



INCLUSIVE PRACTICE 2020

VALUE STATEMENT

The Canadian International School (CIS) believes that the success of all members of the school community requires inclusive learning environments in which linguistic and cultural diversity is a cornerstone and members of the school community are welcomed, cared for, respected and feel safe. Through shared responsibility for the success of all students, and by cultivating a culture of high expectations for all students and staff, all children can learn and reach their full potential. At CIS we continuously strive to create the conditions within which quality teaching and optimum learning can occur and be sustained for the benefit of all students.

SCOPE

This policy applies to all CIS staff, administrators, teachers and teacher assistants.

MONITOR

All (academic and support) staff members are responsible for knowing, understanding and complying with this policy.

GUIDING PRINCIPLES

- All students applying to CIS go through the same standardized intake process: decisions regarding the acceptance of individual students to CIS are based on a range of factors. CIS reserves the right to not accept students if we do not believe that CIS can provide the optimum learning environment for their individual needs.
- Once a student is enrolled into CIS, and is identified with individual language and/or learning needs, it is necessary to provide appropriate programming to the student and to advise parents of the level of service that the school will be able to provide. This may mean a “conditional acceptance” for a trial period.
- Support of students is best determined on an individual basis in a manner that maximizes their opportunity to participate fully in the experience of schooling.
- Quality teaching in an inclusive setting occurs best when teachers work together in the common interest of helping all students succeed in diverse and complex learning environments. Teachers mean all certificated staff.
- ELL students and students with learning differences are required to participate in the regular curriculum to the fullest extent possible.



- Effective teaching practice benefits all students, including students who are gifted and talented, have specific learning differences, ELL students and every individual student at different learning and developmental stages.
- Programming for inclusive practice is an active process, which is continuously monitored, assessed and adjusted to meet a student's individual needs.
- Decisions about how and when individual students will be placed on an IEP are made through the program planning team. (* see program planning process in the procedures section).
- Students who require additional programming for ELL will be assessed to determine the level of support required and the amount of time that the support will be in place.

DEFINITIONS

Inclusion: Inclusive education embodies beliefs, attitudes and values that promote the right of all students to receive appropriate and quality educational programming and services in the company of their peers.

DIFFERENTIATION:

Differentiated instruction is a philosophy and an approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted, flexible instruction.

Response to Intervention: RTI is a multi tier approach to the identification and support of students with learning and behavior needs. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. (See attached Response to Intervention model in Appendix)

Universal design for learning: Universal design for learning (UDL) is an educational approach that aims to increase access to learning for all students by reducing physical, cognitive, intellectual, organizational and other barriers.

Classroom accommodations: An accommodation is a change or alteration in the classroom environment or curriculum delivery to support a student's individual learning style. Accommodations include special teaching or assessment strategies, equipment or other supports that remove, or at least lessen, the impact of a student's special education needs.

Adapted programming: Adapted Programming is programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student.



Assessment of students: This refers to the ongoing process of collecting information about students using a number of formal and informal methods across a variety of domains relevant to performance (behavioral, communicational, intellectual, learning or physical characteristics) to develop and implement appropriate programming to support student learning.

Diagnostic information: Diagnostic Information refers to data obtained from formal and informal assessments that identify students' areas of strengths and weaknesses and which are used to determine individualized programming for students.

Early identification: This essential process is used to identify students with special education needs at the earliest possible time, prior to or subsequent to their entry into school.

Program Planning Team: The Program Planning Team consults and shares information relevant to the individual student's education and plans special education programming and services as required. The team may consist of the classroom teacher, parents, students (where appropriate), TAs and other school and jurisdiction staff aware of the students' needs, and others as required.

Modified programming: This refers to programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students' special education needs.

Specialized assessment: Specialized Assessments are individualized measurement across a variety of domains for the purpose of developing and providing individualized programming for students. Specialized assessment includes assessment of intellectual abilities, academic performance, emotional and behavioural development and physical development relevant to students' educational performance, completed by qualified professionals.

Transition Plans: This is a consultative process that involves students, parents, other professionals, receiving school staff, and community agencies, as appropriate, to enable students to prepare for and successfully make changes (school entry, between grades/levels of schooling and upon school completion).

Conditional Acceptance: A Conditional Acceptance is a formal contract between the parents and guardians and CIS. The Conditional Acceptance outlines the roles and responsibilities of each party in supporting and enabling the academic, social-emotional and behavioral success of their child(ren).

Program Planning Process: Focuses on individual needs to develop instructional and assessment plans that increase the understanding of the students individual learning needs and strengths; enhances communication between teachers, parents and students; creates a long term vision that gives students the skills and knowledge to be effective self advocates and participants in their own learning.



Individual Program Plan: An INP is a written commitment of intent by the learning team to ensure appropriate planning for students with individual learning needs. Students with individual learning needs are those students who require modifications to their programming because of their behavioral, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics. Student Services reviews all assessment data and make on-going decisions about of which plan will best serve the individual needs of each student. These plans will be reviewed, adapted at each reporting period.

The Individual Needs Plan (INP): A concise plan of action based on assessment data, current level of performance and achievement in the classroom as determined by Student Support and the Learning Team. An INP will generally apply to students who require short-term modifications to address developmental differences.

Individual Education Plan (IEP): A concise plan of action based on diagnostic assessment data provided by a qualified professional (qualified school based Guidance Counselor, external practitioners such as psychologists and psychiatrist). An IEP will generally apply to students who will require significant modifications over an extended period of time.

ROLES AND RESPONSIBILITIES

Students:

- attend school and actively engage in their learning.
- actively participate by communicating their preferred ways of learning, strengths, challenges, and interests.
- actively work with teachers and other staff to communicate when they need help or supports(s), or if there are barriers to their learning.
- promote student voice and choice by actively taking part in decisions with respect to their own learning and act as leaders within the school community
- students engage in conduct that contributes and enhances a welcoming, caring and respectful environment.
- take part in Student Planning Team meetings, when appropriate.
- use English as the primary language of communication in the school environment with teachers and peers.
- be a responsible communicator, and use languages other than English with sensitivity within the school. The use of a particular language should not deliberately exclude others.
- use other languages in class only when seeking to clarify understanding or to support another language learner of the same language. The student's goal should be to use English exclusively in class as much as possible.



Parents/Guardians and Families:

- engage in and support their child's learning.
- support their child in attending school.
- maintain regular, respectful and collaborative contact with teachers about their child's well being, including their strengths, challenges, and interests
- work with the teacher and the principal to seek clarification and collaborate on solutions when questions arise with respect to their child's education and to identify and eliminate barriers to their child's learning.
- act as active members of their child's Student Planning Team.
- encourage the maintenance and enrichment of mother tongue by continuing to speak, read and write the language at home.
- encourage their children to read extensively outside the school in either English as the language of instruction or the mother tongue in order to help them to extend their academic language and concepts.

Teachers (in collaboration with Student Services and ELL Support):

- demonstrate a high degree of professional competence in planning, teaching, student assessment, and reporting while recognizing and providing for individual student needs.
- develop and enhance positive interpersonal relationships with students based upon a respect for the dignity of individuals.
- employ effective classroom management procedures to maximize student learning.
- participate as an effective team member in the development, implementation, and ongoing evaluation of INPs and IEPs to ensure that they are current and reviewed as required.
- maintain accurate student records that represent the whole child.
(learning/behavior/attendance/social emotional development) and communicate with student services where additional supports are required.
 - where there is evidence that a child's learning and/or developmental needs are atypical, teachers are required to immediately refer to student support and follow the outlined student support referral process.
 - build meaningful relationships with students, parents/guardians, families, and other members of the school community to collectively support student's well-being and achievement.
 - promote student well-being and achievement in collaboration with other staff
 - work collectively with school-based support staff, as appropriate, to deliver instruction and interventions to their students.
 - work with the school-based support staff to meet the strength and challenges of the students in their classrooms.
 - adhere to the principles of the teaching quality standards.
 - communicate regularly with students, parents/guardians, and other teachers and school staff with respect to student progress.



- serve as members of the Student Programming Teams for their students, work with the Student Planning Team through the Program Planning Process as needed, and be responsive to students and parents/guardians.
- assess and evaluate the effectiveness of their instructional strategies
- providing students with an environment and programs which provides opportunities for and recognition of success and which fosters self esteem self discipline and sense of responsibility.
- in teaching students who are learning English as another language, the big picture is the same as it is for all students. Teach every student based on his or her developmental and language proficiency level and identify and address the needs of each student.
- recognize that language learning is not a separate discipline, cannot be isolated from all other learning and take this into account when planning their lessons.
- Understand that students in a language other than their mother tongue cannot always be.
- assumed to have the awareness of the relevant linguistic genres for that particular subject and therefore need to be explicitly taught.
- acknowledge different levels of language skills and plan their lessons accordingly.
- be aware of issues related to language learning and be committed to developing their knowledge as language instructors through professional development opportunities.
- ensure that input of new concepts or knowledge is comprehensible and to make use of specific strategies to help their students access the new information (differentiation).

Student Support Teachers:

- value student voice and choice and provide opportunities for them to speak to their strengths, challenges, and preferred ways of learning.
- work with parents/guardians to help them feel welcome in the school community and to empower them as essential decision makers regarding programming and/or support for their child, including, but not limited to, participating on Student Planning Teams.
- work with parents/guardians to understand their preferred ways of working with teachers, principals, and other staff, and to accommodate them as much as possible.
- provide direct and indirect support to classroom teachers to meet the identified needs of their students.
- promote students' well-being and achievement by developing and implementing strategies with teachers and other staff.
- provide specific interventions and support(s), primarily in classrooms or common learning environments, to individual students or small groups of students who may require additional supplemental and intensive interventions.



- work collectively with all members of the school community and external services to support teachers in the delivery of instruction, assessment, and interventions to students.
- maintain regular communication with students, parents/guardians, external service providers, other teachers, and school staff with respect to students' progress.
- facilitate referrals to external services, maintain records of interventions and support service goals that are applicable to the school context.
- collaborate with community service agencies to provide wrap-around support to address individual student needs, to facilitate and coordinate referrals to external agencies, maintain records and support the integration of appropriate programming goals into the school context.
- identify the general and special education needs of the school population and report these to administration with recommendations.
- will monitor closely, identify and document any Child Protection issues. Any such issue will immediately be reported to the appropriate Principal.

School Principals:

- nurtures and sustains a culture that supports evidence-informed inclusive practice.
- work with teachers to support effective instructional strategies as evidenced by student growth socially, emotionally, and academically.
- establish opportunities and expectations for the positive involvement of parents/guardians in supporting student learning.
- create an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected, and safe
- develop a shared responsibility for the success of all students.
- ensure that teachers are following appropriate processes, as described in this policy and accompanying guidelines.
- ensure teachers and school staff have access to information and opportunities for professional learning that aligns with inclusive practice.
- support and participate in the Program Planning process in schools to gather data and set goals to improve student well-being and achievement.
- ensure that appropriate teams are put in place to promote the Program Planning Process.
- sign off on IEP goals and approve modifications to individual programming.
- support overall program planning based on the assessed needs of the whole school population.
- are responsible for establishing a Learning Team that must include Student Services, grade level leaders, the appropriate Principal and may also include specialist teachers, ELL teachers, external service providers, parents and students. Although an administrator may not be available for every meeting, it is necessary that the Student Support shares all recommendations stemming from any such meeting with the appropriate Principal
- ensuring that students are provided with an environment and programs which provides opportunities for and recognition of success and which fosters self esteem, self discipline, and sense of responsibility



- shall ensure that learning resources utilized in the school respect and reflect the diversity within the community; cultural based activities, and are tied to learning outcomes and respect the culture they are intended to represent.
- ensure that policies and procedures regarding English language acquisition are developed, implemented and regularly reviewed.
- provide funding, facilities, leadership, and resources for the successful implementation of ELL and policies and practices that ELL and language programs as an integral part of inclusive education

INCLUSIVE PRACICE PROCEDURES

Program Planning Process:

The key components of programming are not discrete; they are processes that work together:

- involves a problem-solving process, and is dynamic, interactive and changing
- requires consistency across campuses, settings, and grades
- requires teamwork and collaboration
- requires ongoing communication
- requires an organizational structure and inclusive school culture that support the ongoing implementation of the programming components.

The Program Planning Process has eight stages, however not all students will need to move through the entire process as sometimes needs are met by completing the opening stages.

The Program Planning Process may be started when:

- a child has been assessed and identified as needing specific educational planning and support
- a child is showing gifts and talents
- there is a need to better understand a child's needs and to explore new strategies
- a child requires management of a health care need or intervention

The Program Planning Team includes all those who have a shared responsibility for a student's learning. The team will include: (*)

- Parents
- Principal/ Vice Principal
- Classroom Teacher
- Student Support Teacher
- Other professional staff involved
- The student, whenever possible and appropriate



The team may also include teacher assistants and health-related professionals such as speech and language pathologists, psychologists, occupational therapists, physiotherapists and educational specialists as required.

The following stages include all members of the Program Planning Team.

Stage 1. Screening and identification (getting information)

The parent, teacher or other staff member may notice that additional planning is needed to meet a student's needs. At this stage, the teacher, in conjunction with Student Support, needs to develop a full understanding of a student's strengths, challenges, and interests in order to support the student in meeting curriculum outcomes.

The teacher, in conjunction with Student Support, will contact the parent to discuss their observations and may ask them to provide any information that may help them have a better understanding of their child. If the child has diagnosed special needs, the process may go directly to Stage 3.

Stage 2: Exploring instructional strategies

The teacher, in conjunction with Student Support, will try different strategies ("adaptations") to support a student in their classroom. The teacher will keep track of what works or does not work for a student, and make changes or try new ideas as needed. Sometimes, these in class ideas are enough to help a student succeed and the process will not need to move beyond Stage 2. If the adaptations do not meet a student's needs, additional support may be required (Stage 3).

Stage 3: Program Planning Team referral (sharing information and ideas)

At this stage the teacher will fill out a "Referral to Student Service". A referral to Student Services may occur when a student has a diagnosed special need, needs support before starting school for the first time, is transitioning from another school, adaptations have not been enough to enable a student to meet or extend the curriculum outcomes or has been identified by the teacher and Student Support Team as needing an individualized plan.

Stage 4: Program Planning Meeting (collaboration)

The Program Planning Team will meet to discuss the student's strengths, challenges and interests, share information, collaborate and decide on future actions. Together, the team may decide to:

- try different adaptations
- get more information from assessments or refer to other professionals
- create a draft INP or IEP and invite meaningful input from parents.
- develop an INP or IEP as in Stage 5.



Stage 5: Developing adaptations and/or INP or IEP

The Program Planning Team will create an INP or IEP for the school year that addresses the student's strengths, challenges and interests. An INP or IEP is developed and implemented for students for whom the school program curriculum outcomes are not applicable or attainable. An INP or IEP changes what a student is expected to do in school in certain subjects. It also documents the support provided by the teacher(s) and others. The Annual or Specific Individualized Outcomes are developed in one or more of the following areas:

- Academic
- Enrichment
- Life Skills
- Social Development

Stage 6: Implementing the adaptations and/or an INP or IEP (putting the plan in place)

The student's teacher(s), in conjunction with Student Support, implements the plan, evaluates the student's progress and shares information with the parents and the Program Planning Team.

Stage 7: Monitoring adaptations and/or an INP or IEP (checking in and following up)

The student's progress is monitored throughout the year to ensure the INP or IEP is meeting a student's needs. Changes to the INP or IEP are documented and communicated to the Program Planning Team.

Stage 8: Reviewing Adaptations and/or INP or IEP

Adaptations, INPs and IEPs are reviewed for their effectiveness in meeting a student's needs and are reviewed by the team once each semester. This ensures that everyone is up to date on how the implemented adaptations and/or INP or IEP are working and identifies where changes may be needed. It may also be an opportunity to consider removing a student from an INP or IEP.

English Language Learning Procedures:

The language of instruction at CIS is English, and our aim is to ensure that students are able to work successfully in the English medium. We consider the following to be essential elements for success:

- A comprehensive English learning program through which students acquire the skills and knowledge to access the regular curriculum.
- opportunities for personal choice and time for exploring multiple systems of communication in reading, writing, mathematics, art, music, drama and movement for diverse language learners
- opportunities for students to use language to make personal connections and exploring Commitment of all staff members to:
- create a safe, comfortable risk-free learning environment in all classes which encourages a variety of means of communication.
- encouraging students to demonstrate open dialogue in all interactions to understand the world through different lenses in specific disciplines.

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- modeling language through everyday use and directly teaching vocabulary and procedural terms within and across each discipline.
- planning effective and relevant lessons and significant engagements to improve student proficiency in all forms of language learning.
- Understanding that students who are learning an additional language often have a “silent period” in their learning of another language
- Communicate with parents regarding testing, moving classes and their child’s progress
- differentiated instructional practices are used with English language learners to support the acquisition of academic language necessary to access curricular content.
- Provide support to our English Language Learners and their families to support them in their adjustment to a new language learning environment within the larger classroom, English language learners at Levels 1, 2 and 3 receive explicit language instruction appropriate to their proficiency levels.
- School staff collaborates to plan intervention and support for individual students who are having difficulties.

Home Language (Mother tongue):

- CIS is committed to supporting the home language needs of the students throughout the school.
- The school acknowledges the important role of the home language in establishing individual identity and self-esteem and seeks to promote and celebrate the various mother tongues spoken within the community
- CIS has an understanding of how many students are not English mother tongue and the range of languages spoken and strive to meet their learning needs in an English-speaking school environment. We recognize that the process of surveying our language population is on-going one

Additional Languages:

- Students at CIS are all enrolled in one language class once they have completed ELL.
- The ELL Department, Student Support and Language Team work in partnership to identify and plan for students whose learning needs may have an impact on their English Language acquisition.
- Students with identified learning needs, in addition to language needs will be referred to the Student Services Program Planning Process Model.

Library:

- The ELL Department works in conjunction with the Library to support the students in ELL. Learning a language is on-going and can be greatly helped by reading. Students who read both inside and outside school have far more opportunities to improve their academic language and concepts than those who do not read a lot.
- The Learning Commons (LC) will have resources (books and other media) in a range of languages accessible to all students and faculty.



- The LC resources will be assessed and expanded on a regular basis.
- Faculty members will advise on the resources that are purchased based on student needs and instruction.