



INCLUSIVE EDUCATION POLICY

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1. Purpose

- The primary purpose of the Inclusive Education Policy at The International School of Macao (TIS) is to recognize the individual learning needs of students and to support ALL learners to access the full curriculum and achieve success.
- We believe that all students should have access to a program of study that meets their particular needs and prepares them for the next stages of their lives.
- We believe that students with diverse learning needs and language abilities should have equitable opportunities to reach their full academic, emotional and social potential.
- We believe that TIS should enable the students to become confident, resilient and resourceful learners, capable of meeting new challenges, so they can be active and caring members of local and global communities.



We promote an ethos of care, respect and support where effort and self-advocacy are valued, and success celebrated.

Students at TIS have five completion options they can follow once they get to High School:

- Alberta Education Certificate of Completion
- Alberta High School Diploma alone
- Full IB Diploma Programme alone
- Alberta High School Diploma with some IB Diploma Courses
- Alberta High School Diploma and full IB Diploma Programme

2. Definitions

Inclusive Education (“IE”) Team

- IE Coordinator - a teacher who coordinates the Inclusive Education program across the School
- IE Teacher / Case Manager - teachers at the School who undertake a caseload of IE students. They develop Individual Education Plans for students on their caseloads, in conjunction with classroom teachers.
- IE Educational Assistant - staff at the School who provide support to IE teachers and students with IE needs.

Therapists:

- Speech Pathologist - a professional specialist in speech and language support and development.
- Occupational Therapist - a professional specialist who helps to solve problems that interfere with a person’s ability to complete everyday tasks like self-care routines, being organised and productive, self-regulating, and participating in daily leisure and educational activities.
- Psychologist - a professional specialist who helps to identify students' needs or disabilities and offers strategies and recommendations.



Student Services Team

- Student Services Coordinator - a teacher who coordinates the social-emotional counselling and English Additional Language programs across the School
- TIS Counsellors - staff with training and experience with social-emotional counselling and support.
- Caritas Counsellors - staff with training and experience with social-emotional counselling and support and are provided to the School by the Macau Education authority
- EAL teachers - English Additional Language specialist teachers
- ASET Coordinator - a person who coordinates the additional English language support classes

Academic Counsellors

- Staff with training and experience with college/university/career counselling.

IB Diploma Coordinator - a teacher who coordinates the IB Diploma Programme

Administration

- Head of School - a teacher who oversees operation of all facets of the School
- Principals - one Primary school Principal (Pre-Kindergarten - Grade 6), one Secondary School Principal (Grades 7-12)
- Vice Principals - Two Elementary school, two Secondary school and one Early Childhood Coordinator

Secondary Student Welfare Team

- Secondary school Vice Principals, Academic Counsellors, IE Coordinator, Student Services Coordinator, Caritas counsellors, TIS Social emotional counsellors and IBDP Coordinator.



IEP - Individualised Education Plan

DSEDJ - Macau government Educational Authority

3. Identification of Learning Needs

3.1 Students may enter the School with identified learning needs. This will typically be in the form of a completed formal psychoeducational assessment report or an educational placement assessment report provided by the DSEDJ. Admission to the School will be determined upon assessment of whether or not the School can support the learning needs of the student.

3.2 Students may have entered the school with unidentified learning needs. In such instances, students are flagged to the IE department via the following processes:

1. Referral made to the IE Coordinator.
2. Screening undertaken by the IE team to informally address the level of need.
3. If the level of need is deemed to be high, parents are informed that a formal psychoeducational assessment is needed in order to best address student needs.

4. IEP

4.1 IEP Structure

When the findings made in the formal psychoeducational assessment or educational placement assessment report provided by DSEDJ indicate a learning difficulty or disability, the IE Team and the student's teachers will create an IEP which will clearly outline any adjustments required to the curriculum and in the classroom setting to facilitate student success as well as document assessment accommodations.

All stakeholders (parents, teachers, IE teachers and administration) show their consent to the IEP by agreeing upon and signing the completed document. The Head of IE coordinates timing for the IEP meetings where IE teachers / case managers gather input from and host meetings with students, parents and teachers to develop the IEPs for their caseload. All stakeholders (parents, teachers, IE teachers and administration) provide their consent to the IEP by agreeing upon and signing the completed document. All IEPs based upon educational placement reports are registered with the DSEDJ in compliance with Macau law.



4.2 Internal IEP or Learning Plan

Some students may be placed on an internal IEP, without access to a formal psychoeducational assessment. In these instances, there is recognition that the student has some learning needs, however, while waiting for a formal psychoeducational assessment to be done, a Learning Plan may be initiated.

4.3 Program adjustments on an IEP may include:

- **Modified curricular outcomes** (only when there is a high level of need). Any modifications away from meeting the curriculum standards are discussed and agreed upon between parents, teachers and a member of the IE Team.
- **Differentiated teaching and learning goals** that still meet course outcomes (documented on IEP)
- **Inclusive access to assessments**
 - **IB diploma** course inclusive access arrangements (*Access and Inclusion Policy*, 2018 pp.16 & 17) A psychoeducational assessment or language test report or educational evidence from the school is needed for application for accommodations to IB assessments. A psychoeducational assessment or language test report must have been carried out within 18 months of the examination session. The IB Coordinator applies to the IB for permission to provide accommodations. Upon IB approval, accommodations are communicated to the student and their family. Accommodations include:
 - Additional Time
 - Rest Periods and/or separate rooms (no psychoeducational assessment or external documentation required)
 - Computer / word processor
 - Scribe
 - Reader
 - Large print
 - Braille
 - Assistance
 - Additional language learners



- **Alberta** Provincial Achievement Test and Diploma examinations (General Information Bulletin) Provision of assessment accommodations must be in place for the student for the entire year. The relevant Vice Principal applies to Alberta Education to provide accommodations. Accommodations include:
 - Exemption from external assessment requests need to be sent to the Head of School by April 1. The Head of School will place the request with Alberta Education. The relevant Vice Principal will meet with the parents to explain the exemption prior to the request being sent to Alberta Education. An exemption form is signed by parents and placed in the child's file.
 - Audio (MP3 or Quest A+ versions)
 - Braille
 - Multiplication chart (10 x 10)
 - Scribe and speech-to-text
 - Reader
 - Large print
 - Sign language interpreter
 - Transcriber for recorded responses
 - Coloured paper or overlays
 - Writing in isolation

5. Monitoring IEPs

5.1 IEPs are reviewed by the IE teachers and classroom teachers, and are updated 2 times per year (October and February). Parent and student meetings are offered by the IE teachers in each of these review periods.

5.2 In Secondary school, Student Welfare Team Meetings are held throughout the year on a biweekly basis. Learning, social and emotional, and behavioural concerns of individual students are discussed, following a teacher referral. New referrals to the IE Coordinator may be made as a result of these meetings.

5.3 In Elementary school, Grade level team meetings are held monthly. Learning, social and emotional, and behavioural concerns of individual students are discussed with the IE team and escalation to the IE Coordinator or the Student Services Coordinator may be made.

6. High School Course Options for Students with Diverse Needs



An extensive process of course selection happens in April of each year. Grade 9s choose Alberta High School courses. In Grades 10, 11 and 12, they choose their options which may include Alberta and/or IBDP courses. Recommendations by teachers, Academic Counsellors and the IBDP Coordinator are made to assist students with their course selections that best fit the students academic aspirations and capabilities. A distinct advantage of the TIS academic programs is that we have a variety of course offerings in both HL and SL and a variety of Alberta courses which provide opportunities for success. It is our firm belief that we can find a program that fits every student's needs and looks to support them as an individual learner.

7. Learning Support and the IB Diploma

As described above, each student at TIS will choose the course options that best suit their learning needs and aspirations. Inclusive educational needs do not necessarily hinder a student selecting the IBDP.

The Student Services and IE Coordinators work closely with the IBDP Coordinator to determine what assistance students are eligible to receive and how support can be provided. Before accepting a student with inclusive educational needs as a candidate for the DP, the IBDP Coordinator and the Student Services and IE Coordinators consider whether suitable arrangements, for both teaching and assessment, can be made for that student. Careful consideration should be given to a candidate's choice of subjects and level of study, as some subjects may pose particular difficulties. To accommodate a student with inclusive access arrangements, it is essential that the IE Coordinator, in coordination with the DP Coordinator, consult with all teachers concerned, at an early stage to ensure that the arrangements are normal practices before any examinations.

8. Learning Support and the Alberta Diploma

Those students who are following Alberta Diploma courses, and who require exam accommodations, are required to meet the program standards criteria. The guidance and tolerances illustrated at www.education.Alberta.ca and the Alberta diploma examinations guidelines [document](#) are used for direct implementation of access arrangements and ensure the integrity of the examination process. The underlying objective for examination access arrangements are the same in that they ensure students are able to perform at their optimum level, given individual student challenges.



Additionally it is worth highlighting that students who are English Additional Language learners and meet criteria for access arrangements do so using the Alberta Language Proficiency Benchmarks rather than a standardised language test which may be accepted by the IB.

POLICY REVIEW PROCEDURE

This document was created in collaboration with the DP Coordinator, Student Support Coordinator, Inclusive Education Coordinator, and Administration.

This policy will be reviewed regularly by the relevant coordinators and the Leadership Team. It will be shared with not only the students and staff, and TIS community.

WORKS CITED

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