and the Inclusion support team monitor student progress for improvement.

**In Stage 2 Support-Focused Differentiation,** subject teachers provide Individualized Differentiation (focused strategies, after school support) and continue to monitor progress. The Inclusion Support team provides focused monitoring of progress and provides instructional support (specific Differentiation Strategies) to the subject teachers. Students who are not progressing following stage 2 inclusion support will begin the learning Support Referral process.

**In Stage 3 Support-Individualized Education Plan,** the Inclusion Support Team provides intensive instructional support directly to the student. A Psycho-educational assessment organized through the Academic Study team is required for students receive Stage 3 support.
**Learning Support Referral Process**

If it is recommended by the Academic Study Team that a student enter Stage 3 of the Inclusion Support Process, the following will occur before the support begins:

- Informational meeting with the student and parent(s)
- Request for Psycho-educational assessment and analysis by learning support team
- Examination of evidence by the Academic Support team meeting
- Proposal of IEP to Parents and Academic Study Team

**Request for Assessment**

Concordian International School requires the parents of the student to obtain the **Psycho-educational Assessment** from an outside agency for their child at their own expenses.

Prior to a request for Psycho-educational Assessment for a student suspected of having learning needs, the Academic Study Team has to make one of the following determinations, and include appropriate documentation in the student’s educational record:

1. The interventions, carried out through the MYP /DP Inclusion Support Plan, have been unsuccessful in addressing the areas of concern for the student.
2. The severity of learning needs which requires immediate attention to address the areas of concern for the student.

**Instructional Program: MYP and DP**

Concordian International School supports the policy of the International Baccalaureate Organization regarding students with learning support requirements and assessment access requirements: “The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized” (*Handbook of Procedures for the Diploma Programme*).

In regard to the above, Concordian International School offers an array of accommodations for students found eligible to receive services. These individual needs may include but are not limited to specific learning disabilities, communication and speech difficulties, social, emotional, and behavioral difficulties, or multiple disabilities. Accommodations are offered in accordance with a student’s IEP, and thus accommodations vary from student to student.

Subject teachers are referred to "Meeting Student Learning Diversity in the Classroom"(May 2103) for strategies and resources to support students, and use collaborative departmental meeting time to discuss successful support strategies.
**Individualized Education Plan (IEP)** for a student with learning needs will be developed, reviewed and revised in collaboration with subject teachers, a counselor, an Inclusion support teacher, and parents. The IEP will be reviewed annually, and revised as the needs of student change during the school year with the parents’ consent.

The IEP is a management tool that is used to document the student’s strengths and challenges, student’s learning goals, special education related resources and service delivery models, psychologist’s recommendations for classroom interventions, and inclusive assessment arrangements (IAA) for MYP/DP assessments, Mid-term, and Year-end examinations.

The IEP serves as a communication device for parents and educators to work together as equal participants for the best interest of the student.

**Inclusive Assessment Arrangements (Accommodations)**

- Additional time (25% - 50%)
- Specialized testing environment
- Rest periods
- Assistance with practical work
- Internal deadline extensions
- Appropriate seating
- Colored overlay
- Usage of computer

Parent and students are informed that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence.

**Evaluation and Reevaluation**

Evaluation means procedures used to determine whether a student has learning needs and in need of specially designed instruction and related services.

Reevaluation of the student with learning needs is the process whereby present evaluation data about the student is reviewed to decide whether or not the student continues to receive specially designed instruction and related services. Reevaluation must occur at least once every three years.

**Professional Development**

MYP Faculty participates in ongoing professional development focused on inclusion and meeting the learning needs of all students. This includes regularly allocated time for sharing of Differentiation practices, off-site and on-site workshop opportunities and in-school sessions focused on inclusion.

The pedagogical leadership team and inclusion support team regularly participate in professional development focused on inclusion and differentiation.